



## Educational Policies Council 2018-2019 Membership

### VOTING MEMBERS

#### Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, *Co-Chair* Executive Vice President for Academic Affairs and Provost  
Pamela E. Grimm, *Co-Chair* Chair of the Faculty Senate (term 2018-2019)

#### Ex-Officio Members: Deans or Dean Designees

##### Undergraduate EPC (yellow name cards)

Sonia A. Alemagno, Dean, Public Health
James L. Blank, Dean, Arts and Sciences
Maureen McFarland, Senior Academic Program Director, Aeronautics and Engineering
Barbara A. Broome, Dean, Nursing
Kenneth J. Burhanna, Dean (Interim), University Libraries
John R. Crawford-Spinelli, Dean, The Arts
James C. Hannon, Dean, Education, Health and Human Services
Mark S. Mistur, Dean, Architecture and Environmental Design
Eboni J. Pringle, Dean, University College
Amy L. Reynolds, Dean, Communication and Information
Nathan P. Ritchey, Dean (Interim), Regional College
Alison J. Smith, Dean, Honors
Deborah F. Spake, Dean, Business Administration

##### Graduate EPC (orange name cards)

Sonia A. Alemagno, Dean, Public Health
Christina L. Bloebaum, Dean, Aeronautics and Engineering
Cathy L. DuBois, Associate Dean, Business Administration
Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine
Miriam L. Matteson, Associate Dean (Interim), Communication and Information
Stephen A. Mitchell, Associate Dean, Education, Health and Human Services
Kara L. Robinson, Assistant Dean (Interim), University Libraries
Cynthia R. Stillings, Associate Dean, The Arts
Melody J. Tankersley, Dean, Graduate Studies
Wendy A. Umberger, Associate Dean, Nursing
Manfred H. Van Dulmen, Associate Dean, Arts and Sciences
William T. Willoughby, Associate Dean, Architecture and Environmental Design

#### Faculty Senate-Appointed Representatives

##### Undergraduate EPC (yellow name cards)

Ann Abraham, Associate Professor, Chemistry, Arts and Sciences (2018-2020)
Jennifer M. Cunningham, Associate Professor, English, Arts and Sciences (2018-2020)
Edward Dauterich, Professor, English, Arts and Sciences (2017-2019)
Vanessa J. Earp, Associate Professor, University Libraries (2017-2019)
Darci L. Kracht, Professor, Mathematical Science, Arts and Sciences (2017-2019)

##### Graduate EPC (orange name cards)

Ann Abraham, Associate Professor, Chemistry, Arts and Sciences (2018-2020)
Jeff Ciesla, Associate Professor, Psychology, Arts and Sciences (2018-2020)
Jennifer M. Cunningham, Associate Professor, English, Arts and Sciences (2018-2020)
Christopher J. Fenk, Professor, Chemistry, Arts and Sciences (2017-2019)
Robert J. Twieg, Professor, Chemistry and Biochemistry, Arts and Sciences (2015-2020)

**VOTING MEMBERS *continued*****College Curriculum Committee Representatives****Undergraduate EPC (yellow name cards)**

Lindsay C. Baran, Assistant Professor, Finance, Business Administration (Fall 2018*)
Ivan Bernal, Associate Professor, Architecture and Environmental Design
Natalie Caine-Bish, Associate Professor, Health Sciences, Education, Health and Human Services
Mary F. Kutchin, Lecturer, Nursing
Denise M. McEnroe-Petitte, Associate Professor, Nursing Technology, Regional
Timothy Roberts, Associate Lecturer, Journalism and Mass Communication, Communication and Information
Christopher Rowan, Professor, Geology, Arts and Sciences
Shin-Min (Simon) Song, Professor, Aeronautics and Engineering
Jonathan F. Swoboda, Associate Professor, Theatre, The Arts
Melissa D. Zullo, Associate Professor, Public Health

**Graduate EPC (orange name cards)**

Sara Bayramzadeh, Assistant Professor, Architecture and Environmental Design
Yea-Jyh (Kathy) Chen, Assistant Professor, Nursing
Michael W. Chunn, Professor, Music, The Arts
Duane J. Ehredt, Assistant Professor, Podiatric Medicine
Paul Haridakis, Professor, Communication Studies, Communication and Information
James D. (Derek) Kingsley, Assistant Professor, Health Sciences, Education, Health and Human Services
Richard L. Mangrum, Professor, Aeronautics and Engineering
Jooyoun Park, Associate Professor, Economics, Business Administration
Said M. Shiyab, Professor, Modern and Classical Language Studies, Arts and Sciences
Jonathan B. VanGeest, Professor, Public Health

\* Spring 2019: Geoffrey Steinberg, Associate Professor, Management and Information Systems, Business Administration

**NON-VOTING OBSERVERS AND CONSULTANTS****Observers****Undergraduate EPC (green name cards)**

Lauren Oswald, Undergraduate Student Government
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**Graduate EPC (green name cards)**

Antonina Pakholkova Mohamed, Vice Executive Chair, Graduate Student Senate
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**Consultants for the Educational Policies Council (green name cards)**

Susan M. Augustine, Academic Program Coordinator, Education, Health and Human Services
Aimee J. Bell, Academic Program Coordinator, Curriculum Services
Alicia R. Crowe, Associate Dean, Education, Health and Human Services
Larry G. Froehlich, Assistant to the Dean, Regional College
Mary Ann Haley, Associate Dean, Arts and Sciences
Jennifer S. Kellogg, Assistant Director, Curriculum Services
Gail M. Rebata, University Registrar

Hollie B. Simpson, Associate Director (Interim), Accreditation, Assessment and Learning
Elizabeth A. Sinclair, Assistant Dean, Business Administration
Linnea C. Stafford, Senior Institutional Research Information Officer, Institutional Research
Therese E. Tillett, Associate Vice President, Curriculum Services
Lana K. Whitehead, Assistant Dean, Graduate Studies
Catherine M. Zingrone, Academic Program Director, Communication and Information



OFFICE OF THE PROVOST

**TO:** Educational Policies Council (EPC)  
**FROM:** Therese E. Tillett, Executive Director of Curriculum Services  
**SUBJECT:** EPC Meeting Schedule and Deadlines for Academic Year 2018–2019  
**DATE:** 11 May 2019

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Typically, meetings are held on the third **Monday** of each the month (exception is January, and no meeting in December) **in the Governance Chambers** on the 2<sup>nd</sup> floor of the Kent Student Center on the Kent Campus. The meeting **begins at 3:20 p.m.**

Members of the Undergraduate EPC and Graduate EPC will meet jointly each month with an alternating agenda. The Office of Curriculum Services will notify members of a meeting cancellation seven calendar days before the meeting.

EPC Meeting Dates	Submission Deadlines of Agenda Items for the Meeting
Monday, 20 August 2018	Monday, 30 July 2018
Monday, 17 September 2018	Monday, 27 August 2018
Monday, 15 October 2018	Monday, 24 September 2018
Monday, 19 November 2018	Monday, 29 October 2018
Monday, 28 January 2019	Wednesday, 2 January 2019  January is the final meeting for approving course and program proposals for fall 2019 implementation. Program proposals include new and inactivated programs,* any revisions to a program's course or grade requirements and any other revision that changes the criteria for students to progress in or graduate with a degree, minor or certificate.
Monday, 18 February 2019	Monday, 28 January 2019
Monday, 18 March 2019	Monday, 25 February 2019  March is the final meeting for approving admission proposals for implementation in the fall 2019 catalog. <u><a href="#">Deadlines for admission revisions on next page.</a></u>
Monday, 15 April 2019	Monday, 25 March 2019  April is the final meeting for university and college policy proposals for fall 2019 implementation.  April is the final meeting for proposals for new courses for spring 2020 implementation.
Monday, 20 May 2019	Monday, 29 April 2019

\*Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online, in an accelerated delivery or at another campus or location, all of which require additional (external) steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this types of proposals.

## Implementation of Revisions to Program Admission Criteria

Because the admission window for a semester opens so far in advance of the start of that semester (e.g., admission for fall 2019 opens in July 2018), the implementation date for revisions to a program's admission criteria cannot follow the same deadlines as other program revisions.

Therefore,

- A revision to a program's admission criteria will be implemented for the next admission window unless a later term is requested.
- Revisions will be implemented only after approval by the Educational Policies Council (EPC).
- Revised admission criteria will be noted in the next-published University Catalog after current admission criteria (e.g., *Effective for spring 2020, admission criteria will be the following...*).

<b>EPC Approval of Admission Revision</b>	<b>College May Request Effective Term</b>	<b>First Noted in Catalog</b>
August 2018	Spring 2020 or Fall 2020	Fall 2019
September 2018	Spring 2020 or Fall 2020	Fall 2019
October 2018	Spring 2020 or Fall 2020	Fall 2019
November 2018	Spring 2020 or Fall 2020	Fall 2019
January 2019	Spring 2020 or Fall 2020	Fall 2019
February 2019	Spring 2020 or Fall 2020	Fall 2019
March 2019	Spring 2020 or Fall 2020	Fall 2019
April 2019	Fall 2020 or Spring 2021	Fall 2020
May 2019	Fall 2020 or Spring 2021	Fall 2020



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, August, 20 2018  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Monday, 13 August 2018

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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, 17 August 2018, to ensure that the materials are available at the meeting for review.

## **JOINT EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEMS**

1. Minutes of meeting on 16 April 2018

[Attachment 1](#)

#### **Division of Student Affairs** *(presented by Student Ombuds Amy B. Quillin)*

2. Revision of the administrative policy regarding class attendance and class absence (3341-3-01.2). Revision seeks to provide greater clarity as to what constitutes a medical illness or injury to be an approved excuse, and what is expected from a medical provider in regards to documentation of the medical illness/injury.  
Effective Fall 2019 | [Attachment 2](#)

### **INFORMATION ITEM**

1. Revision to the 2019-2020 academic calendar to observe the 50<sup>th</sup> anniversary of the events of 4 May 1970 (Remembrance Day).  
[Attachment 3](#)

## **GRADUATE EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEMS**

#### **College of Arts and Sciences** *(presented by Associate Dean Manfred Van Dulmen)*

##### ***School of Biomedical Sciences***

1. Revision of name, admission and course requirements for the Biomedical Sciences–Biological Anthropology [BANT] major within the Doctor of Philosophy [PHD] degree. Revised name is Biomedical Sciences–Human Evolutionary Biology [BHEB]. Revision includes removing college-level courses in statistics and computer science for admission and changing all course requirements. Minimum total credit hours for program completion are decreased, from 65 to 60. Effective Fall 2019 | [Attachment 4](#)

**GRADATE EPC AGENDA *continued*****ACTION ITEMS *continued*****College of Communication and Information** (*presented by Interim Associate Dean Miriam L. Matteson*)***School of Information***

2. Establishment of a School Library Media K-12 [SLMK] major within the Master of Library and Information Science [MLIS] degree, to be offered online only. This program will replace the School Library Media [SLM] concentration within the Library and Information Science [LIS] major. Minimum total credit hours for program completion are 37.  
Effective Fall 2019 pending state and accreditor approvals | [Attachment 5](#)

**INFORMATION ITEM****College of Communication and Information**

1. Program development plan to establish a High-Risk Communication major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.  
[Attachment 6](#)

**LESSER ACTION ITEMS****College of Arts and Sciences*****Department of Geology***

1. Revision of the graduation requirement for the Geology [GEOL] major within the Master of Science [MS] degree. Revision includes clarifying how students will gain a fundamental knowledge and understanding of earth materials and a field experience by the end of their second year by completing a lecture/lab course in earth materials (related to mineralogy and/or petrology) and a three-to-five-week fieldcamp or field experience as determined by the graduate coordinator. Minimum total hours to program completion is unchanged at 60 for post-master's and 90 for post-baccalaureate.  
Effective Fall 2019
2. Revision of the graduation requirement for the Applied Geology [APGL] major within the Doctor of Philosophy [PhD] degree. Revision includes clarifying how students will gain a fundamental knowledge and understanding of earth materials and a field experience by the end of their second year by completing a lecture/lab course in earth materials (related to mineralogy and/or petrology) and a three-to-five-week fieldcamp or field experience as determined by the graduate coordinator. Minimum total credit hours to program completion is unchanged at 32.  
Effective Fall 2019

**College of Podiatric Medicine**

3. Inactivation of the policy for laboratory participation while pregnant. The college will now distribute a known risks information sheet to all students prior to matriculation. Students will be required to acknowledge that they received the information sheet.  
Effective Fall 2018

**AGENDA UPDATE – 22 January 2018 EPC Agenda****College of Education, Health and Human Services*****School of Leadership, Development and Educational Sciences***

1. Banner code was incorrect (C644, not C642) for the new Addictions Counseling post-baccalaureate certificate.

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

**College of Arts and Sciences** (*presented by Dean James L. Blank*)

***Department of Mathematical Sciences***

1. Establishment of an Actuarial Mathematics [AMAT] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus. This major replaces the Actuarial Mathematics concentration in the Mathematics major. Minimum total credit hours for program completion are 120. Effective Fall 2019 pending state and accreditor approvals | Attachment 7: [Proposal](#), [Appendices](#)

**Regional College** (*presented by Interim Dean Nathan Ritchey*)

2. Establishment of the Criminology and Justice Studies [CRJU] major within the Associate of Applied Science [AAS] degree, to be offered fully online and on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas campuses, and the Regional Academic Center in Twinsburg. The major will include one optional concentration: Peace Officers Training Academy [POTA], which will be offered on-ground only at the Trumbull Campus. This major replaces the Justice Studies major within the Associate of Arts degree. Minimum total credit hours for program completion are 60. Effective Fall 2019 pending state and accreditor approvals | Attachment 8: [Proposal](#), [Appendices](#)

### INFORMATION ITEM

**University College**

1. Implementation of a new articulation agreement process (transfer pathways) with community colleges.  
[Attachment 9](#)

### LESSER ACTION ITEMS

**College of Aeronautics and Engineering**

1. Revision of course requirements for the Aircraft Dispatch [ACD] minor. Revision includes adding AERN 15745 as an either/or with AERN 15740; and adding AERN 35650 as an either/or with AERN 35644. Minimum total credit hours to program completion decrease, from 26 to 24. Effective Fall 2019

**College of the Arts**

***School of Theatre and Dance***

2. Inactivation of the Dance Accompaniment [DANA] minor. Admission to the minor was suspended for fall 2016 (May 2016 EPC). Effective Fall 2018
3. Revision of course requirements for the Theatre Sound [THSN] minor. Revision includes adding THEA 21528 as an either/or with THEA 41528, THEA 41992, THEA 42092. Minimum total credit hours to program completion are unchanged at 20. Effective Fall 2019

**UNDERGRADUATE EPC AGENDA *continued*****LESSER ACTION ITEMS *continued*****College of Arts and Sciences*****Department of Geography***

4. Revision of name and course requirements for the Climatology [CLIM] minor. Revised name is Climate Change [CLCG]. Course revision includes removing GEOG 21072 as required, removing physics and mathematics courses, and creating two electives lists. Minimum total credit hours to program completion decrease, from 25 to 18.  
Effective Fall 2019

***Department of Geology***

5. Revision of course requirements for the Earth Science [ESCI] major within the Bachelor of Arts [BA] degree. Revision includes adding GEOG 49070, GEOL 22000 and GEOL 42035; removing BSCI 10110, BSCI 30560, GEOG 49070, GEOL 11043, GEOL 32066, GEOL 34061, MATH 11022 and the physics requirement; and moving several required courses to electives. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***Department of Sociology***

6. Revision of course requirements for the Victimology [VICT] concentration in the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Revision includes moving CRIM 47003 from required to elective; adding CRIM 37311 and CRIM 37511 as electives; and increasing electives, from 6 to 9 credit hours. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**College of Nursing**

7. Revision of graduation requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Revision includes requiring minimum C grade for statistics requirement. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2018

**College of Public Health**

8. Revision of name for one concentration and inactivation of another concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revised name for the Community-Based Public Health [CBPH] concentration is Community Health Outreach and Development [CHOD]. Inactivated is the Health Promotion and Education [HPED] concentration due to new accreditation guidelines.  
Effective Fall 2019

**Honors College**

9. Revision of the Honors Program in the University Catalog to reflect current practices.  
Effective Fall 2019

**AGENDA UPDATE – 22 January 2018 EPC Agenda****Regional College**

1. Effective date was incorrect (fall 2019, not fall 2018) for extension to the Trumbull Campus of the Theatre and Society [THSO] concentration in the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree.

## COURSE SUBJECT REVISIONS

### Course Subject Revisions Effective Fall 2019

CACM	Applied Conflict Management to:	
PACS	Peace and Conflict Studies .....	Revise
MIS	Management and Information Systems to:	
CIS	Computer Information Systems .....	Revise
HRM	Human Resource Management.....	Revise
MGMT	Management .....	Revise

## UNDERGRADUATE UNIVERSITY REQUIREMENTS COURSE REVISIONS

### Diversity Requirement—Courses Approved for Effective Fall 2019

PHIL	41491	Seminar in Asian Philosophy (3) <i>Global</i> .....	Revise
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### Diversity Requirement—Course Revisions Effective Fall 2019

CACM 11001	Introduction to Conflict Management (3) <i>Domestic</i> to:	
PACS	.....	Revise
CACM 32030	International Conflict Resolution (3) <i>Global</i> to:	
PACS	.....	Revise
CACM 32040	Cross-Cultural Conflict Management (3) <i>Global</i> to:	
PACS	.....	Revise
CACM 41010	Reconciliation Versus Revenge: Transitional Justice (3) <i>Global</i> to:	
PACS	.....	Revise

### Experiential Learning Requirement—Courses Approved Effective Fall 2019

ANTH	48225	Archaeology of Death (3) .....	Revise
BSCI	40365	Field Methods in Ornithology (3) .....	Revise

### Experiential Learning Requirement—Course Revisions Effective Fall 2019

CACM 35092	Internship in Conflict Management (1-9) to:	
PACS	Internship in Peace and Conflict Studies .....	Revise
GEOL 22000	Introductory Geology Seminar (1) to:	
	Degree and Career Paths in Geology.....	Revise

### Kent Core—Course Revisions Effective Fall 2019

CACM 11001	Introduction to Conflict Management (3) to:	
PACS	.....	Revise

### Writing Intensive Requirement—Course Revisions Effective Fall 2019

ANTH	48225	Archaeology of Death (3) .....	Revise
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### Writing Intensive Requirement—Course Revisions Effective Fall 2019

CACM 41010 Reconciliation Versus Revenge: Transitional Justice (3) to:  
PACS ..... Revise

CACM 42020 Qualitative Research in Conflict Management (3) to:  
PACS ..... Qualitative Research in Peace and Conflict Studies ..... Revise

### COURSE REVISIONS

#### Course Revisions Effective Fall 2019

ACCT 43009 Accounting Data Analytics (3)..... New  
AERN 45001 Initial Dispatch I (2) ..... New  
AERN 45002 Initial Dispatch II (2) ..... New  
AERN 45003 Initial Dispatch III (2) ..... New  
AERN 45100 Operational Planning in Aviation (3) to:  
Airport Operations ..... Revise  
AERN 45200 Strategic Aviation Management (3) ..... Revise  
AGRI 30000 Farm Business Management (3) ..... Revise  
AGRI 31000 Agribusiness Management (3) ..... Revise  
AGRI 33000 Agricultural Commodity Marketing (3) ..... Revise  
AGRI 34000 Livestock Production Management (3) ..... Revise  
AGRI 35000 Crop and Forage Production Management (3) ..... Revise  
AGRI 41000 Agricultural Price Analysis (3) ..... Revise  
AGRI 42000 Agricultural Finance (3) ..... Revise  
AGRI 43000 Agricultural Environmental Law (3) ..... Revise  
ANTH 58225 Archaeology of Death (3) ..... Revise  
BSCI 30267 Plant Physiology (4) ..... Revise  
BUS 30061 Business Professional Practices (1) ..... Inactive  
CACM 30000 May 4 1970 and Its Aftermath (3) to:  
PACS ..... Revise  
CACM 31002 Gender, Power and Conflict (3) to:  
PACS ..... Revise  
CACM 31003 Nonviolence: Theory and Practice (3) to:  
PACS ..... Revise  
CACM 31010 Conflict Theory (3) to:  
PACS ..... Revise  
CACM 32020 Strategic Planning (3) to:  
PACS ..... Revise

**Course Revisions Effective Fall 2019 *continued***

CACM 33030	Conflict in the Workplace (3) to:	
PACS	.....	Revise
CACM 34010	Career Pathways in Conflict Management (3) to:	
PACS	Career Pathways in Peace and Conflict Studies .....	Revise
CACM 34040	Negotiation (3) to:	
PACS	.....	Revise
CACM 35050	Environmental Conflict Resolution (3) to:	
PACS	.....	Revise
CACM 35095	Special Topics in Conflict Management (3) to:	
PACS	Special Topics in Peace and Conflict Studies .....	Revise
CACM 36096	Individual Investigation in Conflict Management (3) to:	
PACS	Individual Investigation in Peace and Conflict Studies.....	Revise
CACM 45093	Variable Topic Workshop in Conflict Management (1-6) to:	
PACS	Variable Topic Workshop in Peace and Conflict Studies.....	Revise
CACM 48080	Mediation: Theory and Training (3) to:	
PACS	.....	Revise
CACM 49091	Variable Title Seminar in Conflict Management (1-3) to:	
PACS	Variable Title Seminar in Peace and Conflict Studies .....	Revise
CACM 58080	Mediation: Theory and Training (3) to:	
PACS	.....	Revise
CCI 60000	Foundations of Communication and Information Inquiry (3) .....	New
CCI 80000	Foundations of Communication and Information Inquiry (3) .....	Revise
DSCI 10410	Information Ethics and Social Responsibility (3) to:	
30410	.....	Revise
EVAL 75550	Introduction to Quantitative Research in Education (3) .....	New
FDM 20155	Machine Knitting-Single Bed (3) to:	
	Machine Knitting.....	Revise
FDM 30154	Machine Knitting-Double Bed (3) to:	
	Digital Machine Knitting.....	Revise
GAE 32000	Fuel Cell Technology (3) .....	Revise
GAE 42002	Energy Management Systems (3) .....	Revise
GAE 42003	Lean Manufacturing, Six Sigma and Operations Technology (3) .....	Revise
GAE 42004	Advanced Fuel Cell Technology (3).....	Revise
GEOG42064	Historical Geography of the United States and Canada (3) to:	
	Settling the North American Environment .....	Revise
GEOG52064	Historical Geography of the United States and Canada (3) to:	
	Settling the North American Environment .....	Revise
GEOG72064	Historical Geography of the United States and Canada (3) to:	
	Settling the North American Environment .....	Revise

**Course Revisions Effective Fall 2019 *continued***

GEOL	33025	Water and the Environment (3) .....	New
GEOL	42036	Physical Hydrogeology Laboratory (1) .....	New
GEOL	42066	Physical Hydrogeology (3) .....	New
GEOL	52036	Physical Hydrogeology Laboratory (1) .....	New
GEOL	52066	Physical Hydrogeology (3) .....	New
HI	60403	Health Information Systems (3) .....	Revise
HI	60410	Health Records Management (3) .....	Revise
HI	60418	Clinical Analytics II (3) .....	New
HI	80403	Health Information Systems (3) .....	Revise
HI	80410	Health Records Management (3) .....	Revise
IT	11002	Visual Basic Programming (3) .....	Revise
IT	11005	Introduction to Operating Systems and Networking Technology (3) .....	Revise
JMC	20008	Research and Measurement in Advertising and Public Relations (3) .....	Revise
JMC	21005	Advertising Messaging and Communication (3) .....	Revise
JMC	26001	Writing Across Platforms (3) .....	Revise
JMC	26005	Storytelling Across Platforms (3) .....	Revise
JMC	31011	Advertising Strategy Development (3) .....	Revise
JMC	36010	Interviewing and Data for Journalists (3) .....	Revise
JMC	40201	Public Relations Practice: Public Affairs (1) .....	Revise
JMC	40202	Public Relations Practice: Crisis Communication (1) .....	Revise
LIS	60625	Library Materials and Services for Young Children (3) to: Engaging Young Children and Families .....	Revise
LIS	60626	Library Materials and Services to Teens (3) to: Engaging Teens .....	Revise
LIS	60629	Library Materials and Services for School-Age Children (3) to: Engaging School-Age Children .....	Revise
LIS	80625	Library Materials and Services for Young Children (3) to: Engaging Young Children and Families .....	Revise
LIS	80626	Library Materials and Services to Teens (3) to: Engaging Teens .....	Revise
LIS	80629	Library Materials and Services for School Age Children (3) to: Engaging School-Age Children .....	Revise

**Course Revisions Effective Fall 2019 *continued***

MIS	24053	Introduction to Computer Applications (3) to:	
CIS		.....	Revise
MIS	24056	Fundamentals of Business Statistics (3) to:	
MGMT		.....	Revise
MIS	24065	Web Programming (3) to:	
CIS		.....	Revise
MIS	24093	Variable Title Workshop in Management and Information Systems (1) to:	
CIS		.....	Revise
MIS	24163	Principles of Management (3) to:	
MGMT		.....	Revise
MIS	34032	Data and File Technology (3) to:	
CIS		.....	Revise
MIS	34036	Enterprise Systems and Business Processes (3) to:	
CIS		.....	Revise
MIS	34045	Small Systems Technology (3) to:	
CIS		.....	Revise
MIS	34053	Data Integration (3) to:	
CIS		.....	Revise
MIS	34054	Using Information Systems for Solving Business Problems (3) to:	
MGMT		.....	Revise
MIS	34055	Computer Decision Modeling (3) to:	
MGMT		.....	Revise
MIS	34059	Service Operations Management (3) to:	
MGMT		.....	Revise
MIS	34060	Operations Management (3) to:	
MGMT		.....	Revise
MIS	34064	Manufacturing Resource Planning (3) to:	
MGMT		.....	Revise
MIS	34065	Quality Assurance (3) to:	
MGMT		.....	Revise
MIS	34068	Systems Analysis and Design (3) to:	
CIS		.....	Revise
MIS	34070	Programming Theory and Applications (3) to:	
CIS		.....	Revise
MIS	34080	Computer Programming for Business I (3) to:	
CIS		.....	Revise
MIS	34092	Practicum in Career Development (3) to:	
HRM		.....	Revise

**Course Revisions Effective Fall 2019 *continued***

MIS	34157	Introduction to Healthcare Systems Management (3) to:	
MGMT		.....	Revise
MIS	34158	Managerial and Technological Aspects of Healthcare Systems Management (3) to:	
MGMT		.....	Revise
MIS	34159	Managing Healthcare Systems Operations (3) to:	
MGMT		.....	Revise
MIS	34165	Dynamics of Leadership (3) to:	
MGMT		.....	Revise
MIS	34175	Learning to Lead (3) to:	
MGMT		.....	Revise
MIS	34180	Human Resource Management (3) to:	
HRM		.....	Revise
MIS	34185	Individual and Group Behavior in Organizations (3) to:	
MGMT		.....	Revise
MIS	34187	International Experience in Human Resource Management (3) to:	
HRM		.....	Revise
MIS	34280	Organizational Change Management (3) to:	
MGMT		.....	Revise
MIS	44007	Project Management and Team Dynamics (3) to:	
CIS		.....	Revise
MIS	44009	The Business Case for Sustainability (3) to:	
MGMT		.....	Revise
MIS	44033	Advanced Computer Programming for Business (3) to:	
CIS		.....	Revise
MIS	44042	Network Theory and Applications (3) to:	
CIS		.....	Revise
MIS	44043	Database Management Systems (3) to:	
CIS		.....	Revise
MIS	44044	Systems Analysis II (3) to:	
CIS		.....	Revise
MIS	44045	Information Systems Management (3) to:	
CIS		.....	Revise
MIS	44048	Software Integration (3) to:	
CIS		.....	Revise
MIS	44049	Network Management and Cybersecurity (3) to:	
CIS		.....	Revise
MIS	44061	Operations Management and Control (3) to:	
MGMT		.....	Revise

**Course Revisions Effective Fall 2019 *continued***

MIS	44062	Supply Chain Management (3) to:	
MGMT		.....	Revise
MIS	44065	Strategies in Production and Operations Management (3) to:	
MGMT		.....	Revise
MIS	44091	Seminar in Human Resource Management (3) to:	
HRM		.....	Revise
MIS	44093	Variable Title Workshop in Management and Information Systems (1) to:	
CIS		.....	Revise
MIS	44095	Special Topics in Management and Information Systems (3) to:	
CIS		.....	Revise
MIS	44096	Individual Investigation in Management (3) to:	
MGMT		.....	Revise
MIS	44152	Project Management (3) to:	
MGMT		.....	Revise
MIS	44163	Global Business Management (3) to:	
MGMT		.....	Revise
MIS	44183	Developing and Training Human Resources in Organizations (3) to:	
HRM		.....	Revise
MIS	44185	Staffing Human Resources (3) to:	
HRM		.....	Revise
MIS	44187	International Emerging Enterprises and Markets (3) to:	
MGMT		.....	Revise
MIS	44191	Senior Research Seminar in Management (3) to:	
MGMT		.....	Revise
MIS	44192	Internship in Management (3) to:	
MGMT		.....	Revise
MIS	44195	Advanced Topics in Human Resource Management (3) to:	
HRM		.....	Revise
MIS	44284	Management Capstone (3) to:	
MGMT		.....	Revise
MIS	44285	Integrated Business Policy and Strategy (3) to:	
MGMT		.....	Revise
MIS	44292	Business Experience and Internship (3) to:	
CIS		.....	Revise
MIS	44293	Workshop in Professional IS Certification (3) to:	
CIS		.....	Revise
MIS	44295	Special Topics in Information Systems (3) to:	
CIS		.....	Revise

**Course Revisions Effective Fall 2019 *continued***

MIS	44392	Business Consulting and Practicum (3) to:	
MGMT		.....	Revise
MIS	44445	Global Human Resource Management (3) to:	
HRM		.....	Revise
MIS	44492	Business Experience and Internship in Human Resource Management (3) to:	
HRM		.....	Revise
MIS	44499	Human Resource Business Consulting and Projects (3) to:	
HRM		.....	Revise
MIS	44660	Performance Management and Compensation Systems (3) to:	
HRM		.....	Revise
MIS	44763	Human Resource Analytics and ERP Systems (3) to:	
HRM		.....	Revise
MIS	64185	Business Strategy (3).....	Revise
NURS	70705	Foundations of Research Methods in Nursing (3) .....	Revise
NURS	70710	History and Philosophy of Nursing Science (3).....	Revise
NURS	70715	Theory Construction and Development in Nursing (3) .....	Revise
NURS	70720	Introduction to Nursing Knowledge Domains (3).....	Revise
NURS	70725	Quantitative Research Methods in Nursing (3).....	Revise
NURS	70727	Advanced Health Care Statistics I (3).....	Revise
NURS	70730	Qualitative Research Methods in Nursing (3) .....	Revise
NURS	70735	Nursing and Health Care Policy (3) .....	Revise
NURS	70737	Advanced Health Care Statistics II (3) .....	Revise
NURS	70745	Advanced Topics in Quantitative Research Methods (3) .....	Revise
NURS	70747	Advanced Methods for Nursing Research: Application of Qualitative Methods (3) .....	Revise
NURS	80170	Pediatric Assessment for Advanced Practice Nurses (3).....	Inactive
NURS	80270	Pediatric Nurse Practitioner I (3) .....	Inactive
NURS	80370	Pediatric Nurse Practitioner II (1).....	Inactive
NURS	80470	Pediatric Nurse Practitioner III (2) .....	Inactive
NURS	81792	Pediatric Assessment for Advanced Practice Nurses Practicum (1) .....	Inactive
NURS	82792	Pediatric Nurse Practitioner I Practicum (1) .....	Inactive
NURS	83792	Pediatric Nurse Practitioner II Practicum (1).....	Inactive
NURS	83992	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum (1)	Inactive
NURS	84792	Pediatric Nurse Practitioner III Practicum (2) .....	Inactive
NURS	85892	Women's Health Care Nurse Practitioner V Practicum (2) .....	Inactive

**Course Revisions Effective Fall 2019 *continued***

PAS	23310	Native American Culture (3) to Native American Studies .....	Revise
PAS	23310	Native American Culture (3) to: Native American Studies .....	Revise
PHIL	41033	Philosophy of Imagination (3) .....	New
PHIL	51033	Philosophy of Imagination (3) .....	New
PTST	10002	Analysis of Movement (4) .....	Inactive
PTST	20004	Physical Therapy Procedures II (4) .....	Revise
RC	00006	Critical Reading Strategies for College Success (3) .....	Revise
TECH	26301	Networking Hardware I (3) to: (4) .....	Revise
TECH	52400	Radiation Dosimetry and Safety (3) .....	Revise
TECH	56321	Web Database Integration (3) .....	Revise
TECH	60003	Six-Sigma: Tools and Applications for Technology Management (3) .....	Revise
TECH	65500	Quality Systems and Industrial Productivity (3) .....	Revise
TECH	65700	Applied Reliability Engineering (3) .....	Revise
TECH	65800	Burn-in/Stress Testing for Reliability (3) .....	Revise
THEA	61420	Collaboration in Production Studio (1) .....	New

*Agenda prepared by the Office of Curriculum Services*



**Educational Policies Council  
Minutes of the Meeting  
Monday, 16 April 2018**

**Ex-Officio Members present (or represented):** Faculty Senate Chair Deborah C. Smith, Associate Provost Mandy J. Munro-Stasiuk (representing Dean Melody J. Tankersley); Deans Sonia A. Alemagno, James L. Blank, Barbara A. Broome, John R. Crawford-Spinelli, James C. Hannon, Eboni J. Pringle, Alison J. Smith; Interim Deans Kenneth J. Burhanna, Nathan Ritchey, Robert G. Sines Jr.; Assistant Dean Elizabeth A. Sinclair (representing both Dean Deborah F. Spake and Associate Dean Robert D. Hisrich); Interim Assistant Dean Kara L. Robinson; Associate Deans Vincent J. Hetherington, Stephen A. Mitchell, Cynthia R. Stillings, Wendy A. Umberger, Manfred H. Van Dulmen; Interim Associate Dean Danielle S. Coombs (representing Dean Amy L. Reynolds); Associate Professor Pamela K. Evans (representing both Dean Mark S. Mistur and Associate Dean William T. Willoughby)

**Ex-Officio Members not present (or not represented):** Provost Todd A. Diacon; Associate Dean I. Richmond Nettey

**Faculty Senate-Appointed Representatives present (or represented):** Professors Darci L. Kracht, Donald L. White; Associate Professors Albert L. Ingram, Linda L. Williams

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Edward Dauterich, Susan Roxburgh, Robert J. Twieg; Assistant Professors Vinay K. Cheruvu, Jennifer M. Cunningham; Associate Professors Vanessa J. Earp, Christopher J. Fenk

**Council Representatives present (or represented):** Assistant Dean Elizabeth A. Sinclair (representing Lindsay C. Baran); Associate Professor Pamela K. Evans (representing Jonathan P. Fleming); Professors Michael W. Chunn, Shin-Min (Simon) Song; Assistant Professors James D. (Derek) Kingsley, Insook Kim, Mary A. Mooney, Amy B. Petrinec, Debra S. Shelestak; Associate Professors Jillian S. Coorey, Pamela K. Evans, Richard L. Mangrum, Jonathan F. Swoboda

**Council Representatives not present (or not represented):** Professors Said Shiyab, Jonathan B. VanGeest; Associate Professors Jan C. Leach, Denise M. McEnroe-Petitte, Jayaram (Jay) Muthuswamy, Robert D. Sturr, Melissa D. Zullo

**Observers present:** Representative for Graduate Student Senate Vice Executive Chair Kathryn Klonowski

**Observers not present:** Undergraduate Student Government Senator Samantha Scozzaro

**Consultants and Guests present:** Aimee J. Bell, Keiran Dunne, Larry G. Froehlich, Lynette Johnson, Jennifer S. Kellogg, Karen M. Keenan, Françoise Massardier-Kenney, Christa Ord, Hollie Simpson, Therese E. Tillett, Kathryn Wilson, Catherine M. Zingrone

Faculty Senate Chair Deborah C. Smith called the meeting to order at 3:22 p.m., on Monday, 16 April 2018, in the Governance Chambers of the Kent Student Center.

**Joint EPC Action Item 1: Approval of 19 March 2018 meeting minutes.**

Assistant Professor Mary A. Mooney moved for approval of the minutes, seconded by Associate Professor Pamela K. Evans. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Joint EPC Action Item 2: Revision of the policy for the Incomplete (IN) administrative mark to update language regarding an IN mark submission and to clarify some requirements and timing of the default grade process.**

A motion for approval of the item was made by Associate Dean Danielle S. Coombs and seconded by Professor Darci L. Kracht.

Executive Director Therese E. Tillett explained that the proposal is not to change the policy, but to update language due to implementation of an electronic workflow for the incomplete mark contract. In addition, there are minor changes in the policy, including removing an implication that the deadline for the default grade is whatever the instructor puts in the contract. If the student does not complete the work for the course, the default grade is applied at the end of the semester with all other grade entries. In addition, the current policy did not note extensions, although that has always been a policy in practice.

EPC members did not have any questions or comments and passed the item unanimously.

**Joint EPC Action Item 3: Revision of the policy for the Audit (AU), Never Attended-F (NF) and Stopped Attending-F (SF) administrative marks to clarify that students still are enrolled in a course receiving one of those marks even if their overall enrollment status has changed for financial aid and other purposes.**

Sonia A. Alemagno moved the item for approval, seconded by Assistant Professor Mooney.

Executive Director Therese E. Tillett explained that after a student has been given an NF or SF mark, the student continues to be enrolled in the course. The policy was changed a couple years ago to reflect overall student enrollment status due to reporting regulations for federal financial aid. Students who receive a NF or SF mark, according to the U.S. Department of Education, are not attending the course, and their financial aid should be adjusted to reflect that. Unintended consequences occurred with this policy change. For example, it affected student athlete eligibility to play, because the student's enrollment status would be reported as less than full time. This change to the policy is to clarify that the student is still enrolled in the course, even if the student receives one of these marks and is designated as less than full time in the system (Banner).

An EPC member asked if the line in the policy about "select purposes" was intentionally vague. Associate Registrar Lynette Johnson replied in the affirmative, saying they do not know every place the policy may have some impact. This part of the policy was left so that the policy did not override another rule or regulation. Adjusting the language allows for student athletes to continue to compete and/or practice, but the policy language modification does not change the main purpose.

The EPC member followed up, inquiring where this information could be found so as to advise students. Associate Registrar Johnson replied that she did not have an answer for this question.

An EPC member asked for clarification on the eligibility status of the student athletes who concentrate on the sport and do not attend class. Associate Registrar Johnson explained that the NCAA performs many checks. The student athlete may be eligible to compete in the sport, however, at the end of the semester, checks are performed to ensure they have met 18 credits hours and are progressing in their degree. A student athlete cannot receive all NF/SF marks and be eligible to compete the next semester. This circumstance would be the same as if they failed the courses.

Professor Kathryn Wilson, Kent State's NCAA faculty athletics representative, stated that the NCAA has a large amount of requirements. The NCAA performs the checks before the semester begins to ensure that student athletes are full time before they can be eligible to participate. Student athletes who drop a course lose their eligibility. Professor Wilson explained that someone checks on student course status every morning. There are safeguards in place so athletic counselors are notified if a student athlete drops a class.

She explained that the issue with the current policy for NF/SF marks is that it was completely out of everyone's control except the course instructor. The student athlete instantly becomes ineligible to compete when the instructor enters a NF/SF mark. She gave an example of an instructor who accidentally gave NF marks to all students in a course late one afternoon, which prevented a student athlete from playing in a game that night. This policy modification allows for the uncertainty around eligibility to be removed. This gives athletics the flexibility to have the policy work as Kent State had intended.

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

**Joint EPC Action Item 4: Revision of registration deadlines affected by changes to the academic calendar.**

Associate Dean Vincent J. Hetherington moved for approval of the item, and Associate Dean Wendy A. Umberger seconded.

Executive Director Tillett stated that the registration deadlines are not changing. The language needs to be stated a different way to now align with the new start of the fall semester.

EPC members passed the item unanimously with no questions or comments.

Faculty Senate Chair Smith asked if any EPC Graduate Council member would like to discuss any item on the graduate agenda, or move any lesser item to an action item. Hearing no response, Faculty Senate Chair Smith said they were free to leave if they wanted.

**Undergraduate EPC Action Item 1: Designation of Kent Core status in the Additional category to MCLS 20000 Global Literacy and Cultural Awareness (3). Course number will be revised to MCLS 20001. This item was presented and then tabled at the January 2015 EPC meeting.**

Interim Dean Kenneth J. Burhanna made a motion to approve the item, and Professor Kracht seconded the motion.

URCC Co-Chair and Dean Alison J. Smith explained that this course was approved originally by the URCC in December 2014. It went to EPC and was tabled until the course received approval for inclusion in the Ohio Transfer Module (OTM). Dean Alison J. Smith turned over the discussion to Dean James L. Blank.

Dean Blank explained that the course is highly disciplinary, and his college has requested that it be approved for the Kent Core Additional category. He stated that it is not unusual for a course to be denied for OTM status, adding that there are quite a few Kent Core courses not in the OTM. The last four years have been focused on global initiatives at Kent State, especially in the classroom, and this course will serve a broad range of students in a variety of disciplines. Dean Blank requested that Professor Françoise Massardier-Kenney provide more details and answer questions.

Professor Massardier-Kenney said she and a colleague developed the course in 2012 because it was obvious that courses like this were needed in the United States. The idea of intercultural competence was labeled as a national security crisis as early as 2012. This course was developed to assist with training everyone to be more thoughtful of other cultures, to understand how people from other cultures view us, and to have a framework allowing people to function in a global world. There has been a large number of refugees to the United States, especially through Akron and Cleveland refugee agencies, in the past 10 years. Professor Massardier-Kenney expressed that host communities need to understand refugees' experience, and the refugees need to understand what it will take to be successful in America.

Professor Massardier-Kenney explained that the course works at a fairly simple level. The concepts introduced to students are basic, such as different conceptions of time. She noted that a similar course is in the Kent Core currently (Colloquium: The Western Identity). However, it is an honors course, open to honors students only. It has the same content as her course, but at a higher level. She expressed concern that honors students have access to cultural competency in the Kent Core, but general students do not.

An EPC member recalled that the College of Public Health requested that a global public health course be considered for Kent Core a couple of years ago. URCC passed it, but there was the same caveat of gaining OTM approval, which did not happen for the public health course, similar to the course on the floor currently. The member requested clarification that if this course is approved for Kent Core without being approved for OTM, the College of Public Health can resubmit its course.

Faculty Senate Chair Smith replied that it is her understanding that Faculty Senate has not been approving Kent Core courses without the OTM status, and that Senate has not been approving adding a course to the Kent Core without the removal of a course.

An EPC member acknowledged that she was the one who made the motion to table the initial proposal in 2015, to which Professor Massardier-Kenney responded "Shame on you!" The member indicated that the Senate hears a lot of complaints from Columbus, because there are too many courses not in OTM. It is the practice of Faculty Senate to not consider any courses that have not been approved for OTM. Faculty did not receive anything saying that the course had been approved for the OTM, and that is why the course was dismissed from consideration. The member suggested to the college to either not submit the course to Faculty Senate without OTM approval or remove another MCLS course from the Kent Core to replace it with this course.

There was further discussion on the OTM, with the clarification that there is no state mandate that all courses in a university's general education requirement must be approved in the OTM. Several members expressed their opinion that having OTM status is not critical to being in the Kent Core; while others said there are too many courses in the Kent Core without OTM status. (Editor's note: Of the 126 courses in the Kent Core for fall 2018, 35 or 28% do not have OTM status.)

The OTM is a state-wide initiative to ensure that students may transfer easily their general education requirements from one public institution to another within the state. Recently, the state has started an overarching review of the OTM, as it has not changed that much in the past 25 years.

There was also member discussion on the practice that Faculty Senate has followed in the recent years of keeping the number of Kent Core courses at a certain limit. Faculty Senate Chair Smith noted that both past and present presidents have expressed concern about the high number of courses in the Kent Core. Senate has worked to be responsive to that concern. The belief by many is a university's core curriculum should be a narrow, shared experience, and that cannot be accomplished with a large amount of courses. Under the RCM model, courses proliferated in the Kent Core, because they were lucrative to their respective colleges. The issue is that the Kent Core has become so broad that some feel it is no longer achieving its original goal.

Other discussion followed on the availability of the course for students. Professor Massardier-Kenney stated that students are able to take the course currently, but she felt they do not have the time to take it because they have so many requirements. A member pointed out that the course currently fulfills part of the foreign language requirement for students in the College of Arts and Sciences. Another member inquired why the course has not been submitted to satisfy the global diversity requirement for students.

Members who spoke in favor of approving the course noted the need for intercultural competency in the Kent Core and the need to update the Kent Core to reflect current issues. One member felt there was no issue with having many courses in the Kent Core as everyone looks at the requirement differently.

Professor Massardier-Kenney also provided clarification to several member questions about the instructional delivery of the course. She stated the course is offered both online and face-to-face. Many international students take the course, and she stated it is ideal to have them interact with American students in a face-to-face course.

EPC members did not have any additional questions or comments. They passed the item with one dissenting vote.

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With no further items, comments or questions, Faculty Senate Chair Deborah C. Smith adjourned the meeting at 4:07pm.

Respectfully submitted,

Office of Curriculum Services

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Jun-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Division of Student Affairs**  
 College \_\_\_\_\_  
 Proposal **Revise Policy**  
 Proposal Name **Class attendance/absence policy - revision**

## Description of proposal:

**The proposed revision attempts to provide greater clarity to the Class Attendance/Absence policy (3-01.2), particularly with regards to the medical illness/injury section, by articulating more specifically what constitutes a "medical illness/injury" and what constitutes appropriate medical documentation. Additionally, minor revisions clarify procedures with regards to some sponsored activities.**

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

**The revision to the medical illness/injury section of the policy, is intended to assist instructors and students as to what constitutes a medical illness/injury, and the expected documentation to support that illness/injury.**

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

**The Division of Student Affairs, namely the Student Ombuds office, University Health Services, and Student Accessibility Services, participated in the revision process, along with Collegiate Athletics, the General Counsel's office, and a faculty/staff representative from Stark Campus, and various faculty offered input.**

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### REQUIRED ENDORSEMENTS

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

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## **Proposal Summary—Revision of Policy 3342-3-01.2 Administrative Policy Regarding Class Attendance and Class Absence**

### **Subject Specification:**

The primary purpose of the proposed revision is to provide greater clarity to the Class Attendance/Absence policy (3-01.2) particularly with regards to the medical illness/injury section.

### **Background Information:**

Currently, the medical illness/injury section of the Class Attendance/Absence policy provides little clarity as to what constitutes a medical illness/injury that would warrant a student's absence from class, and what is expected from a medical provider in regards to documentation of the medical illness/injury. The proposed revisions are intended to provide that clarity.

The Division of Student Affairs endorses these revisions as they align with its mission to, among other things, "enhance the educational process," by assisting both faculty and students in understanding the expectations relative to students' class absences due to medical illness/injury.

The Division of Student Affairs supports these revisions that will benefit students and faculty by clarifying what constitutes a medical illness/injury, and what the expectations are of the medical documentation supporting the class absence relative to a medical illness/injury.

There is no anticipated fiscal or staffing needs for this revision.

### **Alternatives and Consequences:**

If not approved, the current policy will remain in effect.

### **Specific Recommendation and Justification:**

See attached proposal (underline and strikethrough) for the specific action and wording of the proposed revisions. See above for justification.

### **Timetable and Actions Required:**

1. Approval by EPC
2. Submitted to Cabinet for review
3. Review by Faculty Senate
4. Revision enacted effective for beginning of Fall semester 2019

**Marked-Up Version: 3342-3-01.2 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, events, and circumstances 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. This policy describes the procedures for requesting and responding to legitimate absences.
- (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 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.
- (C) Class absence. 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, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings. [Students and/or faculty may contact the office of the student ombuds with concerns of excessive absences.](#)
- (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 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.
- (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 instruction on filing a grievance: student ombuds, student accessibility services (SAS), or equal opportunity and affirmative action.
- (F) Student responsibilities: In addition to this policy, 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.
  - (2) Students shall:
    - (a) Follow the documentation procedures set forth below.

**Marked-Up Version: 3342-3-01.2 Administrative policy regarding class attendance and class absence**

- (b) Notify their instructors as soon as possible of class absences [or anticipated class absences](#).
- (H) Procedures and responsibilities for requesting an [excused](#) absence due to attendance at a sponsored activity. For the purposes of this rule, “sponsor” refers to the organizer of the activity or event.
  - (1) Sponsors shall:
    - (a) Provide a list to each participant of all approved events that 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 [hard-copy](#) signed “class absence authorization form” [or electronically notify each instructor](#) for each of the student’s affected classes at the time the list of events is distributed.
    - (c) Coordinate resolution of conflicts with instructors.
  - (2) Instructors shall:
    - (a) Refer to paragraph (G)(1) of this rule.
  - (3) Students shall:
    - (a) Provide the sponsor of the activity with a list of classes [that](#) ~~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. [An electronically processed absence form sent from the sponsor to the affected instructors is acceptable in lieu of the paper form.](#) ~~In the event the absence is due to illness or injury, verification from the health center or other medical officer should be presented to the instructor.~~
- (I) Procedures and responsibilities for requesting an [excused](#) 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 (SAS) in the event of a student’s attendance accommodation due to a disability.
    - (b) Refer to paragraph (G)(1) of this rule.
  - (2) Students shall:
    - (a) Consult with student accessibility services (SAS) if frequent or prolonged absences are anticipated due to a disability.
    - (b) In consultation with student accessibility services (SAS), and in accordance with their attendance policy modification, provide their instructors, each semester, with a SAS-issued accommodation document, which may be presented to the instructor in lieu of verification from a medical provider.

**Marked-Up Version: 3342-3-01.2 Administrative policy regarding class attendance and class absence**

- (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 [an excused](#) absence due to medical illness/injury. [For purposes of this rule, medical illness or injury involves a condition that is serious enough that the student is unable to attend class.](#)
  - (1) Instructors shall:
    - (a) Refer to paragraph (G)(1) of this rule.
    - [\(b\) Maintain these records for one year following the completion of the course.](#)
  - (2) Students shall:
    - (a) [Present to the course instructor the "medical documentation form-class absence" provided by the university \(available on the student ombuds webpage\) or, alternatively, documentation from their medical provider that includes the following information: ~~Provide verification from their medical provider.~~](#)
      - [\(i\) Date\(s\) of illness](#)
      - [\(ii\) Confirmation that the student experienced, or is experiencing, a medical condition serious enough to warrant absence from class](#)
      - [\(iii\) Medical provider's name and address of the medical facility](#)
      - [\(iv\) Medical provider's signature and date of signature](#)
    - [\(b\) Present the documentation to the course instructor immediately upon their return to class.](#)
    - [\(c\)\(b\)](#) Refer to paragraph (G)(2) of this rule.
- (K) Procedures and responsibilities for requesting an [excused](#) absence due to religious observation.
  - (1) Instructors shall:
    - (a) Refer to paragraph (G)(1) of this rule.
  - (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 [excused](#) absence to perform military service.
  - (1) Instructors shall:
    - (a) Refer to [paragraph \(G\)\(1\) of this rule.](#)
  - (2) Students shall:
    - (b) 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 office of the university registrar in the event a prolonged absence is anticipated.

**Policy Effective Date:** \_\_\_\_\_**Policy Prior Effective Dates:** 11/4/1977, 9/13/1979, 10/26/1979, 2/14/1983, 1/30/1985, 7/10/1985, 9/7/1988, 1/29/1992, 9/19/2005, 6/01/2007, 1/13/2014, [3/1/2015](#)Related Forms:  [Class-Absence-Authorization-Form-2014.pdf](#)

## Medical Documentation Form - Class Absence

This form is to be completed by the student's medical provider documenting a **serious** illness that necessitates the student's absence from class. Please note that for chronic or ongoing medical concerns, the student should seek assistance from the office of Student Accessibility Services ([www.kent.edu/sas](http://www.kent.edu/sas)). Additionally, if the medical provider believes the student may be absent from class for an extended period of time, please contact the Student Ombuds at (330) 672-9494.

STUDENT INFORMATION	
Student Name:	KSU ID:
KSU e-mail:	Phone #:

MEDICAL PROVIDER INFORMATION	
Dates of absence:  Yes / No (circle one): I attest that the student named above experienced, or is experiencing, a <b>medical condition serious enough to warrant absence from class</b> on the dates listed above.	
Provider name:	
License or certification:	National Provider Identifier:
Address of medical office/facility:	
Office phone number:	
Signature:	Date:
Additional information:	

Once completed by the medical provider, the student should submit this document to their instructors verifying medical reasons for their class absence(s).

### **Selected schools' class Attendance/Absence policies & procedures:**

In general, most, if not all universities selected below have some verbiage that gives deference to instructors in establishing expectations for class attendance/absence. Additionally, most institutions emphasize the importance of class attendance, and make the point that a student's absence does not excuse them from the required coursework.

#### **Peer Institutions:**

##### **Georgia State University:**

- In addition to university-sponsored activities, legal obligations, and religious obligations, "it is suggested that faculty give due consideration to absences relating to the following events: A. Death or major illness in student's immediate family B. Illness of a dependent family member C. Illness that is too severe or contagious for students to attend class."
- No documentation criteria are suggested.

##### **University of Houston:**

- Excused absences are recognized for university sponsored activities, religious observances, and military service.
- No mention of illness, injury, or medical excuses.

##### **Ohio University:**

- If students are hospitalized at the local hospital, they can "request that your instructor call Student Health Service to verify your hospitalization" (I'm assuming the local hospital and the SHS have some agreement; local hospital is not affiliated with the university).
- If students receive outpatient care at SHS, they can provide written permission for information to be released, and request that their instructor call to verify that they received outpatient care.
- If students receive medical care from someplace other than SHS, they are required to "provide verification of the dates [they] received care."

##### **Western Michigan University:**

- No policy/procedure found

##### **University of North Texas:**

- "In case of an illness that will require absence from class for more than one (1) week, the student should notify his or her faculty member."

##### **Utah State University:**

- "Injury, illness, or medical condition/status that is too severe or contagious for the student to attend class." This is further defined:
  - o Injury/illness of 3+ days – students should obtain a medical confirmation note from their medical provider. "The medical confirmation note must contain the date and time of the visit for the injury or illness and the medical professional's confirmation of needed absence."
  - o Injury/illness <3 days – faculty may require confirmation of injury/illness, and medical documentation should affirm date/time of visit.

#### **Aspirational Institutions:**

##### **Clemson University:**

- Students requesting an excused absence need to submit a written request to the Student Services Coordinator. "Medical excuses will require the name of the doctor, nurse or medical facility that can confirm your visit."

**Selected schools' class Attendance/Absence policies & procedures:****Penn State University:**

- Students may request medical absence verification from Univ. Health Services (UHS) for "significant prolonged illnesses or injuries lasting at least a week resulting in absence from classes." [NOT for "minor or routine illnesses or injuries, such as colds, and flu-like or gastrointestinal illnesses."]
- If student sought medical attention outside the university for a significant, prolonged illness, student "must provide appropriate documentation to UHS director ..."

**University of South Florida:**

- Students submit a Verification of Care Form, either from the university's Student Health Services (SHS), although only "if we are involved in your medical care for three or more days, or in limited cases of severe illness/injury if medically indicated."
- "If a patient receives care for their illness or injury from a non-SHS medical provider, they must obtain a "Verification of Care" note from the medical provider who provided the care."

**Temple University:**

- Students can request the Dean of Students send a class absence note in the case of unexpected situations. "The Dean of Students does not require documentation by provided, but the instructor might."

**Virginia Commonwealth University:**

- The only university recognized reasons for absence are religious observances and short-term military training.
- Otherwise, "Students must be informed in writing of the attendance requirements and the corresponding consequences of poor attendance for the courses and/or program in which they are enrolled. ... Students having attendance problems should contact the instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course."

**Other Universities:****Youngstown State University:**

- In the event the absence was due to illness or injury, verification from a health center or medical professional should be presented to the instructor. If the illness was not severe enough to warrant a medical visit, instructors should use their best judgment in determining if it should be excused.

**Miami University:**

- Faculty encouraged to "work with students who miss class due to death in the family, serious illness or other critical circumstance." In these situations, students are instructed to contact the Dean of Students office.

**University of Toledo:**

- Students must provide documentation of reason for the absence (e.g. funeral director's or funeral program, doctor's "return to work" slip, etc.).
- For unexpected emergencies, including "... an emergency room visit, the student must let the instructor know by UT e-mail what is happening as soon as is reasonably feasible after the missed class for the absence to be excused."

**Georgia State Univ. -**

[https://codeofconduct.gsu.edu/files/2018/03/2018\\_March\\_Student\\_Code\\_of\\_Conduct.pdf](https://codeofconduct.gsu.edu/files/2018/03/2018_March_Student_Code_of_Conduct.pdf) (pg. 29-30 Student Code of Conduct)

**C. Policy on Class Attendance**

The resources of the university are provided for the intellectual growth and development of its students. The university expects each student to take full responsibility for his or her academic work and academic progress. Students are expected to attend classes in order to gain command of the concepts and materials of their courses of study. ...

In addition, it is suggested that the faculty give due consideration to absences relating to the following events: A. Death or major illness in student's immediate family B. Illness of a dependent family member C. Illness that is too severe or contagious for students to attend class.

**Univ of Houston** <http://publications.uh.edu/content.php?catoid=25&navoid=8895>

**Class Attendance**

Properly enrolled students are required to attend the first day of class. Failure to attend may result in the student being dropped from the class.

The university has no specific policy regarding the number of excused absences, but expects students to attend class regularly. Students whose absences are determined by their instructors to be excessive may be dropped from the course. Unavoidable absences should be reported to the instructor as soon as possible.

Absences caused by participation in a campus-sponsored activity are considered official if the sponsor of the activity has received approval from the appropriate university administrator. Students must make up the work missed even though the absences are official.

Related policies:

[Excused Absence for Military Service](#)

[Religious Holy Days](#)

**Ohio University -**

<http://www.catalogs.ohio.edu/content.php?catoid=41&navoid=2622#Attendance>

**Class Attendance Policy**

The weight given to class attendance in determining your grade is an academic matter; thus, all instructors are responsible for their own attendance policies. Though your instructor will state

specific attendance requirements during the first week of classes each semester, the University does expect you to attend classes regularly.

**Excused Absences.** Although instructors' policies govern how excused absences will be handled in their classes, certain absences are considered legitimate by the University. These include illness, death in the immediate family, religious observance, jury duty, and involvement in University-sponsored activities.

If you are returning to class after a legitimate absence, you can expect your instructors' assistance (makeup work, excused absences, recalculation of the student's grade based on remaining work) within the limits of their established attendance policies. There are occasions when the size or the nature of the course makes it necessary to limit the number of excused absences or the availability of makeup work, particularly for examinations or such special events as field trips or outside speakers. Such limitations should be explained in the instructor's attendance policy at the beginning of each course. If you are involved in University activities that may conflict with your class schedule, check with your instructor as early as possible to make satisfactory arrangements. You may document reasons for your absence as follows:

If you are participating in an authorized University activity (departmental trip, music or debate activity, ROTC function, or athletic competition), you can obtain notification from the sponsoring office. If you are hospitalized at O'Brien Memorial Hospital, you are not issued a notification of class absence. However, you may request that your instructor call the Student Health Service to verify your hospitalization. If you receive outpatient care at the Student Health Service, you will not be issued a notification of class absence. However, if you give written permission for the information to be released, you may request that your instructor call for verification that you received outpatient care. It is assumed that, whenever possible, you will visit the health service as an outpatient without missing class.

If you receive medical care from personnel or facilities other than the Student Health Service, you are required to provide verification of the dates you received care.

If your grade has been affected by a legitimate absence or absences that your instructor does not excuse, you may appeal through the normal grade appeal process (first through the instructor, then the department chair or school director, and then the dean of your college). If satisfaction is not achieved through this process, the dean will appoint a faculty committee of five members, including the chair or director of the department or school in question, to consider your case and render a decision. The decision of this committee is not subject to further appeal.

...

### **University of North Texas**

[https://policy.unt.edu/sites/default/files/06.039\\_StudentAttendance\\_2016.pdf](https://policy.unt.edu/sites/default/files/06.039_StudentAttendance_2016.pdf)

....

IX. Student Absence Due to Illness. In case of an illness that will require absence from class for more than one (1) week, the student should notify his or her faculty member.

Responsible Party: Students, faculty.

Utah State University <http://catalog.usu.edu/content.php?catoid=12&navoid=3160>)

## Attendance & Excused Absences

### Introduction

Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies.

The excused absence policy does not guarantee that a student's absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student's responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation.

There are multiple mechanisms that should be considered if absence from a class is necessary:

Incomplete (I) Grade: If a student is unable to complete all of the coursework because of extenuating circumstances, a grade of "I" (Incomplete) may be submitted by the instructor. Refer to Incomplete policy for details.

Withdrawal: Students may drop courses without notation on the permanent record through the first 20% of the class (i.e. 3 weeks of a 15-week term). If a student drops a course after that initial grace period, a "W" will be permanently affixed to the student's record. After 60% of the class is completed (i.e. 9 weeks of a 15-week term), the student's academic advisor must sign any drop request, and a "W" with a grade assigned by the instructor will be entered on the student's permanent record. Under normal circumstances, a student may not drop a course after 75% of the class is completed. (Check General Catalog for exact dates.)

Excused Absence: An absence may be excused for the reasons and in accordance with the procedures outlined below. Students who are requesting an excused absence are expected to uphold the Student Code of Conduct.

...

### **Injury, Illness, Medical Condition/Status**

Injury, illness, or medical condition/status that is too severe or contagious for the student to attend class

**Injury or illness of 3 or more days.** For injury or illness that requires a student to be absent from classes for three or more class meetings, the student should obtain a medical confirmation note from his or her medical provider. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the absence has occurred. The medical confirmation note must contain the date

and time of the visit for the injury or illness and the medical professionals confirmation of needed absence.

**Injury or illness less than 3 days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than 3 or more class meetings. At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. Medical documentation can be collected after the absence has occurred.

An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.

Major injury, illness, or medical condition/status in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).

**Clemson University** - [https://www.cs.clemson.edu/Academics/Archive/attendance\\_policy.pdf](https://www.cs.clemson.edu/Academics/Archive/attendance_policy.pdf)

Course Attendance Policy Attendance at classes is expected. Many studies have found that the single factor that contributes the most to success in a course is class attendance. Failure to attend not only hurts you, but also places an extra burden on the instructor and detracts from the overall quality of the course.

To enhance the quality of this course, the following attendance policy will be followed:

1. The number of unexcused hours of absence for the lecture component of the class may not exceed the number of lecture hours per week for the course. For example, a class that meets Monday/Wednesday/Friday for one hour per day would allow a maximum of three unexcused missed lectures. A class that meets Tuesday/Thursday for one and a half hours per day would allow a maximum of two unexcused missed lectures.
- ....
5. Unexcused absences should only be used to handle unexpected emergencies (i.e. car broken down, alarm clock didn't go off, cat having kittens, etc.). If you have used all of your unexcused absences and then your car breaks down, you have a problem. Excused absences are limited to absences related to medical conditions, family emergencies such as funerals or approved university activities. Requests for excused absences should be submitted in writing to Ruth Watkins (the Student Services Coordinator on the fourth floor of Edwards). For approved university activities the excuse must be submitted with supporting documentation (including university contact) at least one week before the event. Medical excuses will require the name of the doctor, nurse or medical facility that can confirm your visit. Appropriate supporting documentation should be provided for family emergencies. You may meet with Ruth Watkins to discuss issues related to excused absences.

**Penn State U.** - <https://handbook.psu.edu/content/class-attendance>

## Absence for Illness or Emergency

Whenever possible, students should inform instructors prior to missing classes for reasons beyond their control (e.g., illness, injury, family emergency). If an evaluative event (e.g., a quiz or exam) will be missed due to an unavoidable illness or emergency, it is the student's responsibility to contact the instructor as soon as the unavoidable absence is known to discuss ways to make up the work.

If circumstances (e.g., hospitalization, emergency, or death of an immediate family member) prevent a student from contacting instructors, [Student and Family Services](#), 814-863-2020, should be notified in order that they may notify the instructors. Students or their parents/guardians may be requested to provide documentation verifying the legitimacy of the absence. Students are responsible for contacting faculty to request accommodations or arrangements to make up missed work or evaluative events.

University Health Services offers [guidelines for verification of a student's illness](#). UHS may provide verification of illness forms only for significant, prolonged illnesses or injuries resulting in absence from classes.

**University of South Florida** - <http://ugs.usf.edu/policy/DocumentedMedicalAttention.pdf>

Documented Medical Attention for Illness Students are excused for absences due to documented illnesses that require medical attention. While students should not attend class with infectious conditions, even if medical attention is not sought, the decision to excuse absences from undocumented illnesses is at the discretion of the individual instructor. Consideration should also be given to students whose dependent children experience serious illness. Extended illnesses may interfere with the successful completion of courses, and in such cases a student should contact his or her college by the deadline to drop a course. After the drop deadline, students may submit an Academic Regulations Committee (ARC) petition with proper documentation to drop a course or withdraw for medical reasons. Students may find additional information through their college ARC representative.

**Medical Excuse Policy** - <http://www.usf.edu/student-affairs/student-health-services/services/medical-excuse.aspx>

Students may experience medical conditions, psychological conditions, illnesses or injuries that require them to be away from the classroom or workplace, or that affect their ability to perform optimally in class or on exams.

**Per USF policy**, all students must comply with the provisions of the [University catalogs](#). Attendance is the responsibility of the student and instructors have the discretion to approve or disapprove any absence. Although SHS may verify that you received care and offer a statement

in support of consideration of an excused absence, only the instructor may excuse an absence. In addition, it is important to note that extended absences for any reason may affect a student's academic status and/or ability to complete an academic program. Students must be certain to discuss their absences with their instructors at their earliest opportunity (before, during or immediately after their return to class depending on the circumstances of the medical condition or procedure). **This is solely the responsibility of the student.** There is no circumstance in which SHS can provide a note if you were NOT seen by our providers.

#### ***Verification of Care Form***

Student Health Services (SHS) will provide this "Verification of Care" form in **Support of Consideration of an Excused Absence**, however, this is NOT considered an excuse note. This form verifies that you received care at SHS on the listed date.

#### ***Verification of Care Note***

**SHS can provide a "Verification of Care" note only if we are involved in your medical care for three or more days, or in limited cases of severe illness/injury if medically indicated.**

If a professor subsequently requires a note for a medical absence of fewer than three days; **the student must first fill out a release of medical information consent form at SHS**, then the professor must provide SHS with a written request on USF departmental letterhead and fax it to 813-974-8391.

"Verification of Care" notes are written by SHS medical providers (MDs, PAs, or ARNPs). When applicable, a standardized letter is completed, a copy is provided for the instructor and the letter is scanned into the patient's electronic health record. **PLEASE NOTE: If a patient receives care for their illness or injury from a non-SHS medical provider, they must obtain a "Verification of Care" note from the medical provider who provided the care.**

- If a patient significantly improves prior to the estimated return date, or the illness continues longer than estimated, the patient may need to obtain an additional "Verification of Care" note. If a patient needs additional time for recovery prior to returning to classes or work, they must return to see the SHS provider prior to the original estimated return date.
- Unless specifically requested by the patient, SHS does not place a diagnosis on an excuse note. SHS staff does not release information about a patient's medical and/or psychiatric condition to USF administrators, instructors, parents (unless the patient is a minor) or employers without the patient's express permission and a signed release.

**Temple Univ - <https://deanofstudents.temple.edu/class-absences>**

### **Class Absences**

#### **Student Class Absence Notifications**

Many students encounter situations that are unexpected and may interrupt their ability to attend classes. Whether it is a severe illness, hospitalization, death in the family, or other critical incident, in most cases, students plan to resume class attendance as soon as they are able. In these situations, the Dean of Students Office, when requested and as a courtesy to a

student, can send a notification to course instructors making them aware of a student's absence.

To request a class absence notification, students or family members can contact the Dean of Students Office during regular business hours. The Dean of Students Office does not require documentation be provided, but an instructor might. Depending on the nature of the absence, Dean of Students Office may also follow-up with a student for on-going support.

It is important to note that course instructors make the ultimate decision regarding excusing absences in their classes. Students are advised by the Dean of Students Office to consult their course syllabus and contact their individual instructor (beforehand or upon return) to obtain information on how absences will be handled for each class or to discuss the possibility for make up work.

**Virginia Commonwealth Univ** - <http://bulletin.vcu.edu/academic-regs/university/attendance/>

The instructional programs at VCU are based upon a series of class meetings involving lectures, discussions, field experiences, special readings and reporting assignments. Therefore it is important for each student to be in attendance on a regular basis. A student who misses a class session is responsible for completing all material covered or assignments made during the absence.

Students must be informed in writing of the attendance requirements and the corresponding consequences of poor attendance for the courses and/or program in which they are enrolled. Though the attendance requirements may vary widely from one course to another, students must abide by these requirements. Students cannot enroll in two courses that meet concurrently without written approval from the chair of each department involved.

### **Consequences of poor attendance**

Students having attendance problems should contact the instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course. If the student has fallen so far behind that the successful completion of the course is impossible, the student should withdraw from the course before the end of the first 10 weeks of classes.

If the student continues to miss class and does not officially withdraw from the course, the instructor may withdraw the student for nonattendance with a mark of W before the end of the first 10 weeks of classes or may assign an academic grade at the end. Withdrawals are not permitted after the end of the first 10 weeks of classes. For classes that do not conform to the semester calendar, the final withdrawal date occurs when half of the course has been completed. Withdrawal dates for summer session classes are provided on the [Summer Studies Calendar](#).

## Religious observances

It is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students wishing to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of classes. On these dates, instructors are encouraged to avoid scheduling one-time-only activities that cannot be replicated. Through such strategies as providing alternative assignments or examinations, granting permission for audio or video recordings or the use of the Internet, faculty members are expected to make reasonable academic accommodations for students who are absent because of religious observance.

## Mandated short-term military training

Students called to report for mandated military training must provide advance written notification to each instructor several weeks in advance of training. Faculty members are expected to make reasonable academic accommodations for students who are absent because of mandated short-term military training (short-term is defined as several days not to exceed two weeks).

**Youngstown State Univ** - <https://catalog.ysu.edu/undergraduate/general-information/academic-policies-procedures/grading-system/grading-system.pdf>

## Absence from Classes and Examinations

The problem of excessive class absence concerns instructor and student, and consequently requires their mutual effort. All students must realize that for their own welfare they are expected to attend all class meetings of courses in which they are enrolled. The instructor, however, has the prerogative of determining the relationship between class attendance, achievement, and course grades, and the responsibility for communicating the relationship to the students at the beginning of each term. ... The instructor has no obligation to give make-up graded coursework or to review other class work missed by a student as a result of absence except under those specific conditions cited below:

...

- Documented personal illness.

### Procedure ...

- In the event the absence was due to illness or injury, verification from a health center or medical professional should be presented to the instructor. If the illness was not severe enough to warrant a medical visit, instructors should use their best judgment in determining if it should be excused.

**Miami University** - <https://blogs.miamioh.edu/miamipolicies/?p=2046>

### **General Attendance Policies (Student Handbook 1.9.A)**

Every student is expected to participate in academically related activities and attend every class session for which the student is duly registered.

It is the prerogative of the individual faculty member to set attendance policy for each individual course, and it is the responsibility of the individual faculty member to inform students of that policy in the course syllabus or other written document at the first class meeting of the semester, term, or sprint part of semester or term.

There are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. Students must give written notification to their instructor within the first week of class of the religious event that prohibits class attendance and the date that will be missed, if officially known. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.

Faculty are required to excuse a student's absence due to pregnancy or related conditions, including recovery from childbirth for as long as the student's doctor deems the absences to be necessary. When the student returns to classes the student must be provided the opportunity to make up any work missed. Alternatives include allowing the student to take an incomplete and complete the course at a later date, or retaking the course or taking an online course. For additional information go to: [www.2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www.2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf). The University Senate also recognizes the need for flexibility when childcare responsibilities impact a student and urge instructors to accommodate students with childcare responsibilities.

It is the sense of the University Senate that faculty, student groups and organizations, and the University athletic coaching staff be sensitive to the academic needs of students and the need for students to comply with the attendance policies in their respective courses. In general, class absence should be avoided unless absolutely necessary. If a student is involved in activities that result in class absence (such as intercollegiate athletics, band, debate, other class activities, etc.), it is the student's responsibility to negotiate specific arrangements with individual instructors about any absences. The Senate also recognizes the fundamental value of extra-and co-curricular activities and their significance in students' overall educational experience. Instructors should recognize that participation in such activities is an integral part of students'

education and helps to fulfill the comprehensive mission of the University. Therefore, instructors are urged to accommodate student requirements.

Faculty are strongly encouraged to work with students who miss class due to a death in the family, serious illness or other critical circumstance. Students needing assistance regarding absences due to death, illness or other critical circumstance should contact the Office of the Dean of Students (Oxford) or the Student Services (regional campuses).

Whenever a student is absent from class to such an extent as to make the student's work inefficient or to impair the morale of the class, the instructor may direct the Office of the University Registrar to drop the student. During the first 20 percent of the course no grade will be recorded; after the first 20 percent is completed but before 60 percent of the course is completed, a grade of W will be recorded. After 60 percent of the course is completed, a grade of F will be recorded. The instructor shall notify the student of this action no later than the time he or she notifies the Office of the University Registrar. (See academic calendar.)

A department may, at its discretion, drop from a course any student who is absent from the first class meeting of a semester, term or sprint part of semester or term unless by the end of the day (11:59 p.m.) of the first class meeting the student notifies the department or instructor of his or her intention to take the course. When possible, departments and instructors should reinstate a student who, for reasons beyond his or her control, was unable to contact the department or instructor by this deadline.

The determination of individual class attendance requirements and their enforcement at the Dolibois European Center is governed by the attendance policy of the Center.

**University of Toledo** - <http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf>

(A) Policy statement Although students are expected to attend every class meeting of the courses for which they are registered, the University requires that instructors provide basic protections and reasonable accommodations for students who miss class for any of the following reasons:

1. Illness or medical emergency that requires a Doctor's care of the student or a dependent of the student, death of an immediate family member (spouse, parent, child, grandparent, sibling);
2. Religious observances that prevent the student from attending class;
3. Required participation in University disciplinary procedures;
4. Government-required activities, such as military assignments, jury duty, or court appearances;
5. In the case of severe weather in which an official agency such as the Sheriffs Department reports that hazardous driving conditions exist and that travel is not advised; and
6. Required participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including but not limited to artistic performances, R.O.T.C. functions, academic field trips and events connected with coursework.

For students who miss class due to a reason listed above, the instructor must provide reasonable accommodations for completing missed exams, quizzes, and other course work. Work missed due to an absence covered by this policy cannot be required to count as the low grade dropped in courses that allow for this type of grading opportunity. 3364-71-14 Missed Class Policy

(B) Purpose of policy This policy provides for basic protections and reasonable accommodations for students who miss class with excused absences.

(C) Scope This policy applies to all undergraduate students.

(D) Procedure 2 The Provost shall inform faculty in writing of this policy, making clear that instructors bear responsibility for the academic conduct of their classes and for providing reasonable accommodations for students who miss class with excused absences. Each college may publish detailed implementation strategies specific to that college.

It is the responsibility of each instructor to inform students in writing during the first week of the course of his/her policies or applicable College policies on missed classes and related issues, including excused and unexcused absences, make-up examinations, providing notice or documentation of an excused absence, and makeup of work missed during students' excused absences. It is the responsibility of each instructor to decide and to communicate to students in the syllabus what weight shall be placed on missed classes in the computation of final course grades.

To be excused for any missed class, students must give to the instructor documentation of the reason for the absence per the list above (e.g.: funeral director's or funeral program slip; jury duty slip; doctor's "return to work" slip, notice of participation in a university function, etc.). If an emergency comes up unexpectedly, including such things as a death in the family or an emergency room visit, the student must let the instructor know by UT email what is happening as soon as is reasonably feasible after the missed class for the absence to be excused.

Students who believe that this policy has been misapplied in their case can appeal that decision through the procedures laid out in Policy 3364-71-05 Academic Grievance.



TO: Educational Policies Council  
FROM: Therese E. Tillett, Executive Director  
SUBJECT: Remembrance Day 2020 and University Academic Calendar  
DATE: Friday, 10 August 2018

As Kent State University approaches the 50th commemoration of the events of 4 May 1970, President Warren announced plans for a yearlong observance that will begin in fall 2019 and continue until 4 May 2020. (Visit [www.kent.edu/president/may4](http://www.kent.edu/president/may4) for updates of the planned events.)

In 2020, Remembrance Day falls on a Monday during spring final exam week. Provost Diacon have asked that no exams be scheduled on that day, as well as no exams scheduled the prior Saturday and Sunday (2-3 May 2020). It is anticipated that there will many visitors and activities on campus over the weekend and on the day. The provost does not want those events to disrupt students and faculty during exam time.

The Office of the University Registrar has reviewed several options to fulfill the request. Most of these options violate university policy and/or are impossible to achieve with current room capacity and student schedules.

The most workable option is to extend final exam week and end one day later, see the table on the next page. Ending exam week one day later than currently scheduled will also end spring semester one day later.

President Warren and Provost Diacon have approved extending spring exam week and spring semester in 2020 by one day. This calendar revision applies to the whole university and all its courses, programs, campuses and locations.

### **Office of Curriculum Services**

**Academic Calendar April–May 2020 CURRENT**

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28 Spring Classes End	29 Reading Day	30 Exam Day	1 Exam Day	2 Exam Day
3 Exam Day	4 Exam Day	5 Exam Day	6 Exam Day <b>Spring Semester Ends</b>	7 Summer 7-Week Class Starts	8	9 Commence- ment
10	11	12 Final Grades Deadline*	13	14 Summer Interession Starts	15	16 Faculty Contract Ends*

**Academic Calendar April–May 2020 REVISED**

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28 Spring Classes End	29 Reading Day	30 Exam Day	1 Exam Day	2 <b>Anniversary Activities</b>
3 <b>Anniversary Activities</b>	4 <b>Anniversary Activities</b>	5 Exam Day	6 Exam Day	7 Exam Day <b>Spring Semester Ends</b>	8 <b>Summer 7-Week Class Starts</b>	9 Commence- ment
10	11	12 Final Grades Deadline*	13	14 Summer Interession Starts	15	16 Faculty Contract Ends*

\* Estimated date based on past dates.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Apr-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Biomedical Sciences**  
 College **AS - Arts and Sciences**  
 Degree **PHD - Doctor of Philosophy**  
 Program Name **Biomedical Sciences - Biological Anthropology** Program Banner Code **BANT**  
 Concentration(s) ~~BMS~~ Concentration(s) Banner Code(s)  
 Proposal **Revise program**

**Description of proposal:**

This proposal makes changes to the Ph.D. program as described in the graduate catalog, including updates to the program description, admission requirements, and curricular changes. The goal of these changes is to bring the catalog in line with actual practices and to make program requirements more clear to potential applicants.

**Program Name:** The name of the program has been updated from Biological Anthropology to Human Evolutionary Biology.

**Program Description:** The catalog description of the program has been updated to more accurately reflect the organization of the program and areas of research focus.

**Program Requirements:** The current catalog entry for program requirements does not accurately reflect the current curriculum. It has been replaced by the curriculum voted on by BMS-Biological Anthropology faculty and that has been in place for the past several years.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: **65** Proposed total credit hours **60**


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

**This program revision should not impact other programs, policies, or procedures.**

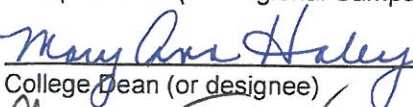
Units consulted (other departments, programs or campuses affected by this proposal):

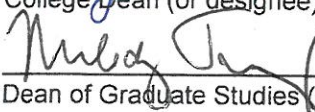
**Not applicable**

**REQUIRED ENDORSEMENTS**

  
 Department Chair / School Director 4/27/18

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals) 1/1/18

  
 College Dean (or designee) 5/11/18

  
 Dean of Graduate Studies (for graduate proposals) 7/18/18

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

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## Proposal Summary

### Revision of Biomedical Sciences – Biological Anthropology Ph.D. program

[PhD BANT]

#### Description of Action, Including Intended Effect

This proposal makes changes to the Ph.D. program as described in the graduate catalog, including updates to the program description, admission requirements, and curricular changes. The goal of these changes is to bring the catalog in line with actual practices and to make program requirements more clear to potential applicants.

*Program Name:* The name of the program has been updated from Biological Anthropology to Human Evolutionary Biology.

*Program Description:* The catalog description of the program has been updated to more accurately reflect the organization of the program and areas of research focus.

*Program Requirements:* The current catalog entry for program requirements does not accurately reflect the current curriculum. It has been replaced by the curriculum voted on by BMS-Biological Anthropology faculty and that has been in place for the past several years.

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

There should be no impact of these changes on any other programs. No course offerings in Biomedical Sciences will change.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

There are no considerations in this category that should be affected by the proposed changes.

#### Evidence of Need and Sustainability if Establishing

N/A

#### Provisions for Phase-Out if Inactivating

N/A

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

Approval by Biological Anthropology graduate faculty: April, 2015 & April 2018

Approval by Biomedical Sciences Executive Committee: April, 2018

Approval by College Curriculum Committee, *Spring 2018*

Approval by Educational Policies Council, *Fall 2018*

*Effective, with approval of ODHE, Fall 2019*

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## Board of Regents

University System of Ohio

John R. Kasich, Governor  
John Carey, Chancellor

### CHANGE REQUEST FORM DEGREE TITLE CHANGE

CCGS member institutions must use this form to request degree title changes for previously approved graduate programs. Change requests must be submitted through the institution's CCGS representative. In order to ensure sufficient time for review, please submit all requests **at least four weeks prior to an upcoming meeting of the CCGS**. Documents may be submitted as PDF or Microsoft Office documents (e.g., Word or Excel).

**Date of submission:**

May 9, 2018

**Name of institution:**

Kent State University

**Primary institutional contact for this request:**

Name	Melody Tankersley
Title	Graduate Studies Dean
Phone number	330-672-9354
E-mail	mraghant@kent.edu

**Previously approved title:**

PhD in Biomedical Sciences, Biological Anthropology

**Proposed new title:**

PhD in Biomedical Sciences, Human Evolutionary Biology

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

**Proposed implementation date:**

Fall 2019

**Educator Preparation Programs:**

*Indicate whether the program that is being retitled leads to educator preparation licenses or endorsements.*

Licensure

Yes/No

Endorsement

Yes/No

**Please provide the following information:****1. *Rationale for title change.***

The School of Biomedical Sciences and Department of Anthropology propose to change the name of its PhD degree name to more accurately reflect the expertise of its recipients and also to attract more students to our discipline. The term 'anthropology' is not well-understood by a large percentage of the public and even within the modern academy. Changing the name of the degree to Human Evolutionary Biology highlights the strengths of Kent State University's biological anthropology faculty while providing a readily understandable, accessible, and valued title for students and their potential employers.

**2. *Describe how the title change will affect students in the current program.***

We anticipate that the name change will have a positive impact on post-graduation employment by making the topic of study readily understandable for students and employers. As biological anthropologists, our focus has always been human evolutionary biology. However, the term 'anthropology' is both broad and outdated, with few people outside the discipline fully understanding its definition. An informal poll of the current Ph.D. students revealed that 100% are in favor of the name change, but we would allow current students to have a choice of program name for their final degree.

**3. *Are there any administrative, curricular, faculty or support service changes occurring along with the title change? If "yes," please describe.***

Yes. We are proposing updates to both the curriculum and program description. We are reducing the number of formal course credit hours from 35 to 30 to more closely align with expectations of comparable Ph.D. programs and also because our Ph.D. students typically have already earned a Master's degree before entering the Ph.D. program. We have included the revised core courses for the School of Biomedical Sciences (Introduction to Biomedical Sciences and Responsible Conduct of Research), added the graduate-level core course in biological anthropology, cell biology, and updated the approved courses for human gross anatomy and statistics course options.

**4. *Have the appropriate accreditation agencies been informed of the proposed change (if applicable)?***  
Not applicable.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

---

Signature (Chief Academic Officer or Delegate – e.g., Graduate Dean)

---

Typed Name & Title

---

Date of Approval

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# ~~BIOMEDICAL SCIENCES - BIOLOGICAL ANTHROPOLOGY~~ - PH.D. *BIOLOGY*

*HUMAN EVOLUTIONARY*

## College of Arts and Sciences

School of Biomedical Sciences

Cunningham Hall

Kent Campus

330-672-2263

[www.kent.edu/biomedical](http://www.kent.edu/biomedical)

## Description

*See  
Insert A*

*INSERT NEW PROGRAM  
DESCRIPTION*

The Ph.D. degree in Biomedical Sciences–Biological Anthropology emphasizes a biological approach to research problems focusing on both human and non-human anthropology. The program focuses on basic human anatomy, developmental biology, mammalian physiology and paleontology. In general, most graduates are prepared to teach both human anatomy and another cognate field (e.g., neuroanatomy, cell biology, physiology) in demand at most medical schools. Many graduates also use their training and teaching experience to enter regular anthropology or corporate research positions.

Faculty in the program are drawn from the departments of Anthropology and Biological Sciences at Kent State University, the Department of Biomedical Engineering at the University of Akron and the Department of Anatomy and Neurobiology at the Northeast Ohio Medical University (NEOMED). This interdepartmental and inter-institutional structure provides significant resources available to doctoral candidates, including the Hammonn-Todd human and primate skeletal collection, state-of-the-art laboratories for physical anthropology and paleontology and biomechanics research laboratories for the reproductive physiology and endocrinology of extant primate species. Additional resources are available to students through collaborators at the Cleveland Museum of Natural History and the

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Cleveland Metro Parks Zoological Center. In addition, field training is available in South America for primate ecology and behavior.

## FULLY OFFERED AT:

Kent Campus

### Admission Requirements

Master's degree in anthropology or biological sciences from an accredited college or university<sup>1</sup>

Minimum 3.000 GPA on a 4.000 point scale

~~College-level courses in statistics and computer science~~

Official transcript(s)

GRE scores

Goal statement

Three letters of recommendation

English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:

Minimum 600 TOEFL PBT score (paper-based version)

Minimum 100 TOEFL IBT score (Internet-based version)

Minimum 85 MELAB score

Minimum 7.0 IELTS score

Minimum 68 PTE score

For more information about graduate admissions, please visit the [Graduate Studies admission website](#). For more information on international admission, visit the [Office of Global Education's admission website](#).

<sup>1</sup> A student with an outstanding academic record may receive a waiver of the master's degree requirement upon completion of 20 credit hours of graduate work and be admitted directly to the Ph.D. degree program.

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## Program Learning Outcomes

Graduates of this program will be able to:

- 1 Publish their research in peer-reviewed journals.
- 2 Demonstrate the ability to teach undergraduate students.
- 3 Seek employment after graduation in fields that reflect their area of training.

## Program Requirements

### MAJOR REQUIREMENTS

[PHD-BANT]

#### Major Requirements <sup>1</sup>

*See insert table B*

<del>BMS 78610</del>	<del>HUMAN GROSS ANATOMY I</del>	<del>4</del>
<del>BMS 71001</del>	<del>INTRODUCTION TO BIOMEDICAL SCIENCES</del>	<del>1</del>
<del>BMS 78611</del>	<del>HUMAN GROSS ANATOMY II</del>	<del>3</del>
<del>BMS 71000</del>	<del>RESPONSIBLE CONDUCT OF RESEARCH</del>	<del>1</del>
<del>BMS 78637</del> OR <del>BSCI 70103</del>	<del>BIOANTHROPOLOGICAL DATA ANALYSIS I</del>	<del>3-5</del>
<del>BMS 78638</del> OR <del>PSYC 71651</del>	<del>BIOANTHROPOLOGICAL DATA ANALYSIS II</del>	<del>3</del>
<del>BMS 78691</del>	<del>SEMINAR IN BIOLOGICAL ANTHROPOLOGY</del>	<del>1</del>
<del>BSCI 70143</del>	<del>DISSERTATION I <sup>2</sup></del>	<del>30</del>
<del>BMS 80199</del>	<del>EVOLUTION</del>	<del>3</del>
<del>BMS 78637</del>	<del>Principles of Biological Anthropology</del>	<del>3</del>
<del>BSCI 70163</del>	<del>EVOLUTION</del>	<del>3</del>

*HUMAN GROSS ANATOMY (MAY BE SATISFIED BY COURSES AT NEDMED OR THE PODIATRIC SCHOOL) 5-8*

*BIOLOGICAL STATISTICS QUANTITATIVE STATISTICAL ANALYSIS 3-5*

*QUANTITATIVE STATISTICAL ANALYSIS II 3*

*ENKARYOTIC CELL BIOLOGY SELECTED READINGS IN ENKARYOTIC CELL BIOLOGY*

Electives <sup>3</sup>

Minimum Total Credit Hours:

*4-9 16*

*65 60*

- <sup>1</sup> Courses equivalent to those in the core may be substituted with the approval of the program committee.
- <sup>2</sup> Each doctoral candidate, upon admission to candidacy, must register for **BMS 80199** for a total of 30 credit hours. It is expected that a doctoral candidate will continuously register for **BMS 80199** and thereafter **BMS 80299**, each semester, including summer, until all requirements for the degree have been met.
- <sup>3</sup> Cognate and elective courses in related departments (e.g., anthropology, biological sciences, chemistry, geology and psychology) will be selected and approved by the student's advisory committee.

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**BIOMEDICAL SCIENCES – Human Evolutionary Biology – PH.D.**

College of Arts and Sciences  
 Cunningham Hall  
 Kent Campus  
 330-672-2263

[www.kent.edu/biomedical](http://www.kent.edu/biomedical)

**Description***Insert A*

The Ph.D. degree in Biomedical Sciences – Human Evolutionary Biology emphasizes a biological approach to research problems focusing on human and nonhuman anthropology. The program focuses on human anatomy and neuroanatomy, developmental biology, evolutionary genetics, mammalian physiology, paleontology, and experimental archaeology. Many graduates use their training and teaching experience to enter anthropology or corporate teaching positions. Most graduates are also prepared to teach both human anatomy and another cognate field (neuroanatomy, cell biology, physiology, genetics) in demand at most medical schools.

Faculty in the program are drawn from the departments of Anthropology and Biological Sciences at Kent State and the Department of Anatomy and Neurobiology at the Northeast Ohio Medical University. This inter-departmental and inter-institutional structure provides significant resources to doctoral candidates, including the Hammon-Todd human and primate skeletal collection, state-of-the-art laboratories for neuroanatomy, anatomy, genetics, paleontology, biomechanics, and experimental archaeology. Additional resources are available to students through the Cleveland Museum of Natural History, the Cleveland Metroparks Zoo, and other local, national, and international collaborative relationships.

**FULLY OFFERED AT:**

Kent Campus

**Admission Requirements**

Master's degree in anthropology or biological sciences<sup>1</sup>  
 Official transcript(s)  
 GRE scores  
 Goal statement  
 Three letters of recommendation

<sup>1</sup> A student with an outstanding academic record may receive a waiver of the Master's degree requirement upon completion of 20 credit hours of graduate work and be admitted directly to the PhD degree program.

**Program Learning Outcomes**

Graduates of this program will be able to:

1. Publish their research in peer-reviewed journals
2. Demonstrate the ability to teach graduate students
3. Seek employment after graduation in fields that reflect their area of training

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**PH.D. IN BIOMEDICAL SCIENCES – HUMAN EVOLUTIONARY BIOLOGY**

Students seeking a PhD in **BMS-Biological Anthropology** must complete the following core curriculum:

Credits	Course
1 credit	BMS 71001 Introduction to Biomedical Sciences
1 credit	BMS 71000 Responsible Conduct of Research
3 credits	BSCI 70143 Eukaryotic Cell Biology
1 credit	BSCI 70144 Selected Readings in Eukaryotic Cell Biology
3 credits	BMS 78630 Principles of Biological Anthropology (cross listed as ANTH 68630)
3-5 credits	BMS 78637 Analysis of Bioanthropological Data I (5 cr) (cross listed as ANTH 68637) BSCI 70103 Biological Statistics (3 cr) Psyc 71651 Quantitative Statistical Analysis (3 cr)
3 credits	BMS 78638 Analysis of Bioanthropological Data II (3 cr) (cross listed as ANTH 68638) PSYC 71654 Quantitative Statistical Analysis II (3 cr)
5-8 credits	Human Gross Anatomy (may be satisfied by courses at NEOMED or the Podiatric School) <i>PCS 80111</i>
1 credit	BMS 78691 Seminar in Biological Anthropology

*4-9 credits Electives*

PhD students should enroll in elective courses to reach a minimum of 30 credit hours of formal coursework, which may include research hours. Electives are specialized to a student's subdiscipline and are approved by the student's dissertation committee.

PhD students must reach a total of 30 credit hours prior to enrolling in Dissertation I. Upon admission to candidacy, doctoral students must register for BMS 80199 Dissertation I for two semesters for a total of 30 hours (15 credits per semester). Students will enroll in BMS 80299 Dissertation II thereafter until all requirements for the degree have been met.

**PROFESSIONAL DEVELOPMENT**

Candidates for the PhD are expected to engage, to the extent possible, in other activities that benefit their professional development. The teaching of laboratory and lecture courses, as appropriate, is considered valuable, and each student should have this experience during his or her graduate career. This includes those students on non-teaching scholarships or research appointments during their tenure. Students should also seek membership in professional organizations, attend meetings to present research results, and maintain currency in the relevant literature.

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# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2/27/2018**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **School of Information**College **CI - Communication and Information**Degree **Master of Library and Information Science**Program Name **K-12 School Media Librarianship**Program Banner Code **CI-MLIS-SML**

Concentration(s)

Concentration(s) Banner Code(s)

Proposal **Establish program - Full proposal**

Description of proposal: **This proposal seeks to establish the Master of Library and Information Science in K-12 School Media Librarianship. The K-12 School Library Media Licensure currently exists as a concentration option in the Master of Library and Information Science. In order to more effectively respond to curricular requirements for accreditation, the School of Information is seeking a separate degree program in K-12 School Media Librarianship.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: 0 Proposed total credit hours **37**

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

**Since this program currently exists as a concentration in the Master of Library and Information Science in Library and Information Science, we do not foresee any impact on other programs, policies or procedures. Establishing a separate program in K-12 School Media Librarianship will provide School of Information faculty the flexibility to respond to accreditation requirements and make revisions to the curriculum as needed. We anticipate this will also elevate the visibility of the program for students. Having two separate MLIS degree programs (one in Library and Information Science and one in K-12 School Media Librarianship) will also allow faculty the ability to customize the curriculum for both programs more easily.**

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

**College of Education, Health, and Human Services, Educational Technology**

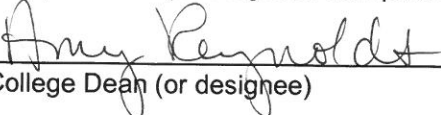
### REQUIRED ENDORSEMENTS

  
Department Chair / School Director

4/16/18

\_\_\_\_\_  
Campus Dean (for Regional Campuses proposals)

1/1/

  
College Dean (or designee)

4/24/18

\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

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### II. Academic Quality

#### A. Historical Context

#### B. Curriculum

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#### E. Other Support

### III. Program Need

#### A. Enrollment History

### IV. Access and Retention of Underrepresented Groups

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### VII. Financial Impact

## I. Introduction

This proposal seeks to establish a new major, K-12 School Library Media, in the Master of Library and Information Science degree program offered by the School of Information (iSchool) at Kent State University. The iSchool, part of Kent State's College of Communication and Information, currently offers a Master of Library and Information Science degree program with an optional concentration in School Library Media. The concentration prepares students for the state licensure exam to obtain the K-12 School Library Media Endorsement. We propose to elevate the concentration to a new degree program that allows the program to determine its own core courses and electives, independent from the general Master of Library and Information Science degree requirements.

### College of Communication and Information

The disciplines represented within the College of Communication and Information (CCI) at Kent State University 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 academic schools housed within CCI include: Communication Studies, Digital Sciences, Journalism and Mass Communication, Visual Communication Design and the Information School.

### School of Information

The School of Information (iSchool) at Kent State University has evolved over its 60+ year history to serve the ever-changing needs of information professionals and the organizations that seek to employ them. Graduate Programs in the iSchool include

Library and Information Science, Health Informatics, Knowledge Management, and User Experience Design.

#### **A. Rationale for the MLIS in K-12 School Library Media**

The existing school librarianship program includes three pathways to school library media licensure: Master of Library and Information Science and K-12 School Library Media Licensure (MLIS+K-12); K-12 School Library Media Licensure Only; and Master of Library and Information Science and Master of Education (M.Ed) plus K-12 School Media Licensure. Each program is designed to meet varying student requirements. Students with a teaching credential seeking a Masters in Library and Information Science enroll in the K-12 School Library Media concentration for a minimum of 37 credit hours. The 29-credit-hour licensure program is available to students with a teaching credential who are not seeking a Masters degree. Students without a teaching credential enroll in the 57-credit-hour dual degree program.

Pathways to School Library Media Licensure	Program Target
Master of Library and Information Science and K-12 School Library Media Licensure	Students with existing teaching credential
K-12 School Library Media Licensure Only	Students with existing teaching credential
Master of Library and Information Science and Master of Education (M.Ed) plus K-12 School Media Licensure	Students without initial teaching license

Currently, the program shares core requirements with the general Master of Library and Information Science degree. The K-12 concentration is met through required electives. Elevating the concentration to an independent degree will allow the program to determine its own core courses and electives flexibility in meeting changes in accreditation standards. The educational requirements for school library media education cannot be supported and sustained through the current concentration.

Further, the degree prepares candidates for licensure that includes requirements beyond the Masters in Library and Information Science degree. All K-12 School Library candidates must obtain a passing score on the Ohio licensure exam (OAE) within 12 months of matriculations to obtain a multi-age license in School Library Media.

The MLIS+K-12 and the K-12 School Library Media Licensure Only programs are currently offered in an online format. The proposed new major coursework will be offered fully online. This program of study is offered online because it serves prospective students across the State of Ohio and beyond. Students who obtain school library media licensure are well prepared to

meet other states licensure standards and out of state students experience high degrees of state licensure reciprocity in school library media.

The dual degree MLIS/MED program and licensure only option are targeted to meet specific populations of prospective students and enrollment in these programs has been consistent throughout their existence. These programs will continue to be offered following the development of the MLIS K-12 School Library Media degree program.

## II. Academic Quality

The K-12 School Library Media Degree program will be administered by the School of Information in the College of Communication and Information. The School has appointed a faculty member, Dr. Meghan Harper, as the Program Coordinator. In addition to teaching and advising, program coordinator responsibilities include the recruitment of qualified instructors, overseeing curriculum and monitoring curricular changes, coordination of course scheduling, and supervision of practica experience for licensure. The School engages with students, alumni, employers, and other constituents for each program to assist in maintaining quality programs aligned with the University, College, and School missions to serve all stakeholders.

Students pursuing the degree come from a variety of backgrounds. The state of Ohio requires certified librarians to hold both an initial teaching license and a K-12 School library licensure. It is therefore likely that most prospective students have already completed either an initial teaching licensure certificate or a Bachelors of Science in Education, although these are not requirements of the program.

The program is subject to the Kent State University Graduate Studies policies and procedures in regards to admission requirements, academic standards, and graduate faculty membership.

In 2011, the K-12 school library licensure only non-degree program was moved to the School of Information from the College of Education, Health and Human Services. The shift gave oversight of the program to those historically engaged in preparing school library personnel, and eliminated duplication in the university offerings. Following the program changes, the School of Information is responsible for maintaining continuous outcome data for their School Library Media students as part of the accreditation expectation for both the American Library Association and the Council for the Accreditation of Educator Preparation, as well as to meet Ohio Department of Education guidelines. The College of Education, Health and Human Services continues to manage the licensure application process. Additionally, students are able to enroll in a variety of educational technology courses offered through the College of Education, Health and Human Services.

### A. Curriculum

The MLIS in K-12 School Library Media curriculum is based in both practice and theory. The theoretical content is aligned with American Library Association and American Association of School Librarians standards. Students are given opportunities to apply their learning in practical environments through a culminating experience and other options.

The curriculum is accredited by the American Association of School Libraries in accordance with its national standards. The curriculum is also aligned with Ohio state standards for school libraries. Students prepare for the Ohio Assessments for Educators Licensure exam as a requirement to obtain the K-12 School Library Media licensure. Elevating the concentration to a Major will have no impact on accreditation.

The current K-12 concentration includes the following:

- 12 hours of major core
- 12 hours of school library media licensure required courses
- 9 hours of electives
- 4 hours of final requirement

The proposed Major curriculum in MLIS in K-12 School Library Media includes the following:

- 16 hours of major core
- 6 hours of school library media licensure required courses
- 12 hours of electives
- 3 hours of final requirement

(Course Descriptions in Appendix.)

The Major will require a minimum of 37 credit hours, which is consistent with Masters of Library and Information Science programs in the iSchool and across library programs at other universities.

The final requirement consists of a culminating experience consisting of 250 hours in a school library environment under the supervision of a certified librarian. An additional 50 hours is allotted for the development of an electronic portfolio detailing the student's experiences in the practicum, including projects requirements of the experience.

Below is a table containing a side-by-side comparison of the current concentration curriculum and the proposed M.L.I.S. in K-12 School Library Media curriculum. The curriculum is comprised of Major Requirements, Required Electives, Electives, and a Final Requirement. In addition to the core requirements, electives required for the completion of the degree must be chosen from a pre-approved list. The Final Requirement consists of a culminating experience through which degree candidates complete a practicum in an educational setting under the supervision of a certified school librarian. The practicum allows students to test and apply principles learned in graduate study to real-world experiences.

The proposed MLIS in K-12 School Library Media includes minor curricular changes, retaining the minimum requirement for completion to a total of 37 credit hours. The coursework of the proposed program will remain mainly the same as it was in the concentration. However, two common core courses will be removed and replaced with concentration requirements. This will allow for more options for electives. The changes to the MLIS in K-12 Librarianship curriculum include the following:

- Replace core course LIS 60010 The Information Landscape with LIS 60624 Cataloging for School Libraries
- Replace core course 60040 Information Institutions and Professions with LIS 60607 School Library Management
- LIS 60280 Master's Portfolio moved from Final Requirements to core Major Requirement

CURRENT		PROPOSED	
<i>K-12 School Library Media Concentration in Master of Library and Information Science</i>		<i>K-12 School Librarianship Major in Master of Library and Information Science</i>	
<b>Minimum of 37 credit hours</b>		<b>Minimum of 37 credit hours</b>	
<b>Major Requirements (12 hours)</b>		<b>Major Requirements (27 hours)</b>	
LIS 60010 The Information Landscape (Removal of Course pre-approved proposal submitted Fall 2017)	2	LIS 60624 Cataloging for School Libraries	3
LIS 60020 Information Organization	2	LIS 60020 Information Organization	3
LIS 60030 People in the Information Ecology	2	LIS 60030 People in the Information Ecology	3
LIS 60040 Information Institutions and Professions	3	LIS 60607 School Library Management	3
LIS 60050 Research & Assessment in Library and Information Science	3	LIS 60050 Research & Assessment in Library and Information Science	3
		LIS 60626 Library Materials and Services to Teens	3
		LIS 60629 Library Materials and Services for School-Age Children	3
		LIS 60618 Information Literacy Initiatives and Instruction	3
		LIS 60630 Reference Sources and	3

		Services for Youth	
LIS 60280 Master's Portfolio in Library and Information Science	1	LIS 60280 Master's Portfolio in Library and Information Science	1
<b>Concentration Electives (21 hours), choose from:</b>		<b>Electives (6 hours), choose from:</b>	6
ETEC 57400 Trends in Educational Technology	3	ETEC 57400 Trends in Educational Technology (3)	
ETEC 57427 Technology and Learning	3	ETEC 57427 Technology and Learning (3)	
ETEC 67420 Research Issues in Educational Technology	3	ETEC 67420 Research Issues in Educational Technology (3)	
ETEC 67425 Managing Technological Change	3	ETEC 67425 Managing Technological Change (3)	
ETEC 67438 Instructional Applications of the Internet	3	ETEC 67438 Instructional Applications of the Internet (3)	
LIS 60626 Library Materials and Services to Teens	3	<i>(moved to major requirement)</i>	
LIS 60629 Library Materials and Services for School-Age Children	3	<i>(moved to major requirement)</i>	
LIS 60675 Youth Literature in the Digital Realm	3	LIS 60675 Youth Literature in the Digital Realm	
LIS 60607 School Library Management	3	<i>(moved to major requirement)</i>	
LIS 60618 Information Literacy Initiatives and Instruction	3	<i>(moved to major requirement)</i>	
LIS 60624 Cataloging for School Libraries	3	<i>(moved to major requirement)</i>	
LIS 60630 Reference Sources and Services for Youth	3	<i>(moved to major requirement)</i>	
<b>Final Requirement (3 hours)</b>		<b>Final Requirement (3 hours)</b>	
LIS 60792 Culminating Experience Practicum in K-12 Libraries	3	LIS 60792 Culminating Experience Practicum in K-12 Libraries	3
<b>TOTAL</b>	<b>37</b>	<b>TOTAL</b>	<b>37</b>

The majority of courses are offered every semester. LIS 60607 School Library Management and LIS 60624 Cataloging for School Libraries are offered two out of every three semesters. The

school library program is subject to two accreditation processes via the American Library Association and the Council for Accreditation of Educator Preparation and must address the Ohio Department of Education guidelines. Although the number of required elective courses is reduced, technological competencies will continue to be covered in both the Educational Technology and Library and Information Science electives.

The national standard for Masters in Library and Information Science degree is 37 credit hours. In order to be competitive in a national market, the current Masters in Library Science Degree only degree offered by the School of Information is 37 credit hours.

## **B. Admissions and Graduation Criteria**

Regular admission will be granted to applicants who have an undergraduate GPA of 3.0 or higher, or another Masters degree with a graduate GPA of 3.0 or higher. In addition to the application, prospective students must submit official transcripts, a resume, a statement of purpose, and three letters of reference. For the proposed new major, applicants who do not meet the minimum GPA requirement will submit a Statement of Exception to be considered for conditional admission. The Statement must address educational and professional experience, interest in the program, career goals, and how the program of study will help actualize the student's professional objectives.

Additionally, iSchool admission standards and procedures are periodically reviewed by the Student Affairs Committee. Changes in the standards must be approved by the Faculty Advisory Committee and the University.

At the end of each semester, a listing of all students with a GPA below 3.0 and students who received a B- or below in any course or U in any course will be generated. In addition, a list of students with conditional admission status will also be generated. The Graduate Coordinator will review these reports and prepare a Student Achievement Evaluation Report at the end of each semester. This Report will be sent to the student and their academic advisor with recommendations for improvement.

At the completion of the program, a graduation clearance audit will be performed for each student to ensure all program requirements are met. Students must achieve a cumulative GPA of 3.0 or above, successfully complete all core requirements (with a grade of C or above), successfully complete the required number of electives, selected in consultation with their advisor, and complete a culminating experience practicum and electronic portfolio as required to obtain licensure in K-12 School Library Media.

## **C. Faculty**

Currently, support for student success in the MLIS and K-12 School Library Media program includes:

- 1 full-time tenure-track faculty member dedicated to the development of the program in MLIS and K-12 School Library Media. This member currently serves as the Concentration Coordinator and Advisor.
- 3 full-time faculty teaching courses in the School of Information
- 4 part-time faculty who are top working professionals teaching courses that will provide the skills for success in employment
  - Associated faculty in the School of Information and ETEC who teach courses, advise students for their program of study and career paths, and guide students on final projects
  - Associate faculty and staff who support students in application and admission processes, program progress, and graduation clearance
  - Associated faculty and staff in Ohio schools and school-related institutions who teach, advise and supervise students in practicum projects

Faculty qualifications and current vitae are available in the supporting documentation of this proposal.

#### **D. Other Support**

The program collaborates with the Educational Technology Department in the College of Education, Health and Human Services at Kent State University. Additionally, the Program Coordinator is a voting member of the Licensure Coordinators Committee and actively participates in the decision making and policy approval processes of this committee.

The program receives support from the Office of Continuing and Distance Education (OCDE), the College of Communication and Information, and the School in the form of instructional design and building and maintaining courses in Blackboard. Opportunities for full-time and part-time faculty for training on online teaching and Quality Matters are made available by OCDE and highly encouraged by the School.

The MLIS K-12 program currently exists as a concentration, so it will not necessitate the regular start-up financial or human resources required of new programs. The M.L.I.S. in K-12 School Library Media program is fortunate to reside in the School of Information that has labs and resources that students who choose to come to campus for events or to meet with faculty advisors can access. Among them, the Reinberger Children's Library Center (RCLC) is the primary resource for students. The RCLC supports and encourages scholarly research, provides professional training to students and practitioners and engages in activities and outreach throughout Northeast Ohio, the Columbus Metropolitan area and beyond. Cataloging systems in the RCLC, as well as the Marantz Picture Book Collection housed in the RCLC, function as a model of InfOhio cataloging systems for K-12 School Library Media students.

The Center features a collection of more than 50,000 children's books, original picture book art, posters relating to children's books that date back to 1924, an iPad Lab containing 18 iPads with

pre-loaded K-12 apps, movable books, historical children's books and more. From historical books for children to contemporary literature for young people, the goal of the RCLC and the Marantz Collection of Picturebook Art (Marantz) is to build diverse collections of children's literature spanning geographic, cultural, physical, technological and temporal borders. These collections represent the best literature and related materials for young people.

The RCLC hosts events to engage students, alumni and youth services and K-12 school librarians. The Virginia Hamilton Conference is the longest running conference on multicultural children's literature. In Fall 2018, the conference will celebrate its 34<sup>th</sup> year. The Bi-Annual Marantz Picturebook Research Symposium features the special collection. Mock Caldecott events that allow students to review the award nominees and select their own winners using the same review process.

### III. Program Need

The majority of public school districts in Ohio require School librarians to hold licensure in their teaching area in order to comply with Ohio operating standards for public schools as referenced in the Ohio Revised Code **3319.074 Professional qualifications of teachers**. Many school districts offer hiring preference to teacher candidates who hold a Masters of Library and Information Science degree.

The creation of this degree will enable the construction of program pathways that meet all of the requirements of the following accrediting bodies: American Library Association (ALA), the Council for the Accreditation of Educator Preparation, and Ohio Department of Education guidelines. Kent State is the only university offering licensure in school library media in Ohio that is accredited by the American Library Association. A degree from an ALA accredited program may lead to more job opportunities.<sup>1</sup> Over the course of the past four years, each fall sees approximately 35 students enroll with K-12 concentration. (Spring enrollment figures not available, but are typically lower than fall enrollment numbers.)

Establishing the K-12 School Library Media degree will allow the iSchool a more streamlined process to update and respond to changes in standards required by the state of Ohio. For example, in October 2017, Ohio joined the national Future Ready Schools initiative. This initiative identifies Future Ready Librarians as leaders of digital transformation of learning within the Future Ready Framework for Personalized Learning. Independence from the general Master's of Library and Information Science degree program will allow the iSchool greater agility in responding to such changes.

Predicted higher enrollment at public elementary and secondary schools will accelerate the demand for elementary and secondary school teachers.<sup>2</sup> Employment of education, training,

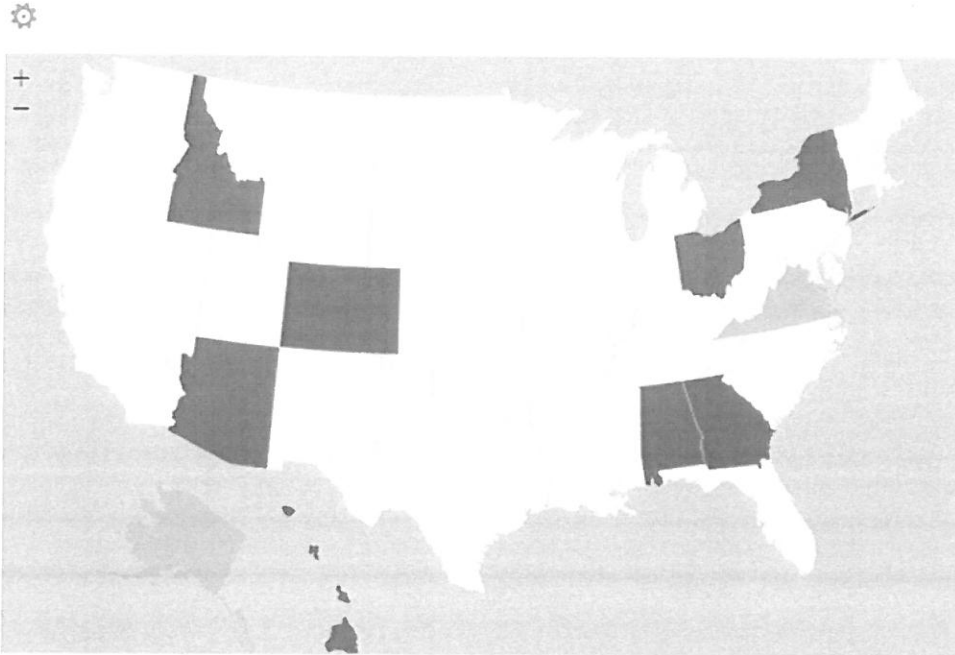
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<sup>1</sup> Bureau of Labor Statistics. (2017). *Librarians: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/librarians.htm#tab-6>

<sup>2</sup> Bureau of Labor Statistics. (2018). *Education, Training, and Library Occupations: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/home.htm>

and library professionals is anticipated to increase by 9% between 2016 and 2026.<sup>3</sup> The state of Ohio has good reciprocity with other states with regard to licensure requirements.

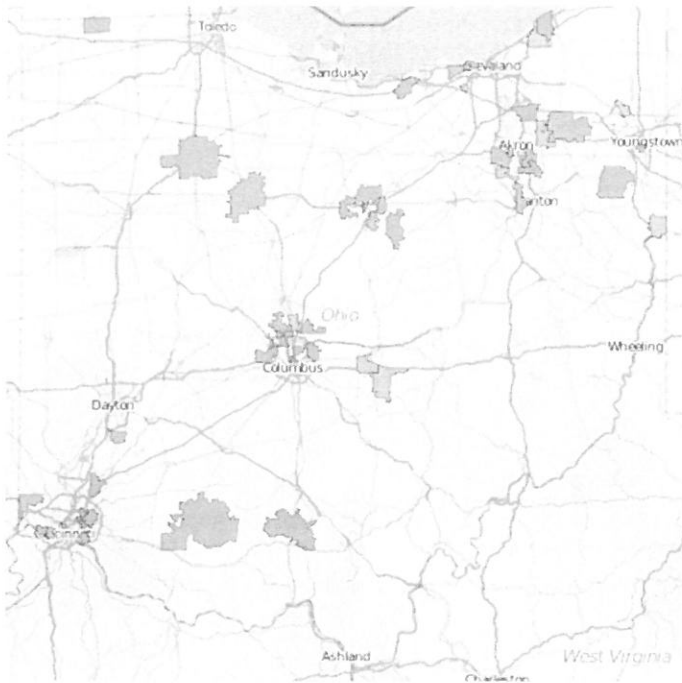
### **School Library Media Enrollment by State, 2017-2018**



The iSchool draws the majority of its students from the state of Ohio, which accounted for 84 of the 98 students enrolled in the School Library Media program in 2017-2018. Connecticut was represented by three students, while Alaska and Virginia accounted for two. One student enrolled from each of the following states: Alabama, Arizona, Colorado, Georgia, Hawaii, Idaho, and New York. The State of Pennsylvania has eliminated their school library program of study and the School of Information is likely to see an increase in students coming from Pennsylvania.

<sup>3</sup> Bureau of Labor Statistics. (2018). *Education, Training, and Library Occupations: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/home.htm>

### School Library Media Student Concentration in Ohio, 2017-2018



Ohio students represented 86% of those enrolled in the School Library Media program. Of this number, the majority come from the larger metropolitan areas of Cleveland, Columbus, Cincinnati, Dayton, and Akron. However, all areas of the state are well-represented at the iSchool.

#### IV. Access and Retention of Underrepresented Groups

##### School Library Media Students by Ethnicity, Enrolled 2017-2018

Caucasian	85
Not Reported	7
Multiracial	4
Native-American	1
African-American	1

This chart represents the ethnic breakdown of student enrolled in the iSchool's School Library Media program. Increasing diversity among students is a strategic objective of the School. Measures implemented to meet this goal include an effort to recruit from Ohio colleges and universities with traditionally high levels of minority enrollment, such as Wilberforce, Central State, and Cleveland State University. These efforts are designed to increase awareness and interest in the programs available through the iSchool. Moreover, the iSchool developed the

\$1,000 iSchool Seed Scholarship to strengthen diversity in the program. This scholarship is available to students from underrepresented groups or veterans in their first semester of the MLIS program. The first iSchool Seed Scholarship was awarded in Fall 2017.

For overall retention, student surveys consistently report a high quality of advising in addition to high satisfaction rates in all areas.

#### **V. Statewide Alternatives**

Kent State is the only graduate program in Ohio offering a school librarianship degree.

Alternative Resident Licensure is available to out-of-state students from the Ohio Department of Education. Candidates completing a series of requirements receive the endorsement of the Ohio Department of Education.

#### **VI. Financial Impact**

There is no financial impact as the program is already in place. Based on our numbers of 100+ students pursuing school library media pathways this is a healthy enrollment and efforts will be to sustain and potentially grow the program. Moving this program from a concentration to a degree will be an added draw for recruitment in Ohio, nationally and internationally.

## DESCRIPTION

The Master of Library and Information Science degree in School Library Media K-12 prepares students to apply for multi-age licensure in school library media. The program curriculum is based in both practice and theory and includes library science and educational technology courses. The theoretical content is aligned with the American Library Association, the American Association of School Librarians national standards and the Ohio state standards for school libraries.

Students are given opportunities to apply their learning in practical environments through a culminating experience and other options. Graduates are prepared to work in all types of libraries.

### Fully Offered At:

- Online

## ACCREDITATION

The M.L.I.S. degree in School Library Media K-12 is accredited by the American Library Association and the Council for the Accreditation of Educator Preparation (CAEP).

## ADMISSION REQUIREMENTS

- Bachelor's degree from an accredited college or university
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for [unconditional admission](#)
- Official transcript(s)
- Résumé
- Goal statement
- Three letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the [Graduate Studies](#) website. For more information on international admission, visit the [Office of Global Education](#) website.

## PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Apply the field's foundational theories, principles, values, ethics and skills to everyday practice in a school library context.
2. Critique and synthesize research and identify appropriate research methodologies to solve problems in the school librarianship field.
3. Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians and the educational environments they work in within the global society.
4. Evaluate systems and technologies relevant to a school librarianship context.
5. Identify needs and connect K12 stakeholders (students, teachers, administrators) and communities with information that engages and empowers them.

## PROGRAM REQUIREMENTS

<b>Major Requirements (min C grade in all courses)</b>		
LIS 60020	Information Organization	3
LIS 60030	People in the Information Ecology	3
LIS 60050	Research and Assessment in Library and Information Science	3
LIS 60280	Master's Portfolio in Library and Information Science	1
LIS 60607	School Library Management	3
LIS 60618	Information Literacy Initiatives and Instruction	3
LIS 60624	Cataloging for School Libraries	3
LIS 60626	Library Materials and Services To Teens	3
LIS 60629	Library Materials and Services For School-Age Children	3
LIS 60630	Reference Sources and Services for Youth	3
LIS 60792	Culminating Experience Practicum in K-12 Libraries	3
Major Electives, choose from the following:		6
ETEC 57400	Trends in Educational Technology	
ETEC 57427	Technology and Learning	
ETEC 67420	Research Issues in Educational Technology	
ETEC 67425	Managing Technological Change	
LIS 60675	Youth Literature in the Digital Realm	

**Minimum Total Credit Hours: 37**

## GRADUATION REQUIREMENTS

- Minimum 3.000 overall GPA
- Successful completion of all requirements with a minimum C grade
- An electronic portfolio is required to obtain licensure in K-12 School Library Media.

## LICENSURE INFORMATION

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer the Ohio Department of Education–Educator Preparation website for information on assessments specific to licensure type. Applicants interested in obtaining school library media licensure or certification outside the state of Ohio should refer to the requirements established by their state education agencies.

**CHANGE REQUEST FORM  
ONLINE OR BLENDED/HYBRID DELIVERY**

*This form must be used when a CCGS affiliated institution intends to deliver 50% or more of a previously approved degree program via electronic or other distance learning means.*

*CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth ([snameth@highered.ohio.gov](mailto:snameth@highered.ohio.gov)) and copy Matt Exline ([mexline@highered.ohio.gov](mailto:mexline@highered.ohio.gov)). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.*

Institution offering the degree program \_\_\_\_\_ Kent State University \_\_\_\_\_

Degree designation (e.g. *M.S. in Biotechnology*) \_\_\_\_\_ MLIS in K-12 School Library Media \_\_\_\_\_

In order to make this request, please confirm that the program will satisfy the following criteria:

- ☒ Program will use Quality Matters or similar metric-driven online course design/assessment tools
- ☒ All instructors will be trained in offering online content and online assessments
- ☒ The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- ☒ The offering university has approved all online courses for this program as academically appropriate for graduate study

Is this degree program subject to approval/accreditation by a governing body beyond ODHE and HLC (e.g., CAEP, CCNE, ABET, AACSB)?

- ☐ No
- ☒ Yes (If yes, please name the accrediting body here.)

American Library Association and Council for Accreditation of Educator Preparation (CAEP)

Does this degree program include the creation of original research or scholarship?

- ☒ No
- ☐ Yes (If yes, please complete question 1 on the following Supplementary Information form.)

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- ☐ No

☒ Yes (*If yes, please complete question 2 on the following Supplementary Information form.*)

Will the program be offered in partnership with a third-party commercial on-line service provider?

☒ No

☐ Yes (*If yes, please provide name of provider and their responsibilities [e.g., content creation, recruitment, admissions, advising]*)

Approximately what percentage of program content will be completed on-line? 100%

*Signature of the official (Graduate Dean or equivalent) below confirms that the information above is accurate.*

\_\_\_\_\_ *signature*                      \_\_\_\_\_ *date*

\_\_\_\_\_ *name and title*

### SUPPLEMENTARY INFORMATION FORM

- 1.) A.** On a separate page, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.

**B.** On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

- 2.)** On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

## SUPPLEMENTARY INFORMATION

2.) On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

Course Name and Number	Required Number of Field Hours	Supervised (Yes/No)
LIS 60792 Culminating Experience Practicum (LIS only)	100 on-site 50 off-site (material development)	Yes
LIS 60870 Dual Degree Culminating Experience Practicum (LIS + Tech)	250 on-site 50 off-site (material development)	Yes

Per the Ohio Educational Department, each student pursuing K-12 licensure is required to complete a practicum in an education setting. The practicum consists of 150 total hours (100 hours on-site and 50 hours for completion of electronic portfolio). Students must consult with the K-12 coordinator to identify and select a practicum site. The student or the K-12 coordinator may make initial contact with the on-site supervisor. Candidates are supervised in the field by mentors who are certified teachers and school library media specialists.

Placements occur in the geographic location of the student in Ohio, and throughout the world, nationally and internationally. Placements are primarily in public K-12 schools. Alternate placements are acceptable when the supervising librarian is certified and on-site and the student has opportunities to develop competencies in the alternate environment. Candidates are in diverse placements and are monitored throughout the process. Both candidates and on-site supervisors complete an online evaluation of the practicum experience.

Students pursuing K-12 School Library Media Licensure in the School of Information are required to develop an electronic portfolio as a component of the practicum course to comply with Ohio State licensure requirements. The electronic portfolio is included in the practicum experience. Students developing their electronic portfolio are provided a handbook containing a combined checklist and descriptive rubric of components that align with state and national library standards.

The keeping of a detailed work log is also required from practicum students. The work log specifies how the students' time was spent, and describes reactions, thoughts, and ideas about the experience. The work log entries can be anecdotal, but should be kept on a regular basis and provide documentation of dates, times, and activities completed during the practicum.

Students are given the following task list upon registering for their practicum, and are encouraged to meet the following competencies and assessments for their electronic portfolio. Students are not required to submit the task list but rather to adapt the tasks to their practicum environment.

## ELECTRONIC PORTFOLIO TASK LIST

Development of Competencies for Practicum Students pursuing School Library Licensure		Task	Observations/Comments
<b>Standards AASL/ODE</b>			
<b>Orientation</b>			
ODE 1:F 4:1 4:2	___1.	Tour library /media center; meet staff	
ODE 2:2 2:3	___2.	Tour the building; become acquainted with computer labs and production facilities	
ODE 3:A 2:A	___3.	Meet building administrators, teachers, and staff	
ODE 2:D	___4.	Become acquainted with collections: reference, non-fiction, fiction, multimedia and online collections	
ODE 2:D	___5.	Visit classes to observe teaching styles	
ODE 1:A 1:D	___6.	Become acquainted with all library policies, esp. student behavior policies	
ODE 2:D 1:C 1:F	___7.	Attend a faculty and/or departmental meeting	
	___8.	Visit the library/media center of other schools in the district	
ODE 1:A	___9.	Review Board of Education policies regarding library/media, technology, copyright, confidentiality and censorship	
ODE 2:D 1:C	___10.	Become acquainted with the curriculum committees and librarian responsibilities	
ODE 2:B 4:D 4:C	___11.	Become familiar with the district's web page and the specific school library's web page	
ODE 2:D 1:D	___12.	Become Familiar with the district's Library and Information Skills Course of Study	

	___13.	Learn how the school library interacts with the public library and what resources are available from them (i.e. can students access the public library's online catalog from school?)	
<b>Program Administration</b>			
ODE 1:A	___1.	Become aware of all administrative duties of the school librarian, esp. planning, budgeting, reports, committee responsibilities, supervisory responsibilities, program evaluation	
ODE 1:A	___2.	Assist as possible with these administrative responsibilities including those incorporating new technologies	
ODE 1:B	___3.	Attend meetings with librarian, e.g. faculty, curriculum, community	
ODE 1:F	___4.	Become acquainted with the tasks assigned to library staff members, including volunteers and student assistants	
ODE 1:F	___5.	Becoming acquainted with the methods used to supervise and evaluate library staff members	
ODE 1:D	___6.	Become acquainted with scheduling procedures for the library	
	___7.	Become aware of outside organizations and community stakeholders in the library. Review communications procedures and specific interests or roles outside stakeholders play in the library's operation.	
<b>Collection Development</b>			
ODE 2:A	___1.	Become acquainted with selection and cataloging policies and procedures; examine the materials selection policy	
ODE 2:A	___2.	Become acquainted with the selection sources used, including those for selection of non-print, multimedia and other alternative formats	
ODE 2:A	___3.	Assist in the selection of new materials and resources	
ODE 2:C	___4.	Assist in the reevaluation of the present collection for weeding and replacement	
ODE 2:A	___5.	Review the materials budget, federal monies received, deadlines, and business office procedures	
ODE 2:B 2:D	___6.	Assist in the acquisition of print and electronic materials	
<b>Technical Services</b>			

ODE 2:A	___1.	Become acquainted with cataloging procedures; catalog both print and non-print	
ODE 2:A	___2.	Assist in the cataloging of materials	
ODE 2:A	___3.	Become acquainted with the procedures for processing materials	
ODE 2:B	___4.	Review circulation policies and procedures for all types of materials. Assist with all phases of circulation	
ODE 1:D	___5.	Become aware of procedures for acquiring supplies	
ODE 4:B 4:C	___6.	Learn and assist with collection development and procedures for all types of materials and technology	
<b>Technology Management</b>			
ODE 4:C	___1.	Assist in the use of technology in the library	
ODE 4:B 4:C	___2.	Assist students and teachers in the use of technology	
ODE 4:A 4:C 4:F	___3.	Become acquainted with computer software and hardware and how it supports student learning. Become familiar with purchasing and upgrade policies for hardware and software	
ODE 4:B 4:E	___4.	Become acquainted with the student technology policies	
<b>Reference Services</b>			
ODE 3:1 3:D 3:A	___1.	Assist students and faculty with reference questions/assignments/ skills using print, non-print, or online resources	
ODE 3:1	___2.	Assist with planning and/or teaching lessons for curricular needs and specific assignments; design or recommend resources	
	___3.	Observe the teaching of classes in library/information literacy skills instruction that align with state or national library/technology standards	
ODE 4:C	___4.	Plan and teach a library or information literacy skills lesson to a class that aligns with state or national library/technology standards	
ODE 4:B 4:C	___5.	Learn about online resources and how they are used with students	
<b>Reader's Advisory</b>			
ODE 4:B 4:C 3:D	___1.	Assist students and teachers in the use of library materials and resources	
ODE 3:C 3:D	___2.	Prepare and give book talks for a class	
ODE 3:1	___3.	Prepare bibliographies for teachers and students	
ODE 3:D	___4.	Plan a display case	
<b>Collaboration</b>			

ODE 4:C	___1.	Learn about methods used for staying current on trends in reading materials, instruction, and other library services	
ODE 4:E	___2.	Become aware of library's resources and methods for providing equal access to patrons with disabilities or other special needs	

An evaluation checklist and an e-folio completion checklist are used to direct student performance in his/her practica. The student is furnished with the checklist upon registering for the practicum.

### ELECTRONIC PORTFOLIO CHECKLIST

Date Completed	AASL Standards & <i>Ohio Guidelines</i>	Component	Form of Assessment, Description	Suggested Course(s)
	<u><b>AASL</b></u> Standard 2: Teaching & Learning 2:1, 2:2, (2007: 1.1.7) <u><b>Ohio</b></u> <i>Guideline 1 Library Management 1:A, 1:F</i> <i>Guideline 2: Collection Development and Curriculum 2:D</i>	Personal Beliefs & Goals Statement	Initial Reflection – Discuss your personal beliefs and goals. This 2-4 page discussion/statement must include your expected growth as a school librarian and specific goals.	60607 (CE Pract.)
	<u><b>AASL</b></u> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) <u><b>Ohio</b></u> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B</i> <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i> <i>Guideline 4 Library-Based Technology 4:A</i>	Children's Library Services	Projects- Include two projects that demonstrate your knowledge of children and your ability to provide library services for them.	60607 60626 60629 60630 60675
	<u><b>AASL</b></u> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) <u><b>Ohio</b></u> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B</i> <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i>	Teen Library Services	Projects- Include at least two projects that demonstrate your knowledge of teens and your ability to provide library services for them.	60607 60629 60630 60675

	<i>Guideline 4 Library-Based Technology 4:A</i>			
	<b><u>AASL</u></b> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) <b><u>Ohio</u></b> <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i>	Reading Promotional	Project-Demonstrate a working knowledge of how to promote reading in a school library.	60607 60626 60629 60675
	<b><u>AASL</u></b> Standard 1: Use of Information & Ideas 1:1, 1:2, 1:3, 1:4 (2007: 1.1.3, 1.1.4, 1.1.5, 1.1.6) Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7) <b><u>Ohio</u></b> <i>Guideline 3 Literacy and Reading Support 3:I</i> <i>Guideline 4 Library-Based Technology 4:A, 4:B, 4:C, 4:D, 4:E, 4:F</i>	Information Literacy Project	Project-Demonstrate knowledge of information literacy	60607 60030 60618
	<b><u>AASL</u></b> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) Standard 3: Collaboration and Leadership 3:2 (2007: 1.1.2) <b><u>Ohio</u></b> <i>Guideline 2 Collection Development and Curriculum 2:B, 2:D</i> <i>Guideline 4 Library-Based Technology 4:C</i>	Pathfinder	Project-Construct an electronic pathfinder with a variety of sources to assist students/teachers academically or for enrichment.	60607 60626 60629 60630
	<b><u>AASL</u></b> Standard 1: Use of Information & Ideas 1:1, 1:2, 1:3, 1:4 (2007: 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7); Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7); Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8) <b><u>Ohio</u></b> <i>Guideline 1 Library Management 1:A, 1:B, 1:C, 1:D, 1:E, 1:F, 1:G</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B, 2:C, 2:D</i>	Technology Projects	Project-Select three projects that best represent your technology skills.	Multiple courses

	<p><i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i></p> <p><i>Guideline 4 Library-Based Technology 4:A, 4:B, 4:C, 4:D, 4:E, 4:F</i></p>			
	<p><b>AASL</b> Standard 1: Use of Information &amp; Ideas 1:1, 1:2, 1:4 (2007: 1.1.4, 1.1.5, 1.1.6); Standard 2: Teaching &amp; Learning 2:1, 2:2, 2:3 (2007: 1.1.7); Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.5, 4.1.8)</p> <p><b>Ohio</b> <i>Guideline 1 Library Management 1:A, 1:B, 1:C, 1:E</i> <i>Guideline 2 Collection Development and Curriculum 2:B</i></p>	Collaborative Unit	Project-Design a unit that demonstrates collaboration between the school librarian and another entity (entities).	60607 60626 60629 60618
	<p><b>AASL</b> Standard 2: Teaching &amp; Learning 2:1, 2:2, 2:3 (2007: 1.1.7) Standard 3: Collaboration and Leadership 3:2 (2007: 1.1.2)</p> <p><b>Ohio</b> <i>Guideline 2 Collection Development and Curriculum 2:D</i> <i>Guideline 4 Library-Based Technology 4:B, 4:C</i></p>	In-service	Project-Develop an in-service that will inform or enrich the knowledge of a given audience	60630 60618
	<p><b>AASL</b> Standard 3: Collaboration and Leadership 3:1 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2 (2007: 4.1.1, 4.1.4, 4.1.5, 4.1.8)</p> <p><b>Ohio</b> <i>Guideline 1 Library Management 1:A, 1:B, 1:C</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B, 2:C, 2:D</i> <i>Guideline 3 Literacy and Reading Support 3:A</i></p>	Collection Development	Project-The collection development project should address some issues of curriculum alignment or management of library materials	60607 60630 60629 60626
	<p><b>AASL</b> Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8)</p> <p><b>Ohio</b> <i>Guideline 1 Library Management 1:A</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:D</i></p>	Catalog Management Project	Project-Develop a cataloging management tool to implement cataloging policies, standards, and procedures.	60624

	<i>Guideline 4 Library-Based Technology 4:A, 4:B</i>			
	<p><b><u>AASL</u></b>  Standard 1: Use of Information &amp; Ideas 1:1, 1:3 (2007: 1.1.3,1.1.4)  Standard 2: Teaching &amp; Learning 2:1, 2:2, 2:3 (2007: 1.1.7)  Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2)  Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8)</p> <p><b><u>Ohio</u></b>  <i>Guideline 1 Library Management 1:A, 1:G</i>  <i>Guideline 2 Collection Development and Curriculum 2:D</i>  <i>Guideline 4 Library-Based Technology 4:F</i></p>	Practicum Log, Goals, Objectives & Summary	<p>Project- Include a worklog documenting hours, objectives and summary of the practicum experience.</p> <ul style="list-style-type: none"> <li>• Worklog</li> <li>• Goals &amp; Objectives</li> <li>• Summary</li> </ul>	60792 60692
	<p><b><u>AASL</u></b>  Standard 2: Teaching &amp; Learning 2:1, 2:2 (2007: 1.1.7)</p> <p><b><u>Ohio</u></b>  <i>Guideline 1 Library Management 1:A, 1:F</i>  <i>Guideline 2 Collection Development and Curriculum 2:D</i></p>	Reflection	<p>Evaluative Reflection- Discuss your personal beliefs and goals that have been affirmed or reflect professional growth. This 2-4 page discussion/statement must include your insights from your program of study and expected continued growth as a school librarian.</p>	
		Resumé	<p>Update your resumé to briefly highlight your educational and vocational experience. Note special skills or interests you have. References are not required, but you may find it advantageous to include them for your own career pursuits.</p>	60792 (CE Pract.)

### K-12 School Library Media Completion Checklist for E-Folio

Date Completed	Component
	<b>Personal Beliefs &amp; Goals Statement</b> <i>This 2-4 page discussion/statement must include your expected growth as a school librarian and specific goals</i>

	<b>Children's Library Services</b> <i>Develop at least two projects that demonstrate your knowledge of children and your ability to provide library services for them</i>
	<b>Teen Library Services</b> <i>Develop at least two projects that demonstrate your knowledge of teens and your ability to provide library services for them</i>
	<b>Reading Promotional</b> <i>Demonstrate a working knowledge of how to promote reading in a school library</i>
	<b>Informational Literacy Project</b> <i>Demonstrate knowledge of information literacy</i>
	<b>Pathfinder</b> <i>Construct an electronic pathfinder with a variety of current sources to assist students/teachers academically or for enrichment</i>
	<b>Three Technology Projects</b> <i>Select three technology projects that best represent your technology skills</i>
	<b>Collaborative Unit</b> <i>Design a unit that demonstrates collaboration between the school librarian and another entity (entities)</i>
	<b>In-service</b> <i>Develop an in-service that will inform or enrich the knowledge of a given audience</i>
	<b>Collection Development</b> <i>The collection development project should address some issue(s) of curriculum alignment or management of library materials</i>
	<b>Catalog Management Project</b> <i>Develop a cataloging management tool to implement cataloging policies, standards, and procedures</i>
	<b>Practicum Log</b> <i>A worklog documenting practicum hours</i>

## **INTERNSHIP/PRACTICUM EVALUATION FOR SUPERVISORS**

An evaluation questionnaire is provided to supervisors at the beginning of the practicum experience for assessing student performance.

**Internship/Practicum Evaluation for Supervisors**

After the completion of the required on-site hours, please complete this evaluation for your internship student. If you have any questions about this evaluation, please contact us at [slisinfo@kent.edu](mailto:slisinfo@kent.edu) or the student's faculty advisor.

Student's Name:

On-Site Supervisor's Name:

Internship/Practicum Site:

Last date of Internship/Practicum Hours (mm/dd/yyyy)

Please select the student's internship/practicum option.

- ☐ Master's Internship
- ☐ K-12 Practicum
- ☐ Certificate of Advanced Study Internship

Semester enrolled in the internship/practicum

Year enrolled in the internship/practicum

Kent State University Faculty Internship/Practicum Advisor:

**Default Question Block****Internship/Practicum Evaluation for Supervisors**

After the completion of the required on-site hours, please complete this evaluation for your internship student. If you have any questions about this evaluation, please contact us at [sitsinfo@kent.edu](mailto:sitsinfo@kent.edu) or the student's faculty advisor.

Student's Name:

On-Site Supervisor's Name:

Internship/Practicum Site:

Last date of Internship/Practicum Hours (mm/dd/yyyy)

Please select the student's internship/practicum option.

- ☐ Master's Internship
- ☐ K-12 Practicum
- ☐ Certificate of Advanced Study Internship

Semester enrolled in the internship/practicum

Year enrolled in the internship/practicum

Kent State University Faculty Internship/Practicum Advisor:

Focus area and/or setting of Internship/Practicum - please select all that apply.

- ☐ Academic Librarianship
- ☐ Archives or Special Collections

4/19/2017

Qualtrics Survey Software

- ☐ Cataloging or Metadata  
☐ Children's Librarianship  
☐ Digital Librarianship/Digital Initiatives  
☐ Digital Preservation  
☐ Information Technology and Information Science  
☐ K-12 School Librarianship  
☐ Library Management  
☐ Museum Studies  
☐ Public Librarianship  
☐ Public Services and Instruction  
☐ Special Librarianship  
☐ Teen Librarianship  
☐ Other

The MLIS program addresses the learning outcomes listed below. Based on the student's performance in the internship/practicum, what is your assessment of the student's level of mastery as a professional?

	Mastery attained	Mastery in-progress	Mastery emerging - beginning	Mastery not evident	Does Not Apply
Apply the field's foundational theories, principles, values, ethics, and skills to everyday practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique and synthesize research and identify appropriate research methodologies to solve problems in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and engage in the changing cultural, educational, and social roles and responsibilities of librarians/information professionals and the environments they work in within the global society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate systems and technologies in order to implement improvements and innovations relevant to a particular information context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify needs and connect individuals and communities with information that engages and empowers them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At what level did the student meet the Internship/Practicum learning objectives set for the Internship/practicum?

- ☐ Above expectations  
☐ Met expectations  
☐ Below expectations

What are your impressions of the student's attitude and behavior during the internship/practicum experience? Please choose one response for each statement.

	Consistently	Sometimes	Rarely	Never
The student was committed to the Internship/practicum experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4/19/2017

Qualtrics Survey Software

	Consistently	Sometimes	Rarely	Never
The student was cooperative (e.g. willingness to take direction) during the internship/practicum experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student exhibited tactfulness, courteousness and a positive attitude while interacting with others (e.g. staff, users).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student took initiative in his or her work (e.g. started work without being told)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student displayed honesty, integrity and respectfulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student accepted responsibility (e.g. followed directions, kept on job without close supervision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student had an overall positive attitude toward the activities and personnel associated with the internship/practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student put forth a high quality of effort with regard to the skills learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the internship/practicum how well did the student: (please choose one response for each statement)

	Extremely well	Very well	Moderately well	Not well at all	Does Not Apply
Respond to the needs of a diverse society including needs of under-served groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply new technologies in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply theory, principles, and values to the provision of services in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect and self-evaluate on professional values and skills in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other professionals in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, did the student have adequate preparation for this internship/practicum? Please explain.

What strengths did this student bring to or develop during his/her internship/practicum under your supervision?

As you see it, what are some areas that continue to be challenges for this student? Please explain.

Did you notice personal and/or professional growth during the Internship/practicum?

- ☐ Yes
- ☐ No

Please explain your observations on the personal and/or professional growth of the student during the Internship/practicum.

Please provide your overall evaluation of the student (choose one)

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

In the space below, please provide an additional assessment that addresses student strengths and areas of growth supported by examples.

Have you discussed this evaluation with the student?

- ☐ Yes
- ☐ No

Is there anything SLIS can do to improve the internship process and communication between the site, faculty advisor, and the student?

**FACULTY AND COURSE OFFERINGS**

<b>Name of Instructor</b>	<b>Rank or Title</b>	<b>Full-Time or Part-Time</b>	<b>Degree Titles, Institution, Year</b>  <b>Include the Discipline/Field as Listed on the Diploma</b>	<b>Years of Teaching Experience in the Discipline/Field</b>	<b>Additional Expertise in the Discipline/Field*</b>  <b>(e.g., licenses, certification, if applicable)</b>	<b>Title of the Course(s) This Individual Teaches in the Program</b>  <b>Include the course prefix and number</b>
<i>Dr. Meghan Harper</i>	<b>Associate Professor,</b>	<b>FT</b>	<i>Kent State University Ph.D Curriculum and Instruction Masters in Library Science Bachelors of Science in Education</i>	28	<i>K-12 School Library Media Licensure K-8 Elementary Education</i>	<b>LIS 60607 School Library Management</b> <b>LIS 60624 Cataloging in School Libraries</b> <b>LIS 60630 Reference Sources and Services</b> <b>LIS 60618 Information Literacy Initiatives and Instruction</b>
<i>Dr. Marianne Martens</i>	<i>Assistant Professor</i>	<b>FT</b>	<i>Rutgers Ph.D Library and Information Science</i>	8	<i>Publishing employment</i>	<b>LIS 60675 Youth Literature in the Digital Realm</b> <b>LIS 60629 Library Materials and Services for Children</b>
<i>Ms. Mary Anne Nichols</i>	<i>Senior Lecturer</i>	<b>FT</b>	<i>Kent State University Masters in Library and Information Science</i>	32	<i>Public library employment</i>	<b>LIS 60626 Library Materials and Services for Teens</b>
<i>Dr. Christina Dorr</i>	<i>Adjunct faculty</i>	<b>PT</b>	<i>Ohio State University Ph.D Education State University of New York Masters in Library Science Excelsior College Bachelor of Arts Liberal Arts Statue University of New York Associate of Arts in Liberal Arts</i>	27	<i>National Board Certified Teacher Media Pre-K-12 Ohio State Teacher 5-year license, Library Media Specialist, K-12 Licensure Middle Childhood in Language Arts and Social Studies Licensure with a Generalist Endorsement</i>	<b>LIS 60630 Reference Sources and Services</b> <b>LIS 60629 Library Materials and Services for Children</b>

					for Grades 4-6. Ohio State Master Teacher Designee New York State Teacher Certificate (permanent), Library Media Specialist K-12. New York State Librarian's Professional Certificate (permanent)	
Ms. Liz Deskins	Adjunct faculty	<b>PT</b>	Ohio State University Masters in Education	26	K-12 Reading Endorsement Language Arts and Social Studies Licensure	<b>LIS 60629 Library Materials and Services for Children</b>
Ms. Christine Anderson	Adjunct faculty	<b>PT</b>	Kent State University Ph.D candidate Kent State University Masters in Library and Information Science	11	Public library employment	<b>LIS 60629 Library Materials and Services for Children</b>
Dr. Mary Anne Stahr	Adjunct faculty	<b>PT</b>	Ph.D. Education (instructional technology), Kent State University May 2008 M.L.S., Kent State University 1996 M.Ed., Kent State University 1992 B.A., English, Northern Illinois University	24	K-12 School Media Licensure 7-12 English Licensure K-12 Specific Learning Disability Tutor Licensure National Board Certified Teacher	<b>ITEC 57400 Selection and Utilization of Educational Media</b>

## **PROPOSED MLIS IN K-12 SCHOOL LIBRARY MEDIA**

### **COURSE OFFERINGS**

#### **MAJOR REQUIREMENTS**

**LIS 60020 INFORMATION ORGANIZATION 2 Credit Hours**

Introduction to the theory and practice of information organization and retrieval in various information environments. Familiarity with principles, standards, tools and current systems relating to organization of information and retrieval. Exploration of supported information system functions such as searching, browsing, and navigation. Assessment and evaluation of information organization and retrieval systems.

**LIS 60030 PEOPLE IN THE INFORMATION ECOLOGY 2 Credit Hours**

Takes a user-centered approach in exploring the information needs and behaviors of people (as individuals and in groups, communities, and institutions) in relation to the larger information ecology that surrounds them. Topics covered include an overview of information ecology; the user-centered paradigm; major information needs and information behavior theories, models, and findings; the landscape of information sources and services for users; factors that influence people's information needs and behaviors; and user empowerment, information ethics, information fluency, and related issues.

**LIS 60050 RESEARCH AND ASSESSMENT IN LIBRARY AND INFORMATION SCIENCE 3 Credit Hours**

Focuses on quantitative and qualitative research methods applicable to information settings and environments. Explores research design, data analysis, proposal development, and ethical issues.

**LIS 60280 MASTER'S PORTFOLIO IN LIBRARY AND INFORMATION SCIENCE 1 Credit Hour**

Completed in a student's last semester. It will include the creation of an electronic portfolio to represent and self-evaluate the student's experience throughout the MLIS program, considering program learning outcomes and preparation for a career in the field of library and information science.

**LIS 60607 SCHOOL LIBRARY MANAGEMENT 3 Credit Hours**

Management of school libraries.

**LIS 60624 CATALOGING FOR SCHOOL LIBRARIES 3 Credit Hours**

Organization and administration of print and non-print materials in school libraries. Application of appropriate descriptive cataloging rules, subject headings and classification policies for children's, teen and educational materials K-12.

#### **REQUIRED ELECTIVES**

**ETEC 57400 SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA 3 Credit Hours**

Discusses principles and techniques in the selection and utilization of media for instructional purposes.

**ETEC 57427 TECHNOLOGY AND LEARNING 3 Credit Hours**

Overview of technology used in education. Focuses on implementing and facilitating learner-centered curriculum with computer technology. Students develop web-based instructional materials.

**LIS 60618 INFORMATION LITERACY INITIATIVES AND INSTRUCTION 3 Credit Hours**

(Invites information professionals from any library point-of-view (school, public, academic, archives, special, etc.). Topics include definitions and history of information literacy standards and objectives, developing an information literacy agenda, library pedagogy and learning styles, information literacy needs assessment, program development and delivery, and experiential learning in library communities.

**LIS 60629 LIBRARY MATERIALS AND SERVICES FOR SCHOOL-AGE CHILDREN 3 Credit Hours**

Selection and utilization of materials in relation to needs, abilities and interests of school age children.

**LIS 60630 REFERENCE SOURCES AND SERVICES FOR YOUTH 3 Credit Hours**

Organization and administration of information sources and information services for children and young adults (K-12). Evaluation selection and utilization of print and electronic sources.

**LIS 60626 LIBRARY MATERIALS AND SERVICES TO TEENS 3 Credit Hours**

Selection and utilization of books and materials in relation to needs, abilities and interests of teens.

**LIS 60675 YOUTH LITERATURE IN THE DIGITAL REALM 3 Credit Hours**

From apps, to eBooks, to multi-platform books, to books with augmented reality, new digital formats extend books across media platforms, and provide readers with new, interactive ways of engaging with texts. However, the proliferation of new media formats means there are just as many questions related to their selection, evaluation, and use. This course aims to answer those questions and to critically examine digital formats and related implications for stakeholders in the field of literary production for young people, including librarians, publishers, authors, illustrators, and readers.

**ETEC 67420 RESEARCHING CURRENT ISSUES IN INSTRUCTIONAL TECHNOLOGY 3 Credit Hours**

Exploration of significant current issues in the field of instructional technology ,including latest research findings, use of newest technologies, instructional design issues, present state of the field and future directions.

**ETEC 67425 MANAGING TECHNOLOGICAL CHANGE 3 Credit Hours**

Analysis and evaluation of change process are explored, particularly as they relate to use of instructional technology. Management role for facilitating planned change as studied through communication and management models.

**ETEC 67438 INSTRUCTIONAL APPLICATIONS OF THE INTERNET 3 Credit Hours**

Provides knowledge and skills needed to use the Internet effectively in instruction at all levels. Two major concentrations are computer-mediated communications and instructional Web site development.

**FINAL REQUIREMENT****LIS 60792 CULMINATING EXPERIENCE PRACTICUM IN K-12 LIBRARIES 3 Credit Hours**

Under the advisement of a faculty member, students complete a professional-level practicum that serves as a culminating experience for the M.L.I.S. degree.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **College of Communication and Information**  
 College **CI - Communication and Information**  
 Degree **MS - Master of Science**  
 Program Name **High-Risk Communication** Program Banner Code **CI-MS-HRC**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program - Program Development Plan**

Description of proposal:

**This program development plan seeks to establish the Master of Science in High-Risk Communication, an interdisciplinary program housed in the College of Communication and Information.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: **0** Proposed total credit hours **30**

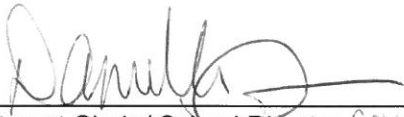
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**See responses to Questions 1, 4, 5, 6, 7, 8 and 9 on the Program Development Plan.**

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

**Provost's Office; Graduate Studies; CCI schools, including Schools of Communication Studies, Digital Sciences, Information, Journalism and Mass Communication, and Visual Communication Design. We also plan to consult with the Colleges of Arts and Sciences, Nursing, Public Health, and EHHS in the development of the full proposal.**

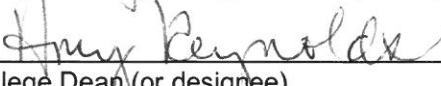
### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director **College Associate Dean**

4/16/18

  
 Campus Dean (for Regional Campuses proposals)

1/1/

  
 College Dean (or designee)

4/17/18

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

## **New Graduate Degree Program Development Plan Master of Science in High-Risk Communication**

Focused on integrative research and professional practice, the **College of Communication and Information at Kent State University** includes five schools: Communication Studies, Digital Sciences, Information, Journalism and Mass Communication, and Visual Communication Design. We offer a powerful mix of coursework and expertise in digital sciences, visual communication design, journalism and mass communication, information sciences and communication studies. The College of Communication and Information has a reputation for collaborative, applied and theoretical research that provides a first-class education for the next generations of communicators and leaders. This structure and ethos make us ideally suited to offer an interdisciplinary, integrative master's degree program in High-Risk Communication by leveraging the wide-ranging expertise of our faculty and breadth of our course offerings.

- 1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.**  
The purpose of this proposal is to create a master's degree program in High-Risk Communication (HRC) that will be housed in the College of Communication and Information (CCI).

This program provides an opportunity for national distinction for Kent State University by focusing on the intersections among the high-risk communication triad: risk, warning, and crisis communication. High-Risk Communication is designed to address significant gaps in a range of professional industries and disciplines by considering this triad holistically and practically, emphasizing strategies and best practices for effective and persuasive communication and information sharing in times of turbulence, change, and uncertainty. The structure of our college allows for a potent combination of approaches and perspectives centered in both communication and information, with content oriented toward assessing and understanding key topics across disciplines. This includes a strong focus on strategic forecasting and issues management.

This program also gives us the opportunity to attract and bring together representatives from professional disciplines and occupations that normally would not connect in a collaborative environment (for example, environmental activists and uniformed military). Engaging and interacting in a thoughtful, practical class environment will allow for increased understanding and productive collaboration.

- 2. Description of the proposed curriculum.**

Because of our applied focus, we plan to establish this program as a Master of Science (MS) in High-Risk Communication. We propose a 30-credit-hour degree program that can be completed in fourteen months. This program length, combined with the option to complete the program entirely online, will appeal to our target audience of working professionals who are looking to develop their understanding of, and strategic skill set in, the area of high-risk communication. The program is structured to be cohort-based. Students will only be admitted for a Summer I start.

Coursework will be taken in two phases:

- **Phase I** (Summer I, Summer III, Fall, and Spring) establishes the foundations for students in the areas of high-risk communication, including two required courses, semester-long colloquia, and student-driven specializations comprising four electives.
- **Phase II** (Intersession, Summer I, and Summer III) pulls together the material learned in the Phase I to apply it in meaningful ways both in collaboration with a cohort (study away immersion) and through an individual capstone case study.

### Program Structure

Phase	Intersession (3 weeks; typically late May to early June)	Summer I (5 weeks; typically mid-June to mid-July)	Summer III (5 weeks; typically mid-July to mid-August)	Fall	Spring
1 (20 hours)		<i>Intro to High-Risk Communication*</i> (3)	<i>Trend Forecasting &amp; Change Detection</i> (3)	Elective 1** (3)	Elective 3 (3)
		<b>ENTRY POINT</b>		Elective 2 (3)	Elective 4 (3)
				<i>Colloquium</i> (1)	<i>Colloquium</i> (1)

Phase	Intersession	Summer I	Summer III	Fall	Spring
2 (10 hours)	Study Away Immersion (6)	<i>Capstone Experience</i> (3)	<i>Colloquium</i> (1)		
			<b>GRADUATION</b>		

\*Italicized classes will always be offered online; electives can be taken online or in-person

\*\*At least one elective must be a methods course

The program will be available either entirely online or a student-driven combination of face-to-face and online courses. All core program requirements will be offered online (with the exception of a required study away/abroad requirement described below), and at least three electives will be offered online during Fall and Spring. One of the core classes—Trend Forecasting and Change Detection—currently is offered in our School of Communication Studies. The others will be newly developed CCI courses that will be launched simultaneously with the program.

Students will be required to take 18 hours of core classes, detailed in the table above. In addition to this core, students will take 12 credit hours of electives (including at least one methods course), drawn from the five schools across CCI and, as appropriate, other units at Kent State University. CCI is committed to offering a minimum of three online electives each semester so students will be able to craft a program of study specific to their own needs and interests. All students will be required to take at least one methods class as one of these electives.

A highly flexible curriculum allows students to develop a program of study designed to meet their own individual professional goals. We expect most students' interests will fall into one (or more) of four categories: military/national security, health and environmental issues, social justice, and disaster/humanitarian crisis preparation. Elective courses will primarily be focused on three broadly defined areas: Strategic Intelligence, Strategic Communication, and Project

Management. An exemplar list of courses will be included with the full proposal. We intend for these electives to be fluid, reflecting the flexibility of the program. We currently offer sufficient classes across our five schools to provide a robust pool of options from which our students can select.

Modeled after successful MBA programs, students will be required to take a six-credit-hour study away immersion program during Intersession (the beginning of their second phase of the program). This trip offers students an opportunity to see what they have been learning in action. Each destination will be selected to represent various priorities in the high-risk triad of warning, risk, and crisis communication. While abroad (or, when domestic destinations are selected, away), students will be tasked with conducting extensive primary and secondary research to evaluate situations, understand context, and assess risk. Armed with what they have learned throughout the program, students will then work together to develop appropriate communication plans to help navigate warning, risk, and/or crisis scenarios.

At the conclusion of this trip, students will move into their capstone experience. Students will be tasked with developing a high-level case study of an organization or group different than the one by whom they are employed. This case study will include both strategic assessment and a comprehensive communication plan, based on publicly available information, that will demonstrate the student's proficiency in these areas.

3. **Administrative arrangements for the proposed program: department and school or college involved.** High-Risk Communication will be housed at the College level. Locating the program in the College ensures that we can maximize the contributions from all five schools, foregrounding the interdisciplinary nature of the program.

In 2016, CCI restructured how graduate programs are administered. We now have an Associate Dean of Graduate Studies and Research who has responsibility for CCI-focused graduate programs, including the aforementioned doctoral program. This structure means we have someone focused on the maintenance and running of this program as well as completing assessments and "closing the loop" based on those findings. In addition to the Associate Dean, each School will be invited to have faculty representation on the HRC advisory committee which will be established before the launch of the degree. This committee will be tasked with liaising with each School to ensure courses are offered in a timely manner, develop study away immersion proposals, advise/mentor students, and make admissions decisions.

4. **Evidence of need for the new degree program, including the opportunities for employment of graduates.** This program is likely to attract people from a diverse set of disciplines/occupations (listed below). Based on information derived from the Bureau of Labor Statistics, each identified area is expected to grow in the near future (through 2024).

**Bureau of Labor Statistics Data:**

Job	Projected Growth (2014-2024)	Median Salary (2015)
Public relations specialists (including lobbying and public affairs)	6.2%	\$56,770
Emergency management directors (including emergency preparedness majors)	6.2%	\$67,330

Social and community service managers	10%	\$63,530
Information security analysts	18%	\$90,120
Designers	6.2%	\$53,280
Medical and health services managers	16.9%	\$94,500

**Similar Programs.** This program is unique in its focus on high-risk communication, including elements of warning, risk, and crisis. While other programs deal more generally in fields such as Public Relations, Global Communication, Health Communication, no other program in Ohio or surrounding states addresses all three of essential communication functions of warning, risk, and crisis. There are some programs that are somewhat similar in terms of offering communication, strategic communication, public relations foci which may include some content related to crisis communication. None of those programs integrate the content provided by the Schools of Information, Digital Sciences, and Visual Communication Design, however. (Note: A full list of competitor programs in Ohio and the region will be included in the full proposal.)

Furthermore, this program differs from more traditionally structured programs in that it is not designed to focus primarily on those who are working in or want to shift to a communications-focused position. While that certainly will be true for some of our population, we anticipate equal enthusiasm from those who are working in fields where they need to have the training and experience to plan for and deal with scenarios calling for High-Risk Communication without necessarily specializing in that area.

## 5. Prospective enrollment.

*Student Population:* This program will appeal to local, state, national, and international audiences. This includes practitioners from a wide variety of communication, management, and security disciplines. Specifically, this could include corporate communicators, defense and national security communities, law enforcement, health administrators and public health officials, nonprofit and advocacy groups, financial- and tech-sector communicators, state and federal lobbyists, and crisis communicators. We would expect incoming cohorts to represent a variety of undergraduate degrees, including public and health communications, visual communication, journalism, public relations, criminal justice, sociology, psychology, public health, international relations, nonprofit studies, as well as a range of both public-facing and policy-driven positions.

*Partners:* Housed in the College of Communication and Information, this program will be a joint effort among the five schools in CCI: Communication Studies, Digital Sciences, Information, Journalism and Mass Communication, and Visual Communication Design. Significant partnership opportunities exist with Kent State units including Public Health, Business Administration, Nursing, Political Science, Sociology/Criminal Justice, Education, and Peace and Conflict Studies. Externally, we would anticipate developing relationships with those actively engaged in critical issues and risk management, including (but not limited to) military and national security communities, environmental action groups, demographers, cybersecurity experts, law enforcement, health administrators and medical professionals, nonprofits and advocacy groups, state and federal lobbyists, and elected officials.

We anticipate an ideal cohort size of 40, with a total of 80 students enrolled during overlapping periods. Our target is to reach that cohort size within three years of program launch. Enrollment will be competitive and selective, and applications will be looked at holistically. Minimum

requirements for admission will include an undergraduate GPA of 3.000 or higher and a TOEFL score in Tier B (minimum 587) for international students. The GRE will not be required. All applicants will be required to complete a goal statement and provide three letters of recommendation from professional or academic evaluators. Admissions decisions will be made by members of the High-Risk Communication faculty advisory committee.

**6. Special efforts to enroll and retain underrepresented groups in the given discipline.**

Kent State University and the College of Communication and Information are dedicated to recruiting and retaining students from diverse backgrounds. Within our college, our Diversity Officer, Director of Strategic Communication and External Affairs, and recruitment specialist will work with the Associate Dean and faculty advisory committee to develop and execute recruitment plans designed to attract and retain these populations. Further, our Director of Advancement and Dean will continue to work with donors interested in supporting diversity efforts to create additional scholarship opportunities for students in this and other CCI programs.

**7. Availability and adequacy of the faculty and facilities available for the new degree program.**

This program is designed to leverage existing courses, so we anticipate this increasing the enrollment in our existing classes to fill currently open seats. As such, our current faculty and facilities will be more than adequate. The summer immersion program likely will leverage existing Kent State facilities and universities with which we hold a MOU, such as Italy (Florence), Switzerland (Geneva), Czechia (Prague), United Arab Emirates (Ajman).

**8. Need for additional facilities and staff and the plans to meet this need.**

Because this program draws almost entirely from existing courses during the academic year (Fall and Spring semesters), existing resources will be sufficient to successfully launch this program and grow it to our current target of 40 students in each cohort. Faculty from across CCI can bring their own expertise to the program through their existing courses; in fact, we anticipate that more classes can be taught due to the infusion of additional students to round out enrollment numbers during the academic year.

Other than colloquium, a one-credit-hour course, all new courses involved in this proposal will be taught during Intersession and Summer, meaning current faculty will be available to plan and teach these courses. As such, our current faculty and facilities will be available to support this program and sustain its growth.

**9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

Additional costs for this program are minimal. Summer salaries will be covered by student enrollment, and faculty who opt to put classes online for this program will do so either with support from the Office of Continuing Development and Education (OCDE) or their schools as part of their own online strategic growth. The College will provide recruitment support to increase applications as part of our recruitment and communication budgets, and we anticipate additional support from Graduate Studies and University Communications and Marketing, both of which have embarked on marketing efforts to support CCI's graduate programs.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-May-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Mathematical Sciences**College **AS - Arts and Sciences**Degree **BS - Bachelor of Science**

Program Name **Actuarial Mathematics** Program Banner Code **AMAT (This has been the Banner code for the concentration. I assuming that the same code will be used for the program)**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal ~~select one~~ **Establish program**

Description of proposal:

**We are proposing the establishment a Bachelor of Science degree in Actuarial Mathematics. Currently, there is an actuarial mathematics concentration. The current program is existing at the bachelor's degree level, albeit as a concentration within the Mathematics major. The curriculum requirements are essentially the same as the requirements for the current concentration with one change. We are requiring COMM 15000 which will count as a Kent Core Additional course, so it does not change the number of hours currently required by the concentration.**

Does proposed revision change program's total credit hours? ☐ Yes ☐ NoCurrent total credit hours: \_\_\_\_\_ Proposed total credit hours **120**

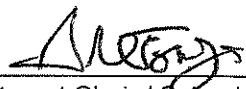
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**Since this program currently exists as a concentration, we are not expecting any impact on other programs, policies, procedures, etc. from this change.**

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

**Economics, Finance**


### REQUIRED ENDORSEMENTS

  
 \_\_\_\_\_  
 Department Chair / School Director

5 / 1 / 18

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

1 / 1 /

  
 \_\_\_\_\_  
 College Dean (or designee)

5 / 11 / 18

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1 / 1 /

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

1 / 1 /**MATH  
2**

TRANSMITTAL MEMO:

To: Dean Mary Ann Haley, Arts & Sciences

From: Mark L. Lewis, Mathematical Sciences

The Department of Mathematical Sciences is asking for consideration regarding establishing a Bachelor of Science in Actuarial Mathematics. This will replace the current Actuarial Mathematics concentration in the Mathematics Bachelor of Science. The curriculum is essentially the same as the curriculum in the current concentration with one exception. We are adding the requirement of COMM 15000. This will count as on the Kent Core Additional Courses, so it will not change the number of credits required to complete the program.

MATH  
/



FORM

## New Programs

### Substantive Change Application

Institution: **Kent State University** City, State: **Kent, Ohio**

Name of person completing this application: **Therese E. Tillett**

Title: **Executive Director, Curriculum Services** Phone: **330-672-8558** Email: **ttillet1@kent.edu**

Date Submitted: **to come**

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 and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC 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 <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:  
[http://www.hlcommission.org/document\\_upload/](http://www.hlcommission.org/document_upload/).

## Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes establishing a Bachelor of Science degree in Actuarial Mathematics. The program is existing at the bachelor's degree level, albeit as a concentration within the Mathematics major. The program will continue to be offered by the Department of Mathematical Sciences in the College of Arts and Sciences on the Kent Campus.

The program is designed to prepare graduates for the actuary profession and to pass industry-standard certification exams. Actuaries deal primarily with risk. They analyze statistical data—such as mortality, accident, sickness, disability and retirement rates—and construct probability tables to forecast risk and advise industry on how to reduce any likely financial impact of adverse events.

## 2. Is this application being submitted in conjunction with another application?

☐ Yes ☒ No

## 3. Classification of Change Request.

*Note: not every institutional change requires prior review and approval. Review the [“Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.*

New academic program(s):

☐ Certificate ☒ Bachelor's ☐ Diploma ☐ Master's/specialist  
☐ Associate's ☐ Doctorate ☐ Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- 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
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

## 4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space 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. Department 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.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable

*For Distance or Correspondence Education only:* Process in place to ascertain and secure state approval(s) as required

☐ Yes ☐ No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

This section is not applicable as accreditation of the program is not required for graduates to practice as actuaries. Professional certification is done at the individual level. Professional actuaries have to pass exams administered by either the Society of Actuaries or the Casualty Actuarial Society, starting while they are students but continuing after employment. As a concentration, Kent State's program has been included on the Society of Actuaries' list of "Universities and Colleges with Actuarial Programs—Advanced Curriculum." To receive this designation, a program must maintain course coverage for at least four Society of Actuaries preliminary exams and approved courses for all Validation by Educational Experience topic areas. Kent State plans to continue this designation with the proposed major.

At some point in the future, Kent State may apply for designation as a Center of Actuarial Excellence. This is the highest level of recognition the Society of Actuaries offers universities. To receive this designation, universities must maintain eight specific requirements related to degree, curriculum, graduate count, faculty composition, graduate quality, appropriate academic integration, connection to industry and research/scholarship

- ☐ 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 in the space below.

(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 in the space below.

**7. Changes Requiring Visits.** This section is not for HLC-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. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)*

This section is not applicable for this proposal.

a) Select the type of visit the institution is requesting:

- ☐ Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.

- ☐ Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit.

Specify type of visit and date scheduled:

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

## Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

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.

## Section A. Characteristics of the Change Requested

### 1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The name of the program will be the Actuarial Mathematics major within the Bachelor of Science degree. The CIP most aligned with the program's outcomes is the following:

**27.0305 Financial Mathematics.** A program that focuses on the application of mathematics and statistics to the finance industry, including the development, critique and use of various financial models. Includes instruction in probability theory, statistical analysis, numerical methods, computation and simulation methods, stochastic processes, economics and financial markets and applications.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Actuarial Mathematics major is 120 semester credit hours, comprising 74 credit hours of major requirements and 46 credit hours of general education and additional requirements.

- c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program

Proposed implementation is the fall 2019 semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary targeted audience for the Actuarial Mathematics major will be full-time, traditional college-age students.

- f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

- g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

### 2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

This section is not applicable to this proposal.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students		
B. Course placement and advising of students		
C. Design and oversight of curriculum		
D. Direct instruction and oversight		
E. Other support for delivery of instruction		

## Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Presently, Kent State offers one bachelor's degree program in the same four-digit CIP series (27.03 Applied Mathematics). The program is the BS degree in Applied Mathematics (CIP 27.0301 Applied Mathematics, General). The proposed major will not replace the existing major.

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

At the baccalaureate level, Kent State offers three degree programs with the same two-digit CIP code (27 Mathematics and Statistics).

The two programs with the highest number of graduates for the fiscal year 2018 are the following:

- Applied Mathematics (BS degree): 11 graduates
- Mathematics (BS degree): 29 graduates \*

\* 18 of the 29 graduates were in the Actuarial Mathematics concentration.

## Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There are no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The Actuarial Mathematics concentration in the Mathematics major (Bachelor of Science degree) was established in 2009. The program was proposed, planned and operated by faculty in the Department of Mathematical Sciences. As the program has matured and its curriculum has diverged from the Mathematics major core, the faculty has determined that it was time for Actuarial Mathematics to be established as a separate Bachelor of Science degree program.

In addition to being approved by the mathematical sciences faculty and department chair, the major was approved by the College of Arts and Sciences Curriculum Committee; *[future approvals]* the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate. The Kent State University Board of Trustees approved the program on *[date]*, see Appendix A.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

As the program is existing, current facilities are adequate to support its elevation from a concentration within a major to a separate degree program. There is no anticipation that additional facilities will be required, even if and when enrollment continues to grow.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Actuarial mathematics is not a new program for Kent State. Within its first four years as an optional concentration in the Mathematics major, enrollment grew from five students to 50. In the past five years, enrollment has averaged 78 students each semester. Nearly 90 students, total, have graduated.

The Actuarial Mathematics concentration now serves a sufficient number of students for it to be viable as a stand-alone major. Moreover, the creation of a separate degree will increase the visibility of the actuarial mathematics program and promote further enrollment growth, although the expectation is enrollment will continue near or just above its current level as the actuarial profession is specialized.

However, there is evidence that employment opportunities within the actuarial and related professions are growing and are expected to continue to grow. The Bureau of Labor Statistics estimates the job outlook for actuaries across the country to grow 22 percent (much faster than average) between 2016 and 2026.<sup>1</sup> Ohio is ranked fifth in the country with the highest employment levels in this occupation.<sup>2</sup> The Ohio Department of Jobs and Family Services lists actuaries as an in-demand occupation, with a starting wage of \$59,460 with a bachelor's degree.<sup>3</sup> The insurance, banking, energy and medical industries in Northeast Ohio provide an important job market for graduates of the program.

<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook. Actuaries. Retrieved from [www.bls.gov/ooh/math/actuaries.htm](http://www.bls.gov/ooh/math/actuaries.htm).

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment and Wages, May 2016. Actuaries. Retrieved from [www.bls.gov/oes/current/oes152011.htm](http://www.bls.gov/oes/current/oes152011.htm).

<sup>3</sup> Ohio Department of Job and Family Services, Office of Workforce Development. In-Demand Occupations. Retrieved from [http://omj.ohio.gov/OMJResources/All\\_InDemand\\_Short.stm](http://omj.ohio.gov/OMJResources/All_InDemand_Short.stm).

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Using past enrollment growth in the concentration as a basis, future enrollment is projected at the same rate. The department's goal is between 90-100 students in year three of the major's implementation. While current faculty and staff resources are sufficient to support the program, the proposed major is part of a larger plan to diversify academic opportunities for students and grow enrollment in the Department of Mathematical Sciences. Eventually, new faculty and staff will be needed to sustain these developments and program quality. Those factors will be evaluated annually.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Actuarial Mathematics major will be no exception, and will undergo the same scrutiny as other.

The proposed degree program is built around existing courses that are required in the current concentration and other mathematics-strong programs. Therefore, the program can rely on existing faculty, facilities, library resources, equipment and technology (with regular and minor upgrades).

Since the program is existing with current faculty and facilities, fiscal projections show no overall change in revenue or expenses from the current baseline. Therefore, at worst, the net fiscal impact of the proposed major is neutral; and, at best, the presence of a separate major will draw additional students to Kent State. See Appendix B for a fiscal impact statement.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State University website.

## **Section D. Curriculum and Instructional Design**

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

See Appendix C for courses comprising the program. All courses are existing and currently offered for this program and others.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

See Appendix D for the program's catalog copy, including admission, course and graduation requirements. The curriculum for the proposed major is identical to the currently offered concentration with the exception of now requiring an existing course in communication studies.

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Not applicable.

### Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Initially, the courses for this degree can be taught by existing faculty. The Department of Mathematical Sciences currently employs 43.5 full-time faculty on the Kent Campus (25.5 tenured/tenure-track and 18 non-tenure track). There are two full-time faculty (one tenured and one non-tenure track) who teach the four actuarial courses for the program (MATH 30055, MATH 40055, MATH 40056, MATH 40059). New faculty may be needed to support any growth in the program.

The other courses in the curriculum are required for other programs at the university and are supported by faculty from their respective departments.

17. What will the impact of the new initiative be on faculty workload?

No overall impact on faculty workload is expected.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix E for faculty information.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the program is on-going (as a concentration), existing resources are sufficient. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials.

A mathematics subject librarian works with the Department of Mathematical Sciences to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum.

In addition, University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

## Section F. Evaluation

### 21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The College of Arts and Sciences monitors a wide range of metrics for all programs on an annual basis. These include enrollment, freshman retention rates, upperclassman persistence rates and four- and six-year graduation rates. Any anomalies are investigated. Grade distributions, student surveys of instruction and student feedback to advisors are also monitored on a regular basis so problems can be addressed without delay. The proposed program will undergo a full evaluation periodically in accordance with university policies on the review of academic programs.

Primary program faculty will meet at least once a semester to review the progress of the degree program and discuss any issues and potential improvements. Faculty will attend professional meetings sponsored by the national actuarial societies to monitor changes in professional credentialing. Program faculty will meet with regional employers of actuaries to discuss how well the curriculum prepares students for the job market. Faculty will solicit feedback from graduates of the program.

The objective of the program is to produce graduates who are prepared to enter the workforce in actuarial and related fields or to begin graduate studies in actuarial science, financial engineering or mathematics.

Graduates of the program will be able to

1. Reason mathematically by using precise definitions, articulating assumptions and reasoning logically to conclusions.
2. Engage effectively in problem solving by exploring examples, assessing the correctness of solutions and interpreting solutions in an actuarial context.
3. Define, interpret and apply standard actuarial notation, terminology and formulas.
4. Analyze various streams of cash flows, both certain and contingent.
5. Apply methods from probability, statistics and stochastic processes to the solution of problems in actuarial science, finance and economics.
6. Communicate solutions of mathematical problems clearly, both orally and in writing.
7. Employ commonly used computer programming languages and software packages to solve problems in actuarial science, finance and economics.
8. Demonstrate fundamental knowledge of finance, economics and accounting.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices, including advising, tutoring, career, counseling, accessibility and technical support. Students are required to meet each semester with a professional academic advisor to review progress using the university's degree audit (Graduate Planning System). In addition, students meet with faculty advisors to discuss research and career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

**ADDENDUM TO HIGHER LEARNING COMMISSION  
SUBSTANTIVE CHANGE APPLICATION  
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

**Proposed Major:** Actuarial Mathematics  
**Proposed Degree:** Bachelor of Science  
**Administrating College:** College of Arts and Science  
**Administrating Department:** Department of Mathematical Sciences

**Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.**

Title: Coordinator for Actuarial Mathematics

Description: There will be a coordinator for the Actuarial Mathematics program. (Expected to initially be Darci Kracht.) This coordinator will report to the Chair of the Department of Mathematical Sciences (currently Andrew Tonge).

The duties and responsibilities are:

1. Stay current with the expectations and trends in Actuarial Mathematics and work with the Undergraduate Coordinator to insure that our curriculum is current with industry expectations including adequate alignment with the material covered on the professional exams.
2. Advise current students.
3. Keep contacts with people in industry to be able to connect students with potential internships and employment.
4. Recruit potential students.
5. Teach courses in the Actuarial math program as assigned.

**Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.**

The University of Akron offers a Bachelor of Science in Statistics with Actuarial Science Option. Their program emphasizes statistics, while Kent State University's Actuarial Mathematics program emphasizes mathematics. The Society of Actuaries has designated the University of Akron's program as UCAP-Introductory Curriculum, while Kent State University's current program is designated UCAP-Advanced Curriculum. The current Actuarial Mathematics Concentration at KSU has seen increasing enrollment, despite the presence of another actuarial science program within a 30-mile radius.

**B.S. Actuarial Mathematics**  
Student Learning Outcomes – Major Course Mapping

Major Course ID and Title	Student Learning Outcome 1: Possess mathematical content knowledge and critical thinking skills needed for actuarial science.				Student Learning Outcome 2: Master problem-solving skills and tools needed for problems in actuarial science.				Student Learning Outcome 3: Possess fundamental business knowledge.			
	Introduced	Reinforced	Mastered		Introduced	Reinforced	Mastered		Introduced	Reinforced	Mastered	
MATH 12002 Analytic Geometry and Calculus I	✓											
MATH 12003 Analytic Geometry and Calculus II		✓										
MATH 20011 Decision Making Under Uncertainty	✓				✓							
MATH 21001 Linear Algebra	✓											
MATH 22005 Analytic Geometry and Calculus III		✓										
MATH 30055 Mathematical Theory of Interest	✓	✓	✓		✓	✓	✓		✓			
MATH 31011 Proofs in Discrete Mathematics	✓											
MATH 32044 Ordinary Differential Equations		✓										
MATH 40011 Probability Theory and Applications		✓	✓			✓	✓					
MATH 40012 Theory of Statistics		✓	✓			✓	✓					
MATH 40055 Actuarial Mathematics I		✓				✓						
MATH 40056 Actuarial Mathematics II		✓	✓			✓	✓					
MATH 40059 Stochastics Actuarial Models		✓	✓			✓	✓					
CS 10061 Programming for Problem Solving in the Sciences OR CS 13001 Computer Science I OR (CS 13011 AND 13012 Computer Science IA and IB)					✓							
Math Electives		✓										
Allied Area Electives		✓				✓				✓		
ECON 22060 Principles of Microeconomics									✓			

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ECON 22061 Principles of Macroeconomics																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
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## Summary of Program Assessment Plan

### 1. PROGRAM MISSION

The Actuarial Mathematics major prepares students for a rewarding career as an actuary. The program is highly interdisciplinary, integrating substantial coursework in business, computing, and communications with a solid core of mathematics and statistics. The program will prepare students for several examinations needed for professional credentialing. Graduates of the program will be prepared to enter the workforce immediately or to pursue a graduate degree in fields such as actuarial science and financial engineering.

### 2. STUDENT LEARNING OUTCOMES:

#### Student Learning Outcome 1: **Possess mathematical content knowledge and critical thinking skills needed for actuarial science.**

Method of Assessment: All required mathematics courses develop critical thinking skills, particularly the ability to reason mathematically. Content knowledge in the required mathematics courses is highly cumulative, culminating in required courses MATH 30055 Mathematical Theory of Interest, MATH 40011 Probability Theory and Applications, MATH 40012 Theory of Statistics, MATH 40055-6 Actuarial Mathematics I-II, and MATH 40059 Stochastic Actuarial Models. These courses provide students with the specific content knowledge and reasoning skills needed for several of the examinations required for professional certification as an actuary. Depending on the course, students' understanding is assessed by some combination of written assignments, written examinations, and oral presentations. Program-level assessments include evaluation of student preparation for subsequent courses and student performance on professional actuarial examinations.

#### Achievement Target:

A minimum of 75% of students must earn a C or better in MATH 40055, 40056, and 40059 for the objective to be met.

#### Student Learning Outcome 2: **Master problem-solving skills and tools needed for problems in actuarial science.**

Method of Assessment: Problem-solving skills are assessed in required courses MATH 30055 Mathematical Theory of Interest, MATH 40011 Probability Theory and Applications, MATH 40012 Theory of Statistics, MATH 40055-6 Actuarial Mathematics I-II, and MATH 40059 Stochastic Actuarial Models. These courses provide students with the problem-solving techniques needed for several of the examinations required for professional certification as an actuary. Additionally, required course ECON 32050 Applied Econometrics I assesses student's ability to solve problems in economics using statistical methods and computer programming languages. Depending on the course, students' understanding is assessed by some combination of written assignments, written examinations, and oral presentations. Program-level assessments include evaluation of student preparation for subsequent courses and student performance on professional actuarial examinations.

#### Achievement Target:

A minimum of 75% of students must earn a C or better in MATH 40055, 40056, and 40059 for the objective to be met.

#### Student Learning Outcome 3: **Possess fundamental business knowledge.**

Method of Assessment: This outcome is assessed in required courses ECON 32050 Applied Econometrics I and FIN 36053 Business Finance. Depending on the course, students' understanding is assessed by some combination of written assignments, written examinations, computer projects, and oral presentations.

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Achievement Target: A minimum of 75% of students must earn a C or better in FIN 36053 for the objective to be met.

3. ASSESSMENT RESULTS:

*Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).*

The College of Arts and Sciences monitors a wide range of metrics for all programs on an annual basis. These include enrollment, freshman retention rates, upperclassman persistence rates, and four- and six-year graduation rates. Any anomalies are investigated. Grade distributions, student surveys of instruction, and student feedback to advisors are also monitored on a regular basis so problems can be addressed without delay. The program will undergo a full evaluation periodically in accordance with university policies on the review of academic programs.

Primary program faculty will meet at least once a semester to review the progress of the degree program and discuss any issues and potential improvements. Faculty will monitor student performance on the examinations given by the professional actuarial societies. Program faculty will meet with regional employers of actuaries to discuss how well the curriculum prepares students for the job market. Faculty will solicit feedback from graduates of the program

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## Fiscal Impact Statement – B.S. Degree in Actuarial Mathematics

## Appendix B

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment *</b>				
Headcount full-time	22	44	66	88
Headcount part-time				
Full-time equivalent (FTE) enrollment	22	44	66	88
<b>II. Projected Program Income</b>				
Tuition	\$ 111,232	\$ 222,464	\$ 312,840	\$ 382,360
Expected state subsidy	\$ 43,296	\$ 86,592	\$ 121,770	\$ 148,830
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Program Income</b>	<b>\$ 154,528</b>	<b>\$ 309,056</b>	<b>\$ 434,610</b>	<b>\$ 531,190</b>
<b>III. Program Expenses</b>				
New personnel:				
- Instruction				
Full-time: none	\$ -	\$ -	\$ -	\$ -
Part-time: none	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: none	\$ -	\$ -		
Part-time: none	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: see budget narrative	\$ -	\$ -	\$ -	\$ -
Part-time: see budget narrative	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: see budget narrative	\$ -	\$ -	\$ -	\$ -
Part-time: see budget narrative	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ -	\$ -	\$ -	\$ -
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Program Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Projected Program Net</b>	<b>\$ 154,528</b>	<b>\$ 309,056</b>	<b>\$ 434,610</b>	<b>\$ 531,190</b>
<b>Other Expenses</b>				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ -	\$ -	\$ -	\$ -
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ -	\$ -	\$ -	\$ -
Supplies (office, computer software, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

\* Projected enrollment assumes that students enrolled in the concentration when the major is approved stay in the concentration and are not counted in this program. If the students in the concentration are counted in this program, then the numbers would be: 72, 76, 82, 88.

**BUDGET NARRATIVE:**

This proposal represents the conversion of concentration within the Mathematics major into a separate major. As such, no overall change in revenue or expenses from the current baseline is projected.

Therefore, at worst, the net fiscal impact of this curricular proposal is neutral, and at best, the presence of a separate major will draw additional students to Kent State.

*Descriptions listed below in alpha-numeric order are for required courses in the major and does not include elective and general education courses.*

**ACCT 23020 INTRODUCTION TO FINANCIAL ACCOUNTING 3 Credit Hours**

(Equivalent to ACTT 11000) Introduction to the basic concepts and standards underlying financial accounting. Topics to be covered include revenue recognition, receivables, inventory, long-lived assets, liabilities and stockholders' equity. The impact of transactions on the accounting equation and financial statements (balance sheet, income statement and cash flows) is emphasized.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Business

**ECON 22060 PRINCIPLES OF MICROECONOMICS (KSS) 3 Credit Hours**

Course covers principles and policies affecting prices, including factor incomes, under alternative market structures. Students develop tools to examine social problems, including poverty, crime, pollution and international relations.

Prerequisite: Minimum 45 ALEKS math score; or minimum 22 ACT math score; or minimum 530 SAT math score; or one course from MATH 00023 to 49999.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Kent Core Social Sciences, TAG Social and Behavioral Sciences, Transfer Module Social Sciences

**ECON 22061 PRINCIPLES OF MACROECONOMICS (KSS) 3 Credit Hours**

Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth.

Prerequisite: ECON 22060.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Kent Core Social Sciences, TAG Social and Behavioral Sciences, Transfer Module Social Sciences

**ECON 32050 APPLIED ECONOMETRICS I (ELR) 3 Credit Hours**

The course provides an introduction to the use of statistical analysis in economics. The initial part of the course reviews relevant concepts from probability and statistics. The second course segment focuses on linear regression analysis and the properties of regression estimators. The final course segment discusses extensions of the linear model, and considers problems that may arise in application including omitted variables, nonlinearity, measurement error, sample selection, heteroscedasticity and causality. The SAS statistical software package is used throughout the course for data analysis. Over the second half of the course, students complete an empirical project which requires students to connect the course concepts to the analysis of an economic policy question in a real world data set.

Prerequisite: MATH 11012 or MATH 12002; and ECON 22060 and MIS 24056.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement

**FIN 36053 BUSINESS FINANCE 3 Credit Hours**

Introductory finance course analyzing the basic financial decisions of corporations and the interface of the firm with capital markets. Students discuss stocks, bonds, the time value of money, risk versus return and the essentials of capital budgeting.

Prerequisite: Minimum 2.500 overall GPA; and ACCT 23020 or ACTT 11000; and ECON 22060 or HONR 21197; and ECON 22061.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 12002 ANALYTIC GEOMETRY AND CALCULUS I (KMCR) 5 Credit Hours**

Concepts of limit, continuity and derivative, and the indefinite and definite integral for functions of one real variable. Maximization, related rates, fundamental theorem of calculus. No credit earned toward a degree for this course if the student already earned credit for MATH 12011 and MATH 12012.

Prerequisite: Minimum 78 ALEKS math score; or minimum C grade in MATH 11022 or MATH 12001.

Schedule Type: Lecture

Contact Hours: 5 lecture

Grade Mode: Standard Letter

Attributes: Kent Core Mathematics and Critical Reasoning, Transfer Module Mathematics

**MATH 12003 ANALYTIC GEOMETRY AND CALCULUS II 5 Credit Hours**

Continued study of techniques and applications of integration; trigonometric, logarithmic and exponential functions; polar coordinates; vectors; parametric equations; sequences and series.

Prerequisite: Minimum C grade in MATH 12002 or MATH 12012.

Schedule Type: Lecture

Contact Hours: 5 lecture

Grade Mode: Standard Letter

Attributes: TAG Mathematics

**MATH 20011 DECISION MAKING UNDER UNCERTAINTY 3 Credit Hours**

This is an introductory course on applied statistics. The course provides hands-on approach to understanding, quantification and decision making under various forms of uncertainty. The main topics include visualization of uncertainty, probabilistic quantification of uncertainty, Bayesian and non-Bayesian ways of decision making under uncertainty. Class activities will incorporate active learning elements, including in-classroom computation with professional-grade software for statistical analysis and simulation.

Prerequisite: Minimum C grade in Math 12002

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 21001 LINEAR ALGEBRA WITH APPLICATIONS 3 Credit Hours**

Systems of linear equations and the associated matrix operations, linear transformations, vector spaces, bases, eigenvectors.

Prerequisite: Minimum C grade in MATH 11012 or MATH 12002.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Mathematics

**MATH 22005 ANALYTIC GEOMETRY AND CALCULUS III 4 Credit Hours**

Study of functions of several variables, including partial derivatives and multiple integrals.

Prerequisite: Minimum C grade in MATH 12003.

Schedule Type: Lecture

Contact Hours: 4 lecture

Grade Mode: Standard Letter

Attributes: TAG Mathematics

**MATH 30055 MATHEMATICAL THEORY OF INTEREST 3 Credit Hours**

A calculus-based introduction to the mathematics of finance. Limited to deterministic analysis of interest rates annuities bonds and immunization. Emphasizes the mathematical theory of the subject matter.

Prerequisite: Minimum C grade in MATH 12003.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 31011 PROOFS IN DISCRETE MATHEMATICS 3 Credit Hours**

The study of discrete mathematical structures including sets, functions, and relations. The course includes an introduction to logical thinking with an emphasis on proof techniques. The course also emphasizes combinatorics topics such as recursion and counting.

Prerequisite: Minimum C grade in MATH 12002.

Pre/corequisite: Minimum C grade in MATH 21001 or MATH 32051.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 32044 ORDINARY DIFFERENTIAL EQUATIONS 3 Credit Hours**

An introduction to ordinary differential equations and applications. Topics include solution methods, series solutions and singular points. Laplace transforms and linear systems. Applications include population dynamics, forced oscillations and resonance.

Prerequisite: Minimum C grade in MATH 21001 and MATH 22005.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Mathematics

**MATH 40011 PROBABILITY THEORY AND APPLICATIONS 3 Credit Hours**

Permutations and combinations, discrete and continuous distributions, random variables, conditional probabilities, Baye's formula, mathematical expectation, law of large numbers, normal approximations, basic limit theorems.

Prerequisite: Minimum C grade in MATH 12003.

Pre/corequisite: MATH 22005 or MATH 32051.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 40012 THEORY OF STATISTICS 3 Credit Hours**

(Slashed with MATH 50012) Sample spaces, continuous distributions, sampling distributions, point and interval estimation, hypothesis testing, types of error, level and power of tests, sequential and nonparametric methods.

Prerequisite: Minimum C grade in MATH 40011.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**MATH 40055 ACTUARIAL MATHEMATICS I (ELR) (WIC) 4 Credit Hours**

(Slashed with MATH 50055) Topics from survival models, stochastic analysis of annuities and life insurance and casualty models.

Prerequisite: Minimum C grade in MATH 30055 and MATH 40011.

Schedule Type: Lecture

Contact Hours: 4 lecture

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement, Writing Intensive Course

MATH 40056 ACTUARIAL MATHEMATICS II 4 Credit Hours

(Slashed with MATH 50056) Benefit premiums, benefit reserves and their analysis, decrement models, joint survivorship, risk models.

Prerequisite: Minimum C grade in MATH 40055.

Schedule Type: Lecture

Contact Hours: 4 lecture

Grade Mode: Standard Letter

MATH 40059 STOCHASTIC ACTUARIAL MODELS 3 Credit Hours

(Slashed with MATH 50059) Designed to prepare students for the Society of Actuaries examination on actuarial mathematics.

Prerequisite: Minimum C grade in MATH 40011.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

## DESCRIPTION

The Bachelor of Science degree in Actuarial Mathematics prepares students for the actuarial profession. Actuaries are professionals who manage risk. They predict the likelihood of future events and model the financial impact of future scenarios. They find creative ways to mitigate the undesirable effects of future events. Although most actuaries are employed in the insurance and financial industries, many others work in the transportation, environmental, medical and manufacturing industries, as well as in government.

The Actuarial Mathematics major is highly interdisciplinary, integrating substantial coursework in business, computing and communications with a solid core of mathematics and statistics. Kent State University is one of only four institutions in Ohio to receive the Universities and Colleges with Actuarial Programs-Advanced Curriculum designation from the Society of Actuaries. The Kent State program prepares students for the first four of a series of examinations to receive professional certification as an actuary.

### Fully Offered At:

- Kent Campus

## ADMISSION REQUIREMENTS

*Standard admission criteria for the bachelor's degree at the Kent Campus.*

## PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Reason mathematically by using precise definitions, articulating assumptions and reasoning logically to conclusions.
2. Engage effectively in problem solving by exploring examples, assessing the correctness of solutions and interpreting solutions in an actuarial context.
3. Define, interpret and apply standard actuarial notation, terminology and formulas.
4. Analyze various streams of cash flows, both certain and contingent.
5. Apply methods from probability, statistics and stochastic processes to the solution of problems in actuarial science, finance and economics.
6. Communicate solutions of mathematical problems clearly, both orally and in writing.
7. Employ commonly used computer programming languages and software packages to solve problems in actuarial science, finance and economics.
8. Demonstrate fundamental knowledge of finance, economics and accounting.

**PROGRAM REQUIREMENTS****MAJOR REQUIREMENTS****Major Requirements (courses count in major GPA)**

ACCT 23020	Introduction to Financial Accounting	3
ECON 22060	Principles of Microeconomics (KSS) <sup>1</sup>	3
ECON 22061	Principles of Macroeconomics (KSS) <sup>1</sup>	3
ECON 32050	Applied Econometrics I (ELR) <sup>1</sup>	3
FIN 36053	Business Finance	3
MATH 12002	Analytic Geometry and Calculus I (KMCR) (min C grade)	5
MATH 12003	Analytic Geometry and Calculus II (min C grade)	5
MATH 20011	Decision Making Under Uncertainty	3
MATH 21001	Linear Algebra With Applications (min C grade)	3
MATH 22005	Analytic Geometry and Calculus III (min C grade)	4
MATH 30055	Mathematical Theory of Interest (min C grade)	3
MATH 31011	Proofs in Discrete Mathematics	3
MATH 32044	Ordinary Differential Equations	3
MATH 40011	Probability Theory and Applications	3
MATH 40012	Theory of Statistics	3
MATH 40055	Actuarial Mathematics I (ELR) (WIC)	4
MATH 40056	Actuarial Mathematics II	4
MATH 40059	Stochastics Actuarial Models	3
Computer Science Elective, choose from the following:		4
CS 10061	Programming for Problem Solving in the Sciences	
CS 13001	Computer Science I: Programming and Problem Solving	
CS 13011	Computer Science IA: Procedural Programming	
& CS 13012 and Computer Science IB: Object Oriented Programming		
Mathematics Electives, choose from the following:		6
MATH 40015	Applied Statistics	
MATH 40024	Computational Statistics	
MATH 40028	Statistical Learning	
MATH 40051	Topics in Probability Theory and Stochastic Processes	
MATH 41021	Theory of Matrices	
MATH 42001	Analysis I (ELR) (WIC) <sup>2</sup>	
MATH 42002	Analysis II (ELR) (WIC) <sup>2</sup>	
MATH 42021	Graph Theory And Combinatorics	
MATH 42031	Mathematical Models and Dynamical Systems	
MATH 42039	Modeling Projects (ELR) (WIC) <sup>2</sup>	
MATH 42041	Advanced Calculus	
MATH 42045	Partial Differential Equations	
MATH 42048	Complex Variables	
MATH 42201	Numerical Computing I	
MATH 42202	Numerical Computing II	
MATH 45011	Differential Geometry	
Allied Area Elective, choose from the following: <sup>3</sup>		3
ACCT 33001	Corporate Accounting I	
ACCT 33004	Introduction to Accounting Systems	
ACCT 33010	Cost Accounting	
ACCT 33012	Corporate Accounting II	
ACCT 43014	Advanced Accounting Systems	
ACCT 43020	Corporate Accounting III	
ACCT 43087	International Accounting Experience	
BSCI 30050	Human Genetics	
BSCI 40020	Biology of Aging	

*Allied Area Elective continued*

BUS 30187	International Business Experience
BUS 30234	International Business
CHEM 30050	Introduction to Materials Chemistry
CHEM 30105	Analytical Chemistry I
CHEM 30106	Analytical Chemistry II
CHEM 30301	Inorganic Chemistry I
CHEM 40302	Inorganic Chemistry II
CHEM 40303	Inorganic Chemistry III
CHEM 40555	Physical Chemistry I
CHEM 40556	Physical Chemistry II
CHEM 40559	Nanomaterials
CS 33007	Introduction to Database System Design
CS 33101	Structure of Programming Languages
CS 33211	Operating Systems
CS 33901	Software Engineering
CS 35101	Computer Architecture
CS 35201	Computer Communication Networks
CS 38101	Introduction to Game Programming
CS 43006	Theory of Object-Oriented Programming
CS 43111	Structure of Compilers
CS 43202	Systems Administration
CS 43203	Systems Programming
CS 43301	Software Development for Robotics
CS 43305	Advanced Digital Design
CS 43401	Secure Programming
CS 44001	Computer Science III-Programming Patterns
CS 44003	Mobile Apps in IOS Programming
CS 44105	Web Programming I
CS 44106	Web Programming II
CS 44201	Artificial Intelligence
CS 45203	Computer Network Security
CS 45231	Internet Engineering
CS 46101	Design and Analysis of Algorithms
CS 47101	Computer Graphics
CS 47205	Information Security
CS 47206	Data Security and Privacy
CS 47207	Digital Forensics
CS 47221	Introduction to Cryptology
CS 48101	Game Engine Concepts
ECON 32025	Money, Credit and Banking
ECON 32040	Intermediate Microeconomic Theory and Applications
ECON 32041	Intermediate Macroeconomic Theory and Policy
ECON 32051	Applied Econometrics II
ECON 42050	Data Acquisition, Preparation and Visualization
ECON 42065	Problems of Monetary and Fiscal Policy
ECON 42070	Game Theory
ECON 42085	Public Finance
ECON 42086	Economics of Health Care
FIN 36054	Intermediate Corporate Finance
FIN 36059	Intermediate Investments
FIN 36081	Principles of Insurance
FIN 36085	Advanced Financial Modeling
FIN 46054	Financial Risk Management

*Allied Area Elective continued*

FIN 46055	Advanced Derivative Securities
FIN 46064	International Business Finance
FIN 46067	Advanced Portfolio Analysis
FIN 46087	International Finance Experience
GEOG 31062	Fundamentals of Meteorology
GEOG 31064	Principles of Climatology
GEOG 35065	Geography of Transportation And Spatial Interaction
GEOG 39002	Statistical Methods in Geography
GEOG 41065	Applied Climatology
GEOG 44070	Spatial Analysis and Location Theory
GEOG 49070	Geographic Information Science
GEOG 49080	Advanced Geographic Information Science
GEOG 49085	Web and Mobile Geographic Information Science
GEOG 49162	Cartography and Geovisualization
GEOG 49163	Cartography and Geovisualization Laboratory
GEOG 49230	Remote Sensing
GEOL 31080	Structural Geology
GEOL 32066	Geomorphology
GEOL 41025	General Geophysics
GEOL 41080	Tectonics and Orogeny
GEOL 42030	Remote Sensing
GEOL 42035	Scientific Methods in Geology
MATH 40015	Applied Statistics
MATH 40024	Computational Statistics
MATH 40028	Statistical Learning
MATH 40051	Topics in Probability Theory and Stochastic Processes
MATH 41001	Modern Algebra I (ELR) (WIC) <sup>2</sup>
MATH 41002	Modern Algebra II (ELR) (WIC) <sup>2</sup>
MATH 41021	Theory of Matrices
MATH 42001	Analysis I (ELR) (WIC)
MATH 42002	Analysis II (ELR) (WIC)
MATH 42021	Graph Theory and Combinatorics
MATH 42031	Mathematical Models and Dynamical Systems
MATH 42039	Modeling Projects (ELR) (WIC) <sup>2</sup>
MATH 42041	Advanced Calculus
MATH 42045	Partial Differential Equations
MATH 42048	Complex Variables
MATH 42201	Numerical Computing I
MATH 42202	Numerical Computing II
MATH 45011	Differential Geometry
MATH 45021	Euclidean Geometry
MATH 45022	Linear Geometry
MATH 46001	Elementary Topology
MATH 47011	Theory of Numbers
MATH 47021	History of Mathematics
MIS 34032	Data and File Technology
MIS 34053	Data Integration
MIS 34060	Operations Management
MIS 34068	Systems Analysis and Design
MIS 34070	Programming Theory and Applications
MIS 34080	Computer Programming for Business I
MIS 44033	Advanced Computer Programming for Business
MIS 44043	Database Management Systems

*Allied Area Elective continued*

MIS 44044	Systems Analysis II
MIS 44045	Information Systems Management
MIS 44048	Software Integration (ELR) (WIC) <sup>2</sup>
PHIL 41035	Philosophy of Science
PHIL 41038	Intermediate Logic
PHIL 41045	Metalogic
PHY 34000	Cosmology
PHY 35101	Classical Mechanics
PHY 36001	Introductory Modern Physics
PHY 36002	Applications of Modern Physics
PHY 44802	Astrophysics
PHY 45201	Electromagnetic Theory
PHY 45301	Thermal Physics
PHY 45401	Mathematical Methods in Physics
PHY 45403	Data Analysis and Computational Physics Techniques
PHY 45501	Electromagnetic Waves and Modern Optics
PHY 46101	Quantum Mechanics
PHY 46301	Introduction to Nuclear and Particle Physics
PHY 46401	Introduction to Solid State Physics

**Additional Requirements (courses do not count in major GPA)**

COMM 15000	Introduction to Human Communication (KADL)	<b>Added</b>	3
UC 10097	Destination Kent State: First Year Experience		1
Foreign Language Requirement (see Foreign Language College Requirement)			8
Kent Core Composition			6
Kent Core Humanities and Fine Arts (minimum one course from each)			9
Kent Core Social Sciences (must be from two disciplines)			3
Kent Core Basic Sciences (must include one laboratory)			6-7
General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)			10

**Minimum Total Credit Hours: 120**

<sup>1</sup> These courses fulfill the Validation by Educational Experience (VEE) requirements jointly sponsored by the Society of Actuaries, Casualty Actuarial Society and Canadian Institute of Actuaries.

<sup>2</sup> A minimum C grade must be earned to fulfill the writing-intensive course requirement.

<sup>3</sup> A course may only count in one requirement even though it may appear in more than one.

**GRADUATION REQUIREMENTS**

Minimum Major GPA: 2.00

Minimum Overall GPA: 2.00

**ROADMAP**

<b>Semester One</b>	COMM 15000	Introduction to Human Communication (KADL)	3
	MATH 12002	Analytic Geometry and Calculus I (KMCR)	5
	UC 10097	Destination Kent State: First Year Experience	1
		Computer Science Elective	4
		Kent Core Requirement	3
	<b>Credit Hours</b>		<b>16</b>
<b>Semester Two</b>	MATH 12003	Analytic Geometry and Calculus II	5
	MATH 20011	Decision Making Under Uncertainty	3
	MATH 21001	Linear Algebra With Applications	3
		Kent Core Requirement	3
		Kent Core Requirement	3
	<b>Credit Hours</b>		<b>17</b>
<b>Semester Three</b>	ECON 22060	Principles of Microeconomics (KSS)	3
	MATH 22005	Analytic Geometry and Calculus III	4
	MATH 30055	Mathematical Theory of Interest	3
	MATH 31011	Proofs in Discrete Mathematics	3
		Foreign Language	4
	<b>Credit Hours</b>		<b>17</b>
<b>Semester Four</b>	ECON 22061	Principles of Macroeconomics (KSS)	3
	MATH 32044	Ordinary Differential Equations	3
	MATH 40011	Probability Theory and Applications	3
		Kent Core Requirement	3
		Foreign Language	4
	<b>Credit Hours</b>		<b>16</b>
<b>Semester Five</b>	ACCT 23020	Introduction to Financial Accounting	3
	MATH 40055	Actuarial Mathematics I (ELR) (WIC)	4
		Mathematics Elective	3
		Kent Core Requirement	3
	<b>Credit Hours</b>		<b>13</b>
<b>Semester Six</b>	FIN 36053	Business Finance	3
	MATH 40012	Theory of Statistics	3
	MATH 40056	Actuarial Mathematics II	4
		Kent Core Requirement	3
		Kent Core Requirement	3
	<b>Credit Hours</b>		<b>16</b>
<b>Semester Seven</b>		Allied Area Elective	3
		Mathematics Elective	3
		Kent Core Requirement	3
		General Electives	6
	<b>Credit Hours</b>		<b>15</b>
<b>Semester Eight</b>	ECON 32050	Applied Econometrics I (ELR)	3
	MATH 40059	Stochastic Actuarial Models	3
		General Electives	4
	<b>Credit Hours</b>		<b>10</b>

**Minimum Total Credit Hours: 120**

*Faculty listed below teach the required courses in the major. Elective courses in the program are taught by faculty from the respective department for other degree programs.*

<b>Major Course</b>	<b>Faculty Who Teach the Courses</b>		
ACCT 23020	Wendy M. Tietz		
ECON 22060	Emmanuel Dechenaux Nadia Greenhalgh-Stanley	Jeremiah R. Harris C. Lockwood Reynolds	Shawn M. Rohlin Thomas Sahajdack
ECON 22061	Justin Barnette Nasr G. El-Bahnasawy	Dandan Liu Jooyoun Park	Shawn M. Rohlin
ECON 32050	Emmanuel Dechenaux	Eric D. Johnson	
FIN 36053	Lindsay C. Baran	Marc Via	
MATH 12002	Morley A. Davidson Stephen M. Gagola	Mark Lewis Laura A. Smithies	Donald White
MATH 12003	Hassan A. Allouba Morley A. Davidson	Donald White Gang Yu	
MATH 20011	Mohammad Kazim Khan		
MATH 21001	Hassan A. Allouba Volodymyr Andriyevsky	Mikhail Chebotar Morley A. Davidson	Darci L. Kracht Gang Yu
MATH 22005	Hassan A. Allouba Volodymyr Andriyevskyy	Mikhail Chebotar Morley A. Davidson	
MATH 30055	Darci L. Kracht		
MATH 31011	Mikhail Chebotar		
MATH 32044	Hassan A. Allouba Volodymyr Andriyevskyy	Mikhail Chebotar Gang Yu	
MATH 40011	Hassan A. Allouba Volodymyr Andriyevskyy	Omar de la Cruz Cabrera Mohammad Kazim Khan	Jun Li Oana Mocioalca
MATH 40012	Omar de la Cruz Cabrera	Mohammad Kazim Khan	Jun Li
MATH 40055	Mohammad Kazim Khan	Darci L. Kracht	
MATH 40056	Mohammad Kazim Khan	Darci L. Kracht	
MATH 40059	Mohammad Kazim Khan	Darci L. Kracht	

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## Faculty from the Department of Accounting

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### **Wendy M. Tietz, Professor**

Degree: Ph.D., Curriculum and Instruction, Kent State University (2007)

Courses: ACCT 23020 Introduction to Financial Accounting

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## Faculty from the Department of Finance

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### **Lindsay C. Baran, Assistant Professor**

Degree: Ph.D., Finance, University of North Carolina at Charlotte (2010)

Courses: FIN 36053 Business Finance

### **Marc Via, Assistant Professor**

Degree: Ph.D., Finance, University of Alabama (2014)

Courses: FIN 36053 Business Finance

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## Faculty from the Department of Economics

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**Justin Barnette, Assistant Professor**

Degree: Ph.D., Economics, University of Minnesota (2012)

Courses: ECON 22061 Principles of Macroeconomics

**Emmanuel Dechenaux, Professor**

Degree: Ph.D., Economics, Purdue University (2004)

Courses: ECON 22060 Principles of Microeconomics

ECON 32050 Applied Econometrics I

**Nasr G. El-Bahnasawy, Associate Professor**

Degree: Ph.D., Economics, Colorado State University (2008)

Courses: ECON 22061 Principles of Macroeconomics

**Nadia Greenhalgh-Stanley, Associate Professor**

Degree: Ph.D., Economics, Syracuse University (2009)

Courses: ECON 22060 Principles of Microeconomics

**Jeremiah R. Harris, Assistant Professor**

Degree: Ph.D., Economics, Purdue University (2014)

Courses: ECON 22060 Principles of Microeconomics

**Eric D. Johnson, Associate Professor**

Degree: Ph.D., Economics, University of California at San Diego (1997)

Courses: ECON 32050 Applied Econometrics I

**Dandan Liu, Associate Professor**

Degree: Ph.D., Economics, Texas A&M University (2005)

Courses: ECON 22061 Principles of Macroeconomics

**Jooyoun Park, Associate Professor**

Degree: Ph.D., Economics, University of Michigan (2009)

Courses: ECON 22061 Principles of Macroeconomics

**C. Lockwood Reynolds, Associate Professor**

Degree: Ph.D., Economics, University of Michigan (2007)

Courses: ECON 22060 Principles of Microeconomics

**Shawn M. Rohlin, Associate Professor**

Degree: Ph.D., Economics, Syracuse University (2009)\*

Courses: ECON 22060 Principles of Microeconomics

ECON 22061 Principles of Macroeconomics

**Thomas Sahajdack, Assistant Professor**

Degree: Ph.D., Economics, University of Illinois (2016)

Courses: ECON 22060 Principles of Microeconomics

\* Credential is not on file for verification in Kent State's Office of Academic Personnel.

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## Faculty from the Department of Mathematical Sciences

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### **Hassan A. Allouba, Associate Professor**

Degree: Ph.D., Mathematics, Cornell University (1996)  
 Courses: MATH 12003 Analytic Geometry and Calculus II  
           MATH 21001 Linear Algebra With Applications  
           MATH 22005 Analytic Geometry and Calculus III  
           MATH 32044 Ordinary Differential Equations  
           MATH 40011 Probability Theory and Applications

### **Volodymyr Andriyevsky, Professor**

Degree: Ph.D., Mathematics, Institute of Mathematics of Ukrainian Academy of Sciences (1986)  
 Courses: MATH 21001 Linear Algebra Linear Algebra with Applications  
           MATH 22005 Analytic Geometry and Calculus III  
           MATH 32044 Ordinary Differential Equations  
           MATH 40011 Probability Theory and Applications

### **Omar de la Cruz Cabrera, Assistant Professor**

Degree: Ph.D., Mathematics, University of Florida (2000)\*  
           Ph.D., Statistics, University of Chicago (2008)\*  
 Courses: MATH 40011 Probability Theory and Applications  
           MATH 40012 Theory of Statistics

### **Mikhail Chebotar, Professor**

Degree: Ph.D., Mathematics, Moscow State University (1999)  
 Courses: MATH 21001 Linear Algebra Linear Algebra with Applications  
           MATH 22005 Analytic Geometry and Calculus III  
           MATH 31011 Proofs in Discrete Mathematics  
           MATH 32044 Ordinary Differential Equations

### **Morley A. Davidson, Associate Professor**

Degree: Ph.D., Mathematics, University of Michigan (1995)  
 Courses: MATH 12002 Analytic Geometry and Calculus II  
           MATH 12003 Analytic Geometry and Calculus II  
           MATH 21001 Linear Algebra with Applications  
           MATH 22005 Analytic Geometry and Calculus III

### **Stephen M. Gagola, Professor**

Degree: Ph.D., Mathematics, University of Wisconsin at Madison (1974)  
 Courses: MATH 12002 Analytic Geometry and Calculus II

### **Mohammad Kazim Khan, Professor**

Degree: Ph.D., Statistics, Case Western Reserve University (1980)  
 Courses: MATH 20011 Decision Making Under Uncertainty  
           MATH 40011 Probability Theory and Applications  
           MATH 40012 Theory of Statistics  
           MATH 40055 Actuarial Mathematics I  
           MATH 40056 Actuarial Mathematics II  
           MATH 40059 Stochastics Actuarial Models

\* Credential is not on file for verification in Kent State's Office of Academic Personnel.

**Darci L. Kracht, Professor**

Degree: Ph.D., Pure Mathematics, Kent State University (2011)

Courses: MATH 21001 Linear Algebra with Applications  
MATH 30055 Mathematical Theory of Interest  
MATH 40055 Actuarial Mathematics I  
MATH 40056 Actuarial Mathematics II  
MATH 40059 Stochastics Actuarial Models

**Mark L. Lewis, Professor**

Degree: Ph.D., Mathematics, University of Wisconsin at Madison (1995)

Courses: MATH 12002 Analytic Geometry and Calculus I  
MATH 31011 Proofs in Discrete Mathematics

**Jun Li, Assistant Professor**

Degree: Ph.D., Statistics, Iowa State University (2013)

Courses: MATH 40011 Probability Theory and Applications  
MATH 40012 Theory of Statistics

**Oana Mocioalca, Associate Professor**

Degree: Ph.D., Mathematics, University of Florida (2002)

Courses: MATH 40011 Probability Theory and Applications  
MATH 40012 Theory of Statistics

**Laura A. Smithies, Associate Professor**

Degree: Ph.D., Mathematics, University of Utah (1997)

Courses: MATH 12002 Analytic Geometry and Calculus I

**Donald L. White, Professor**

Degree: Ph.D., Mathematics, Yale University (1987)

Courses: MATH 12002 Analytic Geometry and Calculus I  
MATH 12003 Analytic Geometry and Calculus II

**Gang Yu, Associate Professor**

Degree: Ph.D., Mathematics, University of Georgia (2000)

Courses: MATH 12003 Analytic Geometry and Calculus II  
MATH 21001 Linear Algebra with Applications  
MATH 32044 Ordinary Differential Equations

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date \_\_\_\_\_

Curriculum Bulletin \_\_\_\_\_

Effective Date **select one**

Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_

College **RE - Regional College**Degree **AAS - Associate of Applied Science**Program Name **Criminology and Justice Studies** Program Banner Code \_\_\_\_\_

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Establish program**

Description of proposal:

**Establish an AAS degree, major Criminology and Justice Studies**Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **60**Proposed total credit hours **60**

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

**No impact; faculty and staffing are in place, Associate degree graduates will be able to seamlessly transition into the existing BA in Criminology and Justice Studies or utilize Police Academy courses in completion of the AAS degree.**

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

**Respective Campus Faculty Councils, Sociology Department, Regional College Curriculum Committee, EPC**

### REQUIRED ENDORSEMENTS

Department Chair / School Director \_\_\_\_\_

Campus Dean (for Regional Campuses proposals) \_\_\_\_\_

College Dean (or designee) \_\_\_\_\_

Dean of Graduate Studies (for graduate proposals) \_\_\_\_\_

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



FORM

## New Programs

### Substantive Change Application

Institution: **Kent State University** City, State: **Kent, Ohio**

Name of person completing this application: **Therese E. Tillett**

Title: **Exec Director, Curriculum Services** Phone **330-672-8558** Email: **ttillet1@kent.edu**

Date Submitted:

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 and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC 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 <http://www.hlcommission.org/change> to ensure that there have been no changes to the application form in the intervening time.

Submit the completed application as a single PDF file on the following webpage:  
[http://www.hlcommission.org/document\\_upload/](http://www.hlcommission.org/document_upload/).

## Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Kent State University proposes establishing an Associate of Applied Science (AAS) degree in Criminology and Justice Studies. The proposed degree program is a formalization of a Justice Studies track in the Associate of Arts (AA) degree that has been offered since 1985 on the regional campuses and is administered by the university's Regional College. That program's curriculum is the first two years of Kent State's Bachelor of Arts degree in Criminology and Justice Studies, which allows students to matriculate from the associate to the bachelor's degree.

With this proposal, the curriculum is configured into two pathways for students. The major will continue to serve as an articulation into the bachelor's degree. An optional concentration will serve students enrolled in Kent State's Basic Police Academy, which is approved by the State of Ohio Peace Officer Training Commission and offered at the Kent and Trumbull campuses.

The Criminology and Justice Studies major will be offered fully online as well as on-ground or hybrid (online/on-ground) at all seven regional campuses (Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas) and at Kent State's Regional Academic Center in Twinsburg. The Trumbull Campus will be the admitting campus for first-time Kent State students declaring the fully online program.

The Peace Officers Training Academy optional concentration will be offered fully on-ground and hybrid (online/on-ground) at the Trumbull Campus.

Establishing an AAS degree program for the discipline will allow Kent State to better market and promote the program, especially to students who desire a fully online program. Typically, institutions that offer an associate degree in this field offer it under the Associate of Applied Science degree, which allows for a technical curriculum tailored to the program's desired outcomes. That degree is a much better fit for this field than the Associate of Arts degree, which has a more generalized liberal arts curriculum.

The name Criminology and Justice Studies (rather than the current Justice Studies) is more reflective of the field of study that interest students, and the typical career goals that students pursue after graduation. Further, the name will make the link much clearer to students between the AAS degree and the BA degree in Criminology and Justice Studies that the university offers on the Kent Campus and six regional campuses. As the proposed AAS degree program will be designed to articulate into the bachelor's degree, it will provide students with a fully transparent and integrated pathway from associate to bachelor's degree in the field of criminology and justice studies.

## 2. Is this application being submitted in conjunction with another application?

☐ Yes    ☒ No

## 3. Classification of Change Request.

*Note: not every institutional change requires prior review and approval. Review the "[Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval](#)" to make certain that current HLC policy requires the institution to seek approval.*

New academic program(s):

☐ Certificate    ☐ Bachelor's    ☐ Diploma    ☐ Master's/specialist  
☒ Associate's    ☐ Doctorate    ☐ Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- 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
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space 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)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department 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.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable

*For Distance or Correspondence Education only:* Process in place to ascertain and secure state approval(s) as required ☒ Yes ☐ No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

This section is not applicable to the proposed degree program.

- ☐ 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 in the space below. (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 in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-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. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- ☐ Request to schedule a Change Visit. Change visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See <http://www.hlcommission.org/change-visit> for more information.
- ☐ Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit.

Specify type of visit and date scheduled:

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

## Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

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.

### Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the proposed program is the Criminology and Justice Studies major within the Associate of Applied Science degree. The assigned CIP code will be the following:

43.0104 Criminal Justice/Safety Studies. A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues. (CIP 2010 Edition)

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The proposed associate degree major is 60 semester credit hours, comprising 37 credit hours of major requirements and 23 credit hours of general education requirements and general electives.

## c) Normal or typical length of time for students to complete the program

Full-time, new students will be able to complete the program in two years (four semesters).

## d) Proposed initial date for implementation of the program

Proposed start date is the fall 2019 semester pending final approvals.

## e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Targeted audiences for the major are full-time, part-time, traditional college age and students in the Kent State Basic Police Academy who wish to further their academic career to earn a degree.

## f) Projected life of the program (single cohort or ongoing)

The program will have ongoing admission.

## g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

## 2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

This section is not applicable.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students		
B. Course placement and advising of students		
C. Design and oversight of curriculum		
D. Direct instruction and oversight		
E. Other support for delivery of instruction		

## Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

At the associate degree level, only the AA Justice Studies degree program is offered under the four-digit CIP series 43.01 (Criminal Justice and Corrections). The proposed AAS degree program will replace the currently offered program.

At the bachelor's degree level, Kent State offers the BA degree in Criminology and Justice Studies under the four-digit CIP series 43.01.

For fall 2018, Kent State has been approved to offer the Peace Officers Training Academy post-secondary certificate. The curriculum in the certificate is embedded in the similarly named concentration in the proposed major. The CIP code for the certificate will be 43.0107 (Criminal Justice/Police Science).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Presently, Kent State offers the two undergraduate degree programs listed above under the two-digit CIP series 43 (Homeland Security, Law Enforcement, Firefighting and Related Projective Services).

For fiscal year 2018, the degrees earned were the following:

- Criminology and Justice Studies (BA degree): 213 graduates
- Justice Studies (AA degree): 18 graduates

## Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

There were no identified challenges.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The faculty and faculty councils on Kent State's regional campuses have been consulted on the development of this degree program, as have faculty from the Department of Sociology, which administers the BA degree in Criminology and Justice Studies. The director and faculty in the Kent State Basic Police Academy were instrumental in the development of the courses that comprise the Peace Officers Training Academy optional concentration.

In addition to being approved by the faculty, the proposed degree program was approved by the Regional College Curriculum Committee, [FUTURE] the Educational Policies Council and the Faculty Senate. The Kent State University Board of Trustees approved the program on [DATE TO COME], see Appendix A.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The degree program can be implemented entirely with existing facilities as its precursor, the AA Justice Studies program, has been offered for several decades at six of the seven Kent State campuses. The seventh campus, Geauga, and the Twinsburg location have offered Criminology and Justice Studies coursework for several years.

The Kent State Basic Police Academy has been in operation on the Trumbull Campus since 2006 and on the Kent Campus since 2007.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

In recent years, there has been an increased emphasis in the law enforcement community on higher educational standards. For example, many police departments now require, or prefer, to hire candidates who have college credentials.

In 2016, one of the recommendations of the Ohio Attorney General's Law Enforcement Advisory Board was to consider raising the entry-level education employment standard for future police officers in the state, from the current high school diploma to an associate degree.

A research study out of Michigan State University demonstrated that police officers who have a college education demonstrate better overall job performance and have greater advancement opportunities than their colleagues without a college degree.<sup>1</sup>

The research indicated that a college-level education benefits officers' abilities and performance, including greater diversity and cultural awareness; improved communication, decision-making and problem-solving skills; and fewer formal citizen complaints, departmental disciplinary actions and internal investigations.

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<sup>1</sup> Rydberg, J. & Terrill, W. (2010). The effect of higher education on police behavior. *Police Quarterly*, 13(1) 92-120. Retrieved from [www.academia.edu/2907549/The Effect of Higher Education on Police Behavior](http://www.academia.edu/2907549/The_Effect_of_Higher_Education_on_Police_Behavior).

Currently, students enrolled in the Kent State Basic Police Academy are not considered admitted to the university and, consequently, are not able to take advantage of the resources provided to a Kent State student, nor do they receive college credit for the nearly 700 hours of training they receive. With the proposed degree program, these students will be able to apply and be admitted to the university, earn college credit for their police academy training and have the credit hours applied toward a degree program.

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

As this is an existing program (within the AA degree), it is anticipated that enrollment will increase slightly due to making a pathway for Kent State Basic Police Academy students who choose to enroll in the associate degree program. The AA Justice Studies program has averaged 56 students each fall semester. Projected enrollment for the proposed AAS degree shows an increase of approximately 12 to 30 students each fall semester in the first few years after implementation. This modest growth will not require additional faculty or resources since the campuses are equipped to handle the additional enrollment.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed AAS degree program will be no exception, and will undergo the same scrutiny as other.

The expectation is the program will be financially self-sufficient by year three from implementation. See Appendix B for a fiscal impact statement.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State University website.

## Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

See Appendix C for courses comprising the program. Four courses are new and are noted in the appendix.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options and any other requirements)?

See Appendix D for the program's catalog copy, including admission, course and graduation requirements. See Appendix E for campus offerings of the program requirements.

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Not applicable.

## Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Faculty for the program are existing—primarily from the Department of Sociology and the Kent State Basic Police Academy. Approximately 10 full-time and 13 part-time (adjunct) faculty will teach the major and concentration requirements.

17. What will the impact of the new initiative be on faculty workload?

No overall impact on faculty workload is expected as majority of the courses are existing. The new courses for the program have been offered in the past as non-credit in the Kent State Basic Police Academy.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

See Appendix F for faculty information.

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

No additional resources are required beyond existing resources supporting the Criminology and Justice Studies programs. Students in the Kent State Basic Police Academy are provided additional materials (e.g., handbooks and manuals) from the American Heart Association, Ohio Peace Officer Training Academy, Ohio Criminal Law and Motor Vehicle and National Highway Traffic Safety Administration.

Kent State's subject librarians determine whether the collection of print and electronic resources where adequate enough to support the university's programs. The Criminology and Justice Studies subject librarian assists the department in determining the need for additional resources, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the subject librarian to support the resource needs of the department. In addition, the subject librarian teaches information literacy classes that focus on the usage of these materials.

Each of Kent State's regional campuses has a fully staffed library on site. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials.

## Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Each regional campus monitors a wide range of metrics for their programs on an annual basis. These include enrollment, retention and graduation rates. Any anomalies are investigated. Grade distributions, student evaluations of instructors, student feedback to advisors and graduation surveys are also monitored on a regular basis so problems can be addressed without delay.

For the Peace Officers Training Academy concentration, the Office of the Ohio Attorney General assesses and evaluates the curriculum for effectiveness and compliance in order for the academy to continue to be approved. Approval to deliver the curriculum is granted on an annual basis only after such an evaluation takes place.

All assessments of students in the Kent State Basic Police Academy are proficiency- and competency-based. If there are areas of deficiency, faculty remediate one-on-one with the student.

Currently, approximately 95 percent of the current graduates who complete the Kent State Basic Police Academy pass the state certification exams for law enforcement. The Regional College will use this information in performing its academic review of the program on a periodic basis.

Student learning outcomes for the major are the following:

1. Explain the structure and function of the criminal justice system, namely police, courts and corrections
2. Explain criminal law and how it intersects with and impacts society
3. Explain and compare the theories on crime, criminality and criminal justice practices
4. Communicate the experiences of marginalized populations within the criminal justice system

Student learning outcomes for the Peace Officers Training Academy optional concentration are the following:

1. Identify the components and legal processes of the criminal justice system, and apply basic criminal laws to various situations
2. Explain the different types of police procedures and their effective uses in law enforcement
3. Use ethical, analytical and critical-thinking skills toward situations typical to criminal justice settings
4. Safely and properly conduct a traffic stop and respond to a domestic disturbance, dispatched call or crime in progress
5. Properly carry out comprehensive criminal investigations and write various reports
6. Proficiently provide first aid at the level of a first responder

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices, including advising, tutoring, career, counseling, accessibility and technical support. Students meet with professional academic advisors to review progress using the university's degree audit (Graduate Planning System). In addition, students meet with faculty advisors to discuss research and career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

**ADDENDUM TO HIGHER LEARNING COMMISSION  
SUBSTANTIVE CHANGE APPLICATION  
TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM**

**Proposed Major:** Criminology and Justice Studies with two concentrations: (1) B.A. Degree articulation; (2) police academy

**Proposed Degree:** Associate of Applied Science

**Administrating College:** Regional College

**Administrating Department:** N/A

**Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.**

Deirdre M. Warren, PhD, Associate Professor. Responsibilities include, but are not limited to, curriculum development, course substitution and transfer credit approval, and coordination of program changes review.

**Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.**

Lorain County Community College offers an Associate of Applied Science in Justice Systems with concentrations in corrections, and police science. These degrees appear to be terminal, although they do have articulation agreements with some universities. There is no specific police academy track, although in the police science concentration they give course substitutions for some police academy classes. However, many of the course requirements are distinct from the proposed program.

Cuyahoga Community College offers an Associate of Applied Science in Criminal Justice with concentrations in Basic Police Academy and Corrections. These degrees appear to be terminal. Many of the course requirements for the academy concentration are distinct from the proposed program.

University of Akron offers an Associate of Applied Science in Criminal Justice Studies with concentrations in Law Enforcement, Corrections, and Public Safety and Security Administration. These degrees appear to be terminal. Many of the course requirements in the public safety concentration are distinct from the proposed program.

Stark State College offers an Associate of Arts in Criminal Justice as well as an Associate of Applied Science in Police Science. The Associate of Arts contains courses that articulate to Kent State University, but many of the course requirements are distinct from the proposed program. The Associate of Applied Science degree incorporates credit for police academy classes. Again, many of the course requirements are distinct from the proposed program.

Youngstown State University offers an Associate of Applied Science in Criminal Justice with concentrations in corrections, law enforcement, and loss prevention/asset protection. Students can apply Ohio peace officer basic training hours to the law enforcement track. Again, many of the course requirements are distinct from the proposed program.

March 16, 2018



## MEMORANDUM

**Department of Sociology**

*(330) 672-2562*

*Fax: (330) 672-4724*

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**TO:** Larry Froehlich

**FROM:** Richard T. Serpe, Chair

**DATE:** February 8, 2018

**SUBJECT:** Associate of Applied Science Degree in Criminology and Justice Studies

The Department of Sociology has reviewed the proposal for the Criminology and Justice Studies major in the Associate of Applied Science degree, with two concentrations – one for BA degree articulation, one for Police Academy/Peace Officer students. We support this proposal. It provides a good educational plan for students seeking the AAS degree. Additionally, proposes a articulation standard for students who wish to pursue the B.A. in Criminology and Justice Studies.

## AAS Degree in Criminology and Justice Studies

## Appendix B – Fiscal Impact

Kent State University  
**Fiscal Impact Statement**  
 AAS Degree in Criminology and Justice Studies

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment</b>				
Headcount full-time	22	30	37	48
Headcount part-time	11	15	21	22
Full-time equivalent (FTE) enrollment	28	36	45	57
<b>II. Projected Program Income</b>				
Tuition	\$ 158,664	\$ 216,360	\$ 274,584	\$ 339,984
Expected state subsidy	\$ 74,525	\$ 101,624	\$ 128,180	\$ 160,324
Externally funded stipends	\$ -	\$ -	\$ -	\$ -
Other Income	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Program Income</b>	<b>\$ 233,189</b>	<b>\$ 317,984</b>	<b>\$ 402,764</b>	<b>\$ 500,308</b>
<b>III. Program Expenses</b>				
New personnel:				
- Instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: (9)	\$ 188,855	\$ 192,632	\$ 196,485	\$ 200,414
Part-time: (9)	\$ 51,075	\$ 51,075	\$ 51,075	\$ 51,075
-Non-instruction				
Full-time:	\$ -	\$ -	\$ -	\$ -
Part-time:	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 78,671	\$ 80,091	\$ 81,540	\$ 83,017
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Program Expenses</b>	<b>\$ 318,601</b>	<b>\$ 323,798</b>	<b>\$ 329,099</b>	<b>\$ 334,507</b>
<b>Projected Program Net</b>	<b>\$ (85,412)</b>	<b>\$ (5,814)</b>	<b>\$ 73,665</b>	<b>\$ 165,801</b>

<b>Other Expenses</b>				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ -	\$ -	\$ -	\$ -
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ -	\$ -	\$ -	\$ -
Supplies (office, software, duplication, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**BUDGET NARRATIVE:**

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**MAJOR AND CONCENTRATION REQUIREMENTS**

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**CRIM 12000 INTRODUCTION TO JUSTICE STUDIES 3 Credit Hours**

Surveys the U.S. criminal justice system and its component institutions and processes, including overviews of policing, corrections, courts, and their inter-relations in the criminal justice system. An overview is also provided of the nature and measurement of crime, patterns of offending and victimization, and criminal justice responses to offending and victimization. Historical and emerging issues are introduced including a variety of insights related to effective, professional and ethical practices in criminal justice.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 22300 POLICE ROLE 3 Credit Hours**

Systematic analysis of the police role. An examination of the related research with an emphasis on divergent perspective and development of conceptual models.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 26701 CORRECTIONS 3 Credit Hours**

Course topics include history of corrections, punishment, community corrections, correctional institutions, correctional administration, issues in corrections, and future trends of corrections.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 26704 ISSUES IN LAW AND SOCIETY (KSS) 3 Credit Hours**

General treatment of the legal system with special emphasis on its origin, structure and functional consequences on issues and problems in modern society.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 33200 CRIMINAL LAW 3 Credit Hours**

Developmental backgrounds and principles of criminal law; structure, functions of criminal law; rules of criminal liability and procedural requisites in criminal proof. Case analysis included.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 36702 CRIMINOLOGY 3 Credit Hours**

Examines crime from the legal and social viewpoints; including extent and patterns of criminal behavior. Special emphasis on theoretical explanations of criminal behavior and crime rates.

Prerequisite: CRIM 12000 or SOC 12050; and junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 37311 MINORITIES IN CRIME AND JUSTICE (DIVD) 3 Credit Hours**

Focus on the role of social and ethnic minorities as victims, offenders and participants in the justice process.

Prerequisite: junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 37411 WOMEN IN CRIME AND JUSTICE (DIVD) 3 Credit Hours**

Women as a significant group in crime and their role in the development and operation of the criminal justice system.

Prerequisite: junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**POTA 11001 PEACE OFFICERS ACADEMY I 6 Credit Hours NEW**

This course studies the role of the peace officer, principles of the American criminal justice system, ethics and professionalism. This course also studies the Ohio criminal code, constitutional law, the tenets of civil liability to law enforcement. It also covers case investigation, forensic procedures, interviews, execution of search warrants and physical conditioning. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Prerequisite: Admission into the Peace Officers Academy Training certificate program.

Schedule Type: Combined Lecture and Lab

Contact Hours: 18.5 lecture, 3.6 lab

Grade Mode: Standard Letter

**POTA 11002 PEACE OFFICERS ACADEMY II 5 Credit Hours NEW**

This course is designed to address the skills necessary for a first responder to administer aid and assistance in an emergency situation. Crowd control, HazMat, weapons of mass destruction, incident command systems and terrorism awareness is taught. Safe handling techniques and usage of firearms and they safety are covered. Students must demonstrate a measured skill level firing handguns and comply with all student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Prerequisite: Admission into the Peace Officers Academy Training certificate program.

Schedule Type: Combined Lecture and Lab

Contact Hours: 10.3 lecture, 8.4 lab

Grade Mode: Standard Letter

**POTA 11003 PEACE OFFICERS ACADEMY III 6 Credit Hours NEW**

This course studies the means of dealing with interpersonal communications and intervention with groups and individuals who require law enforcement involvement. Emphasis is placed on patrol techniques, the principles and application of defense and pursuit driving. Students are trained in the reasonable responses to resistance or aggression and are taught self-defense techniques. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Prerequisite: Admission into the Peace Officers Academy Training certificate program.

Schedule Type: Combined Lecture and Lab

Contact Hours: 12 lecture, 9.6 lab

Grade Mode: Standard Letter

**POTA 11004 PEACE OFFICERS ACADEMY IV 5 Credit Hours NEW**

This course covers traffic enforcement, crash investigation, OVI enforcement, traffic technologies.

Physical conditioning for law enforcement is mandatory. The student will comply with all the student performance objectives and requisite proficiencies as mandated by the Ohio Peace Officer Training Commission curriculum.

Prerequisite: Admission into the Peace Officers Academy Training certificate program.

Schedule Type: Combined Lecture and Lab

Contact Hours: 14.4 lecture, 3.6 lab

**SOC 12050 INTRODUCTION TO SOCIOLOGY (DIVD) (KSS) 3 Credit Hours**

Scientific approach to understanding social interaction, institutions and organization.

Prerequisite: none.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

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**SUGGESTED COURSE ELECTIVES**

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**CRIM 22100 BASIC INTERVIEWING 3 Credit Hours**

Foundation of basic interviewing principles, including communication models, question format, distortions, topic control, inhibitors, facilitators, listening, types of interviews and practical exercises.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 22301 THE INVESTIGATIVE PROCESS 3 Credit Hours**

An examination of established investigative processes, techniques employed in conducting a systematic investigation and legal implications.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 27311 VICTIMOLOGY 3 Credit Hours**

Patterns of victim-offender relationship and process of victimization. Role of victims in criminal process. Problems of adjustment to victimization and issues in victim compensation.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 32200 POLICE AND COMMUNITY 3 Credit Hours**

An examination of the rights of individuals, citizen involvement, the police as members of the community, and the development implementation and evaluation of related programs.

Prerequisite: CRIM 12000 and CRIM 22300; and sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 32500 CRISIS INTERVENTION 3 Credit Hours**

Crisis intervention situations in criminal justice are considered. The service role of criminal justice personnel, community resources and skill development are also considered.

Prerequisite: CRIM 12000; and CRIM 22300 or CRIM 27311; and sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 33200 CRIMINAL LAW 3 Credit Hours**

Developmental backgrounds and principles of criminal law; structure, functions of criminal law; rules of criminal liability and procedural requisites in criminal proof. Case analysis included.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 33300 DEVELOPMENT OF JUSTICE IN AMERICA 3 Credit Hours**

Course focuses on the evolution of the criminal justice process from its establishment in the United States to the present.

Prerequisite: CRIM 12000 and sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 33400 CRIME AND JUSTICE IN POPULAR CULTURE 3 Credit Hours**

Crime and criminal justice as they are socially constructed and portrayed in popular culture including television, news and entertainment, popular film and other media of popular culture. Critical analysis of relations between popular culture, media institutions, crime and justice. Role of popular culture media in shaping public opinions about crime and justice, and in turn the relevance of public opinion for understanding criminal justice politics and policy.

Prerequisite: CRIM 12000 and sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 34200 CRIMINAL PROCEDURES AND EVIDENCE 3 Credit Hours**

This course focuses on the use of evidence and the legal procedures followed in the processing of criminal cases. Case analysis and writing assignments required.

Prerequisite: CRIM 12000 or PLST 18000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 34311 YOUTH AND THE JUSTICE SYSTEM 3 Credit Hours**

Analysis of situations involving the legal rights of children and youths, which demand intervention by justice institutions or service agencies.

Prerequisite: CRIM 12000.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 34500 UNDERSTANDING CRIMINAL LAW THROUGH FICTION 3 Credit Hours**

Exploration of legal concepts and their application as reflected in popular and literary fiction. Legal analysis of important issues involving criminal and civil law, criminal and civil procedures, evidence, courts and related legal topics. Application of legal issues and procedures to real life situations.

Prerequisite: CRIM 12000 and CRIM 26704 and Junior Standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 36703 JUVENILE DELINQUENCY 3 Credit Hours**

Social and personal factors in juvenile delinquency; operation of juvenile justice system; prevention and control of delinquency.

Prerequisite: CRIM 12000 and CRIM 36702.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 44400 JUSTICE ADMINISTRATION 3 Credit Hours**

Identification of administrative and management functions, leadership management styles and supervision of personnel in justice organizations.

Prerequisite: CRIM 12000; and CRIM 22300 (or CRIM 26701); and CRIM 26704.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 46200 ADVANCED CRIMINAL AND LEGAL ISSUES 3 Credit Hours**

Focuses on reading, analyzing, and discussing current criminal, evidentiary and procedural issues as set forth in recent and historical U.S. Supreme Court cases. Case analysis, discussion and writing assignments are required.

Prerequisite: CRIM 12000 or PLST 18000; and junior standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

**CRIM 46701 CRIME, JUSTICE AND SUBSTANCE ABUSE 3 Credit Hours**

(Slashed with CRIM 56701) Examination of the relationship between drug and alcohol abuse and criminal behavior. Efforts to regulate, control, prevent and treat chemical abuse offenders are considered.

Prerequisite: CRIM 12000 and CRIM 26704.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 46705 COMMUNITY CORRECTIONS 3 Credit Hours**

(Slashed with CRIM 56705) This course is devoted to an examination of formal and informal approaches to correctional supervision and treatment through probation, parole and community residential treatment.

Prerequisite: CRIM 12000 and CRIM 26701.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 46707 CORRECTIONAL INSTITUTIONS 3 Credit Hours**

A thorough examination of the correctional institution, including the structure and organization, personnel, inmate social world and examination of the issues in contemporary correctional institutions.

Prerequisite: CRIM 12000 and CRIM 26701.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 46708 TREATMENT METHODS 3 Credit Hours**

(Slashed with CRIM 56708) Various methods of treatment are applied to corrections field. Focus is on specific techniques in community and institutional correctional settings. Direct observation utilized when possible.

Prerequisite: CRIM 12000 and 26701; and junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 47002 HUMAN SERVICE AGENCIES AND THE LAW 3 Credit Hours**

(Slashed with CRIM 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 is 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).

Prerequisite: CRIM 12000 and junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 47003 RESTORATIVE JUSTICE AND VICTIM ASSISTANCE 3 Credit Hours**

(Slashed with CRIM 57003) An inquiry into the theories and research in restorative justice, as well as an assessment of victim assistance protocols and programs. Examines 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.

Prerequisite: CRIM 12000 and CRIM 27311; and junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 47004    LEGAL PERSPECTIVES AND RIGHTS IN VICTIMIZATION    3 Credit Hours**

(Slashed with CRIM 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.

Prerequisite: CRIM 12000 and CRIM 27311; and junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 47211    COURT FUNCTIONS    3 Credit Hours**

Analysis of the structure, functions and critical role of incumbents in the criminal court.

Prerequisite: CRIM 12000 and 26704.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**CRIM 47311    COMPARATIVE JUSTICE SYSTEMS    3 Credit Hours**

A systematic comparison of the developmental backgrounds, structure and functioning of the major systems of justice in the modern world.

Prerequisite: CRIM 12000 and CRIM 26704.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

## DESCRIPTION

The Associate of Applied Science degree in Criminology and Justice Studies prepares graduates for para-professional positions in the field of criminal justice studies. The program can serve as a foundation for advanced study in several areas, including retail security, industrial security, forensics, law and corrections. Graduates typically seek employment in probation offices, social service agencies, courts, local law enforcement offices and crime labs.

The Criminology and Justice Studies major includes the following optional concentration:

- The **Peace Officers Training Academy** concentration is open only to students admitted to the Kent State Basic Police Academy. The coursework covers the basics of defensive tactics, firearms, driving, traffic, patrol, civil disorders and first aid. In addition, students learn investigative methods and the fundamentals of policing, the criminal justice system, constitutional law and homeland security.

Students may declare the Criminology and Justice Studies major without a concentration. That course of study is ideal for students interested in the structure, functions and issues within the criminal justice system, as well as those who want a pathway to complete Kent State's B.A. degree in Criminology and Justice Studies.

### Fully Offered At:

- Online (Peace Officers Training Academy concentration not offered)
- Hybrid (online/on-ground)
- Ashtabula
- East Liverpool
- Geauga
- Salem
- Stark
- Trumbull (Peace Officers Training Academy concentration)
- Tuscarawas
- Regional Academic Center, Twinsburg

## ACCREDITATION

The Peace Officers Training Academy concentration curriculum is approved by the Ohio Attorney General – Ohio Peace Officer Training Commission (OPOTC).

## ADMISSION REQUIREMENTS

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.

Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, and the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

**Peace Officers Training Academy Concentration:** Admission to this program is selective. Applicants must meet all admission criteria for acceptance into the Kent State Basic Police Academy. Criteria includes a valid driver's license, high school diploma or GED, be age 20 or turning age 20 at time of enrollment, good physical condition and no felony or drug convictions or arrests for domestic violence.

For more information on admissions, contact the Regional Campuses admissions offices.

## **PROGRAM LEARNING OUTCOMES**

Graduates of this program will be able to:

1. Explain the structure and function of the criminal justice system, namely police, courts and corrections
2. Explain criminal law and how it intersects with and impacts society
3. Explain and compare the theories on crime, criminality and criminal justice practices
4. Communicate the experiences of marginalized populations within the criminal justice system

In addition, graduates of the Peace Officers Training Academy concentration will be able to:

1. Identify the components and legal processes of the criminal justice system, and apply basic criminal laws to various situations
2. Explain the different types of police procedures and their effective uses in law enforcement
3. Use ethical, analytical and critical-thinking skills toward situations typical to criminal justice settings
4. Safely and properly conduct a traffic stop and respond to a domestic disturbance, dispatched call or crime in progress
5. Properly carry out comprehensive criminal investigations and write various reports
6. Proficiently provide first aid at the level of a first responder

**PROGRAM REQUIREMENTS****MAJOR REQUIREMENTS**

<b>Major Requirements (courses count in major GPA)</b>		
CRIM 12000	Introduction to Justice Studies	3
CRIM 22300	Police Role	3
CRIM 26704	Issues in Law and Society (KSS)	3
CRIM 33200	Criminal Law	3
SOC 12050	Introduction to Sociology (DIVD)(KSS)	3
<b>Additional Requirements (courses do not count in major GPA)</b>		
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		3
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts		3
Kent Core Basic Sciences		3
General Electives (total credit hours depends on earning 60 credit hours)		10
<b>Additional Requirements or Concentration</b>		
Choose from the following:		22
Additional Requirements for Students Not Declaring a Concentration		
Peace Officers Training Academy Concentration		
<b>Minimum Total Credit Hours: 60</b>		

**ADDITIONAL REQUIREMENTS FOR STUDENTS NOT DECLARING A CONCENTRATION**

<b>Major Requirements (courses count in major GPA)</b>		
CRIM 26701	Corrections	3
CRIM 36702	Criminology	3
CRIM 37311	Minorities in Crime and Justice (DIVD)	3
or CRIM 37411 Women in Crime and Justice (DIVD)		
Criminology and Justice Studies (CRIM) Electives		9
<b>Additional Requirements (courses do not count in major GPA)</b>		
General Electives		4
<b>Minimum Total Credit Hours: 22</b>		

**PEACE OFFICERS TRAINING ACADEMY CONCENTRATION REQUIREMENTS**

<b>Concentration Requirements (courses count in major GPA)</b>		
POTA 11001	Peace Officers Academy I	6
POTA 11002	Peace Officers Academy II	5
POTA 11003	Peace Officers Academy III	6
POTA 11004	Peace Officers Academy IV	5
<b>Minimum Total Credit Hours: 22</b>		

**GRADUATION REQUIREMENTS**

Minimum Major GPA: 2.000

Minimum Overall GPA: 2.000

**ROADMAP****Semester One**

CRIM 12000	Introduction to Justice Studies	3
CRIM 26704	Issues in Law and Society	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
<b>Credit Hours:</b>		<b>16</b>

**Semester Two**

CRIM 22300	Police Role	3
SOC 12050	Introduction to Sociology	3
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
<b>Credit Hours:</b>		<b>15</b>

**Semester Three**

CRIM 33200	Criminal Law	3
Additional or Concentration Requirements		11-12
<b>Credit Hours:</b>		<b>14</b>

**Semester Four**

Additional or Concentration Requirements		11-12
General Elective		3-4
<b>Credit Hours:</b>		<b>15</b>

**Minimum Total Credit Hours: 60**

## AAS Degree in Criminology and Justice Studies

## Appendix E – Campus Offerings

Below are current and previous course offerings, offered either fully online or on-ground at a campus or Twinsburg location. These offerings may increase with the approval of the AAS degree program on all seven regional campuses and one location.

Legend: OL=Online, AC=Ashtabula, EC=East Liverpool, GC=Geauga, SA=Salem, ST=Stark, TR=Trumbull, TU=Tuscarawas, TW=Twinsburg

PROGRAM REQUIREMENTS	OL	AC	EC	GC	SA	ST	TR	TU	TW
<b>Major Requirements</b>									
CRIM 12000 Introduction to Justice Studies	■	■	■	■		■	■	■	■
CRIM 22300 Police Role	■	■	■			■	■	■	
CRIM 26704 Issues in Law and Society	■	■	■	■	■	■	■	■	■
CRIM 33200 Criminal Law	■					■	■	■	
SOC 12050 Introduction to Sociology	■	■	■		■	■	■	■	■
<b>Additional Requirements in Major</b>									
CRIM 26701 Corrections	■	■	■			■	■	■	
CRIM 36702 Criminology	■	■			■	■		■	■
CRIM 37311 Minorities in Crime and Justice	■*	■			■	■	■	■	■
or CRIM 37411 Women in Crime and Justice	■	■	■			■		■	
<b>Criminology and Justice Studies Electives **</b>									
CRIM 22100 Basic Interviewing	■	■				■	■	■	
CRIM 22301 The Investigative Process	■	■	■				■	■	
CRIM 27311 Victimology	■	■			■	■	■	■	■
CRIM 32200 Police and Community	■		■			■			
CRIM 32500 Crisis Intervention	■*	■				■		■	
CRIM 33200 Criminal Law	■					■	■	■	
CRIM 33300 Development of Justice in America		■					■	■	
CRIM 33400 Crime and Justice in Popular Culture	■*	■				■		■	
CRIM 34200 Criminal Procedures and Evidence	■			■			■	■	
CRIM 34311 Youth and the Justice System	■	■						■	■
CRIM 34500 Underst. Crim. Law Through Fiction	■*								
CRIM 36703 Juvenile Delinquency	■	■			■	■	■	■	
CRIM 44400 Justice Administration	■					■		■	
CRIM 46200 Advanced Criminal and Legal Issues		■							
CRIM 46701 Crime, Justice and Substance Abuse		■							
CRIM 46705 Community Corrections	■*		■		■	■			
CRIM 46707 Correctional Institutions	■*	■				■			
CRIM 46708 Treatment Methods	■*	■				■	■	■	
CRIM 47002 Human Service Agencies and Law	■*						■		
CRIM 47003 Restorative Justice/Victim Assistance	■*						■	■	
CRIM 47004 Legal Perspectives and Victim Rights	■*						■		
CRIM 47211 Court Functions	■	■			■	■		■	
CRIM 47311 Comparative Justice Systems	■								
<b>Peace Officers Training Academy Optional Concentration ***</b>									
POTA 11001 Peace Officers Academy I							■		
POTA 11002 Peace Officers Academy II							■		
POTA 11003 Peace Officers Academy III							■		
POTA 11004 Peace Officers Academy IV							■		

\* Students may take this course online through the Kent Campus.

\*\* Students who do not declare the Peace Officers Training Academy optional concentration are required to complete 9 credit hours of CRIM electives. Courses listed above are recommendations only, based on their online or regional campus on-ground offerings.

\*\*\* Courses in the Peace Officers Training Academy optional concentration have been offered in the past as non-credit through the Kent State Basic Police Academy.

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

Location	Instructor (full-/part-time)	Location	Instructor (full-/part-time)
Ashtabula	Richard Dana (PT) Marna C. Drum (FT) Jake E. Jones, Sr. (PT)	Stark	Beth A. Campbell (FT) Brian A. Chopko (FT) Bethanie D. Oren (PT) Phillip W. Paar (PT) Deirdre M. Warren (FT)
East Liverpool	Diane D. Hritz (PT) Lynette M. Rawlings (FT)	Trumbull	James A. Ciotti (PT) Jeffrey E. Film (PT) Anthony J. Hentosh (PT) Marvin E. Hill (PT) Diane D. Hritz (PT) Perry A. Tabak (PT) Mary G. Wilson (FT)
Geauga & Twinsburg	Michelle L. Foster (FT) Philip K. Murphy (PT) Kasey Ray (FT)	Tuscarawas	Michael Ernest (PT) David R. Graff, Jr. (FT) R.P. Hoose (PT) Bethanie D. Oren (PT)
Salem	Michelle L. Foster (FT) Diane D. Hritz (PT) Ling Wu (FT)		

FT: full time  
PT: part time

**Note:** The first-year orientation course (UC 10097) and general education requirements (Kent Core), including SOC 12050 Introduction to Sociology, are taught for all undergraduate degree programs on all Kent State campuses by faculty from the respective discipline. Therefore, these courses are not represented in the faculty information below.

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## FULL-TIME FACULTY

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### Beth A. Campbell

Position: Senior Lecturer (non-tenure track), Department of Sociology, College of Arts and Sciences

Campus: Stark

Degrees: B.S., Business Administration, University of Akron, 1984  
LL.M., Tax Law, Case Western Reserve University, 2004\*  
J.D., University of Akron, 1988\*  
Ph.D. candidate (ABD), Sociology, University of Akron

Beth Campbell is a former special agent FBI/IRS and currently holds a license to practice law in Ohio. She has experience with investigating, prosecuting and legal representation/courtroom services in courts within Northeast Ohio.

Ms. Campbell teaches 15 credit hours each semester. She teaches the following courses:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22300 Police Role (on-ground, hybrid)
- CRIM 22301 The Investigative Process (online)
- CRIM 26704 Issues in Law and Society (on-ground, online)
- CRIM 33200 Criminal Law (on-ground)
- CRIM 34200 Criminal Procedures and Evidence (online)
- CRIM 37411 Women in Crime and Justice (on-ground)
- CRIM 44400 Justice Administration (online)
- CRIM 47211 Court Functions (online, hybrid)

\* Original transcript of terminal credential has not been received by Kent State Office of Academic Personnel.

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

**Brian A. Chopko**

Position: Associate Professor (tenure-track), Department of Sociology, College of Arts and Sciences  
 Campus: Stark  
 Degrees: B.A., Criminal Justice Studies, Kent State University, 1994  
 M.Ed., Rehabilitation Counseling, Kent State University, 2001  
 Ph.D., Counselor Education and Supervision, University of Akron, 2007

Brian Chopko is a former police officer and currently holds a deputy sheriff special commission with the Stark County Sheriff's Office. Additionally, he holds a professional counselor license in Ohio, and has experience providing psychotherapy/mental health assessment services to first responders.

Dr. Chopko teaches 12 credit hours each semester. He teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 27311 Victimology (on-ground)
- CRIM 36702 Criminology (on-ground)
- CRIM 46708 Treatment Methods (on-ground)

**Marna C. Drum**

Position: Associate Lecturer (non-tenure track), Department of Sociology, College of Arts and Sciences  
 Campus program coordinator for criminology and justice studies  
 Faculty advisor for student organization Justice Club  
 Campus: Ashtabula  
 Degrees: B.A., Sociology, University of Akron, 1990  
 M.A., Sociology, University of Akron, 1994  
 Ph.D. candidate (ABD), Sociology, University of Akron

Marna Drum serves as chair of the faculty governing board for the Northeast Ohio Community Alternative Program, which provides court-ordered residential substance abuse treatment; and she is a member of the Ashtabula County Mental Health Court Advisory Board. She is the co-principle investigator for the research on "Assessing Changes in Criminogenic Thinking After Completion of a Cognitive Behavioral Therapy Rehabilitation Program."

Dr. Drum teaches 15 credit hours each semester. She teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22300 Police Role (on-ground)
- CRIM 26701 Corrections (on-ground)
- CRIM 26704 Issues in Law and Society (on-ground)
- CRIM 27311 Victimology (on-ground)
- CRIM 33400 Crime and Justice in Popular Culture (on-ground)
- CRIM 34311 Youth and the Justice System (on-ground)
- CRIM 36702 Criminology (on-ground)
- CRIM 37311 Minorities in Crime and Justice (on-ground)
- CRIM 37411 Women in Crime and Justice (on-ground)
- CRIM 46701 Correctional Institutions (on-ground)
- CRIM 46701 Crime, Justice and Substance Abuse (on-ground)
- CRIM 46792 Internship (out of class)
- CRIM 47211 Court Functions (on-ground)

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

**Michelle L. Foster**

Position: Assistant Professor (non-tenure track), Department of Sociology, College of Arts and Sciences  
 Campus: Salem, Regional Academic Center at Twinsburg  
 Degrees: B.A., Administration of Justice, Pennsylvania State University, 1995  
 M.A., Criminal Justice Studies, Kent State University, 1997  
 M.A., Political Science, Kent State University, 2011

Michelle Foster has 15 years of experience as a paralegal and legal secretary. She is a member of several professional associations, including American Correctional Association, Academy of Criminal Justice Sciences and Ohio Council of Criminal Justice Education.

Ms. Foster teaches 15 credit hours each semester. She teaches the following courses for the program:

- CRIM 26704 Issues in Law and Society (on-ground)
- CRIM 27311 Victimology (on-ground)
- CRIM 36702 Criminology (on-ground)

**David R. Graff, Jr.**

Position: Senior Lecturer (non-tenure track), Department of Sociology, College of Arts and Sciences  
 Campus: Tuscarawas  
 Degrees: B.A., Criminology, Indiana University of Pennsylvania, 1979  
 M.S., Criminal Justice Administration, Mercyhurst College, 1984

David Graff is a former lieutenant on a municipal police department in Pennsylvania. He teaches 15 credit hours each semester. He teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22300 Police Role (on-ground)
- CRIM 26704 Issues in Law and Society (on-ground)
- CRIM 27311 Victimology (on-ground, online)
- CRIM 33300 Development of Justice in America (on-ground)
- CRIM 34311 Youth and the Justice System (on-ground)
- CRIM 36702 Criminology (on-ground, online)
- CRIM 36702 Juvenile Delinquency (on-ground)
- CRIM 37411 Women in Crime and Justice (on-ground)
- CRIM 44400 Justice Administration (on-ground)
- CRIM 47003 Restorative Justice and Victim Assistance (on-ground)

**Lynette M. Rawlings**

Position: Senior Lecturer (non-tenure track), Department of Sociology, College of Arts and Sciences  
 Campus program coordinator for criminology and justice studies (East Liverpool, Salem)  
 Campus: East Liverpool  
 Degrees: A.A., Kent State University, 1994  
 B.S.A.S., Criminal Justice, Youngstown State University, 2001  
 M.P.A., Public Administration, Kent State University, 2006

Lynette Rawlings is a community relations board member for the Federal Correctional Institution in Elkton, Ohio). She is a retired Ohio State Highway Patrol officer with more than 24 years of service.

Ms. Rawlings teaches 9 credit hours each semester. She teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (online)
- CRIM 22100 Basic Interviewing (online)
- CRIM 22300 Police Role (online)
- CRIM 26704 Issues in Law and Society (on-ground, online)
- CRIM 27311 Victimology (on-ground)
- CRIM 32200 Police and Community (online)
- CRIM 32500 Crisis Intervention (on-ground)

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

*Lynette M. Rawlings continued*

- CRIM 36702 Criminology (on-ground)
- CRIM 37311 Minorities in Crime and Justice (on-ground)
- CRIM 37411 Women in Crime and Justice (on-ground)
- CRIM 44400 Justice Administration (on-ground)
- CRIM 46701 Crime Justice and Substance Abuse (on-ground)
- CRIM 46792 Internship (out of class)

**Kasey Ray**

Position: Assistant Professor (tenure-track), Department of Sociology, College of Arts and Sciences

Campus: Geauga, Regional Academic Center at Twinsburg

Degrees: B.A., Political Science/Criminal Justice, Baldwin Wallace University, 2008

M.A., Sociology/Criminology, University of Akron, 2012

Ph.D., Sociology, University of Akron, 2015

Kasey Ray's research interests include gender, family, social class, race, poverty, social justice, mothering, welfare and public policy.

Dr. Ray teaches 12 credit hours each semester. She teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground, online, hybrid)
- CRIM 26704 Issues in Law and Society (on-ground, hybrid)
- CRIM 33200 Criminal Law (online)
- CRIM 36702 Criminology (on-ground)
- CRIM 37311 Minorities in Crime and Justice (on-ground)

**Deirdre M. Warren**

Position: Associate Professor (tenure-track), Department of Sociology, College of Arts and Sciences

Campus: Stark

Degrees: B.A., Criminal Justice and Sociology, Stephen F. Austin State University, 1990

M.S., Criminal Justice, University of Houston, 2003

Ph.D., Criminal Justice, Sam Houston State University, 2009

Deidre Warren's research interests include media constructions of marginalized populations; and critical theory, particularly critical race theory and colorblind racism. Previously, she served as a sergeant for the Sugar Land Police Department in Texas.

Dr. Warren teaches 9-15 credit hours each semester. She teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 26701 Corrections (on-ground)
- CRIM 26704 Issues in Law and Society (on-ground)
- CRIM 32200 Police and Community (on-ground)
- CRIM 33400 Crime and Justice in Popular Culture (on-ground)
- CRIM 36702 Criminology (on-ground)
- CRIM 37311 Minorities in Crime and Justice (on-ground)
- CRIM 46705 Community Corrections (on-ground)
- CRIM 46707 Correctional Institutions (on-ground)
- CRIM 46792 Internship (out of class)

## Mary G. Wilson

Position: Associate Professor (non-tenure-track), Department of Sociology, College of Arts and Sciences  
 Campus program coordinator for criminology and justice studies  
 Academic advisor for student organization Jurisprudence

Campus: Trumbull

Degrees: B.A., Criminal Justice Studies, Kent State University, 1990  
 M.A., Criminal Justice Studies, Kent State University, 1997  
 Ph.D., Political Science, Kent State University, 2010

Mary Wilson is a former crime victim advocate and criminal investigator. She is currently a member of the Ohio Victim-Witness Association Public Policy subcommittee and the Summit County Sexual Assault Coalition. She has taught workshops for the Basic Police Academy on elder abuse awareness and death notifications for law enforcement officers.

Dr. Wilson teaches 15 credit hours each semester. She teaches the following courses for the program:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22100 Basic Interviewing (on-ground)
- CRIM 22300 Police Role (online)
- CRIM 26701 Corrections (on-ground)
- CRIM 26704 Issues in Law and Society (on-ground)
- CRIM 27311 Victimology (on-ground)
- CRIM 34200 Criminal Procedure and Evidence (on-ground)
- CRIM 36702 Criminology (online)
- CRIM 36703 Juvenile Delinquency (on-ground)
- CRIM 37411 Women in Crime and Justice (online)
- CRIM 45096 Individual Investigation (out of class)
- CRIM 46708 Treatment Methods (on-ground)
- CRIM 46792 Internship (out of class)
- CRIM 47002 Human Service Agencies and the Law (on-ground)
- CRIM 47003 Restorative Justice and Victim Assistance (on-ground)
- CRIM 47004 Legal Perspectives and Rights in Victimization (on-ground)
- CRIM 47211 Court Functions (online)
- CRIM 47311 Comparative Justice Systems (online)

## Ling Wu

Position: Assistant Professor (tenure-track), Department of Sociology, College of Arts and Sciences

Campus: Salem

Degrees: M.A., Legal Philosophy, Zhongnan University of Economics and Law (China), 2007  
 LL.B., International and Comparative Law, Uppsala University (Sweden), 2007  
 Ph.D., Criminal Justice, Sam Houston State University, 2012

Ling Wu is a member of the Criminology and Justice Studies Advisory Board at the Salem and East Liverpool campuses. Her research interest include cybercrime, crime mapping and legal issues and social media in crime and justice.

Dr. Wu teaches 9 credit hours each semester. She teaches the following courses for the program:

- CRIM 27311 Victimology (on-ground)
- CRIM 36702 Criminology (on-ground)
- CRIM 36703 Juvenile Delinquency (on-ground)
- CRIM 37311 Minorities in Crime and Justice (on-ground)

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## PART-TIME (ADJUNCT) FACULTY

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### James A. Ciotti

Position: Adjunct Instructor

Campus: Trumbull

Degrees: B.S.A.S., Criminal Justice, Youngstown State University, 1983

M.S., Criminal Justice, Youngstown State University, 1994

James Ciotti is graduate of the FBI National Academy and a special agent in charge for the Ohio Bureau of Criminal Investigation for the northern district of Ohio. Previously, he worked for police departments in Ohio and North Carolina. His professional experience has been in major crimes, narcotics, public corruption. He has been a Police Academy commander for five years and instructor for 25 years.

Mr. Ciotti teaches 11-14 credit hours of the following courses each semester at Kent State:

- CRIM 22300 Police Role (on-ground)
- CRIM 22301 The Investigative Process (on-ground)
- CRIM 33300 Development of Justice in America (on-ground)
- POTA 11001 Peace Officers Academy I (on-ground)
- POTA 11002 Peace Officers Academy II (on-ground)
- POTA 11003 Peace Officers Academy III (on-ground)
- POTA 11004 Peace Officers Academy IV (on-ground)

### Richard Dana

Position: Adjunct Instructor

Campus: Ashtabula

Degrees: B.S., Economics, Ohio State University, 1991

J.D., Case Western Reserve University, 1995

Richard Dana has 18 years of private practice legal experience, including nine years as acting judge in Western County Court in Ashtabula County and four years with the 11<sup>th</sup> Appellate District Court of Appeals. In addition, he is a member of the Ashtabula County Mental Health and Recovery Services Board.

Mr. Dana teaches 3-6 credit hours of the following courses each semester at Kent State:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22100 Basic Interviewing (on-ground)
- CRIM 22301 The Investigative Process (on-ground)
- CRIM 23704 Issues in Law and Society (on-ground)
- CRIM 33300 Development of Justice in America (on-ground)
- CRIM 46200 Advanced Criminal and Legal Issues (on-ground)

### Michael Ernest

Position: Adjunct Instructor

Campus: Tuscarawas

Degrees: B.S., Advertising, Kent State University, 1993

J.D., Cleveland State University, 1996

Michael Ernest teaches 3 credit hours of the following courses each semester at Kent State:

- CRIM 33200 Criminal Law (on-ground)
- CRIM 33400 Crime and Justice in Popular Culture (on-ground)
- CRIM 34200 Criminal Procedures and Evidence (on-ground)
- CRIM 47211 Court Functions (on-ground)

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

**Jeffrey E. Film**

Position: Adjunct Instructor

Campus: Trumbull

Degrees: B.A., Sociology, University of Akron, 1990  
M.P.A., Public Administration, 2005

Jeffrey Film is a chief of the Stow Police Department, metro SWAT commander and commander and instructor (the latter for 10 years) of the Basic Police Academy. He is a graduate FBI National Academy.

Mr. Film will co-teach 11 credit hours of the following courses each semester at Kent State:

- POTA 11001 Peace Officers Academy I (on-ground)
- POTA 11002 Peace Officers Academy II (on-ground)
- POTA 11003 Peace Officers Academy III (on-ground)
- POTA 11004 Peace Officers Academy IV (on-ground)

**Anthony J. Hentosh**

Position: Adjunct Instructor

Campus: Trumbull

Degrees: B.A., Justice Studies/Psychology, Kent State University, 2005  
M.A., Justice Studies, Kent State University, 2009

Anthony Hentosh teaches 3-9 credit hours of the following courses each semester at Kent State:

- CRIM 23704 Issues in Law and Society (on-ground)
- CRIM 26701 Corrections (on-ground)

**Marvin E. Hill**

Position: Adjunct Instructor

Campus: Trumbull

Degrees: B.A., Business Administration, Thiel College, 1988  
M.B.A., Business Administration, Kent State University, 2016

Marvin Hill is post commander in Ashtabula County, District 4 criminal patrol supervisor and staff lieutenant for the Ohio State Patrol. He has been an instructor for the Kent State Basic Police Academy for the past 10 years. He was named Ashtabula District 4 "Trooper of the Year" and Ohio State Highway Patrol "Trooper of the Year" (1999).

Mr. Hill will co-teach 11 credit hours of the following courses for each semester at Kent State:

- POTA 11001 Peace Officers Academy I (on-ground)
- POTA 11002 Peace Officers Academy II (on-ground)
- POTA 11003 Peace Officers Academy III (on-ground)
- POTA 11004 Peace Officers Academy IV (on-ground)

**R.P. (Pete) Hoose**

Position: Adjunct Instructor

Campus: Tuscarawas

Degrees: B.S., Business Administration, Western Kentucky University, 1970  
M.A., Sociology, Kent State University, 1977

R.P. Hoose previously worked as a chief probation officer for the Summit County Court of Common Pleas. He teaches 3 credit hours of the following courses each semester at Kent State:

- CRIM 22100 Basic Interviewing (on-ground)
- CRIM 26701 Corrections (on-ground)

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

**Diane D. Hritz**

Position: Adjunct Instructor

Campus: East Liverpool, Salem, Trumbull

Degrees: B.S.A.S., Criminal Justice, Youngstown State University  
M.S., Criminal Justice, Youngstown State University, 1983

Diana Hritz is a career management coordinator for Youngstown State University. She teaches 3 credit hours of the following courses each semester at Kent State:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22100 Basic Interviewing (on-ground)
- CRIM 26701 Corrections (on-ground)
- CRIM 37311 Minorities in Crime and Justice(on-ground)
- CRIM 46705 Community Corrections(on-ground)
- CRIM 46708 Treatment Methods(on-ground)

**Jake E. Jones, Sr.**

Position: Adjunct Instructor

Campus: Ashtabula

Degrees: B.A., Criminal Justice, Youngstown State University, 1987  
M.A., Correctional Treatment and Administration, Youngstown State University, 1995

Jake Jones is the executive director of the Northeast Ohio Community Alternative Program, which provides court-ordered residential substance abuse treatment. He previously served as an adult probation officer and a community center prevention specialist. He is an Ohio-certified peace officer; Ohio-certified licensed social worker (LSW); international-certified alcohol and drug counselor (ICADC); Ohio-licensed independent chemical dependency counselor–clinical supervisor (LICDC-CS); and National Association of Forensic Counselors-certified domestic violence counselor III (CCDVC III).

Mr. Jones teaches 3-6 credit hours of the following courses each semester at Kent State:

- CRIM 12000 Introduction to Justice Studies (on-ground)
- CRIM 22300 Police Role (on-ground)
- CRIM 26701 Corrections (on-ground)
- CRIM 32500 Crisis Intervention (on-ground)
- CRIM 36703 Juvenile Delinquency (on-ground)
- CRIM 46708 Treatment of Methods (on-ground)

**Philip K. Murphy**

Position: Adjunct Instructor

Campus: Geauga, Regional Academic Center at Twinsburg

Degrees: B.A. English/B.S. Economics, Allegheny College, 1982  
M.S., Criminal Justice, Youngstown State University, 1988  
M.A., English, Youngstown State University, 1992

Philip Murphy teaches 9-12 credit hours of the following courses each semester at Kent State:

- CRIM 12000 Introduction to Justice Studies
- CRIM 23704 Issues in Law and Society (on-ground, online)
- CRIM 34311 Youth and the Justice System (on-ground, on-line)
- CRIM 37311 Minorities in Crime and Justice (on-ground)

## AAS Degree in Criminology and Justice Studies

## Appendix F – Faculty

**Bethanie D. Oren**

Position: Adjunct Instructor

Campus: Stark, Tuscarawas

Degrees: B.A., English, Ohio Northern University, 1989

M.P.A., Public Administration, University of Akron, 1998

M.A., Justice Studies, Kent State University, 2005

Bethanie Oren teaches 9 credit hours of the following courses each semester at Kent State:

- CRIM 23704 Issues in Law and Society (on-ground)
- CRIM 32500 Crisis Intervention (on-ground)
- CRIM 46708 Treatment of Methods (on-ground)

**Phillip W. Paar**

Position: Adjunct Instructor

Campus: Stark

Degrees: ??

Phillip Paar is a labor relations manager for the Ohio Department of Youth Services. Previously, he was chief of police for Jackson Township. He teaches 3 credit hours of the following courses each semester at Kent State:

- CRIM 12000 Introduction to Justice Studies
- CRIM 32500 Crisis Intervention (on-ground)

**Perry A. Tabak**

Position: Adjunct Instructor

Campus: Trumbull

Degrees: B.S., Criminal Justice Management, Union Institution & University, 2011

Perry Tabak is captain and canine handler for the Cuyahoga Falls Police Department. Professional experience includes SWAT commander, Ohio-certified canine evaluator and trainer and sworn deputy for the U.S. Marshal, Northern Ohio Violent Fugitive Task Force. He has been a Police Academy Commander for six years and instructor for eight years.

Mr. Tabak will co-teach 11 credit hours of the following courses each semester at Kent State:

- POTA 11001 Peace Officers Academy I (on-ground)
- POTA 11002 Peace Officers Academy II (on-ground)
- POTA 11003 Peace Officers Academy III (on-ground)
- POTA 11004 Peace Officers Academy IV (on-ground)

**Andrew T. Turowski**

Position: Adjunct Instructor

Campus: Stark

Degrees: M.P.A., Public Administration, Kent State University, 2007

Andrew Turowski is police chief for the city of Louisville, and was previously a sergeant in the U.S. Army. He teaches 3 credit hours of following courses each semester at Kent State.

- CRIM 22100 Basic Interviewing (on-ground)
- CRIM 22300 Police Role (on-ground)
- CRIM 32200 Police and Community (on-ground)



**Office of Alternative Credit and Articulation Agreements (ACAA)  
Articulation Agreement Summary  
2017-2018**

**Northeast Ohio Regional Transfer Initiative**

Kent State University and our regional community college partners are boldly developing transfer pathways to better serve the students of Northeast Ohio. Through innovative approaches to dual admission/enrollment, integrated transfer support services, articulation agreements, and tuition guarantees, our collaboration ensures that education at a community college can be a seamless first step to a four-year degree. Our collaboration will increase degree completion rates by ensuring that pathways are streamlined, saving students' time and resources.

**Updated Articulation Agreement Process**

Prior to this year, KSU created individual articulation agreements for each degree pathway. We have expedited the agreement creation process with the implementation of the Transfer Pathway Completion Articulation Agreement (see Appendix 1). The Transfer Pathway Completion Articulation Agreement is an overarching contract between KSU and the partner institution. Once the agreement is in place, faculty have the ability to create multiple pathways under the single agreement (see Appendix 2). We completed the Transfer Pathway Completion Articulation Agreement with Cuyahoga Community College in April 2018 and are working on implementing the agreement with at least three additional community colleges throughout 2018-2019.

**Data-Driven Decision Making**

In an effort to develop pathways that generate high student interest, ACAA compiles data to support specific pathways. ACAA reviews potential partner institutions to identify associate degree completion and student demographic statistics. Additionally, we pinpoint competitive programs close in proximity to the partner institution. This data helps us make informed decisions on which pathways have the potential to generate the highest yield.

**2017-2018 Academic Year**

Throughout the 2017-2018 academic year, ACAA, along with their academic program partners and the Credit Transfer Office, has finalized 22 pathway agreements with various institutions (see Appendix 3).

**2018-2019 Academic Year**

ACAA currently has 3 pending Transfer Pathway Completion Articulation Agreements and 18 pending pathway agreements with additional institutions.

**Interested in Creating a Pathway Agreement?**

Please review the processes posted on [www.kent.edu/acaa](http://www.kent.edu/acaa). Ashley Maher in the Office of Alternative Credit and Articulation Agreements is available to answer any questions and initiate the process at (330) 672-7341 or [amaher5@kent.edu](mailto:amaher5@kent.edu).

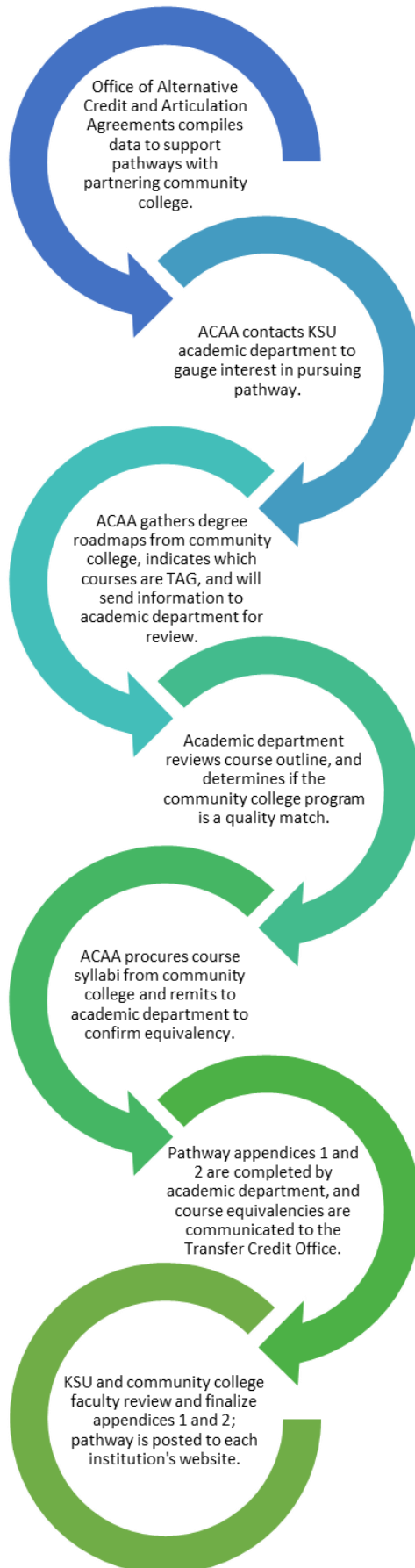
## Appendix 1

### Transfer Pathway Completion Articulation Agreement Process



## Appendix 2

### Articulation Agreement Individual Pathway Process



**Appendix 3**  
**2017-2018 Completed Pathways**

<b>College or School</b>	<b>College or School Program</b>	<b>Kent State University Program</b>
Cuyahoga Community College	AAS, Deaf Interpretive Services	BS, American Sign Language/English Interpreting Program
Cuyahoga Community College	AAS, Sport and Exercise Studies	BS, Exercise Science, Exercise Specialist Concentration
Cuyahoga Community College	AAS, Sport and Exercise Studies	BS, Exercise Science, Exercise Physiology
Cuyahoga Community College	Honors Program	Honors College
Cuyahoga Community College	AAS, Electrical/Electronic Engineering Technology Computer Networking Hardware Concentration	BA Digital Sciences
Cuyahoga Community College	AAB, IT Networking Software	BA, Digital Sciences
Cuyahoga Community College	AA, Business Pathways	BBA (Multiple Majors)
Cuyahoga Community College	AA, Theatre Arts	BA, Theatre Studies, Performance Concentration
Cuyahoga Community College	AA, Theatre Arts	BA, Theatre Studies, Production Concentration
Cuyahoga Community College	AA, Theatre Arts	BA, Theatre Studies, Theatre and Society Concentration
Cuyahoga Community College	AA, Theatre Arts	BA, Theatre Studies, Theatre Management Concentration
Cuyahoga Community College	Biology	BS, Biology, Molecular and Cellular Biology Concentration
Cuyahoga Community College	Chemistry	BA, Chemistry
Cuyahoga Community College	Physics	BA, Physics
Cuyahoga Community College	Psychology	BA, Psychology
Cuyahoga Community College	Dental Hygiene	BS, Public Health, Allied Health Concentration
Cuyahoga Community College	Emergency Medical Technology	BS, Public Health, Allied Health Concentration
Cuyahoga Community College	Human Services	BS, Public Health, Allied Health Concentration
Cuyahoga Community College	Radiography	BS, Public Health, Allied Health Concentration
Cuyahoga Community College	PTAT	BS, Public Health, Allied Health Concentration
Cuyahoga Community College	Respiratory Care	BS, Public Health, Allied Health Concentration
New Castle School of Trades	NCST Diploma	ATS, Individualized Program



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, 19 November 2018  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Tuesday, 13 November 2018

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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 November 2018, to ensure that the materials are available at the meeting for review.

## JOINT EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

1. Minutes of meeting on 20 August 2018  
[Attachment 1](#)

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

2. Revision of the Curriculum Guidelines  
Attachment 2: [Revised Guidelines](#), [Marked-Up 2015 Guidelines](#)

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

**College of the Arts** (*presented by Dean John R. Cranford-Spinelli*)

1. Establishment of an Arts Entrepreneurship [AENT] minor to be offered at the Kent Campus.  
Minimum total credit hours to program completion are 15.  
Effective Fall 2019 | [Attachment 3](#)

**Regional College** (*presented by Dean Nathan P. Ritchey*)

2. Revision of name of the Regional College [RE], to College of Applied and Technical Studies [AP].  
Effective Fall 2019 (1 July 2019) | [Attachment 4](#)

### DISCUSSION ITEM

**Office of the Provost** (*presented by Executive Director J.R. Campbell*)

1. Cross-disciplinary course offerings to support the Design Innovation Initiative.

## **EPC UNDERGRADUATE AGENDA**

### **INFORMATION ITEM**

#### **College of Arts and Sciences**

1. Temporary suspension of admission to the Integrated Life Sciences [ILS] major within the Bachelor of Science [BS] degree. This suspension is prompted by the Northeast Ohio Medical University (NEOMED), which has offered a combined BS/MD degree with partnering universities, including Kent State.  
Effective Fall 2019 | [Attachment 5](#)

### **LESSER ACTION ITEMS**

#### **College of the Arts**

##### ***School of Art***

1. Revision of course requirements for the Art History [ARTH] major within the Bachelor of Arts [BA] degree. Revision includes restricting students from applying ARTH 12001 toward major requirements. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
2. Revision of course requirements for the Glass [GLSS] minor. Revision includes adding ARTS 35602 as an elective. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
3. Revision of course requirements for the Studio Art [SART] major within the Bachelor of Arts [BA] degree. Revision includes revising ART 20024 to ART 10024. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
4. Revision of course requirements for the Studio Art [SART] major within the Bachelor of Fine Arts [BFA] degree. Revision includes removing ARTS 44099 in the major; and updating ARTS elective options in the Glass [GLSS], Textiles [TEXT], Ceramics [CERM] and Print Media and Photography [PMP] concentrations. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

#### **College of Arts and Sciences**

5. Revision of foreign language college requirement for the Bachelor of Arts degree. Revision includes removing MCLS 20000 (renumbered 20001, approved at May 2018 EPC meeting) as an elective toward meeting the requirement.  
Effective Fall 2019
6. Revision of program requirements for the Economics [ECON] major within the Bachelor of Arts [BA] degree. Revision includes allowing specific mathematics courses to be substituted for required MIS 24056. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

#### **College of Business Administration**

##### ***Department of Management and Information Systems***

7. Revision of program learning outcomes for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. Revision includes updating the student learning outcomes to reflect better the knowledge gained by students pursuing the program.  
Effective Fall 2019

**EPC UNDERGRADUATE AGENDA****LESSER ACTION ITEMS *continued*****College of Business Administration *continued******Department of Management and Information Systems continued***

8. Revision of course requirements for the International Business for Business Majors [IBBU] minor. Revision includes adding ENTR 47187 and MIS 34187 as study abroad electives. Minimum total credit hours to program completion are unchanged at 12-20. Effective Fall 2019
9. Revision of course requirements for the International Business for Non-Business Majors [IBNB] minor. Revision includes adding ENTR 47187 and MIS 34187 as study abroad electives. Minimum total credit hours to program completion are unchanged at 24-35. Effective Fall 2019

**College of Communication and Information*****School of Journalism and Mass Communication***

10. Revision of admission and course requirements for the Advertising [ADV] minor. Any student may declare the minor (currently, the minor was open only to students in the Marketing, Communication Studies and Visual Communication Design majors) Course revision includes adding DSCI 10310 and removing JMC 20006. Minimum total credit hours to program completion are unchanged at 19. Effective Fall 2019
11. Inactivation of two concentrations and revision of course requirements for the Digital Media Production [DMP] major within the Bachelor of Science [BS] degree. Inactivated are the Digital Film [DFM] and Television [TV] concentrations; the major will no longer have concentrations. Course revision includes moving JMC courses from the concentrations to the major. Minimum total credit hours to program completion are unchanged at 120. Effective Fall 2019
12. Revision of course requirements for the Digital Media Production [DMP] minor. Revision includes adding JMC 10009 and JMC 20011; removing JMC 20009 and JMC 30004; and updating elective courses. Minimum total credit hours to program completion are unchanged at 20. Effective Fall 2019
13. Revision of course requirements for the Photojournalism [PHOJ] minor. Revision includes adding DSCI 10310 and removing JMC 20006. Minimum total credit hours to program completion are unchanged at 24. Effective Fall 2019
14. Revision of course requirements for the Public Relations [PR] minor. Revision includes adding DSCI 10310 and removing COMM 21008 and JMC 20006. Minimum total credit hours to program completion are unchanged at 22. Effective Fall 2019

***School of Visual Communication Design***

15. Revision of course requirements for the Design [DSGN] minor. Revision includes moving VCD 34004, VCD 37000 and VCD 45000 from required to electives; and adding VCD 33001 as an elective. Minimum total credit hours decrease, from 21 to 18. Effective Fall 2019

**EPC UNDERGRADUATE AGENDA****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services*****School of Lifespan Development and Education Sciences***

16. Inactivation and establishment of concentrations in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Inactivated are Mild/Moderate Educational Needs [MLDM] and Moderate/Intensive Educational Needs [MDIN] concentrations. Established is Mild to Intensive Dual License [MIDL] concentration, which will prepare students to work with people who have a variety of support needs in a broad array of settings. The concentration coursework will be a combination of similar courses from the two inactivated concentrations. Minimum total credit hours to program completion increase, from 120-123 to 123-125 (depending on concentration).  
Effective Fall 2019

***School of Teaching, Learning and Curriculum Studies***

17. Revision of course requirements for Athletic Coaching [ATCO] minor. Revision includes removing elective PEP 35010; and decreasing elective credit hours, from 4 to 2. Minimum total credit hours decrease, from 25 to 23.  
Effective Fall 2019
18. Revision of course requirements for the Physical Activity and Sport Performance [PASP] concentration in the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Revision includes removing required PEP 35010; and increasing elective credit hours, from 3 to 6. Minimum total credit hours to completion are unchanged at 120.  
Effective Fall 2019

**College of Nursing**

19. Revision of the college's Uniform for Clinical Experience policy.  
Effective Fall 2019
20. Revision of the college's Changing Campus policy.  
Effective Fall 2019
21. Revision of admission requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Revision includes restricting students who have been dismissed from a nursing program from applying to the degree program.  
Effective Spring 2020
22. Revision of admission and progression requirements for the Nursing for Registered Nurses [NURN] major within the Bachelor of Science in Nursing [BSN] degree. Revision includes moving RN license and 2.0 GPA in science coursework from admission requirements to progression requirements. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019 (admission changes effective Spring 2020)

**Regional College**

23. Revision of course requirements for the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Revision includes updating elective options in the Mechanical/Systems [MSY], Green and Alternative Energy [GAE] and Electrical/Electronics [ELEL] concentrations. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**EPC UNDERGRADUATE AGENDA****LESSER ACTION ITEMS** *continued***Regional College** *continued*

24. Revision of course requirements for the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree. Revision includes removing the seven-year stipulation for specific science coursework prior to program admission; and adding BSCI 21010 and BSCI 21020 as options for BSCI 11010 and BSCI 11020. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**GRADUATE EDUCATIONAL POLICIES COUNCIL****ACTION ITEM****College of Aeronautics and Engineering** *(presented by Dean Christina L. Bloebaum)*

1. Establishment of an Aviation Management and Logistics [AVML] major within the Master of Science [MS] degree to be offered online-only in an accelerated delivery (18 months including summers). Twelve AERN courses are established for the program. Minimum total credit hours to program completion are 33.  
Effective Fall 2019 pending state and accreditor approvals | [Attachment 6](#)

**INFORMATION ITEMS****College of Arts and Sciences****Department of Sociology**

1. Revision of administrative structure for the Sociology [SOC] major within the Doctor of Philosophy [PHD] degree. The degree program was jointly established with the University of Akron; it will now be offered and administered by Kent State only.  
Effective Fall 2018 | [Attachment 7](#)

**College of Business Administration****Department of Management and Information Systems**

2. Temporary suspension of admission to the Supply Chain Management [SCM] concentration in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree.  
Effective Fall 2019 | [Attachment 8](#)

**College of Education, Health and Human Services****School of Lifespan Development and Educational Sciences**

3. Revision of instructional delivery, establishment of optional concentration and revision of admission and course requirements for the Educational Psychology [EPSY] major within the Master of Education [MED] degree. The major will be offered online-only and in an accelerated delivery (18 months). The new optional concentration (lesser item) is Gifted Education [GFED]; a valid standard teaching certificate or provisional/professional teaching license in Ohio will be required for admission to the new concentration. Minimum total credit hours to program completion decrease, from 33 to 30.  
Effective Fall 2019 | [Attachment 9](#)

**EPC GRADUATE AGENDA****INFORMATION ITEMS *continued*****College of Nursing**

4. Temporary suspension of admission to the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. The suspension is prompted by the University of Akron's elimination of the degree program, which was jointly established by the two universities. After the suspension is lifted, the degree program will be offered and administered by Kent State only. Effective Fall 2019 | [Attachment 10](#)

**LESSER ACTION ITEMS****College of the Arts*****School of Art***

1. Revision of concentration name and course requirements for the Studio Art [SART] major within the Master of Fine Art [MFA] degree. Name of the Sculpture [SCLP] concentration is revised to Sculpture and Expanded Media [SEM]. Revision of course requirements includes decreasing the Studio Art electives, from 12 to 9; and adding ARTS 64000 as required. Minimum total credit hours to program completion are unchanged at 60  
Effective Fall 2019

**College of Communication and Information*****School of Information***

2. Revision of course requirements for the Health Informatics [C626] post-baccalaureate certificate. Revision includes moving HI 60410, HI 60412 and HI 60413 from required to elective; and adding 10 HI courses as electives. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
3. Revision of course requirements for the User Experience Design [UXDE] major within the Master of Science [MS] degree. Revision includes adding UXD 60112 and UXD 60117 as electives. Minimum total credit hours to program completion are unchanged at 36.  
Effective Fall 2019

**College of Education, Health and Human Services*****School of Health Sciences***

4. Revision of admission requirements for the Health Education and Promotion [HEDP] major within the Doctor of Philosophy [PHD] degree. Revision includes removing the GRE as required for admittance into the program.  
Effective Spring 2020

## COURSE REVISIONS

### Experiential Learning Requirement—Course Revisions Effective Fall 2019

ARTS 45099 Senior Thesis Exhibition (3) ..... Revise

CHEM20098 Introduction to Chemical Research (1-3)..... Revise

### Kent Core—Course Removed Effective Fall 2019

PSYC 22221 Multicultural Psychology (3) ..... Removed

### Course Revisions Effective Fall 2019

ACCT 53043 Internal Audit and Forensic Accounting (3)..... New

AERN 25500 Aerodynamics for Engineers (3)..... Revise

AERN 65091 Seminar: Emerging Issues in Aviation Logistics (2) ..... New

AERN 65092 Practicum in Aeronautics (1)..... New

AERN 65100 Logistical Strategies in Aviation Management (2)..... New

AERN 65150 Legal and Regulatory Issues for Air Cargo Management (2) ..... New

AERN 65199 Thesis I (2-6) ..... New

AERN 65200 Aviation Economics and Fiscal Management (2) ..... New

AERN 65201 Aviation Industry Contract Management (2)..... New

AERN 65230 Modeling and Forecasting for Aviation Logistics Planning (2) ..... New

AERN 65250 Applied Human Factors Engineering (3)..... New

AERN 65270 Human Factors in Systems Design (3) ..... New

AERN 65280 Human Information Processing (3) ..... New

AERN 65299 Thesis II (2) ..... New

AERN 65300 Airline Transportation Operations (3)..... Revise

AERN 65301 Air Cargo Security (2)..... New

AERN 65400 Weather for Aviation Logistics Planning (2) ..... New

AERN 65499 Capstone in Aeronautics (2)..... New

ART 20024 Digital Media (3) to:  
10024 ..... Revise

ARTH 42098 Research in Art History (1-3)..... New

ARTS 35600 Glass Blowing (3)..... Revise

ARTS 35601 Sculptural and Kiln-Formed Glass (3)..... Revise

ARTS 35602 Flameworked Glass (3) ..... New

ARTS 44003 Drawing V (3)..... Revise

**Course Revisions Effective Fall 2019 *continued***

ARTS	44010	Advanced Fine Art Photography (3) .....	Revise
ARTS	44040	Printmaking: Advanced Intaglio (3) .....	Revise
ARTS	44041	Serigraphy II (3) .....	Revise
ARTS	44042	Lithography II (3) .....	Revise
ARTS	44043	Advanced Printmaking (3) .....	Revise
ARTS	44051	Advanced Sculpture Practice (3) .....	Revise
ARTS	44060	Painting IV (3) .....	Revise
ARTS	44095	Selected Topics in Fine Arts (1-6) .....	Inactive
ARTS	44096	Individual Study: Studio Art (1-6) .....	Revise
ARTS	45301	Textiles: Advanced Studio (3) .....	Revise
ARTS	45400	Advanced Ceramics (3) .....	Revise
ARTS	45600	Advanced Glass Working (3) .....	Revise
ARTS	45701	Tableware (3) .....	Revise
ARTS	45702	Advanced Enameling (3) .....	Revise
ARTS	45704	Advanced Studio Jewelry Metals Enameling (3) .....	Revise
ARTS	45705	CAD for Jewelry (3) .....	Revise
ARTS	65700	Graduate Studio: Jewelry, Metals, Enameling I (1-9) .....	Revise
ARTS	65991	Seminar in Crafts (2) to: Seminar in Studio Art (1-3) .....	Revise
BMS	60465	Brain, Mind and Behavior (6) to: Medical Neuroscience .....	Revise
BMS	60751	Current Research in Auditory Neurobiology (1) .....	Revise
BMS	70465	Brain, Mind and Behavior (6) to: Medical Neuroscience .....	Revise
BMS	70751	Current Research in Auditory Neurobiology (1) .....	Revise
BSCI	30158	Readings in Genetics (1) .....	New
BSCI	30274	Forestry (3) .....	Revise
BSCI	30277	Economic Botany (2) to: (3) .....	Revise
BSCI	30360	General Ecology (4) .....	Revise
BSCI	40466	Medical and Veterinary Entomology (3) .....	New
BSCI	40558	Mammalogy (3) .....	New
BSCI	40560	Herpetology (3) .....	New
BSCI	50466	Medical and Veterinary Entomology (3) .....	New
BSCI	50558	Mammalogy (3) .....	New

**Course Revisions Effective Fall 2019 *continued***

BSCI	50560	Herpetology (3) .....	New
BSCI	70466	Medical and Veterinary Entomology (3) .....	New
BSCI	70558	Mammalogy (3) .....	New
BSCI	70560	Herpetology (3) .....	New
CA	20003	Speaker Series in Arts Entrepreneurship (1).....	New
CA	31300	Music Career Development and Entrepreneurship (2).....	New
CCI	45091	Media and Movements Seminar (3) .....	New
CCI	55091	Media and Movements Seminar (3) .....	New
CCI	60000	Foundations of Communication and Information Inquiry (3) .....	New
CCI	80000	Foundations of Communication and Information Inquiry (3) .....	New
CI	47501	Core Differentiated Instruction for Mathematics (3) to: Teaching Mathematics in Early and Middle Grades .....	Revise
CI	47504	Core and Differentiated Instruction for Reading and Writing in the Middle Grades (3) to: Teaching Reading and Writing in Middle Grades.....	Revise
CI	47505	Core and Differentiated Instruction for Social Studies and Science (3) to: Integrated Social Studies and Science.....	Revise
CI	57501	Core Differentiated Instruction for Mathematics (3) to: Teaching Mathematics in Early and Middle Grades .....	Revise
CI	57504	Core and Differentiated Instruction for Reading and Writing in the Middle Grades (3) to: Teaching Reading and Writing in Middle Grades.....	Revise
CI	57505	Core and Differentiated Instruction for Social Studies and Science (3) to: Integrated Social Studies and Science.....	Revise
COMM	21008	Social Media Strategies (3) .....	Inactive
DSCI	49992	Internship in Digital Sciences (1-6).....	Revise
DSCI	69992	Internship in Digital Sciences (1-3).....	Revise
EERT	12001	Electric Circuits II (3) .....	Revise
ENTR	47070	New Enterprise Formation (3) .....	New
EPSY	63535	Social and Emotional Aspects of the Gifted and Special Subpopulations (3)...	New
EPSY	63540	Nature and Needs of Gifted (3) to: .....	New
EPSY	63545	Instructional Processes for Gifted Children (3) .....	New
EPSY	64892	Advanced Practicum: Gifted and Talented Education (3) .....	New
FIN	36054	Intermediate Corporate Finance (3).....	Revise
FIN	36059	Intermediate Investments (3).....	Revise
HED	42222	Adulting 101: Seven Dimensions to a Healthy Adulthood (2) .....	New

**Course Revisions Effective Fall 2019 *continued***

IT	11006	Introduction to Web Site Technology (3).....	Revise
IT	36309	Programming Mobile Applications (3).....	Revise
IT	46309	Visual Basic Web Programming (3) to: ASP.Net Web Programming.....	Revise
JMC	10009	Elements of Film, TV and Animation (3).....	New
JMC	20011	Video Audio Fundamentals (3) to: Production Fundamentals .....	Revise
JMC	23004	Story for Picture (3).....	New
JMC	23130	Directing for Picture (3) .....	New
JMC	23140	Production I (3).....	New
JMC	26001	Writing Across Platforms (3) .....	Revise
JMC	33033	Audio for Digital Film (3) to: Sound for Picture.....	Revise
JMC	33036	Television Engineering (3) to: Multimedia Engineering .....	Revise
JMC	33043	Digital Cinematography (3) .....	Revise
JMC	36020	Storytelling with Sound (3).....	Revise
JMC	40036	Digital Video Editing (3) to: 30036 .....	Revise
JMC	40037	Scriptwriting for Video and Film (3) .....	Revise
JMC	44042	Remote Television (3) .....	Revise
JMC	44050	Post Production Sound (3).....	Revise
JMC	45001	Advanced Lighting for Digital Film and Television (3) .....	Revise
JMC	45007	Producing and Directing for Single Camera (3) to: Producing for Picture.....	Revise
JMC	45020	Avid Editor Certification (3) .....	Revise
JMC	46057	Motion Graphics and Video Editing (3) .....	Revise
JMC	49099	Senior Digital Media Production Project (3) to: Production II.....	Revise
JMC	55020	Avid Editor Certification (3) .....	Revise
LIS	60629	Library Materials and Services for School-Age Children (3) to: Engaging School-Age Children .....	Revise
LIS	60633	Digital Curation (3).....	Revise
LIS	80629	Library Materials and Services for School-Age Children (3) to: Engaging School-Age Children .....	Revise
LIS	80633	Digital Curation (3).....	Revise

**Course Revisions Effective Fall 2019 *continued***

MATH21001	Linear Algebra with Applications (3) to: Linear Algebra.....	Revise
MERT 22005	Statics (3).....	Revise
MERT 22009	Engineering Technology Project (2) .....	Revise
MERT 43092	Engineering Technology Practicum (1-3) to: ENGT' .....	Revise
MGMT44187	International Emerging Enterprises and Markets (3) to: International Management Experience .....	Revise
NURS 25010	Introduction to Accelerated Nursing (3).....	Inactive
NURS 31010	Application of Statistical Findings for Evidence-Based Practice in Nursing (3) to: Application for Statistical Findings for Evidence-Based Practice.....	Revise
NURS 35050	Advanced Medical Surgical Simulation (3).....	Revise
NURS 35070	Nursing Ethics in Clinical Practice (3).....	New
NURS 35080	Contemporary Issues in Nursing Practice and Health Care (3).....	New
NURS 40010	Nursing of the Critically Ill (4).....	Revise
NURS 40045	Integration of Leadership and Management in Nursing (6).....	Revise
OTEC 26692	Internship for Administrative Professionals (1-3) .....	Revise
PAS 30001	Cultural Expressions I (3).....	New
PAS 40001	Cultural Expressions II (3) .....	New
PHIL 31050	Philosophy through Literature (3).....	New
PHY 13012	College Physics II (2) .....	Revise
RADT 24008	Radiobiology and Radiation Protection (3).....	Revise
RADT 24015	Clinical Education V (3) .....	Revise
RADT 24025	Clinical Education VI (3).....	Revise
RIS 34065	Ultrasound Clinical Education III (1).....	Inactive
RIS 34082	Small Parts Sonography (1) .....	Inactive
RIS 44025	Computed Tomography (CT) Clinical Education I (3) .....	Inactive
RIS 44027	Computed Tomography (CT) Clinical Education II (3).....	Inactive
RIS 44030	Physical Principles of Computed Tomography I (2) to: Computed Tomography Image Production I.....	Revise
RIS 44033	Computed Tomography Techniques (1).....	Inactive
RIS 44035	MRI Clinical Education I (3) .....	Inactive
RIS 44036	MRI Clinical Education II (3).....	Inactive
RIS 44037	MRI Clinical Education III (3) .....	Inactive
RIS 44046	Magnetic Resonance Imaging Techniques (1).....	Inactive

**Course Revisions Effective Fall 2019 *continued***

RIS	44047	Computed Tomography Procedures I (1) to: (2) .....	Revise
RIS	44049	Physical Principles of Computed Tomography II (1) .....	Inactive
RIS	44055	Ultrasound Clinical Education IV (1) .....	Inactive
RIS	44056	Radiation Therapy Clinical Education III (1) .....	Inactive
RIS	44060	Radiation Therapy Clinical Education IV (1) .....	Inactive
RIS	44062	Physical Principles of Computed Tomography II (2) to: Computed Tomography Image Production II .....	Revise
RIS	44065	Ultrasound Clinical Education V (4) .....	Inactive
RIS	44080	Radiation Therapy Clinical Education (3) .....	Inactive
RSPC	41092	Practicum for Respiratory Care (3) .....	Revise
SPED	43040	Supplemental and Intensive Instruction for Language and Reading Difficulties (3) to: Language and Reading in Special Education .....	Revise
SPED	43062	Differentiated Core Instruction: Frameworks and Practices (3) to: Curriculum Methods Mild/Moderate Intervention .....	Revise
SPED	43063	Curriculum Methods Moderate/Intensive Intervention (3) .....	Revise
SPED	43529	Nature and Needs of Gifted Children (3) .....	Inactive
SPED	43530	Instructional Processes for Gifted Children (3) .....	Inactive
SPED	53021	Assessment for Individuals with Moderate Intensive Needs (3) to: Assessment for Special Education .....	Revise
SPED	53040	Supplemental and Intensive Instruction for Language and Reading Difficulties (3) to: Language and Reading in Special Education .....	Revise
SPED	53062	Differentiated Core Instruction: Frameworks and Practices (3) to: Curriculum Methods Mild/Moderate Intervention .....	Revise
SPED	53529	Nature and Needs of Gifted Children (3) .....	Inactive
SPED	53530	Instructional Processes for Gifted Children (3) .....	Inactive
SPED	63300	Research Applications in Special Education (3) .....	Revise
SPED	63531	Curriculum Development for Gifted Learners (3) to: EPSY .....	Revise
SPED	63532	Gifted Program Design and Administration (3) to: EPSY Gifted Program Design, Assessment and Administration .....	Revise
SPED	73533	Gifted Subpopulations (3) .....	Inactive
TAS	37900	Technical and Applied Studies Cornerstone (3) .....	Revise
TAS	47900	Technical and Applied Studies Capstone (3) .....	Revise
TECH	21020	Survey of Electricity and Electronics (3) .....	New
TECH	21021	Survey of Electricity and Electronics (4) .....	Inactive
TECH	21022	Survey of Electricity and Electronics Laboratory (1) .....	New

**Course Revisions Effective Fall 2019 *continued***

TECH 33040	Motors and Controllers (3) to:	
	Control Systems .....	Revise
TECH 43800	Applied Engineering Technology Seminar (3) .....	Revise
VCD 18000	Photography (3) .....	Inactive
VCD 18002	Photography II (3).....	Revise
VCD 28003	Photo Technology (3) .....	Revise
VCD 34006	Motion Design (3) .....	Revise
VCD 38001	Photographics (3).....	Revise



**Educational Policies Council  
Minutes of the Meeting  
Monday, 20 August 2018**

**Ex-Officio Members present (or represented):** Provost Todd A. Diacon; Faculty Senate Chair Pamela E. Grimm, Senior Associate Provost Melody J. Tankersley; Deans Sonia A. Alemagno, Barbara A. Broome, Kenneth J. Burhanna, John R. Crawford-Spinelli, James C. Hannon, Amy Reynolds, Nathan Ritchey; Associate Deans Cathy L. DuBois, Mary Ann Haley (representing Dean James L. Blank), Vincent J. Hetherington, Miriam L. Matteson, Stephen A. Mitchell, I. Richmond Nettey (representing both himself and Dean Christina L. Bloebaum), Cynthia Stillings (representing both herself and John R. Crawford-Spinelli), Wendy A. Umberger, Manfred H. Van Dulmen, William T. Willoughby; Assistant Dean Kara L. Robinson; Associate Professor Pamela K. Evans (representing Dean Mark S. Mistur); Director Frank S. Congin (representing Alison J. Smith)

**Ex-officio Members not present (or not represented):** Deans Eboni J. Pringle, Deborah F. Spake

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Robert J. Twieg; Associate Professors Jennifer M. Cunningham, Vanessa J. Earp

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Christopher J. Fenk, Susan Roxburgh, Donald L. White; Associate Professor Albert L. Ingram; Assistant Professor Vinay K. Cheruvu

**Council Representatives present (or represented):** Professors Michael W. Chunn (represented by Jonathan Swoboda), Richard L. Mangrum, Said M. Shiyab; Associate Professors Pamela K. Evans, Rachel E. Johnson, Jonathan F. Swoboda (representing himself and Professor Michael W. Chunn); Assistant Professors Lindsay C. Baran, James D. (Derek) Kingsley, Amy B. Petronec

**Council Representatives not present (or not represented):** Professors Shin-Min (Simon) Song, Jonathan B. VanGeest; Associate Professors Jillian S. Coorey, Jan C. Leach, Denise M. McEnroe-Petite, Jayaram (Jay) Muthuswamy, Robert D. Sturr, Melissa D. Zullo; Assistant Professor Insook Kim; Lecturer Mary F. Kutchin

**Observers not present:** Undergraduate EPC Representative Lauren Oswald, Graduate EPC Representative Antonina Pakholkova Mohamed

**Consultants and Guests present:** Susan M. Augustine, Tina Bharagava, Aimee J. Bell, Ivan Bernal, Alicia R. Crowe, Ernest J. Freeman, Larry G. Froehlich, Mary Ann Haley, Meghan Harper, Rich Minor, Dan Palmer, Johanna E. Pionke, Amy Quillin, Gail M. Rebata, Matthew Rollyson, Hollie B. Simpson, Linnea C. Stafford, Therese E. Tillett, Mary G. Wilson, Catherine M. Zingrone

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Provost Todd A. Diacon called the meeting to order at 3:22p.m., on Monday, 20 August 2018, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 16 April 2018 meeting minutes.**

Senior Associate Dean Vincent J. Hetherington moved for approval of the minutes, seconded by Professor Edward Dauterich. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Joint EPC Action Item 2: Revision of the administrative policy regarding class attendance and class absence (3341-3-01.2).**

Dean Sonia A. Alemagno moved the item for approval, seconded by Professor Darci L. Kracht.

Amy Quillin, student ombuds, stated that the class attendance and absence policy explains the roles and rights of students and faculty relative to class attendance and absence. She expanded that it identifies general categories that the department asks faculty members to consider as legitimate excuses. This would include university-sponsored activities, disability-related issues, medical illness and injuries, religious observances and military service. In regards to medical illness and injury, the policy is vague and not explanatory. Ombuds Quillin explained that the purpose of the revision is to provide structure for faculty to determine if the excuse is legitimate. She stated that the form, does not ask for any diagnosis, treatment, billing information or anything else that would violate HIPAA. She said that the committee that reviewed this revision comprised representatives from office of student accessibility services, athletics, legal counsel and interim health center.

An EPC member asked for clarification of observed religious holidays. The member recounted that she had a student claim that his religion required him to miss the whole week of Thanksgiving. She asked if there was any thought on clarifying what constitutes as a legitimate religious observance.

Ombuds Quillin said that she had not encountered that concern on a frequent basis, but there is a section in the policy that states that if a student or faculty member has concerns about excessive absences, that they can contact her office. Another EPC member added that the policy does discuss religious observance, but that it does not go into detail.

Provost Diacon followed to clarify that the point of the question was that students cannot fabricate a holiday to have a day off. He also stated that he believed it could be dealt with on a case by case basis.

Senior Associate Provost Melody J. Tankersley stated that some organizations have put out information about their major holidays and the type of observations. She informed members that a document came out from Hillel that she believes went to all faculty concerning holidays and observances. If they did not receive it, she will find it and have it sent to the members.

Another EPC member stated that the College of Podiatric Medicine has their own system. He said that students who are in rotations cannot miss two weeks and expect to get credit. He furthered his statement that due to the national scheduling, it is just not very flexible. He asked how the policy will affect that college.

Ombuds Quillin responded that she did not know that it would. She stated that the revision was to clarify that students are expected to provide medical verification from their provider. She gave an example that medical verification could be a minute clinic receipt.

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

**Joint EPC Information Item 1: Revision to the 2019-2020 academic calendar to observe the 50<sup>th</sup> anniversary of the events of 4 May 1970 (Remembrance Day).**

Provost Diacon noted the revision of the 2019-2020 academic calendar due to the observance of the 50<sup>th</sup> commemoration of the May 4<sup>th</sup> shootings. He explained that May 4<sup>th</sup> 2020 falls on a Monday, and the plan is to not have final exams that day, nor the Saturday before, because the Kent Campus will be crowded with national media from Friday to Monday. He expanded that the plan is to not hold final exams Saturday, May 2<sup>nd</sup> and Monday, May 4<sup>th</sup>, and that final exam week will be extended to end one day later. Provost Diacon clarified that this revision applies to all campuses; not just the Kent Campus.

**Graduate EPC Action Item 1: Revision of name, admission and course requirements for the Biomedical Sciences—Biological Anthropology [BANT] major within the Doctor of Philosophy [PHD] degree.**

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Dean I. Richmond Nettey seconded.

School Director Ernest Freeman stated that the revision was primarily driven by the faculty in the Department of Anthropology as they reassess the program and its fit within the current setting. He explained that the rationale for the major name change is to more accurately reflect the content and specialization and discipline—human evolution has always been the central unifying theme. He said that the revision more accurately reflects the coursework and research expected of those Ph.D. students. Director Freeman furthered that it also creates greater flexibility for students in the job market allowing them to look outside of the traditional anthropology discipline. He stated that the curriculum changes faculty proposed reduce the number of formal course credit hours from 35 to 30 to more closely align with the expectations of comparable Ph.D. programs. In addition, he said that the majority of the students in the Ph.D. program are acquiring their master's degree. Director Freeman expanded that they have included some core courses in introductory seminar series and sciences. He concluded his statements by saying that students take responsible conduct in research and the additional graduate courses in biological anthropology, cell molecular biology and human gross anatomy.

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

**Graduate EPC Action Item 2: Establishment of a School Library-Media K-12 [SLMK] major within the Master of Library and Information Science [MLIS] degree, to be offered online only.**

Assistant Dean Kara L. Robinson moved to approve, and Professor Robert J. Twieg seconded.

Program Coordinator Meghan Harper explained that the program currently exists as a concentration. Meghan recognized that the recommendation came from Therese Tillett and stated that they made the change so that they would be in compliance with the rules for the concentration. She stated that they have to respond to several different accrediting bodies, including Council for Accreditation of Educator Preparation, the American Library Association, in addition to Ohio Department of Education. Separating the program to be a major will allow them greater flexibility in meeting accreditation requirements. She clarified that there are no changes in the course requirements.

With no questions or comments, EPC members passed the item unanimously.

Provost Diacon asked if any EPC Graduate Council member would like to discuss any graduate lesser item or action item. Hearing no response, Provost Diacon moved to the undergraduate agenda.

**Undergraduate EPC Action Item 1: Establishment of an Actuarial Mathematics [AMAT] major within the Bachelor of Science [BS] degree, to be offered at the Kent Campus.**

Professor Edward Dauterich made a motion to approve the item, and Interim Dean Kenneth J. Burhanna seconded the motion.

Professor Darci L. Kracht stated that the program, since 2009, has been the concentration in the mathematics major. She said that the department was asked to consider making this into a major, because they are out of compliance with the rules for concentration. She expanded that there was not enough overlap. A lot of changes were made in the program last year. Professor Kracht explained that the only change in the program, other than changing it from a concentration into a major, would be the addition of a communication course as one of the requirements. She stated that students used to have to take COMM 15000 as a prerequisite for one of the finance courses and that it was an oversight that they did not have it in last year. Professor Kracht said that the program is successful; by changing it into a major, the department hopes to raise the profile of it and attract more students. She said that faculty have good relationships with employers in the area, and students secure internships and jobs in companies such as Progressive, Erie Insurance.

Provost Diacon asked for clarification on the definition of actuarial mathematics. Professor Kracht replied that actuarial mathematics is the analysis of risk. Typically, actuaries work in the insurance industry. She said they might price policies for life insurance and may look at expected life and the value of a policy upon death. Actuarial mathematics brings together probability, statistics and financial mathematics. Professor Kracht expanded that the program is interdisciplinary with courses in finance, economics, computer science and communications. She noted that actuarial mathematics is always listed in the top of 10 best careers.

EPC members did not have any questions or comments and passed the item unanimously.

**Undergraduate EPC Action Item 2: Establishment of the Criminology and Justice Studies [CRJU] major within the Associate of Applied Science [AAS] degree, to be offered fully online and on-ground at the Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas campuses, and the Regional Academic Center in Twinsburg.**

Associate Professor Vanessa J. Earp motioned to approve, and Dean Sonia A. Alemagno seconded.

College Special Assistant Larry Froehlich said the proposed program will give students an opportunity to matriculate into the Bachelor of Arts degree in Criminology and Justice Studies. It also gives the students in the Police Academy the opportunity to pursue a degree. The Regional College collaborated and coordinated with the Department of Sociology on the program's development.

EPC members did not have any questions or comments and passed the item unanimously.

---

**Undergraduate EPC Information Item 1: Implementation of a new articulation agreement process (transfer pathways) with community colleges.**

Director Johanna Pionke stated that the Office of ACAA has streamlined the articulation agreements and worked with partnering institutions to sign overarching pathway agreements. She explained that these agreements would contain the legal information that Kent State had prior in the articulation agreements. Director Pionke expanded that this will allow them to not have to go back for additional signatures every time they create a new pathway. She stated that all of the pathways come through her office and are vetted fully through the Credit Transfer office and the program's academic unit. She said that they are also being more strategic in terms of the pathways looking at data, data of the students that are coming in from these institutions, and the number of students graduating in different academic programs and where they are going. She clarified that they are looking at what is most beneficial for them and faculty in terms of developing those particular pathways. She informed the EPC members that they had a really big push with Cuyahoga Community College and are expanding out to Lakeland, Eastern Gateway, Stark State, Lorain County Community College, Columbus State, Belmont College and Clark State College.

Provost Diacon said that these pathways are helpful to all students at a community college who are seeking a bachelor's. With the push to have community colleges offer bachelor's degrees, these Articulation agreements can demonstrate that is not necessary by making the pathways more prevalent and clearer so that they have less of an argument that their student's needs are not being served.

EPC members did not have any questions or comments concerning this information item.

Executive Director Tillett stated that she wanted to call attention to course subject changes and especially the larger one that is the Management and Information Systems (MIS) course subject will be split to three different course subjects. She explained that this change will affect the College of Business Administration and other colleges that require these courses. She said that 300 courses will have different course subjects. Executive Director Tillett stated that the changes will be effective fall 2019 and asked EPC members to bring this to their adviser's attention to discuss with students.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 3:48 p.m.

Respectfully submitted,



Christa N. Ord  
Administrative Secretary, Curriculum Services  
Office of the Provost



KENT STATE  
UNIVERSITY  
Curriculum Guidelines



Curriculum Services  
Office of the Provost  
Last Revised: November 2018

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## INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to understand, develop and revise academic policies, programs, courses, units and agreements with curricular implications. The guidelines also provides a description of the procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular initiatives from conception through approval.

For any questions related to Kent State's curriculum and the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

### Office of Curriculum Services

**Location:** Suite 208, Schwartz Center, Kent Campus

**Tel:** 330-672-1628      **Fax:** 330-672-2645

**Web:** [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)

**E-mail:** [curriculum\\_services@kent.edu](mailto:curriculum_services@kent.edu)

Name	How We Can Help You	Extension / E-mail
<b>Therese Tillett</b> Associate Vice President	<ul style="list-style-type: none"> <li>▪ New degrees or majors</li> <li>▪ Academic policies</li> <li>▪ Academic structure changes (e.g., departments, centers)</li> <li>▪ Educational Policies Council</li> <li>▪ Curriculum Guidelines</li> </ul>	2-8558 / <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a>
<b>Jennifer Kellogg</b> Assistant Director	<ul style="list-style-type: none"> <li>▪ <i>University Catalog</i></li> <li>▪ <i>Explore Majors and Programs</i> website</li> <li>▪ Curriculum-related reporting (internal and external)</li> <li>▪ Course catalog in Banner, including prerequisite issues</li> <li>▪ General curriculum questions</li> <li>▪ Review of academic programs and courses for the following:               <ul style="list-style-type: none"> <li>▪ College of Aeronautics and Engineering</li> <li>▪ College of Business Administration</li> <li>▪ College of Communication and information</li> <li>▪ College of Education, Health and Human Services</li> <li>▪ College of Nursing</li> <li>▪ College of the Arts</li> <li>▪ University College</li> </ul> </li> </ul>	2-1885 / <a href="mailto:jkellog7@kent.edu">jkellog7@kent.edu</a>
<b>Aimee Bell</b> Academic Program Coordinator	<ul style="list-style-type: none"> <li>▪ <i>University Catalog</i></li> <li>▪ <i>Explore Majors and Programs</i> website</li> <li>▪ Course catalog in Banner, including prerequisite issues</li> <li>▪ General curriculum questions</li> <li>▪ Review of academic programs and courses for the following:               <ul style="list-style-type: none"> <li>○ College of Architecture and Environmental Design</li> <li>○ College of Arts and Sciences</li> <li>○ College of Podiatric Medicine</li> <li>○ College of Public Health</li> <li>○ Regional College</li> </ul> </li> </ul>	2-8559 / <a href="mailto:dvan@kent.edu">dvan@kent.edu</a>
<b>Christa Ord</b> Administrative Secretary	<ul style="list-style-type: none"> <li>▪ EPC and EPC Ad Hoc membership rosters and listservs</li> <li>▪ Meeting minutes</li> <li>▪ General questions and support</li> </ul>	2-1628 / <a href="mailto:cord@kent.edu">cord@kent.edu</a>

## I. CURRICULUM APPROVAL PROCESS

### ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Knows the discipline/program</li> <li>Keeps current in field</li> <li>Conducts research for the proposed changes</li> <li>Articulates rationale for curriculum decisions</li> <li>Works with others to document and submit proposals</li> <li>Seeks review and feedback on proposed changes</li> </ul>
<b>Program / Subject Area</b>	<ul style="list-style-type: none"> <li>Content experts</li> <li>Current in their profession</li> <li>Know competition</li> <li>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</li> <li>Works to meet accreditation needs</li> <li>Advises, informs and/or approves changes</li> </ul>
<b>Faculty Advisory Committee / Department Curriculum Committee</b>	<ul style="list-style-type: none"> <li>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</li> <li>Advisor to the chair/director</li> <li>Develops and maintains current instructional programs and course syllabi</li> <li>Approves internal modifications and solicit input from other departments where program changes and offerings may have an impact</li> <li>Approves all workshop and special topics courses each time a title changes</li> <li>Approves course content when offered off campus or online in accord with existing policies and procedures</li> <li>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</li> <li>Maintains strong departmental academic, instructional and grading standards</li> <li>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</li> </ul>
<b>School Director / Department Chair</b>	<ul style="list-style-type: none"> <li>Fosters the development of undergraduate and graduate programs within university guidelines</li> <li>Encourages appropriate curriculum modifications, changes and innovations in programs</li> <li>Approves resource allocations</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Ensures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</li> </ul>
<b>College Curriculum Committee</b>	<ul style="list-style-type: none"> <li>Reviews curricular proposals from schools/departments within college</li> <li>Initiates course, program requirement and policy proposals</li> <li>Made aware of special topics and other academic changes</li> <li>Examines curriculum impact and duplication within and outside college</li> <li>Ensure appropriate consultation of impact</li> <li>Seeks curriculum changes that may be complementary and/or basis for collaboration</li> <li>Source of information to units about curricular-related changes and requirements</li> <li>Garner support when inactivation is identified</li> <li>Looks for letters of support</li> <li>Reviews resources (e.g., staffing, facilities, library)</li> <li>Review program outcomes for alignment with college mission</li> <li>Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</li> </ul>

Role	Curriculum Responsibilities
<b>College Dean / Campus Dean</b>	<ul style="list-style-type: none"> <li>▪ Reviews impact on finances, faculty, facilities, equipment, support staff</li> <li>▪ Seeks opportunities to leverage existing/emerging resources</li> <li>▪ Participates in accreditation reviews and decisions</li> <li>▪ Assesses sustainability, demand, need, placement</li> <li>▪ Examines curriculum impact and duplication in and outside college/campus</li> <li>▪ Ensures curricular initiatives align with the college/campus strategic goals and priorities</li> </ul>
<b>Institutional Academic Advisory Committees</b>	<p><u>EPC Ad Hoc Committee</u></p> <ul style="list-style-type: none"> <li>• Reviews, initiates and recommends policies to promote student success</li> </ul> <p><u>Graduate Dean's Advisory Committee (GDAC)</u></p> <ul style="list-style-type: none"> <li>▪ Reviews and advises on graduate academic and operational issues</li> <li>▪ Initiates and recommends changes to the graduate studies dean</li> </ul> <p><u>Undergraduate Deans Committee (UDC)</u></p> <ul style="list-style-type: none"> <li>▪ Reviews and advises on undergraduate academic and operational issues</li> <li>▪ Initiates and recommends changes to the EPC</li> </ul> <p><u>University Requirements Curriculum Committee (URCC)</u></p> <ul style="list-style-type: none"> <li>▪ Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</li> <li>▪ Reviews and approves courses and policies for conformity to these requirements</li> <li>▪ Periodic reviews and recommends changes in these requirements</li> <li>▪ Directs assessment and evaluation of student success within these requirements</li> </ul>
<b>Graduate Studies Dean</b>	<ul style="list-style-type: none"> <li>▪ Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval</li> <li>▪ Communicates to other departments</li> <li>▪ Notify state when program inactivated or changed delivery mode</li> <li>▪ Facilitate program review process</li> <li>▪ Oversees advisory committee to review graduate curriculum and policies</li> <li>▪ Implements admission process</li> <li>▪ Decides exceptions to admission criteria</li> </ul>
<b>Curriculum Services</b>	<ul style="list-style-type: none"> <li>▪ Provides holistic view of university curriculum</li> <li>▪ Assists and guides faculty and units in proposing change</li> <li>▪ Maintains curriculum process, procedures and management system</li> <li>▪ Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</li> <li>▪ Implements approved changes (catalog, course inventory, program inventory)</li> <li>▪ Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, GPA degree audit, student financial aid)</li> <li>▪ Maintains curriculum archive</li> <li>▪ Responds to questions about changes/curriculum process</li> <li>▪ Secretary and coordinator for the EPC</li> <li>▪ Reports curriculum to state, federal and other agencies</li> <li>▪ Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures</li> <li>▪ Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</li> <li>▪ Knowledgeable about university academic programs and policies</li> <li>▪ Liaison with Ohio Department of Higher Education for undergraduate curriculum</li> <li>▪ Ensure consistency of process</li> <li>▪ Source of information and archives about university curriculum</li> </ul>
<b>Provost</b>	<ul style="list-style-type: none"> <li>▪ Involved in the strategic goals of the university</li> <li>▪ Sets the university agenda for academic programming and determines priorities</li> <li>▪ Reviews significant academic changes with initiators/deans prior to approval</li> <li>▪ Approves all items that will go before the Board of Trustees for approval</li> <li>▪ Signs articulation agreements and new program proposals</li> <li>▪ Introduces and champions academic items to Board of Trustees</li> <li>▪ Approves EPC agenda before publication and chairs the EPC meeting</li> <li>▪ Mediates/facilitates differences and determines course of action</li> </ul>

Role	Curriculum Responsibilities
<b>Educational Policies Council (EPC)</b>	<ul style="list-style-type: none"> <li>▪ Committee of the Faculty Senate</li> <li>▪ Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</li> <li>▪ Approves overall curricular planning and policy guidelines for the university</li> <li>▪ Arbitrates interdepartmental and intercollegiate curricular disputes or misunderstandings</li> <li>▪ Monitors changes generated by a specific academic unit as they affect other areas</li> <li>▪ At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</li> <li>▪ Acts on matters referred to the council</li> <li>▪ Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</li> </ul>
<b>Faculty Senate</b>	<ul style="list-style-type: none"> <li>▪ Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</li> <li>▪ Examines curriculum impact, demand and duplication of resources across university</li> <li>▪ Delegates curriculum initiatives to subcommittees</li> <li>▪ Oversees academic standards and educational policies and academic programs</li> <li>▪ Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</li> </ul>
<b>President</b>	<ul style="list-style-type: none"> <li>▪ Kept apprised by new curriculum by the provost</li> <li>▪ Determines university resource allocations and priorities</li> <li>▪ Defines mission and goals of the university jointly with the Board of Trustees</li> <li>▪ Champions the university's strategic plan</li> </ul>
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>▪ Defines mission and goals of the university jointly with the president</li> <li>▪ Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education</li> <li>▪ Approves academic structure changes</li> <li>▪ Approves university-wide academic policies</li> <li>▪ Reviews curriculum viability and student need and success</li> <li>▪ Reviews and discusses information items presented by the provost</li> </ul>
<b>Ohio Department of Higher Education</b>	<ul style="list-style-type: none"> <li>▪ Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs</li> <li>▪ Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</li> <li>▪ Assigns subsidy level to courses</li> <li>▪ Set curriculum guidelines for public intuitions</li> <li>▪ Initiates transfer pathways between public institutions</li> </ul>
<b>Higher Learning Commission</b>	<ul style="list-style-type: none"> <li>▪ Approves new degree programs</li> <li>▪ Approves new locations for program offerings</li> <li>▪ Approves new contractual or consortium agreement to offer a program</li> <li>▪ Notified of new certificate programs</li> <li>▪ Approves new certificate programs that comprise courses (50%+) developed specifically for the certificate</li> </ul>

**PROGRAM APPROVAL CHART**

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

Curriculum Proposal	Dept / School	College	URCC	Grad Studies	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
<b>Changes to Academic Units</b>										
Establish or revise substantially a college that affects the region or other institutions (e.g., College of Medicine)	A	A		A	A	A - Mar	A	A	A	
Establish, revise or inactivate/consolidate a college, department or school	A	A		A	A	A - Mar	A	A		
Establish, revise or inactivate/consolidate a center or institute with curricular implications	A	A		A	A	A - Mar	A	A		
Revise name of a college, department or school	A	A		A	A	A - Mar	A	A		
Revise name of a center or institute with curricular implications	A	A		A	A	A - Mar	A	A		
<b>Changes to Degrees</b>										
Establish a graduate degree	A	A		A	A	A - (1)	A	A	A	A
Establish an undergraduate degree	A	A			A	A - (1)	A	A	A	A
Establish, revise or inactivate a combined (e.g., BA/MA) or dual degree (e.g., MBA/MEd) of existing degrees	A	A		A	A	N - Jan				
Revise name of a graduate degree	A	A		A	A	A - Jan	A	A	A	
Revise name of an undergraduate degree	A	A			A	A - Jan	A	A	A	
Inactivate a graduate degree	A	A		A	A	A - Jan	A	A	A	
Inactivate an undergraduate degree	A	A			A	A - Jan	A	A	A	
<b>Changes to Majors (and Major Concentrations)</b>										
Establish a graduate major	A	A		A	A	A - (1)	A	A	A	A
Establish an undergraduate major	A	A			A	A - (1)	A	A	A	A
Establish a graduate concentration	A	A		A	A	N - Jan				
Establish an undergraduate concentration	A	A			A	N - Jan				
Establish, revise or inactivate contractual or consortia agreement to deliver courses (content or platform) or outsource aspects of a major	A	A		A	A	N - Jan				N
Revise name of a graduate major	A	A		A	A	A - Jan	A	A	A	
Revise name of an undergraduate major	A	A			A	A - Jan	A	A	A	
Revise name of a graduate concentration	A	A		A	A	N - Jan				
Revise name of an undergraduate concentration	A	A			A	N - Jan				
Revise requirements of a graduate major or concentration	A	A		A	A	N - Jan				
Revise requirements of an undergraduate major /concentration	A	A			A	N - Jan				
Revise admission criteria of a graduate major	A	A		A	A	N - May <sup>3</sup>				

**EPC deadline** is the last meeting month to become effective for next academic year. See [EPC website](#) for meeting schedule and deadlines.

**A= Approval N=Notification**

Curriculum Proposal	Dept / School	College	URCC	Grad Studies	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
<b>Changes to Majors (and Major Concentrations) <i>continued</i></b>										
Revise admission criteria of an undergraduate major	A	A			A	N - May <sup>3</sup>				
Revise online/location (50%+) of a graduate major	A	A		A	A	N - (1)			A	A <sup>2</sup>
Revise online/location (50%+) of an undergraduate major	A	A		A	A	N - (1)			A	A <sup>2</sup>
Revise unit "ownership" of a graduate major	A	A		A	A	A - Jan	A			
Revise unit "ownership" of an undergraduate major	A	A			A	A - Jan	A			
Suspend admission (temporary) of a major or concentration	A	A			A	N - Jan				
Inactivate a graduate major	A	A		A	A	A - Jan	A	A	A	
Inactivate an undergraduate major	A	A			A	A - Jan	A	A	A	
Inactivate a graduate concentration	A	A		A	A	N - Jan				
Inactivate an undergraduate concentration	A	A			A	N - Jan				
<b>Changes to Minors</b>										
Establish a minor	A	A			A	A - Jan				
Revise name of a minor	A	A			A	N - Jan				
Revise requirements of a minor	A	A			A	N - Jan				
Revise admission criteria of a minor	A	A			A	N - Jan				
Revise online/location (50%+) of a minor	A	A			A	N - Jan				
Suspend admission or inactivate a minor	A	A			A	N - Jan				
<b>Changes to Certificates</b>										
Establish a graduate certificate	A	A		A	A	N - Jan			A <sup>4</sup>	A <sup>5</sup>
Establish an undergraduate certificate	A	A			A	N - Jan			A <sup>4</sup>	A <sup>5</sup>
Revise name of a graduate certificate	A	A		A	A	N - Jan				
Revise name of an undergraduate certificate	A	A			A	N - Jan				
Revise requirements of a graduate certificate	A	A		A	A	N - Jan				
Revise requirements of an undergraduate certificate	A	A			A	N - Jan				
Revise admission criteria of a graduate certificate	A	A		A	A	N - May <sup>3</sup>				
Revise admission criteria of an undergraduate certificate	A	A			A	N - May <sup>3</sup>				
Revise online/location (50%+) of a graduate certificate				A		N - Jan				
Revise online/location (50%+) of an undergraduate certificate						N - Jan				
Suspend admission or inactivate a graduate certificate	A	A		A	A	N - Jan				
Suspend admission or inactivate an undergraduate certificate	A	A			A	N - Jan				
<b>Changes to Courses</b>										
Establish, revise or inactivate a course	A	A			A	N - Jan				
Establish, revise or inactivate a course subject (e.g., CHEM)	A	A			A	N - Jan				
Designate a course as a Kent Core	A	A	A		A	A - Jan	A			
Designate a course as diversity (global/domestic), writing intensive, experiential learning, first-year orientation	A	A	A		A	N - Jan				

**EPC deadline** is the last meeting month to become effective for next academic year. See [EPC website](#) for meeting schedule and deadlines.

**A= Approval N=Notification**

Curriculum Proposal	Dept / School	College	URCC	Grad Studies	Provost	EPC - Deadline	Senate	Trustees	ODHE	HLC
<b>Changes to Courses <i>continued</i></b>										
Revise or inactivate a course as a Kent Core, diversity, writing intensive, experiential learning, first-year orientation	A	A	A		A	N - Jan				
<b>Changes to Policies</b>										
Establish, revise or inactivate a university-wide academic policy, operational procedure or regulation				A	A	A - Apr	A	A		
Establish a graduate academic requirement				A	A	A - Apr	A	A		
Establish an undergraduate academic requirement			A		A	A - Apr	A	A		
Establish, revise or inactivate a graduate academic policy in an academic unit	A	A		A	A	N - Apr				
Establish, revise or inactivate an undergraduate academic policy in an academic unit	A	A			A	N - Apr				
Revise or inactivate a graduate academic requirement				A	A	A - Apr	A			
Revise or inactivate an undergraduate academic requirement			A		A	A - Apr	A			
<b>Changes to Other Academic Initiatives</b>										
Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Honors Program, Military Studies, Washington Program)	A	A		A	A	A - Jan	A	N		

**EPC deadline** is the last meeting month to become effective for next academic year. See [EPC website](#) for meeting schedule and deadlines.

**A= Approval N=Notification**

1. Because this action requires external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.
2. The Higher Learning Commission requires approval for a new location.
3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is one year before implementation (e.g., May 2020 EPC approval for fall 2021 admission).
4. Undergraduate certificates that are designated as "technical" (see page 24) require approval from the Ohio Department of Higher Education (ODHE). Graduate certificates that are 21+ credit hours require approval from the ODHE Chancellor's Council on Graduate Study (CCGS).
5. Kent State must notify the Higher Learning Commission (HLC) of all new certificates. However, HLC approval is required for certificates of which 50+ percent of the courses were developed specifically for the program.

## TIMELINE EXAMPLES FOR NEW DEGREES AND MAJORS

The tables below may be helpful to understand the approval steps and estimated timeline to implement a new degree or major. Please note that while most approving bodies have set meetings to review and approve a new degree program, it is not guaranteed that your proposal will be placed on the desired agenda; therefore, the timeframe for approval from those bodies is an estimate.

Before submitting a proposal to the EPC, it is important to first gain approval from the provost (and the graduate studies dean if a graduate program). Please work with Curriculum Services when seeking that approval. The provost or graduate studies dean may request a meeting with the college dean to discuss the proposal before it moves forward.

For a new undergraduate degree or major, the process averages to six months between approval of full proposal by EPC and approval by the ODHE, with the fastest (in the past three years) at three months and the longest at 10 months.

Graduate proposals have typically taken six to nine months between EPC and ODHE approval.

However, those approximates do not take into account the whole process, including faculty development of the program and courses, submission of the initial inquiry/program development plan (first step) and faculty and unit approvals. Nor does the approximates include approval by the Higher Learning Commission, which can take anywhere between five weeks and six months, or not even need to be equated into the approval timeline.

Therefore, it is encouraged that faculty meet with Curriculum Services to discuss the proposed and development so that staff can create an estimated timeline specific to the proposal.

Abbreviations: CCC – College Curriculum Committee  
CCGS – Chancellor's Council on Graduate Studies  
EPC – Educational Policies Council  
HLC – Higher Learning Commission  
ODHE – Ohio Department of Higher Education

## NEW UNDERGRADUATE DEGREES AND MAJORS

*Year example: X=2019, Y=2020, Z=2021*

Approving Steps	Timeline 1	Timeline 2	Timeline 3	Timeline 4
Program approved by faculty, chair/director, CCC, college dean	Jan (year X)	Feb – April (year X)	May – Sep (year X)	Oct – Dec (year X)
Program approved by provost (meeting with college dean) <sup>1</sup>	Feb (year X)	Mar – May (year X)	Jun – Oct (year X)	Nov (year X) – Jan (year Y)
Initial inquiry on EPC agenda (information item)	Feb (year X)	Mar – May (year X)	Aug – Oct (year X)	Nov (year X) – Jan (year Y)
Initial inquiry sent to ODHE for preliminary approval <sup>2</sup>	Feb (year X)	Mar – May (year X)	Aug – Oct (year X)	Nov (year X) – Jan (year Y)
Full proposal approved by faculty and chair/director	Mar (year X)	Apr – Aug (year X)	Sep – Nov (year X)	Dec (year X) – Jan (year Y)
Full proposal approved by CCC and college dean	Apr (year X)	May – Sep (year X)	Oct – Dec (year X)	Jan – Feb (year Y)
Full proposal approved by EPC <sup>3</sup>	May (year X)	Aug – Oct (year X)	Nov (year X) – Jan (year Y)	Feb – Apr (year Y)
Full proposal approved by Faculty Senate	Jul (year X) <sup>4</sup>	Sep – Nov (year X)	Dec (year X) – Feb (year Y)	Mar – May (year Y)
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)
Program approved by ODHE chancellor <sup>5</sup>	Dec (year X) – Feb (year Y)	Mar – May (year Y)	Jun – Aug (year Y)	Sep – Nov (year Y)
Implementation if HLC full review is <u>not</u> required <sup>6</sup>	Fall Y	Fall Y	Fall Y	Fall Z
Program approved by HLC if full review is required <sup>7</sup>	Apr – Aug (year Y)	Aug – Nov (year Y)	Nov (year Y) – Feb (year Z)	Feb – May (year Z)
Implementation if HLC full review is required <sup>6</sup>	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z

**NEW GRADUATE DEGREES AND MAJORS***Year example: X=2019, Y=2020, Z=2021*

<b>Program Approving Steps</b>	<b>Timeline 1</b>	<b>Timeline 2</b>	<b>Timeline 3</b>	<b>Timeline 4</b>
Program approved by faculty, chair/director, CCC, college dean	Jan (year X)	Feb – April (year X)	May – Sep (year X)	Oct – Dec (year X)
Program approved by graduate studies dean (meeting with college dean) <sup>1</sup>	Feb (year X)	Mar – May (year X)	Jun – Oct (year X)	Nov (year X) – Jan (year Y)
Program development plan on EPC agenda (information item)	Feb (year X)	Mar – May (year X)	Aug – Oct (year X)	Nov (year X) – Jan (year Y)
Full proposal approved by faculty and chair/director	Mar (year X)	Apr – Aug (year X)	Sep – Nov (year X)	Dec (year X) – Feb (year Y)
Full proposal approved by CCC and dean	Apr (year X)	May – Sep (year X)	Oct – Dec (year X)	Jan – Mar (year Y)
Full proposal approved by graduate studies dean	Apr – May (year X)	May – Oct (year X)	Oct (year X) – Jan (year Y)	Jan – Apr (year Y)
Full proposal approved by EPC <sup>3</sup>	May (year X)	Aug – Oct (year X)	Nov (year X) – Jan (year Y)	Feb – Apr (year Y)
Full proposal approved by Faculty Senate	Jul (year X) <sup>4</sup>	Sep – Nov (year X)	Dec (year X) – Feb (year Y)	Mar – May (year Y)
Program approved by Board of Trustees	Sep (year X)	Dec (year X)	Mar (year Y)	Jun (year Y)
Program approved by CCGS and ODHE chancellor <sup>5</sup>	Dec (year X) – Feb (year Y)	Feb – Apr (year Y)	Jun – Aug (year Y)	Aug – Oct (year Y)
Implementation if HLC full review is <u>not</u> required <sup>6</sup>	Fall Y	Fall Y	Fall Y	Fall Y/Fall Z
Program approved by HLC if full review is required <sup>7</sup>	Apr – Aug (year Y)	Jun – Oct (year Y)	Nov (year Y) – Feb (year Z)	Dec (year Y) – Apr (year Z)
Implementation if HLC full review is required <sup>6</sup>	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z

1. Meeting date depends on provost/dean availability.
2. The initial inquiry for an undergraduate program must be acknowledged with no concerns by ODHE before the full proposal can be placed on the EPC agenda.
3. If HLC has determined that a graduate proposal requires a full review, the Office of Accreditation, Assessment and Learning will work with the lead faculty after EPC approval to complete the substantial change request for submission to the HLC.
4. Faculty Senate may cancel its July meeting; therefore, the item will be held until its September meeting.
5. Once a program has received a recommendation for approval (either by ODHE staff for undergraduate or CCGS for graduate), the proposal is posted for a 10-day public comment period, followed by a review from state legal counsel and then a signed approval letter from the chancellor. Before that happens, for a graduate program, the full proposal is sent to CCGS for a four-week review and feedback by members. That feedback must be incorporated into the proposal and resubmitted to CCGS. Following submission of the revised proposal, either the proposal is voted upon by members online or at a meeting presentation in Columbus.
6. New degrees and majors must have received approval from both the ODHE and the HLC before the college can publicize the new program and before students can apply and be admitted. Once approved, Curriculum Services adds the program to the University Catalog and Explore Programs and Degrees website for the appropriate academic year. The office also works with the admissions offices to ensure the program is added to applications, and with the Graduation Planning System Office to update the degree audit.
7. The Higher Learning Commission stipulates proposals should be submitted six months before term in which they are proposed to be offered. There is no way to predict approval time as we have seen HLC take anywhere from five weeks to more than six months to approve a new Kent State degree program. There are also instances where the HLC will determine that a new degree or major does not constitute a substantial change and, therefore, no formal review and approval is required.

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**DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS**


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	Deadline	Effective Term	Notes
<b>Programs</b>	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving new and inactivated programs,* revisions to a program's course or grade requirements and any other revision that changes the criteria for students to progress in or to graduate with the program.
<b>Courses</b>	January EPC meeting	Subsequent fall semester e.g., January 2020 for fall 2020	January is the final meeting for approving courses for fall implementation.
	April EPC meeting	Subsequent spring semester e.g., April 2020 for spring 2021	April is the final meeting for approving <u>new</u> courses for spring implementation.
<b>Policies</b>	April EPC meeting	Subsequent fall semester e.g., April 2020 for fall 2020	April is the final meeting for approving university and college policies for fall implementation.
<b>Program Admission</b>	May EPC meeting	Fall semester after next e.g., May 2020 for fall 2021	May is the final meeting for approving admission criteria for a program.

\* Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online, in an accelerated delivery or at another campus or location—all of which require external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.

## II. ACADEMIC ORGANIZATION

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### POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

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#### ADMINISTRATIVE POLICY 3342-2-03.1

- A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

#### B. Policy Implementation.

##### 1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

##### 2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

### **3. Departments and dependent schools**

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

### **4. Independent school or graduate school**

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

- g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

## 5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
  - (1) Libraries and Media Services
  - (2) Research and Graduate Studies
  - (3) Undergraduate Studies

## 6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

## 7. Center

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.

- e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

#### **8. Other Designations for General-Purpose Organizational Structures**

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

#### **C. Review Procedures for Secondary Administrative Units**

- 1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
- 2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
- 3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: March 1, 2015

Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/1982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 8/13/2007

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## ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

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Kent State University's academic administrative organization under the auspices of Academic Affairs comprises 13 colleges, 21 departments, 15 schools, two centers, two divisions and eight campuses.

### **College of Aeronautics and Engineering**

### **College of Architecture and Environmental Design**

### **College of the Arts**

- School of Art
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Hugh A. Glauser School of Music
- School of Theatre and Dance

### **College of Arts and Sciences**

- Center for Comparative and Integrative Programs
- Center for the Study of Gender and Sexuality
- Department of Anthropology
- Department of Biological Sciences
- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of English
- Department of Geography
- Department of Geology
- Department of History
- Department of Mathematical Sciences
- Department of Modern and Classical Language Studies
- Department of Pan-African Studies
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychological Sciences
- Department of Sociology
- School of Biomedical Sciences
- School of Peace and Conflict Studies

### **College of Business Administration**

- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

### **College of Communication and Information**

- School of Communication Studies
- School of Digital Sciences
- School of Information
- School of Journalism and Mass Communication
- School of Visual Communication Design

### **College of Education, Health and Human Services**

- School of Foundations, Leadership and Administration
- School of Health Sciences
- School of Lifespan Development and Educational Sciences
- School of Teaching, Learning and Curriculum Studies

### **College of Nursing**

### **College of Podiatric Medicine**

### **College of Public Health**

### **Honors College**

### **Regional College**

### **University College**

### **Division of Graduate Studies**

### **Division of University Libraries**

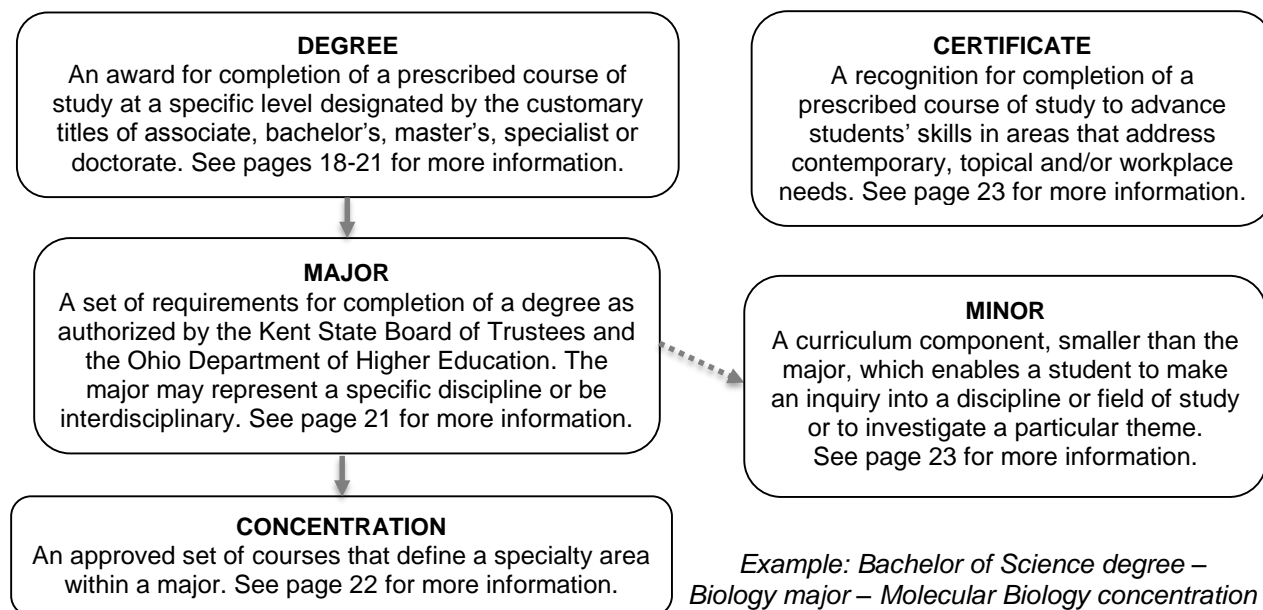
### **Kent State University Campuses**

- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus (includes Regional Academic Center in Twinsburg)
- Kent Campus (includes Independence site)
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus

### III. ACADEMIC PROGRAMS

#### ACADEMIC DEGREE AND PROGRAM NOMENCLATURE

Kent State uses the following naming conventions for programs of study recognized and awarded by the university. All are displayed on the student's transcript.



#### KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Associate	Degrees	5	5	5	5	5	5	5
	Majors *	35	35	35	35	31	28	24
	Concentrations	24	24	24	24	21	21	21
Bachelor's	Degrees	12	12	12	12	12	12	13
	Majors *	122	125	120	123	123	127	133
	Concentrations	192	201	207	202	207	196	196
Master's	Degrees	18	22	22	22	22	22	23
	Majors *	110	114	115	113	111	106	108
	Concentrations	161	146	154	150	145	153	146
Post-Master's	Degrees	1	1	1	1	1	1	1
	Majors *	6	6	6	6	6	6	6
Doctoral	Degrees	4	4	4	4	4	4	4
	Majors *	48	49	49	49	50	48	48
	Concentrations	25	26	26	26	24	17	23
<b>Total Degrees</b>		<b>40</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>46</b>
<b>Total Majors</b>		<b>321</b>	<b>329</b>	<b>325</b>	<b>326</b>	<b>321</b>	<b>315</b>	<b>319</b>
Certificates	Undergraduate	16	19	18	18	20	18	20
	Post-Bachelor's	17	19	20	24	26	24	25
	Post-Master's	28	28	23	25	23	12	12
Undergraduate Minors		135	145	145	150	153	164	169
Courses **		7,619	7,848	8,029	8,247	8,517	8,680	8,510

\* Majors in multiple degrees are counted separately (e.g., the Physics major within the BA and BS degrees is counted twice). Majors that have admissions suspended temporary are included in the count.

\*\* Not included in this count are courses on hold pending inactivation.

## DEGREE DEFINITIONS

### ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's regional campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree should not exceed four semesters of full-time study.

The **Associate of Arts** (AA) and **Associate of Science** (AS) degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University:

<u>Curriculum Requirements</u>	<u>Credits Hours</u>
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
General Electives <sup>1</sup>	23
<b>Minimum Total</b>	<b>60</b>

1. Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business** (AAB) and the **Associate of Applied Science** (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State:

<u>Curriculum Requirements</u>	<u>Credits Hours</u>
Major Requirements (technical) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
<b>Minimum Total</b>	<b>60</b>

1. A technical major constitutes an area of specialization and may include concentration requirements.
2. Non-technical requirements (including Kent Core, orientation and courses related to the technical field) should comprise approximately 50+ percent (i.e., minimum 30 credit hours) of total program.
3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

The **Associate of Technical Study** (ATS) degree is an individually planned program of study designed to respond to the need for specialized technical education and clearly identifiable career objectives. The Ohio Department of Higher Education divides the ATS degree into two types:

- **Type a** allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the ATS degree type a declare the Individualized Program major at Kent State.

- **Type B** provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, career centers or other educational enterprises judged by Kent State to be of college level and for which Kent State awards degree credit. Students in the ATS degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS degree at Kent State University is the following:

<u>Curriculum Requirements</u>	<u>Credit Hours</u>
Major Requirements (technical or articulated credit) <sup>1</sup>	30
Additional Requirements (non-technical) <sup>2</sup>	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) <sup>3</sup>	15
<b>Minimum Total</b>	<b>60</b>

1. The major should comprise a minimum 30 credit hours of technical coursework, which may include maximum 30 credit hours of articulated credit.
2. Non-technical requirements include courses closely related to the technical field.
3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

## BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning.

The degree requires a minimum of 120 semester credit hours of coursework; bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

The curriculum structure of the bachelor's degree at Kent State University is the following:

<u>Curriculum Requirements</u>	<u>Credits Hours</u>
Major Requirements (may include concentrations) <sup>1</sup>	minimum 30
Additional Requirements	varies
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
Writing-Intensive Course Requirement <sup>2</sup>	varies
Diversity Requirement (two approved courses) <sup>3</sup>	varies
Experiential Learning Requirement <sup>4</sup>	varies
General Electives	varies
<b>Minimum Total</b>	<b>120</b>

1. Concentrations must include a minimum of 50 percent of the curriculum within the major, see 24 for more information.
2. The major must include an upper-division, writing-intensive course (WIC). Although students must complete a WIC with a minimum C grade to earn a bachelor's degree (as a university requirement), the major course designated as WIC does not need to be specified with a minimum C grade as a graduation requirement for that particular major.
3. Diversity-designated courses are not required to be specified in a program's curriculum. Students complete the diversity requirement by selecting one course from the Kent Core and one course from the Kent Core, a declared program, an elective or a semester of study abroad (the latter with dean's approval).
4. The experiential learning requirement (ELR) may be a major or elective course, a component of a course or a non-credit paid or unpaid experience (e.g., internship). An ELR-designated course is not required to be specified in a program's curriculum.

Within this structure, the content of programs determines the type of bachelor's degree:

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

**Professional bachelor's degrees** tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional/ licensing body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers nine professional or technical undergraduate degrees:

Bachelor of Applied Horticulture (BAH)	Bachelor of Science in Education (BSE)
Bachelor of Business Administration (BBA)	Bachelor of Science in Information Technology (BSIT)
Bachelor of Fine Arts (BFA)	Bachelor of Science in Nursing (BSN)
Bachelor of Music (BM)	Bachelor of Science in Public Health (BSPH)
Bachelor of Radiologic and Imaging Sciences Technology (BRIT)	

"2+2" Bachelor's Degree Programs: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree. An example is the Bachelor of Science degree in Respiratory Care, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care and are registered respiratory therapists.

## MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than an accumulation of credits beyond the baccalaureate.

The master's degree normally requires two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, But generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis (6 credit hours), project, research paper and/or comprehensive examination.

Academic credit applicable to the master's degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission. No more than 50 percent of the program's coursework may be at the 50000 level (i.e., graduate courses slashed/co-scheduled with undergraduate courses).

Majors within the **Master of Arts** (MA) degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science** (MS) degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

**Professional master's degrees** are designed to emphasize a core for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 20 professional master's degrees:

Master of Architecture (MArc)	Master of Landscape Architecture II (MLA2)
Master of Arts in Economics (MAE)	Master of Liberal Studies (LSM)
Master of Arts in Teaching (MAT)	Master of Library and Information Science (MLIS)
Master of Business Administration (MBA)	Master of Music (MM)
Master of Digital Sciences (MDS)	Master of Public Administration (MPA)
Master of Education (MEd)	Master of Public Health (MPH)
Master of Fine Arts (MFA)	Master of Science in Accounting (MSA)
Master of Geographic Information Science (MGISc)	Master of Science in Nursing (MSN)
Master of Health Care Design (MHCD)	Master of Technology (MTech)
Master of Landscape Architecture I (MLA1)	Master of Urban Design (MUD)

## POST-MASTER'S DEGREE

The **Educational Specialist (EdS)** degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis But will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

## DOCTORAL DEGREE

The **Doctor of Philosophy (PhD)** degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree, of which 30 credit hours are for the dissertation.

**Professional doctoral degrees** educate students for professional practice, rather than the research-focused PhD. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.

Kent State offers three professional doctorates:

Doctor of Audiology (AuD) <i>member of</i> <i>Northeast Ohio Audiology Consortium</i>	Doctor of Nursing Practice (DNP) Doctor of Podiatric Medicine (DPM).
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## ACADEMIC PROGRAM DEFINITIONS

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### MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. a major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department or school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements (e.g., minors) sometimes are specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester credit hours of specialized study leading to both breadth and depth in a particular discipline.

### **Concentration**

Majors may have concentrations (required or optional), which are approved set of courses to indicate in-depth knowledge or specialty area within the major and are recognized on the student's transcript.

Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the overall curriculum within the major. For undergraduate majors, this percentage does not include general education (Kent Core), additional program requirements (electives or required courses that are not considered major coursework and/or not counted in major GPA) and general electives. The rationale behind the Ohio Department of Higher Education mandate is to ensure that concentrations are not so unique to their major curriculum that they operate as unauthorized separate degree programs.

Example in practice – Program 1:

33	Major credits (shared by all concentrations – counts in major GPA)
+ 18	Concentration credits (unique to concentration – counts in major GPA)
51	Major curriculum credits
x .5	
<b>25.5</b>	50 percent mark

*Program 1 **fits the rule** because major credits (33) are more than 50 percent mark (25.5). Concentration includes 65% of the major curriculum.*

Example in practice – Program 2:

27	Major credits (shared by all concentrations – counts in major GPA)
+ 45	Concentration credits (unique to concentration – counts in major GPA)
72	Major curriculum credits
x .5	
<b>36</b>	50 percent mark

*Program 2 **does not fit the rule** because major credits (27) are not more than 50 percent mark (36). Concentration includes 38% of the major curriculum.*

Example in practice – Program 3:

30	Major credits (shared by all concentrations – counts in major GPA)
+ 30	Concentration credits (unique to concentration – counts in major GPA)
60	Major curriculum credits
x .5	
<b>30</b>	50 percent mark

*Program 3 **fits the rule** because major credits (30) are equal to 50 percent mark (30). Concentration includes 50% of the major curriculum.*

## MINOR

An academic minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.

Students in a bachelor's or an applied associate degree (e.g., AAB, AAS) or the Associate of Technical Study (ATS), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS–Individualized Program) may not declare a minor.

Students may not pursue a minor and a major in the same discipline. a minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students must formally declare a minor, similar to the process by which they declare the major.

## CERTIFICATE

Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing course inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education. Please be aware that certificates that comprise more than 50 percent of new courses (i.e., not from the existing course inventory) require formal approval from the Higher Learning Commission; that approval may take more than six months to receive.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the “gainful employment” regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at [www.ed.gov/category/keyword/gainful-employment](http://www.ed.gov/category/keyword/gainful-employment).

The Ohio Department of Higher Education defines the level of certificate programs as the following:

**Undergraduate General Certificates:** an award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

- **Postsecondary – Less Than One Academic Year:** Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours. (Banner code: CER1-1xx)
- **Postsecondary – At Least One, But Less than Two Academic Years:** Total program must be minimum 30 and maximum 59 credit hours. (Banner code: CER2-2xx)
- **Postsecondary – At Least Two, But Less than Four Academic Years:** Total program must be minimum 60 credit hours and maximum 119 credit hours. (Banner code: CER4-4xx)

**Undergraduate Technical Certificates:** an award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

- **Technical – One Year:** Total program must be minimum 30 credit hours, with the majority of the coursework completed in a pre-scribed technical area.
- **Technical – Less Than One Year:** Total program must be minimum 16 credit hours (for federal financial aid eligibility ) and maximum 29 credit hours.

#### **Graduate Certificates:**

- **Post-Baccalaureate:** Requires completion of a program of study beyond the bachelor's degree, But does not meet the requirements of a master's degree. Minimum admission requirement is the bachelor's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER6-6xx)
- **Post-Master's:** Requires completion of a program of study beyond the master's degree, But does not meet the requirements of a doctorate. Minimum admission requirement is the master's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER8-8xx)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

**NOTE:** the U.S. Department of Education approves federal financial aid eligibility for non-degree programs that prepare post-baccalaureate graduates to receive state licensure to teach in an elementary or secondary school. These are called "sub-baccalaureate certificates"; however, they are not designated as certificates at Kent State.

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## **ONLINE DELIVERY OF PROGRAMS**

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At Kent State, there are three types of online programs that academic units can offer:

1. **Online Only:** an online-only program has all (100 percent) of its required and elective courses offered fully online, with no expectation that students will take an on-ground course. The program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects students progression through the program for graduation.
2. **Hybrid (Online/On-Ground):** a hybrid program blends distance-education and on-ground course delivery. More than 50 percent of the program's course requirements are offered via distance education, and there are a reduced number of face-to face meetings. That 50 percent of course requirements does not include internship, practicum, field experience or student teaching courses.
3. **Online and On-Ground:** a program that is offered both online and on-ground has two separate deliveries: (1) a fully online program with the expectation no on-ground course requirements and (2) an on-ground program with the expectation that the majority of courses will be offered on-ground. Both online and on-ground programs are identical in all ways except course delivery (i.e., no difference in admission criteria, course requirements, student learning outcomes, etc.).

Any program that meets one of the three definitions above must be approved by the Ohio Department of Higher Education to be marketed and communicated to students as online. Please contact Curriculum Services to discuss the approval process.

A fully online program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects students progression through the program for graduation.

For a fully online program's culminating requirement (e.g., project, thesis), program faculty must allow for students to complete the requirement from a distance (e.g., students defending a thesis via web conferencing).

Students in a fully online program are given a different financial aid package (“cost of attendance”) as required by the U.S. Department of Education. Out-of-state students in an online program are given a discounted tuition rate. Therefore, fully online programs are coded differently in Banner—coded with “V” for virtual—to distinguish them from on-ground programs. This differentiation allows for correct federal and state reporting, bursar billing of tuition and fees, accreditation reporting, international student tracking and veteran’s services benefits processing. Failure to properly code online-only program results in non-compliance with federal Title IV financial aid regulations, which can result in substantial penalties to Kent State University.

**NOTE:** If an online delivery was not the intent of a program’s coordinators, But the program’s curriculum has enough flexibility so that individual students could fulfill requirements with a majority of online courses, the program does not need to be classified and/or approved as online.

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## SUSPENSION OF PROGRAMS

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A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) if the faculty plan to either reopen the program at a future date or phase out the program for future inactivation. a proposal for temporary suspension of admission into an academic program must be submitted through the college’s standard curriculum review and approval process with a proposed effective term. a program cannot be suspended for a term in which students have been admitted already.

Once temporary suspension of admissions to a program has been approved, Curriculum Services works with the offices of Admissions and Registrar to ensure that students cannot apply or be admitted to the program. The following sentence is added to the program’s page in the University Catalog: *Admission suspended as of [term]*.

During the suspension, no new or returning students will be able to declare the program. The college administering the program will ensure that active students declared in the program before the suspension will have the resources to complete their requirements within a timely manner.

At any time within five years of the initial suspension, the college may reopen admission or inactivate the program by submitting a proposal through the college’s standard curriculum review and approval process.

If admission into the program is not reopened within the specified five years, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies.

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## INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

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An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved.

Below are general definitions of some common agreements:

**Two-plus-two (2+2) articulation** is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor’s degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of Kent State’s BS degree in Hospitality Management.

**Dual admission** programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

**Partnerships** provide mutual support for the offering of an academic program. Example: Kent State offering the BBA degree onsite at Lorain County Community College.

**Joint, consortia or dual enrollment** agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one “enrollment” university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: the MFA degree in Creative Writing at Kent State, University of Akron and Youngstown State University.

**Cross registration** agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

**College Credit Plus** (formerly dual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. College Credit Plus courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. College Credit Plus courses taken at the high school become part of the high school student’s official college transcript; therefore, the earned course and credits will be accepted at Kent State.

**College tech prep** prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

**Trade competency (or block credit)** agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing ADN.

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## CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

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### MEANING OF THE CIP

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the unique names each institution may title their programs.

The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The 2010 edition is the fourth and current revision of the taxonomy. The full CIP database can be found at [nces.ed.gov/ipeds/cipcode](https://nces.ed.gov/ipeds/cipcode).

The programs within the CIP are organized on three levels:

1. Two-digit series that indicate a broad subject area. Example: 09 “Communication, Journalism and Related Programs.”
2. Four-digit series, of which the last two numbers represent an intermediate aggregation with that broad subject. Example: 09.09 “Public Relations, Advertising, and Applied Communication.”
3. Six-digit codes, of which the final two numbers indicate the specific subject matter of the individual program or course. Example: 09.0901 “Organizational Communication, General.”

Another example of a CIP:

(2 digits) **16. Foreign Languages, Literatures, and Linguistics.** Instructional programs that focus on foreign languages and literatures, the humanistic and scientific study of linguistics, and the provision of professional interpretation and translation services.

(4 digits) **16.09 Romance Languages, Literatures, and Linguistics.** Instructional content for this group of programs is defined in codes 16.0900 - 16.0999.

(6 digits) **16.0905 Spanish Language and Literature.** a program that focuses on the Spanish language and related dialects. Includes instruction in philology; Modern Castilian; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

## IMPORTANCE OF THE CIP

The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases. Since it was first published in 1980, the CIP has been used by NCES in the Integrated Postsecondary Education Data System (IPEDS) and its predecessor, the Higher Education General Information Survey (HEGIS), to code degree completions.

The CIP is used by other Department of Education offices, such as the Office for Civil Rights, the Office of Vocational and Adult Education and the Office of Special Education, and serves as the standard on instructional programs for other federal agencies, including the National Science Foundation, the Department of Commerce (Bureau of the Census), the Department of Labor (Bureau of Labor Statistics), and the Department of Homeland Security (Immigration and Customs Enforcement), among others.

The CIP is used by state agencies (including the Ohio Department of Higher Education), national associations, academic institutions and employment counseling services for collecting, reporting and analyzing instructional program data.

The Ohio Department of Higher Education has adopted the CIP for determining course subsidy for public institutions. All of Kent State courses and their assigned CIP code are reported to the state three times a year.

Given this wide range of uses, it is important that CIP codes reflect the best overall description of a program or course, and not tailored to any specific use or application.

## ASSIGNMENT OF THE CIP

CIP codes at Kent State University are assigned by Curriculum Services, consistent with guidance from NCES.

- CIP codes are assigned to majors, certificate programs and courses. Degrees, minors and concentrations are not assigned CIP codes (concentrations are considered a subset of their major and are reported under the major CIP code).
- Each major, certificate and course is assigned the single CIP code that best represents the focus and content of the program or course. When a program or course has characteristics of more than one CIP classification, Curriculum Services will work with the academic unit to determine the appropriate CIP code.
- CIP codes are assigned to programs and courses, not individuals. All students enrolled in or graduated with a major or certificate are identified by the same CIP code, regardless of their individual course selections, concentration, specialization or thesis/dissertation topic.

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## ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM PROPOSALS

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- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units and campuses when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** sometimes are misidentified as majors, and minors sometimes are misidentified as concentrations. Definitions of academic programs can be found on pages 21-24.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not constitute a course proposal. Separate course proposals also must be submitted to ensure implementation.
- **Only one proposal is needed** for multiple changes to a major and its concentrations, even if different actions are occurring to the major core and individual concentrations.
- **When in doubt**, contact the Curriculum Services staff.

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## WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

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Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to ensure relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the existing, approved program—e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates—the program will be considered a new program and must follow the new program approval process.

Per the Ohio Department of Higher Education, if revisions to a program's curriculum equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current catalog, the revision will be considered a "substantive change" and will require ODHE approval.

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

## IV. COURSES

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### COURSE NUMBERING

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The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000	developmental	undergraduate courses	50000	master's	graduate courses
10000	freshman		60000	master's	
20000	sophomore		70000	doctoral	
30000	junior		80000	doctoral	
40000	senior				

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 30 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the number xxx88, which is restricted for future expansion, and the numbers xxx89 through xxx99, which have the following prescribed meanings:

Xxx89	International Experience	xxx96	Individual Investigation
Xxx90	Study Away	xxx97	Variable-Topic Colloquium
xxx91	Variable-Content Seminar	xxx98	Research
xxx92	Practical Experience (field experience, practicum, internship, student teaching, directed practice)	xxx99	Project or Capstone
xxx93	Variable-Topic Workshop	6x199	Thesis I
xxx94	College Teaching	6x299	Thesis II
xxx95	Special Topics	8x199	Dissertation I
		8x299	Dissertation II

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### CROSS-LISTED COURSES

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Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical level (i.e., first number), titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two

departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency below.

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## SLASHED COURSES

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Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

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## EQUIVALENT COURSES

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Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., IT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses.\* E.g., if a student takes IT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed IT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually with the approval of the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established.

- \* Courses that are revised to change from lower to upper-division (or vice versa) will affect student's GPA if the student repeats the course after the revision. Examples: If a student takes Course 20000 and then repeats it after becomes Course 30000, both grades is counted in the student's GPA. If a student takes Course 30000 and then repeats it after it becomes Course 20000, only the highest grade is counted in the student's GPA.

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## WHEN A COURSE REVISION IS NO LONGER A REVISION BUT A NEW COURSE

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A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. In this case, the current course should be inactivated, and a new course established. The following changes represent a few examples of substantial revisions that may affect equivalency: the removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 is 5 credit hours and combined lecture/laboratory, and it is revised to be a 4 credit hours lecture, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version or the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

Contact Curriculum Services for any questions related to course revisions and equivalency. Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raises concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

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## INACTIVATION AND RE-USE OF COURSE NUMBER

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Inactivation of a course or revision of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with the new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

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## DEVELOPMENTAL (REMEDIAL) COURSES

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A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4]). Although developmental courses count toward the course load for financial aid and other purposes, hours taken in these courses are subtracted from the students' total before graduation.

Kent State's developmental courses are designated with 0 as the first number (e.g., MATH 00020 Pre-Algebra).

The following definitions are taken from the Ohio Department of Higher Education *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Reading:** Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- **Developmental Mathematics–Statistics:** Below-college-level courses that cover topics in statistics and probability.
- **English as a Second Language:** a program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- **Study Skills:** Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. Designation of developmental depends on whether the course credits can be applied towards degree or certificate.
- **Other Developmental Courses:** as appropriate (e.g., developmental chemistry course).

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## GRADE MODE

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All courses are letter graded (A, B, C, etc.) unless otherwise denoted in the catalog description. Typical courses that allow Satisfactory/Unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, thesis and dissertation. A course may be graded with letters or S/U, not both.

An In-Progress (IP) mark is allowed only for courses for which there is an expectation that students may need more time beyond the term to complete all requirements to earn a final grade. Typical examples are research, practicum, internship, project, clinical education, individual investigation, thesis and dissertation. An IP mark should be used judiciously as it is expected that students should complete their courses by the term's end for a timely completion of their degree. The IP mark is not to be used in place of an Incomplete (IN) mark, and rationale must be given for assigning an IP grade mode to a course.

Faculty assign a grade mode to courses through the course approval process. The grade mode for a course does not change from section to section. Kent State grade modes that can be attached to courses (and their Banner codes) are listed below:

B	Standard Letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F, NF, SF)	
C	Standard Letter or In-Progress (IP)	
F	Satisfactory/Unsatisfactory (S/U)	
G	Satisfactory/Unsatisfactory (S/U) or In-Progress (IP)	
K	Complete (CP)/Not Complete (NC) *	* Used only for the university's co-op course

The Audit (AU) mark and Pass/Fail (Y/Z) grades are not listed above as they are self-selected by students for a course, not pre-determined by faculty.

Kent State's grading policies and procedures can be found in the University Catalog ([catalog.kent.edu/academic-policies/grading-policies-procedures](http://catalog.kent.edu/academic-policies/grading-policies-procedures)).

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## SCHEDULE TYPES

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The delivery of instruction often requires educational material to be organized and presented to students in a variety of ways. Schedule types are intended to reflect the nature of activities required of students, the relationship between students and their instructors and the settings required to deliver the content of an instructional offering. Definitions of the various schedule types can be found at pages 34-41.

Kent State schedule types and their Banner codes are listed below:

Clerkship (CLR)	Individual Investigation (IND)	Project or Capstone (PRJ)
Clinical Laboratory (CLN)	International Experience (INT)	Recitation (RCT)
Colloquium (COL)	Laboratory (LAB)	Research (RES)
Combined Lecture/Laboratory (LLB)	Lecture (LEC)	Seminar (SEM)
Cooperative Education (COP)	Master's Thesis (MST)	Studio (STU)
Dissertation (DSR)	Practical Experience (PRA)	Study Away (STA)
Emporium (EMP)	Private Lesson (PRL)	Workshop (WSP)
Flight Training (FLT)		

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## CREDIT BY EXAMINATION

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Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. They accomplish this by taking a special examination or performing a special assignment or both, through the appropriate academic unit. If the unit's faculty have determined the student successfully completed the exam or assignment in place of the course, the student is awarded the full credit hours for the course, But not a grade (the "CR" mark is displayed next to the course on the student's transcript and is not calculated into the student's GPA).

Credit by Examination (CBE) is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Kent State credit-by-examination options and their Banner codes are listed below:

- Credit by Exam—Available (A)  
*Eligible students may earn credit for the course through a faculty-administered exam.*
- Credit by Exam—Department Approval (D)  
*Eligible students may earn credit for the course through a faculty-administered exam. The department reserves the right to approve the students who can take the exam.*
- Credit by Exam—Not Approved (N)  
*Students may not earn credit for the course through a faculty-administered exam.*

To approve or revise a course for credit by examination, faculty must submit a course revision proposal. Once a course is approved for CBE, faculty in the course's academic unit are responsible for administering the exam.

The full policy can be found at [catalog.kent.edu/academic-policies/alternative-credit](http://catalog.kent.edu/academic-policies/alternative-credit), a list of courses currently approved for CBE and the application to earn CBE can be found at [www.kent.edu/registrar/credit-exam](http://www.kent.edu/registrar/credit-exam).

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## FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

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A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length.

In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's guidelines for the awarding of academic credit (see pages 33-41).

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## COURSE ATTRIBUTES

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Course attributes designate specific courses that are approved to fulfill an undergraduate university requirement (e.g., Kent Core, diversity) or state-wide transfer initiative (e.g., Transfer Assurance Guides). Course attributes are displayed in the University Catalog and Schedule of Classes.

Kent State Undergraduate University Requirements and their Banner codes are listed below:

Diversity Domestic (DIVD)	Kent Core Composition (KCMP)
Diversity Global (DIVG)	Kent Core Fine Arts (KFA)
Experiential Learning Requirement (ELR)	Kent Core Humanities (KHUM)
Kent Core Additional (KADL)	Kent Core Mathematics and Critical Reasoning (KMCR)
Kent Core Basic Sciences (KBS)	Kent Core Social Sciences (KSS)
Kent Core Basic Sciences Lab (KLAB)	Writing Intensive Course (WIC)

State-Wide Transfer Initiatives and their Banner codes are listed below:

CTAG Air Transportation (CTAIR)	TAG Arts and Humanities (OAH)
CTAG Construction Technology (CTCN)	TAG Business (OBU)
CTAG Criminal Justice (CTCJ)	TAG Communication (OCM)
CTAG Culinary and Food Service (CTCF)	TAG Education (OED)
CTAG Education (CTED)	TAG Engineering (OES)
CTAG Electrical Engineer Technology (CTEE)	TAG Engineering Technology (OET)
CTAG Entrepreneurship (CTEN)	TAG Foreign Language (OFL)
CTAG Exercise Science (CTES)	TAG Health (OHL)
CTAG Health Information (CTHI)	TAG History (OHS)
CTAG Information Technology (CTIT)	TAG Mathematics (OMT)
CTAG Interactive Media (CTIM)	TAG Renewable Energy (ORE)
CTAG Mechanical Engineering Technology (CTME)	TAG Science (OSC)

CTAG Media Arts (CTMA)  
 CTAG Medical Terminology (CTMT)  
 CTAG Nursing/Associate Degree (CTAD)  
 CTAG Performing Arts (CTPA)  
 CTAG Programming (CTPR)  
 CTAG Renewable Energy (CTRE)  
 CTAG Supply Chain Management (CTSC)  
 CTAG Visual Design and Imaging (CTVD)

TAG Social and Behavioral Sciences (OSS)  
 Transfer Module Composition (TCMP)  
 Transfer Module Fine Arts (TFA)  
 Transfer Module Humanities (THUM)  
 Transfer Module Mathematics (TMTH)  
 Transfer Module Natural Sciences (TNS)  
 Transfer Module Social Sciences (TSS)

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## COURSES DESIGNATED AS REPEATABLE FOR CREDIT

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Courses may be designated to allow students to repeat them to earn credit hours each time. a repeatable-for-credit course offers a different instructional experience and learning outcomes for students each time they take it. Examples include special topics, research, individual investigation, practicum or internship, competency- or skill-based (e.g., violin course, theatre production).

Courses ending in 91 to 99 (i.e., variable-content seminar, practical experience, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. See pages 33-41 for definition of these courses.

If faculty wish to restrict the number of attempts or credit hours of a repeatable-for-credit course toward a specific program, they should submit a program revision proposal to include that restriction in the requirements for program completion.

Kent State course repeat options and their Banner codes are listed below:

- Course may be repeated for credit (RP)
- Course may not be repeated for credit (NR)

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## INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

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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 (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).

Kent State University's academic semester is 16 weeks of instructional time, which consists of 15 calendar weeks of scheduled classes and one calendar week of examination. One week of break is included in a spring semester, But not in the instructional length or in the criteria for awarding semester credit hours.

## 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).

## DEFINITION OF SCHEDULE TYPES 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

A lecture is formalized instruction, conducted on- or off-campus (including educational field trips), 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.

Designated number: none

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### LABORATORY

A laboratory is an educational activity with students conducting experiments, perfecting skills, practicing procedures or completing simulation experiences under the direction of a faculty member.

Designated number: none

Schedule type: laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio:

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

### COMBINED LECTURE AND LABORATORY

A combined lecture and laboratory integrates both activities into one course with one grade.

Designated number: none

Schedule type: combined lecture/laboratory (LLB), lecture (LEC), laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as lecture and laboratory courses and dependent on how the credit hours are allocated for each instruction.

Example: a 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
- 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
- 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

See pages 41-42 for a chart that breaks down the contact hours per course length for lecture and laboratory courses.

### APPLIED MUSIC LESSON

An 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.

Designated number: none

Schedule type: private lesson (PRL)

Grade modes permitted: letter

Variable credit permitted: no; courses are either 2 or 4 credits

Credit-to-contact ratio:

- 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-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

### CLERKSHIP

A 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 of 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.

Designated number: none

Schedule type: clerkship (CLR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: no; courses are 4 credits each

Credit-to-contact ratio: 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 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

### CLINICAL LABORATORY

A clinical laboratory allows for medical- or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the clinical instruction.

Designated number: none

Schedule type: clinical laboratory (CLN)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as a laboratory course.

**COLLEGE TEACHING**

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching.

Designated number: xxx94

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COLLOQUIUM**

A colloquium is an exchange of scholarly information on a specific topic, usually in a small group setting with lectures by several different specialists in that field. Content of course is relatively unchanged for each offering; a colloquium with content that varies per offering should be designated as variable content colloquium (see definition below).

Designated number: none

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COLLOQUIUM – VARIABLE CONTENT**

A variable content colloquium has the same definition of a colloquium (see definition above), except that the content varies per course offering while overarching focus and learning outcomes are unchanged. The full title of the course includes the word “Colloquium,” and the individual title of each offering begins with “COLL:” in the *Schedule of Classes* and is printed on each student’s transcript. a colloquium that has relatively unchanging content and is offered with regularity should be assigned an unreserved number.

Designated number: xxx97

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COOPERATIVE EDUCATION**

Cooperative education is administered by the University College and is full-time off-campus paid employment that enhances students’ degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses.

Designated number: COOP 20095

Schedule type: cooperative education (COP)

Grade modes permitted: complete/not complete

Variable credit permitted: no credit awarded

Credit-to-contact ratio: no credit awarded; students are expected to be working full time

**DISSERTATION – DOCTORAL**

A doctoral dissertation is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.

Designated number: 8x199 (dissertation I), 8x299 (dissertation II)

Schedule type: dissertation (DSR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: no; courses are 15 credits each

Credit-to-contact ratio: One credit hour is awarded for one clock hour in a standard week of a 15-week semester, or for 15 clock hours in a semester.

**EMPORIUM**

An emporium is 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.

Designated number: none

Schedule type: emporium (EMP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**FIELD EXPERIENCE** – see Practical Experience

**FLIGHT TRAINING**

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.

Designated number: none

Schedule type: flight training (FLT)

Grade modes permitted: letter

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio:

- 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.

**INDIVIDUAL INVESTIGATION**

An individual investigation (or 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.

Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. in the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.

Designated number: xxx96

Schedule type: individual investigation (IND)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

**INTERNATIONAL EXPERIENCE**

A Kent State faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, fieldwork, internships and service learning. The course is created specifically for the study abroad experience; course content is not offered domestically and does not already have its own course number. The full title of the course includes the words "International Experience," and, if variable title, the individual title of each offering begins with "Intl Exp:" in the *Schedule of Classes* and is printed on each student's transcript. International experience variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx89\*\*

Schedule type: international experience (INT) *course may also have pre-/post-travel lecture schedule type*

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

**PRACTICAL EXPERIENCE****(INTERNSHIP, PRACTICUM, FIELD EXPERIENCE, STUDENT TEACHING, DIRECTED PRACTICE)**

A practical experience is 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 under some degree of supervision. 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 practical experience is paid or unpaid is determined by state or federal regulations, an accreditor or the employer in compliance with the Fair Labor Standards Act. The term used by a program to label its practice experience may vary in the course title to accommodate the differences in accreditation nomenclature.

Designated number: xxx92\*\*

Schedule type: practical experience (PRA)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-12

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

**PROJECT OR CAPSTONE**

A project or capstone (which may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework, research experience. The paper or project demonstrates competence in a given academic field or profession and makes a contribution within a well-defined theoretical, applied or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, reports or research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works and projects for identified clients.

Designated number: xxx99\*\*

Schedule type: project or capstone (PRJ)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-9

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**RECITATION**

A recitation is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

Designated number: none

Schedule type: recitation (RCT)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

## RESEARCH

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic, and it normally should result in a paper or some other appropriate product.

Designated number: xxx98\*\*

Schedule type: research (RES)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

## SEMINAR

A 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. The content of the course is relatively unchanged for each offering; a seminar with content that varies per offering should be designated as variable content seminar (see definition below).

Designated number: none

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

## SEMINAR – VARIABLE CONTENT

A variable content seminar has the same definition of a seminar, except that the content varies per course offering while overarching focus and learning outcomes are unchanged. Variable content seminars are not the same as special topics courses, the latter of which allows for each offering to be distinct with different learning outcomes. Specific offerings under this course designation cannot be required in an academic program. The full title of the course includes the word "Seminar," and the individual title of each offering begins with "SEM:" in the *Schedule of Classes* and is printed on each student's transcript. A seminar that has relatively unchanging content and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx91

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

## SPECIAL TOPICS

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer a specific topic under this course designation a maximum three times prior to full curricular review to become a regular course. Specific offerings under this course designation cannot be required in an academic program the full title of the course includes the words "Special Topics," and the individual title of each offering begins with "ST:" in the *Schedule of Classes* and is printed on each student's transcript. Special topic offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx95

Schedule type: any schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: Credit hour is awarded based on the schedule type assigned.

**STUDENT TEACHING** – see Practical Experience

**STUDIO**

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

Designated number: none

Schedule type: studio (STU)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes

Credit-to-contact ratio:

- 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 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

**STUDY AWAY**

A Kent State faculty-led out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, fieldwork internships and service learning. The course is created specifically for the study away experience; course content is not offered on a Kent State campus/location and does not already have its own course number. Topics and/or content may be variable or relatively unchanged for each offering. Study away variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx90\*\*

Schedule type: study away (STA) *course may also have pre-/post-travel lecture schedule type*

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

**THESIS – MASTER'S**

A master's thesis is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The thesis topic is formulated by the student in consultation with the advisor and should be one that will further the student's educational development by developing research or other skills that will help the student keep abreast of the field and enable the student to pursue independent work.

Designated number: 6x199 (master's thesis I), 6x299 (master's thesis II)

Schedule type: master's thesis (MST)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, 2-6 (master's thesis I), 2 (master's thesis II)

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

**WORKSHOP**

A workshop is a brief, intensive and interactive educational activity, usually for a small group of people, in which the content is practical and concentrates on the acquisition of specific information or skills. The workshop's topic is relatively unchanged for each offering; a workshop with topics that varies per offering should be designated as variable topic workshop (see definition below).

Designated number: none

Schedule type: workshop (WSP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**WORKSHOP – VARIABLE TOPIC**

Variable topic workshops are administered through the Office of Continuing and Distance Education and typically are directed toward professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. The full title of the course includes the word "Workshop," and the individual title of each

offering begins with “WKSP:” in the *Schedule of Classes* and is printed on each student’s enrollee’s transcript. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work. a workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

- \* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student’s extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.
- \*\* Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students’ experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned by Curriculum Services.

Approved by Faculty Senate on December 11, 2017

Prior Approval Dates: September 9, 2013; November 5, 2012

## CALCULATION OF A COURSE’S CONTACT HOURS BASED ON COURSE LENGTH

### Lecture or Seminar Course

Credit-to-contact ratio is 1:1, which means each 1 credit hour of the course should have 1 nominal hour of faculty/student contact a week in a full (15-week) semester.

Course credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	15	750 min (12 hr 30 min)	50 min	94 min (1 hr 34 min)	107 min (1 hr 47 min)	150 min (2 hr 30 min)
2	30	1500 min (25 hr)	100 min (1 hr 40 min)	188 min (3 hr 8 min)	214 min (3 hr 34 min)	300 min (5 hr)
3	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)
4	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)

### Laboratory or Studio Course with out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory/studio experience

Credit-to-contact ratio is 1:2, which means each 1 credit hour of the course should have 2 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	30	1500 min (25 hr)	100 min (1 hr 40 min)	188 min (3 hr 8 min)	214 min (3 hr 34 min)	300 min (5 hr)
2	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)
3	90	4500 min (75 hr)	300 min (5 hr)	563 min (9 hr 23 min)	643 min (10 hr 43 min)	900 min (15 hr)

**Laboratory or Studio Course with little or no out-of-class study**

Credit-to-contact ratio is 1:3, which means each 1 credit hour of the course should have 3 nominal hours of faculty/student contact a week in standard 15-week semester.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)
2	90	4500 min (75 hr)	300 min (5 hr)	563 min (9 hr 23 min)	643 min (10 hr 43 min)	900 min (15 hr)
3	135	6750 min (112 hr 30 min)	450 min (7 hr 30 min)	844 min (14 hr 4 min)	964 min (16 hr 4 min)	1350 min (22 hr 30 min)

**Combined Lecture/Laboratory Courses**

Credit hour is awarded on the same basis as lecture and laboratory and dependent on how the credit hours are allocated for each instruction. For example, a 5-credit lecture/lab that allocates 4 credits for lecture and 1 credit for lab with no out-of-class study would be broken down in the following way:

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week full semester	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
Lecture						
4	60	3000 min (50 hr)	200 min (3 hr 20 min)	375 min (6 hr 15 min)	429 min (7 hr 9 min)	600 min (10 hr)
Laboratory						
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)
Total for Course						
5	105	5250 min (87 hr 30 min)	350 min (5 hr 50 min)	656 min (10 hr 56 min)	750 min (12 hr 30 min)	1050 min (17 hr 30 min)

**Note:** One way to know how many credits a lecture/lab course has allocated to each instruction is to view the breakdown of contact hours in the course description in FlashLine, see example:

**BSCI 11020 - FOUNDATIONAL ANATOMY AND PHYSIOLOGY II**

3.000 Credit hours

2.000 Lecture hours

3.000 Lab hours

The lecture and lab contact hours listed are in weekly nominal terms for a 15-week course. Therefore, by looking at the total nominal hours in the charts above, 2 nominal hours for lecture (2x15=30 total nominal hours) and 3 nominal hours for lab (3x15=45 total nominal hours) means that 2 credits have been allocated to lecture and 1 credit allocated to lab for this course.

Credit hours	Total nominal hours *	Total contact minutes (hours)	Contact minutes (hours) per week 15-week course	Contact minutes (hours) per week 8-week course	Contact minutes (hours) per week 7-week course	Contact minutes (hours) per week 5-week course
Lecture						
2	30	1500 min (25 hr)	100 min (1 hr 40 min)	188 min (3 hr 8 min)	214 min (3 hr 34 min)	300 min (5 hr)
Laboratory						
1	45	2250 min (37 hr 30 min)	150 min (2 hr 30 min)	281 min (4 hr 41 min)	321 min (5 hr 21 min)	450 min (7 hr 30 min)
Total for Course						
3	105	3750 min (62 hr 30 min)	250 min (4 hr 10 min)	469 min (7 hr 49 min)	535 min (8 hr 55 min)	750 min (12 hr 30 min)

\* One nominal hour is equivalent to 50 minutes.

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## DISTANCE-EDUCATION COURSES

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Per the Code of Federal Regulations (Title 34, Subtitle B, Chapter VI, Part 600 Institutional Eligibility Under the Higher Education Act of 1965, as Amended):

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) [below] of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.\*

The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

\* **Synchronous** is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

**Asynchronous** communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples include e-mail, discussion boards, blogs and text messaging over cell phones.

A course designated as distance education is a classroom-type course (i.e., the course is not an internship or individual investigation as two examples) whereby 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. Regular and substantive interaction between the instruction and students must occur.

Credit hours for a distance-education course 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 on pages 34-41.

The delivery modes for distance-education course sections at Kent State are the following:

1. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is presented in multiple formats, which may include text, recorded or live-streaming audio or video; and interactive presentations. Communication tools include live chats, discussion groups and e-mail. Some web-based courses have hybrid online/on-ground delivery and may require students to come to campus for several class sessions.

In Banner, the following codes define a web-based course section:

**V1:** Course is 100 percent online, requiring no face-to-face or online live sessions (asynchronous).

**V2:** Course is 100 percent online, with one or more concurring online live sessions (synchronous).

**V3:** Course is a blend of a minimum 50 percent online sessions (asynchronous or synchronous) and one or more required face-to-face meetings.

2. **Room-based video conferencing (Polycom, VTEL)** is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus.

3. **PC-based conferencing (iLinc, Webex, Skype)** has each student and the instructor sitting at individual computers and talking to each other live (synchronously). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a classroom-based class; however, the students and instructor are not all in one place.

The correct coding of online courses is required for federal and state reporting, correct bursar billing of tuition and fees, accreditation, international student tracking and veteran's services benefits processing.

**NOTE:** Institutions must distinguish its distance and correspondence education courses using the federal definition below. The key distinction between distance and correspondence education is whether the courses are self-paced and the interaction with faculty is student-initiated. Courses of this nature are correspondence education regardless of whether they are delivered electronically or through any other mechanism. Kent State has not received approval by the Ohio Department of Higher Education and the Higher Learning Commission to offer correspondence education courses.

**“Correspondence Education:** Courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced.  
Correspondence education is not distance education.”

Source: Integrated Postsecondary Education Data System (IPEDS),  
National Center for Education Statistics, U.S. Department of Education

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## COURSE PREREQUISITES

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The Ohio Department of Higher Education requires a minimum prerequisite of “graduate standing” for all master's degree level courses (50000 and 60000 levels) and “doctoral standing” for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of “none” in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

### FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g., “students taking this course should be fluent in Russian”) will be listed as the last sentence of the course description.

### EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- |  |   |
|--|---|
| 1. “First-year core requirements”        | 5. “Language proficiency”                         |
| 2. “High school algebra”                 | 6. “Knowledge of computer programming”            |
| 3. “6 credit hours of education courses” | 7. “Successful completion of introductory course” |
| 4. “One law course”                      | 8. “Completion of major requirements”             |

### TANGIBLE PREREQUISITES ACCEPTED BY BANNER

1. **Specific course(s) or a range of courses or credit hours** (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a prerequisite (i.e., must be taken in a prior term), corequisite (i.e., must be taken in same term) or pre/corequisite (i.e., must be taken in either a prior or the same term)
2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., audition, portfolio review, advanced study)
3. **Student level** (e.g., senior standing, graduate)
4. **College, department, campus or program** (e.g., major, concentration, minor, School of Music)
5. **Overall GPA** of the student; **WARNING!** this restriction does not work well in some instances; contact Curriculum Services to discuss

6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

#### PREREQUISITE GROUPING ACCEPTED BY BANNER

1. Courses, test scores, student level, college, department, campus, program connected by "AND"
  - a. Example: MUS 10001 and audition passage (using a test score applied to student) and major or minor in music and junior standing
2. Courses, test scores connected by "OR"
  - a. Example: MATH 11010 or MATH 11022; and MATH 12001 or minimum 67 ALEKS mathematics score

#### PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

1. Courses/test scores, student level, college, department, campus, program connected by "OR"  
Example: ECON 22003 or Economics major or sophomore standing
2. Special approval connected with any other prerequisite by "OR"  
Example: Graduate standing or special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
3. GPA connected with any other prerequisite by "OR"  
Example: 2.5 overall GPA or NURS 20000
4. Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors or FDM 35280 for Fashion majors (however, ENTR 27056 or FDM 35280 is accepted)

#### NOTES ON PREREQUISITE CHECKING FOR REGISTRATION

- Banner is programmed to include the student's in-progress term when checking prerequisites for a course registration. If the student no longer meets the course's prerequisite after a successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.  
  
Example: a student taking Accounting I in fall semester registers for Accounting II in November for spring semester. Accounting I is a prerequisite for Accounting II. Later, the student withdraws from Accounting I (or fails or receives a below-acceptable grade). Banner does not deregister automatically the student from Accounting II.
- All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade, unless requested otherwise by faculty through the course approval process.

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#### LARGE-SCALE COURSE CHANGES

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If identical changes are needed for numerous courses, contact Curriculum Services for assistance, as one large-scale proposal documenting the changes may be sufficient. Examples of such large-scale changes are revising a course subject (e.g., 20 MIS courses revised to HRM courses) or revising prerequisites (e.g., all JMC courses now have a minimum 2.500 overall GPA for registration).

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#### HOLD POLICY FOR COURSES NOT TAUGHT

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It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, Curriculum Services will place a hold on all courses that have not been taught for five or more consecutive years. These courses will not be inactivated and still will be displayed in the *University Catalog*. However, their status in the Banner course inventory will change from "active" to "hold." Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation and research. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

While a course is on hold, it may be offered to students. Academic units can notify Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the course is taught, the course status remains active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years will be inactivated. The dean and chair/director will be notified in advance of such action, and the course inactivation will be included on an EPC agenda.

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## ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

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- **Programs affected** by course revisions or inactivation need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course in their programs or course prerequisites.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on pages 44-45.
- **Encroachment or duplication** issues must be documented in the proposal. Communicate with appropriate academic units when establishing or revising a course that may be similar to an existing course or that overlap disciplines.
- **Equivalency** of a course and its revised version should be considered. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. See pages 27-28 for more information.
- **Course numbers** that end in 89 to 99 are reserved for specific course types (e.g., special topics, internship). If a course is revised to the point where faculty do not consider the revised equivalent to the current course, the course number must be changed (see page 28). Course numbers that have been inactivated may not be reassigned, ever, to a different course. Contact Curriculum Services to find available course numbers under the desired course subject.
- **Cross-listed and slashed courses** must be identical with the exception of a few fields. Separate proposals must be submitted for each cross-listed or slashed course. See pages 27-28.
- **Special course fee** proposals are submitted separately to the Provost's Office and approved by the Kent State Board of Trustees in the spring for the subsequent academic year. Contact Academic Budget and Resource Management for more information about the process, paperwork and deadlines.

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## OHIO ARTICULATION AND TRANSFER POLICY

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The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit. Visit [www.ohiohighered.org/transfer/policy](http://www.ohiohighered.org/transfer/policy) for more information on the state policy.

### **TRANSFER ASSURANCE GUIDES (TAG)**

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit [www.ohiohighered.org/transfer/tag](http://www.ohiohighered.org/transfer/tag).

### **OHIO TRANSFER MODULE (OTM)**

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit [www.ohiohighered.org/transfer/transfermodule](http://www.ohiohighered.org/transfer/transfermodule).

### **CAREER TECHNICAL ASSURANCE GUIDES (CTAG)**

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit [www.ohiohighered.org/transfer/ct2](http://www.ohiohighered.org/transfer/ct2).

### **ADVANCED PLACEMENT (AP)**

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit [www.ohiohighered.org/transfer/advancedplacement](http://www.ohiohighered.org/transfer/advancedplacement).

### **MILITARY ASSURANCE GUIDES (MTAG)**

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit [www.ohiohighered.org/transfer/military](http://www.ohiohighered.org/transfer/military).

## IV. POLICIES

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### ACADEMIC POLICIES

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Academic policies pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of academic policies include those relating to grading and GPA, dismissal, and instructional credit. Academic policies are found in the *University Catalog* ([catalog.kent.edu](http://catalog.kent.edu)).

The term “policy” also includes university policies, administrative policies and operational policies, which are found in the *University Policy Register* ([www.kent.edu/policyreg](http://www.kent.edu/policyreg)).

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### UNIVERSITY POLICIES

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University policies are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community.

University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the *University Catalog* and Policy Register.

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### ADMINISTRATIVE POLICIES

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Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.

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### OPERATIONAL POLICIES

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Operational policies are defined as very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. as the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient.

Operational policies require notification of the president and board.

## V. LINKS TO RESOURCES

Approval Flowchart for Course Changes: [provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf)

Approval Flowchart for Program and Policy Changes: [provostdata.kent.edu/roadmapweb/06/approval-flowchart-program-policy.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-program-policy.pdf)

Approval Flowchart for Academic Administrative Structures: [provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf)

Board of Trustees: [www.kent.edu/bot](http://www.kent.edu/bot)

Catalog: [catalog.kent.edu](http://catalog.kent.edu)

Classification of Instructional Programs (CIP): [nces.ed.gov/ipeds/cipcode](http://nces.ed.gov/ipeds/cipcode)

Curriculum Services: [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)

Curricular Bulletin (archives of curricular actions): [www.kent.edu/provost/curriculum/archives](http://www.kent.edu/provost/curriculum/archives)

Curriculum Guidelines: [www.kent.edu/provost/curriculum/guidelines](http://www.kent.edu/provost/curriculum/guidelines)

Curriculum Deadlines: [www.kent.edu/provost/curriculum/curriculum-deadlines](http://www.kent.edu/provost/curriculum/curriculum-deadlines)

Curricular Forms: [www.kent.edu/provost/curriculum/curricular-forms](http://www.kent.edu/provost/curriculum/curricular-forms)

Educational Policies Council: [www.kent.edu/provost/curriculum/educational-policies-council](http://www.kent.edu/provost/curriculum/educational-policies-council)

Administrative Policy and Procedures Regarding the Educational Policies Council:  
[www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council](http://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council)

Agendas and Schedule: [www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas](http://www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas)

EPC Members: [www.kent.edu/provost/curriculum/epc-members](http://www.kent.edu/provost/curriculum/epc-members)

Faculty Senate: [www.kent.edu/provost/faculty-senate](http://www.kent.edu/provost/faculty-senate)

Faculty Senate Charter: [www.kent.edu/policyreg/faculty-senate-charter](http://www.kent.edu/policyreg/faculty-senate-charter)

Faculty Senate Bylaws: [www.kent.edu/policyreg/faculty-senate-bylaws](http://www.kent.edu/policyreg/faculty-senate-bylaws)

Higher Learning Commission: [www.hlcommission.org](http://www.hlcommission.org)

Kent State Academic Programs (KSU log-in required): visit [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum) and click on the link

Ohio Department of Higher Education: [www.ohiohighered.org](http://www.ohiohighered.org)

Credit Transfer Policies (e.g., CTAG, OTM, TAG): [www.ohiohighered.org/transfer](http://www.ohiohighered.org/transfer)

Guidelines and Procedures for Academic Program Review:  
[www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines\\_FINAL\\_042915.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines_FINAL_042915.pdf)

Guidelines and Procedures for Review and Approval of Graduate Degree Programs:  
[www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf)

Policy Register: [www.kent.edu/policyreg](http://www.kent.edu/policyreg)

Provost: [www.kent.edu/provost](http://www.kent.edu/provost)

## VI. GLOSSARY OF ACRONYMS AND INITIALS

**BDS – Basic Data Sheet:** former name of proposals for courses that listed the basic information about the course, including number, title, credits, description, prerequisites, learning outcomes, course contents (topics), etc.

**CCC – College Curriculum Committee:** the college-level curriculum body that reviews and recommends action to the college dean

**CCGS – Chancellor’s Council on Graduate Studies:** state-wide committee comprising graduate deans of Ohio public universities and charged by the Ohio Department of Higher Education to assess, recommend and report new graduate degree programs to the chancellor

**CCP – Certification of Curriculum Proposal:** provides a brief summary of the proposal and contains approval signatures from the administrators for the affected department/chair, campus, college; final signature is the provost (or designee)

**CCU – Course Catalog Update:** previously-used electronic workflow (available in FlashLine) to submit a proposal for courses; replaced by CIM

**CIM – Curriculum Inventory Management:** electronic workflow to submit a proposal for a course, program or policy (replaces the CCU workflow for courses and paper documents for programs)

**CIP – Classification of Instructional Programs:** taxonomy of academic disciplines at colleges and universities that allows federal, state and other agencies to understand the programs that institutions offer, regardless of the unique names each institution may title their programs

**EPC – Educational Policies Council:** committee of the Faculty Senate charged with long-range academic planning and overall curriculum and academic policy guidelines for the university

**GDAC – Graduate Dean’s Advisory Council:** primary academic advisory body to the dean of graduate studies on matters involving graduate programs, policies and procedures

**GPS – Graduation Planning System:** Kent State’s degree audit, which is the official list of all degree requirements merged with a student’s academic record to provide a real-time assessment of student progress toward graduation

**GSAAC – Graduate Studies Administrative Advisory Council:** former name of the Graduate Dean’s Advisory Council (GDAC)

**HLC – Higher Learning Commission:** one of six regional institutional accreditors in the United States, which accredits degree-granting, post-secondary educational institutions in 19 states, including Ohio; the gatekeeper for federal financial aid

**OBR – Ohio Board of Regents:** former name of the Ohio Department of Higher Education (ODHE)

**ODHE – Ohio Department of Higher Education:** cabinet-level agency for the governor that oversees higher education for the state, including authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education’s contributions to the state and its citizens

**PDP – Program Development Plan:** first step before a full proposal in the process to establish a new graduate degree or major; the PDP is a concise description of the proposed program

**RACGS – Regents’ Advisory Council on Graduate Studies:** former name of the Chancellor’s Council on Graduate Studies (CCGS)

**UDC – Undergraduate Deans Council:** studies and recommends solutions to improve undergraduate academic and administrative policies and procedures

**URCC – University Requirements Curriculum Committee:** EPC subcommittee charged with assessment, evaluation and approval of university-wide curricular requirements for undergraduate students (e.g., Kent Core)



# Kent State University Curriculum Guidelines ~~2015-2016~~

Curriculum Services  
Office of the Provost  
Last Revised: September ~~2015~~[2018](#)

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## INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, revise or inactivate courses, programs, policies, academic units or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

### Office of Curriculum Services

**Location:** Suite 208, Schwartz Center, 800 E. Summit St., Kent Campus

**Tel:** 330-672-1628

**Fax:** 330-672-2645

**Web:** [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)

**E-mail:** [curriculum\\_services@kent.edu](mailto:curriculum_services@kent.edu)

Name	How We Can Help You	Extension/E-mail
<b>Therese Tillett</b> Executive Director	<ul style="list-style-type: none"> <li>▪ New degrees or majors</li> <li>▪ Academic policies</li> <li>▪ Academic structure changes (e.g., departments, centers)</li> <li>▪ Educational Policies Council</li> <li>▪ <del>State-wide credit transfer (e.g., TAG, OTM, CTAG, AP)</del></li> <li>▪ Curriculum-related reporting (internal and external)</li> <li>▪ <u>Curriculum Guidelines</u></li> </ul>	2-8558 / <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a>
<b>Aimee Bell</b> <u>Academic Program Coordinator</u>	<ul style="list-style-type: none"> <li>▪ <u>University Catalog</u></li> <li>▪ <u>Explore Majors and Programs website</u></li> <li>▪ <u>Course catalog in Banner, including prerequisite issues</u></li> <li>▪ <u>General curriculum questions</u></li> <li>▪ <u>Review of academic programs and courses for the following:</u> <ul style="list-style-type: none"> <li>○ <u>College of Architecture and Environmental Design</u></li> <li>○ <u>College of Arts and Sciences</u></li> <li>○ <u>College of Podiatric Medicine</u></li> <li>○ <u>College of Public Health</u></li> <li>○ <u>Regional College</u></li> </ul> </li> </ul>	2-8559 / <a href="mailto:dvan@kent.edu">dvan@kent.edu</a>
<b>Jennifer Kellogg</b> Academic Program Coordinator	<ul style="list-style-type: none"> <li>▪ <u>University Catalog (including roadmaps)</u></li> <li>▪ <u>Explore Majors and <del>Degrees-Programs</del> website</u></li> <li>▪ <u>Course catalog in Banner, including</u></li> <li>▪ <del>Registration and</del> prerequisite issues <del>in Banner</del></li> <li>▪ General curriculum questions</li> <li>▪ Review of academic programs and courses for the following:           <ul style="list-style-type: none"> <li>○ College of <del>Applied Engineering, Sustainability and Technology</del> <u>Aeronautics and Engineering</u></li> <li>○ <u>College of Business Administration</u></li> <li>○ <u>College of Communication and information</u></li> <li>○ <u>College of Education, Health and Human Services</u></li> <li>○ <u>College of Nursing</u></li> </ul> </li> </ul>	2-1885 / <a href="mailto:jkellog7@kent.edu">jkellog7@kent.edu</a>

	<a href="#">College of Public Health</a> o College of the Arts <a href="#">School of Digital Sciences</a> o University College	
<del>Katie Smith</del> <del>Aimee Bell</del> Academic Program Coordinator	<del>           ■ <a href="#">University Catalog</a> (including roadmaps)            ■ <a href="#">Explore Majors and Degrees</a> website            ■ <a href="#">Course catalog in Banner</a>            ■ <a href="#">Registration and prerequisite issues in Banner</a>            ■ <a href="#">General curriculum questions</a>            ■ <a href="#">Review of academic programs and courses for the following:</a>              □ <a href="#">College of Architecture and Environmental Design</a>              □ <a href="#">College of Arts and Sciences</a>              —            □ <a href="#">College of Communication and Information</a>              □ <a href="#">College of Podiatric Medicine</a>              □ <a href="#">Regional College</a> </del>	2-8559 <a href="mailto:ksmit154@kent.edu">ksmit154@kent.edu</a> <a href="mailto:van@kent.edu">van@kent.edu</a>
<b><u>Christa Ord</u></b> <b><u>Administrative</u></b> <b><u>Secretary</u></b>	■ <a href="#">EPC and EPC Ad Hoc membership rosters and listservs</a> ■ <a href="#">Meeting minutes</a> ■ <a href="#">General office questions and support</a>	2-1628 / <a href="mailto:cord@kent.edu">cord@kent.edu</a>

**CURRICULUM CALENDAR FALL 2018<sup>5</sup>**

	August	September	October	November	December
Monday	3 submissions due for Aug EPC			2	
Tuesday	4	1		3	1
Wednesday	5	2		4	2
Thursday	6	3	1	5	3
Friday	7	4	2	6	4
Monday	10	7 KSU closed	5	9 Senate meeting	7 Senate meeting
Tuesday	11	8	6	10	8 Board meeting
Wednesday	12	9	7	11 KSU closed	9
Thursday	13	10 Board meeting	8	12	10
Friday	14	11 URCC meeting	9 URCC meeting	13 URCC meeting	11 URCC meeting
Monday	17	14 Senate meeting	12 Senate meeting	16 EPC meeting <sup>1</sup>	14 exam week
Tuesday	18	15	13	17	15
Wednesday	19	16	14	18	16
Thursday	20	17	15	19	17
Friday	21	18	16	20	18
Monday	24 EPC meeting	21 EPC meeting	19 EPC meeting	23	21
Tuesday	25	22	20	24	22
Wednesday	26	23	21	25	23
Thursday	27	24	22	26 KSU closed	24 KSU closed
Friday	28	25	23	27 KSU closed	25 KSU closed
Monday	31 fall term starts submissions due for Sept EPC	28 submissions due for Oct EPC	26 submissions due for Nov EPC	30	28 KSU closed
Tuesday		29	27		29 KSU closed
Wednesday		30	28		30 KSU closed
Thursday			29		31 KSU closed
Friday			30		

1. November EPC meeting is the final meeting to approve program and course changes for fall 2016.

**CURRICULUM CALENDAR SPRING 2019<sup>6</sup>**

	January	February	March	April	May
<b>Monday</b>		1			2 2016 roadmaps published <sup>2</sup>
<b>Tuesday</b>		2	1		3
<b>Wednesday</b>		3	2		4
<b>Thursday</b>		4	3		5
<b>Friday</b>	1 KSU-closed	5	4	1	6
<b>Monday</b>	4 submissions due for Jan EPC	8 Senate-meeting	7 Senate-meeting	4	9 exam-week Senate-meeting
<b>Tuesday</b>	5	9	8	5	10
<b>Wednesday</b>	6	10	9 Board-meeting	6	11
<b>Thursday</b>	7	11	10	7	12
<b>Friday</b>	8 URCC-meeting UG-catalog-1 <sup>st</sup> proofs due	12 URCC-meeting UG-catalog-2 <sup>nd</sup> proofs due	11 URCC-meeting	8 URCC-meeting	13 URCC-meeting
<b>Monday</b>	11	15 EPC-meeting	14 EPC-meeting	11 Senate-meeting	16 EPC-meeting <sup>4</sup>
<b>Tuesday</b>	12	16	15	12	17
<b>Wednesday</b>	13	17	16	13	18
<b>Thursday</b>	14	18	17	14	19
<b>Friday</b>	15 GR-1 <sup>st</sup> -catalog proofs due	19 GR-2 <sup>nd</sup> -catalog proofs due	18	15	20
<b>Monday</b>	18 KSU-closed	22 submissions due for Mar EPC	21 recess-week	18 EPC-meeting <sup>3</sup>	23
<b>Tuesday</b>	19 spring-term starts	23	22	19	24
<b>Wednesday</b>	20	24	23	20	25
<b>Thursday</b>	21	25	24	21	26
<b>Friday</b>	22	26	25	22	27
<b>Monday</b>	25 EPC-meeting submissions due for Feb EPC	29	28 submissions due for Apr EPC	25 submissions due for May EPC	30 KSU-closed
<b>Tuesday</b>	26		29	26	31
<b>Wednesday</b>	27		30	27	
<b>Thursday</b>	28		31	28	
<b>Friday</b>	29			29	

2- University Catalog published 1 June 2016

3- April's EPC meeting is the final meeting to approve policy changes for fall 2016 that must also receive Board of Trustees and/or Faculty Senate approval.

4- May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 2016 that do not need to receive Board of Trustees and/or Faculty Senate approval.

## I. EDUCATIONAL POLICIES COUNCIL

### HISTORY OF THE EDUCATIONAL POLICIES COUNCIL

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The Educational Policies Council (EPC) was established on July 1, 1967. Before that, there existed the University Council on Curriculum. Similar to its previous incarnation, the EPC was an independent group chaired by the provost. In 1970, under terms of the revised Faculty Senate charge and bylaws, the EPC went under Senate jurisdiction, co-chaired by the provost and Faculty Senate chair.

The goal with the reorganization to create the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university that reflect Kent State's mission and goals as defined by the president and trustees.

### SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

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#### EPC AD-HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies is an as-needed committee charged with reviewing Kent State's academic policies against published research and Kent State data to better understand what needs to be accomplished to support student progress toward graduation.

The committee comprises faculty nominated by Faculty Senate, administrators and staff recommended to the Provost's Office and students from different campuses. The committee is chaired by the senior associate provost for academic affairs.

#### UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (US 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Ohio Transfer Module requirements. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 20 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean of the University College or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core, diversity, writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC.

#### THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

The council was established in 1969.

## **EDUCATIONAL POLICIES COUNCIL IN THE POLICY REGISTER**

### **3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL**

- A. ~~Educational policies council.~~** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- B. ~~Responsibility and authority.~~** The responsibilities and authority of the educational policies council shall be as follows:
- ~~1. Long range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;~~
  - ~~2. Overall curricular planning and policy guidelines for the university;~~
  - ~~3. Sensitivity to proliferation and duplication of courses and programs;~~
  - ~~4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;~~
  - ~~5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;~~
  - ~~6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university wide policies;~~
  - ~~7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and~~
  - ~~8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures e.g., academic department, college.~~
- C. ~~Periodic review of the educational policies council.~~** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.
- D. ~~Procedures of the educational policies council.~~** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
- ~~1. Curricular matters determined and proposed solely by academic departments shall be as follows:~~
    - ~~a. Changes in course descriptions not involving substantial changes in course content;~~
    - ~~b. Changes in course titles not involving substantial changes in course content;~~
    - ~~c. Changes in course prerequisites not affecting any other academic unit;~~
    - ~~d. Inactivation of courses not affecting any other academic unit; and~~
    - ~~e. Changes in course numbers not affecting level.~~
  - ~~2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:~~
    - ~~a. Changes in course credit hours;~~
    - ~~b. Changes in course numbers affecting the level of courses;~~

- ~~c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;~~
- ~~d. New or additional courses;~~
- ~~e. Substantial changes in course content affecting description and title, constituting essentially new courses; and~~
- ~~f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.~~
- 3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
  - ~~a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;~~
  - ~~b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;~~
  - ~~c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;~~
  - ~~d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and~~
  - ~~e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.~~
- 4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:
  - ~~a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and~~
  - ~~b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.~~
- 5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: December 1, 2012

Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997, 9/8/1997

### **~~3342-2-05 FACULTY SENATE CHARTER (EXCERPT)~~**

#### **~~G. Councils, committees and commissions.~~**

- 2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
  - ~~a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.~~
  - ~~b. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.~~
  - ~~c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.~~
  - ~~d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.~~

Effective: May 20, 2009

Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991, 5/5/1995, 3/7/2000, 12/29/2001

**3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)****F. ~~Councils, committees and commissions.~~**

1. ~~Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.~~

2. ~~Educational policies council.~~

a. ~~Composition.~~

(1) ~~The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.~~

b. ~~Function.~~

- (1) ~~The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.~~
- (2) ~~The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.~~
- (3) ~~The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.~~

c. ~~Division of labor.~~

- (1) ~~All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.~~
- (2) ~~Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.~~
- (3) ~~All commissions appointed to consider academic planning for the university shall report to the educational policies council.~~
- (4) ~~The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the~~

~~diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.~~

~~d. Voting.~~

- ~~(1) "Ex officio" members shall have vote and shall consist of those who are "ex officio" members of the undergraduate council and/or the graduate council.~~
  - ~~(2) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.~~
  - ~~(3) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.~~
- ~~e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.~~
- ~~f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.~~
- ~~g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.~~
- ~~h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.~~
- ~~i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.~~
- ~~j. The educational policies council shall meet at least once during each term of the academic year.~~
- ~~k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.~~
- ~~l. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.~~

Effective: October 3, 2013

Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19, 1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013

## **~~GUIDELINES FOR DETERMINING EPC AGENDA STATUS~~**

**~~A. Action Items:~~** Items reviewed, discussed and voted upon by EPC members.

- ~~1. Major or degree—establishment, revision of name, inactivation~~
- ~~2. Minor—establishment~~
- ~~3. Certificate—establishment~~
- ~~4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program)—establishment, revision, inactivation~~
- ~~5. Academic unit (college, school, department)—establishment, revision, inactivation~~
- ~~6. Center or institute—establishment, revision, inactivation~~
- ~~7. University academic requirement (e.g., Kent Core)—establishment, revision, inactivation~~
- ~~8. University academic policy—establishment, revision, inactivation~~
- ~~9. University academic operational procedure or regulation—establishment, revision, inactivation~~

**~~B. Information Items:~~** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.

- ~~1. Major or degree—letter of intent or program development plan to establish (sent to the Ohio Department of Higher Education for approval before submitting full proposal)~~
- ~~2. Temporary suspension of admissions into an academic program~~
- ~~3. Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program—establishment, revision, inactivation~~
- ~~4. Online delivery (more than 50 percent) of an existing degree program—establishment, revision, inactivation~~
- ~~5. Five-year review of certificate programs~~

**~~C. Lesser Action Items:~~** not discussed or voted upon unless a motion is made by an EPC member to do so; considered approved once meeting is adjourned

- ~~1. Major—revision (including new, revised, inactivated concentrations)~~
- ~~2. Minor—revision, inactivation~~
- ~~3. Certificate—revision, inactivation~~
- ~~4. Articulation or consortia agreement with curricular implications—establishment, revision, inactivation~~
- ~~5. Course—establishment, revision, inactivation~~
- ~~6. Course designated a university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)—establishment, revision, inactivation~~
- ~~7. Academic policy or requirement within academic unit—establishment, revision, inactivation~~

## **~~NUMBER OF CURRICULUM CHANGES EPC HAS REVIEWED IN PAST FIVE YEARS~~**

<b><del>EPC Agenda</del></b>	<b><del>Aug 2013- May 2014</del></b>	<b><del>Aug 2014- May 2015</del></b>	<b><del>2015- 16</del></b>	<b><del>2016- 17</del></b>	<b><del>2017- 18</del></b>
<b><del>Curricular Items</del></b>	<b><del>263</del></b>	<b><del>223</del></b>	<b><del>309</del></b>	<b><del>265</del></b>	<b><del>176</del></b>
<b><del>Course Changes</del></b>	<b><del>1,307</del></b>	<b><del>1,312</del></b>	<b><del>1,548</del></b>	<b><del>808</del></b>	<b><del>1,717</del></b>

## CURRICULUM RESPONSIBILITY

### ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Knows the discipline/program that needs to be established/revised</li> <li>Keeps current in field</li> <li>Conducts research for the proposed changes</li> <li>Articulates rationale for curriculum decisions</li> <li>Works with others to document and submit proposal</li> <li>Seeks review and feedback on proposed changes</li> </ul>
<b>Program/ Subject Area</b>	<ul style="list-style-type: none"> <li>Content experts</li> <li>Current in their profession</li> <li>Know competition</li> <li>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</li> <li>Works to meet accreditation needs</li> <li>Advises, informs and/or approves changes</li> </ul>
<b>Faculty Advisory Committee / Department Curriculum Committee</b>	<ul style="list-style-type: none"> <li>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</li> <li>Advisor to the chair/director</li> <li>Develops and maintains current instructional programs and course syllabi</li> <li>Approves internal modifications and solicit input from other departments where program changes and offerings may have impact</li> <li>Approves all workshop and special topics courses each time a title changes</li> <li>Approves course content when offered off campus or online in accord with existing policies and procedures</li> <li>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</li> <li>Maintains strong departmental academic, instructional and grading standards</li> <li>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</li> </ul>
<b>School Director/ Department Chair</b>	<ul style="list-style-type: none"> <li>Fosters the development of undergraduate and graduate programs within university guidelines</li> <li>Encourages appropriate curriculum modifications, changes and innovations in programs</li> <li>Approves resource allocations</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Insures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</li> </ul>

Role	Curriculum Responsibilities
<b>College Curriculum Committee</b>	<ul style="list-style-type: none"> <li>▪ Reviews curricular proposals from schools/departments within college</li> <li>▪ Initiates course, program requirement and policy proposals</li> <li>▪ Made aware of special topics and other academic changes</li> <li>▪ Examines curriculum impact and duplication within and outside college</li> <li>▪ Ensure appropriate consultation of impact</li> <li>▪ Seeks curriculum changes that may be complementary and/or basis for collaboration</li> <li>▪ Source of information to units about curricular related changes and requirements</li> <li>▪ Garner support when inactivation is identified</li> <li>▪ Looks for letters of support</li> <li>▪ Reviews resources (e.g., staffing, facilities, library)</li> <li>▪ Review program outcomes for alignment with college mission</li> <li>▪ Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</li> </ul>
<b>Dean (Campus/College)</b>	<ul style="list-style-type: none"> <li>▪ Reviews impact on finances, faculty, facilities, equipment, support staff</li> <li>▪ Seeks opportunities to leverage existing/emerging resources</li> <li>▪ Participates in accreditation reviews and decisions</li> <li>▪ Assesses sustainability, demand, need, placement</li> <li>▪ Examines curriculum impact and duplication in and outside college/campus</li> </ul>
<b>Institutional Academic Advisory Committees</b>	<p><u>Graduate Studies Administrative Advisory Committee (GSAAC)</u></p> <ul style="list-style-type: none"> <li>▪ Reviews and advises on graduate operational issues</li> <li>▪ Initiates and recommends changes to the graduate studies dean</li> </ul> <p><u>Associate and Assistant (A&amp;A) Deans Committee</u></p> <ul style="list-style-type: none"> <li>▪ Reviews and advises on undergraduate operational issues</li> <li>▪ Initiates and recommends changes to the EPC</li> </ul> <p><u>EPC Ad Hoc Committee</u></p> <ul style="list-style-type: none"> <li>▪ Reviews, initiates and revises policies to promote student success</li> </ul>
<b>University Requirements Curriculum Committee (URCC)</b>	<ul style="list-style-type: none"> <li>▪ <del>EPC sub-committee</del></li> <li>▪ <del>Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</del> <ul style="list-style-type: none"> <li>▪ <del>Reviews and approve courses and policies for conformity to these requirements</del></li> </ul> </li> <li>▪ <del>Periodic reviews and recommends changes in these requirements</del></li> <li>▪ <del>Directs assessment and evaluation of student success within these requirements</del></li> </ul>
<b>Graduate Studies Dean</b>	<ul style="list-style-type: none"> <li>▪ Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval</li> <li>▪ Communicates to other departments</li> <li>▪ Notify state when program inactivated or changed delivery mode</li> <li>▪ Facilitate program review process</li> <li>▪ Oversees advisory committee to review graduate curriculum and policies</li> <li>▪ Implements admission process</li> <li>▪ Decides exceptions to admission criteria</li> </ul>

Role	Curriculum Responsibilities
<b>Curriculum Services</b>	<ul style="list-style-type: none"> <li>▪ Provides holistic view of university curriculum</li> <li>▪ Assists and guides faculty and units in proposing change</li> <li>▪ Maintains curriculum process, procedures and management system</li> <li>▪ Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</li> <li>▪ Implements approved changes (catalog, course inventory)</li> <li>▪ Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, student financial aid)</li> <li>▪ Assists in updating GPS degree audit</li> <li>▪ Maintains curriculum archive</li> <li>▪ Responds to questions about changes/curriculum process</li> <li>▪ Secretary and coordinator for EPC</li> <li>▪ Reports curriculum to state, federal and other agencies</li> <li>▪ Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures</li> <li>▪ Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</li> <li>▪ Knowledgeable about university academic programs and policies</li> <li>▪ Liaison with Ohio Department of Higher Education for undergraduate curriculum</li> <li>▪ Ensure consistency of process</li> <li>▪ Source of information about university curriculum</li> </ul>
<b>Provost</b>	<ul style="list-style-type: none"> <li>▪ Involved in the strategic goals of the university</li> <li>▪ Sets the university agenda for academic programming and determines priorities</li> <li>▪ Reviews significant academic changes with initiators/deans prior to approval</li> <li>▪ Approves all items that will go before the Board of Trustees for approval</li> <li>▪ Signs articulation agreements and new program proposals</li> <li>▪ Introduces and champions academic items to Board of Trustees</li> <li>▪ Approves EPC agenda before publication and chairs the EPC meeting</li> <li>▪ Mediates/facilitates differences and determines course of action</li> </ul>
<b>Educational Policies Council (EPC)</b>	<ul style="list-style-type: none"> <li>▪ Committee of the Faculty Senate</li> <li>▪ Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</li> <li>▪ Approves overall curricular planning and policy guidelines for the university</li> <li>▪ Arbitrates interdepartmental and intercollegial curricular disputes or misunderstandings;</li> <li>▪ Monitors changes generated by a specific academic unit as they affect other areas</li> <li>▪ At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</li> <li>▪ Acts on matters referred to the council</li> <li>▪ Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</li> </ul>

Role	Curriculum Responsibilities
<b>Faculty Senate</b>	<ul style="list-style-type: none"> <li>Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</li> <li>Examines curriculum impact, demand and duplication of resources across university</li> <li>Delegates curriculum initiatives to sub-committees</li> <li>Oversees academic standards and educational policies and academic programs</li> <li>Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</li> </ul>
<b>President</b>	<ul style="list-style-type: none"> <li>Kept apprised by new curriculum by provost</li> <li>Determines university resource allocations and priorities</li> <li>Defines mission and goals of the university jointly with the Board of Trustees</li> <li>Champions the university's strategic plan</li> </ul>
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>Defines mission and goals of the university jointly with the president</li> <li>Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education</li> <li>Approves academic structure changes</li> <li>Approves university-wide academic policies</li> <li>Reviews curriculum viability and student need and success</li> <li>Reviews and discusses information items presented by the provost</li> </ul>
<b>Ohio Department of Higher Education</b>	<ul style="list-style-type: none"> <li>Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs</li> <li>Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</li> <li>Assigns subsidy level to courses</li> <li>Set curriculum guidelines for public institutions</li> <li>Initiates transfer pathways between public institutions</li> </ul>
<b>Higher Learning Commission</b>	<ul style="list-style-type: none"> <li>Approves new degree programs</li> <li>Approves new locations for program offerings</li> <li>Approves new contractual or consortia agreement to offer a program</li> <li>Notified of new certificate programs</li> </ul>
<b>Graduate Planning System (GPS)</b>	<ul style="list-style-type: none"> <li>Notified of curriculum changes that affect undergraduate (and select graduate) program requirements</li> <li>Updates degree audits for undergraduate programs and select graduate programs</li> </ul>
<b>Student Financial Aid</b>	<ul style="list-style-type: none"> <li>Notified of new, revised and inactivated certificates</li> <li>Updates program's financial aid eligibility status with U.S. Department of Education</li> </ul>

## CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

Curriculum Proposal	DEPARTMENT	College	URCC	GRADUATE Studies	Provost	EPC	FACULTY Senate	BOARD OF Trustees	ODHE	HLC
<ul style="list-style-type: none"> <li>Revision of course descriptions not involving substantial changes in course content</li> <li>Revision of course titles not involving substantial changes in course content</li> <li>Revision of course prerequisites not affecting any other academic unit</li> <li>Inactivation of courses not affecting any other academic unit</li> <li>Changes in course numbers not affecting level</li> </ul>	A	N			A	N				
<ul style="list-style-type: none"> <li>Revision of course credit hours</li> <li>Revision of course numbers affecting the level of courses</li> <li>Inactivation of courses affecting other degree programs or general curricular requirements within the college</li> <li>New or additional courses</li> <li>Substantial changes in course content affecting description and title, constituting essentially new courses</li> </ul>	A	A			A	N				
<ul style="list-style-type: none"> <li>Inactivation of courses affecting degree programs or general curricular requirements of colleges other than parent college</li> <li>Substantial revisions of content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college</li> <li>Revision of prerequisite for courses required in degree programs or general curricular requirements of colleges other than parent college</li> <li>Revision of course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college</li> <li>Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college</li> </ul>	A	A			A	N				
<ul style="list-style-type: none"> <li>Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, orientation)</li> </ul>	A	A	A		A	N				
<ul style="list-style-type: none"> <li>Revision of major (including admission, course and other requirements and new, revised, inactivated concentrations)</li> <li>Revision or inactivation of a minor</li> <li>Revision or inactivation of a certificate</li> <li>Establishment, revision or inactivation of a policy within an academic unit</li> <li>Establishment, revision or inactivation of an articulation agreements with other institutions</li> <li>Temporary suspension of admission into a program</li> </ul>	A	A		A	A	N				

Legend: A = Approval — N = Notification

<ul style="list-style-type: none"> <li>Establishment, revision or inactivation of contractual or consortia agreement with another entity for (50%+) delivery of program</li> </ul>	A	A		A	A	N				N <sup>1</sup>
<ul style="list-style-type: none"> <li>Letter of intent to establish a major or degree</li> <li>Alternate online (50%+) delivery for existing program</li> </ul>	A	A		A	A	N			A	
<ul style="list-style-type: none"> <li>Alternate off-site (50%+) delivery for existing program</li> </ul>	A	A		A	A	N			A	A <sup>2</sup>

Curriculum Proposal	DEPARTMENT	College	URCC	GRADUATE Council	Provost	EPC	FACULTY Senate	BOARD OF Trustees	ODHE	HLC
Revision of name of a major or degree	A	A		A	A	A	A	N	A	
Establishment of a minor	A	A		A	A	A				
Establishment of a certificate	A	A		A	A	A			A <sup>3</sup>	N
Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial			A		A	A	A			
Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program)	A	A		A	A	A	A	N		
Establishment, revision or inactivation of a university-wide academic operational procedure or regulation										
Revision of a university-wide academic policy										
Inactivation of a major or degree										
Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core)										
Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy										
Establishment, revision or inactivation of an academic unit (college, school, department)	A	A		A	A	A	A	A		
Establishment, revision or inactivation of an institute with curriculum implications										
Establishment, revision or inactivation of a center with curriculum implications										
Inactivation of a major or degree	A	A		A	A	A	A	A	N	
Establishment of a major or degree										
Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)	A	A		A	A	A	A	A	A	A

Legend: A = Approval — N = Notification

~~While the Ohio Department of Higher Education requires approval for every program to be offered at an off-site location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).~~

- ~~The Higher Learning Commission requires notification of all contractual and consortial arrangements, and possibly additional documentation if requested. Contractual involves the university and a non-accredited entity involved in some way in a program (e.g., Everspring). Consortial involves the university and another accredited entity such as another university delivering program content.~~
- ~~While the Ohio Department of Higher Education requires approval for every program to be offered at an off-site location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).~~
- ~~Graduate certificates that are 24 credits or higher require approval from Ohio Department of Higher Education Chancellor's Council on Graduate Study (CCGS).~~

## PARLIAMENTARY PROCEDURES

### ROBERT'S RULES OF ORDER

Robert's Rules of Order provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is

controlled by the general will of the whole membership—the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair “working through” of the issues involved.

Robert’s Rules provide for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should “undue strictness” be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything. **Silence means consent.**

### Procedures

- Debate cannot begin until the chair has stated the motion or resolution and asked “are you ready for the question?” If no one rises, the chair calls for the vote.
- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment—avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
End the meeting	I move to adjourn	No	Yes	No	No	Majority
Take a break	I move to recess for ...	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of privilege	Yes	No	No	No	None
Adhere to agenda	I call for the orders of the day	Yes	No	No	No	None
Temporary suspend further action / consideration	I move to lay the question on the table	No	Yes	No	No	Majority
End debate	I move to close the debate	No	Yes	No	No	2/3
Limit or extend length of debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
Refer to committee (may be existing or new committee)	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Kill motion for this session	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority

	(exception: motion to reconsider can be made at same session)					
Bring business before assembly (a main motion)	I move that/to ...	No	Yes	Yes	Yes	Majority

**Incidental notions—no order of precedence—arise incidentally and decided immediately.**

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Enforce rules due to infraction of rules or improper decorum in speaking	Point of order	Yes	No	No	No	None
Submit matter to assembly to decide	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
Allow a violation of assembly rules (except constitution)	I move to suspend the rules that ...	No	Yes	No	No	2/3
Avoid main motion altogether	I object to the consideration of the question (must be stated before discussion or another motion is stated)	Yes	No	No	No	2/3
Divide a motion into two or more separate motions	I move to divide the question (motions must be able to stand on their own)	No	Yes	No	Yes	Majority
Demand rising vote	I call for a division	Yes	No	No	No	None
Inquire as to the correct motion	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
Request information	Request for information	Yes (if urgent)	No	No	No	None

**Motions that bring a question again before the assembly—no order of precedence. Introduce only when nothing else pending.**

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Resume consideration of item previously “laid on the table”	I move to take from the table ...	No	Yes	No	No	Majority
Cancel or change previous action	I move to rescind / amend something previously adopted ...	No	Yes	Yes	Yes	2/3 or majority with notice
Reconsider motion	I move to reconsider the vote... (can be made only by one on the prevailing side who has changed position or view)	No	Yes	Varies	No	Majority

~~Excerpted from *Summary Version of Robert's Rules of Order* (© 1997 Beverly Kennedy) and *Parliamentary Motions Guide Based on Robert's Rules of Order, 11<sup>th</sup> Edition* (© Jim Slaughter).~~

## I. CURRICULUM APPROVAL PROCESS

### ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

<u>Role</u>	<u>Curriculum Responsibilities</u>
<b><u>Faculty Initiator</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Knows the discipline/program</u></li> <li>▪ <u>Keeps current in field</u></li> <li>▪ <u>Conducts research for the proposed changes</u></li> <li>▪ <u>Articulates rationale for curriculum decisions</u></li> <li>▪ <u>Works with others to document and submit proposal</u></li> <li>▪ <u>Seeks review and feedback on proposed changes</u></li> </ul>
<b><u>Program / Subject Area</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Content experts</u></li> <li>▪ <u>Current in their profession</u></li> <li>▪ <u>Know competition</u></li> <li>▪ <u>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</u></li> <li>▪ <u>Works to meet accreditation needs</u></li> <li>▪ <u>Advises, informs and/or approves changes</u></li> </ul>
<b><u>Faculty Advisory Committee / Department Curriculum Committee</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</u></li> <li>▪ <u>Advisor to the chair/director</u></li> <li>▪ <u>Develops and maintains current instructional programs and course syllabi</u></li> <li>▪ <u>Approves internal modifications and solicit input from other departments where program changes and offerings may have impact</u></li> <li>▪ <u>Approves all workshop and special topics courses each time a title changes</u></li> <li>▪ <u>Approves course content when offered off campus or online in accord with existing policies and procedures</u></li> <li>▪ <u>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</u></li> <li>▪ <u>Maintains strong departmental academic, instructional and grading standards</u></li> <li>▪ <u>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</u></li> </ul>
<b><u>School Director / Department Chair</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Fosters the development of undergraduate and graduate programs within university guidelines</u></li> <li>▪ <u>Encourages appropriate curriculum modifications, changes and innovations in programs</u></li> <li>▪ <u>Approves resource allocations</u></li> <li>▪ <u>Seeks opportunities to leverage existing/emerging resources</u></li> <li>▪ <u>Insures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</u></li> </ul>
<b><u>College Curriculum Committee</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Reviews curricular proposals from schools/departments within college</u></li> <li>▪ <u>Initiates course, program requirement and policy proposals</u></li> <li>▪ <u>Made aware of special topics and other academic changes</u></li> <li>▪ <u>Examines curriculum impact and duplication within and outside college</u></li> <li>▪ <u>Ensure appropriate consultation of impact</u></li> <li>▪ <u>Seeks curriculum changes that may be complementary and/or basis for collaboration</u></li> <li>▪ <u>Source of information to units about curricular-related changes and requirements</u></li> <li>▪ <u>Garner support when inactivation is identified</u></li> <li>▪ <u>Looks for letters of support</u></li> <li>▪ <u>Reviews resources (e.g., staffing, facilities, library)</u></li> <li>▪ <u>Review program outcomes for alignment with college mission</u></li> <li>▪ <u>Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</u></li> </ul>

<u>Role</u>	<u>Curriculum Responsibilities</u>
<u>College Dean</u> / <u>Campus Dean</u>	<ul style="list-style-type: none"> <li>▪ <u>Reviews impact on finances, faculty, facilities, equipment, support staff</u></li> <li>▪ <u>Seeks opportunities to leverage existing/emerging resources</u></li> <li>▪ <u>Participates in accreditation reviews and decisions</u></li> <li>▪ <u>Assesses sustainability, demand, need, placement</u></li> <li>▪ <u>Examines curriculum impact and duplication in and outside college/campus</u></li> <li>▪ <u>Ensures curricular initiatives align with the college/campus strategic goals and priorities</u></li> </ul>
<u>Institutional Academic Advisory Committees</u>	<u>Graduate Dean's Advisory Committee (GDAC)</u> <ul style="list-style-type: none"> <li>▪ <u>Reviews and advises on graduate academic and operational issues</u></li> <li>▪ <u>Initiates and recommends changes to the graduate studies dean</u></li> </ul> <u>Undergraduate Deans Committee (UDC)</u> <ul style="list-style-type: none"> <li>▪ <u>Reviews and advises on undergraduate academic and operational issues</u></li> <li>▪ <u>Initiates and recommends changes to the EPC</u></li> </ul> <u>University Requirements Curriculum Committee (URCC)</u> <ul style="list-style-type: none"> <li>▪ <u>Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</u></li> <li>▪ <u>Reviews and approves courses and policies for conformity to these requirements</u></li> <li>▪ <u>Periodic reviews and recommends changes in these requirements</u></li> <li>▪ <u>Directs assessment and evaluation of student success within these requirements</u></li> </ul> <u>EPC Ad Hoc Committee</u> <ul style="list-style-type: none"> <li>▪ <u>Reviews, initiates and recommends policies to promote student success</u></li> </ul>
<u>Graduate Studies Dean</u>	<ul style="list-style-type: none"> <li>▪ <u>Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval</u></li> <li>▪ <u>Communicates to other departments</u></li> <li>▪ <u>Notify state when program inactivated or changed delivery mode</u></li> <li>▪ <u>Facilitate program review process</u></li> <li>▪ <u>Oversees advisory committee to review graduate curriculum and policies</u></li> <li>▪ <u>Implements admission process</u></li> <li>▪ <u>Decides exceptions to admission criteria</u></li> </ul>
<u>Curriculum Services</u>	<ul style="list-style-type: none"> <li>▪ <u>Provides holistic view of university curriculum</u></li> <li>▪ <u>Assists and guides faculty and units in proposing change</u></li> <li>▪ <u>Maintains curriculum process, procedures and management system</u></li> <li>▪ <u>Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</u></li> <li>▪ <u>Implements approved changes (catalog, course inventory, program inventory)</u></li> <li>▪ <u>Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, GPA degree audit, student financial aid)</u></li> <li>▪ <u>Maintains curriculum archive</u></li> <li>▪ <u>Responds to questions about changes/curriculum process</u></li> <li>▪ <u>Secretary and coordinator for the EPC</u></li> <li>▪ <u>Reports curriculum to state, federal and other agencies</u></li> <li>▪ <u>Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures</u></li> <li>▪ <u>Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</u></li> <li>▪ <u>Knowledgeable about university academic programs and policies</u></li> <li>▪ <u>Liaison with Ohio Department of Higher Education for undergraduate curriculum</u></li> <li>▪ <u>Ensure consistency of process</u></li> <li>▪ <u>Source of information and archives about university curriculum</u></li> </ul>
<u>Provost</u>	<ul style="list-style-type: none"> <li>▪ <u>Involved in the strategic goals of the university</u></li> <li>▪ <u>Sets the university agenda for academic programming and determines priorities</u></li> <li>▪ <u>Reviews significant academic changes with initiators/deans prior to approval</u></li> <li>▪ <u>Approves all items that will go before the Board of Trustees for approval</u></li> <li>▪ <u>Signs articulation agreements and new program proposals</u></li> <li>▪ <u>Introduces and champions academic items to Board of Trustees</u></li> <li>▪ <u>Approves EPC agenda before publication and chairs the EPC meeting</u></li> <li>▪ <u>Mediates/facilitates differences and determines course of action</u></li> </ul>

<u>Role</u>	<u>Curriculum Responsibilities</u>
<b><u>Educational Policies Council (EPC)</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Committee of the Faculty Senate</u></li> <li>▪ <u>Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</u></li> <li>▪ <u>Approves overall curricular planning and policy guidelines for the university</u></li> <li>▪ <u>Arbitrates interdepartmental and intercollegial curricular disputes or misunderstandings</u></li> <li>▪ <u>Monitors changes generated by a specific academic unit as they affect other areas</u></li> <li>▪ <u>At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</u></li> <li>▪ <u>Acts on matters referred to the council</u></li> <li>▪ <u>Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</u></li> </ul>
<b><u>Faculty Senate</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</u></li> <li>▪ <u>Examines curriculum impact, demand and duplication of resources across university</u></li> <li>▪ <u>Delegates curriculum initiatives to sub committees</u></li> <li>▪ <u>Oversees academic standards and educational policies and academic programs</u></li> <li>▪ <u>Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</u></li> </ul>
<b><u>President</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Kept apprised by new curriculum by the provost</u></li> <li>▪ <u>Determines university resource allocations and priorities</u></li> <li>▪ <u>Defines mission and goals of the university jointly with the Board of Trustees</u></li> <li>▪ <u>Champions the university's strategic plan</u></li> </ul>
<b><u>Board of Trustees</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Defines mission and goals of the university jointly with the president</u></li> <li>▪ <u>Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education</u></li> <li>▪ <u>Approves academic structure changes</u></li> <li>▪ <u>Approves university-wide academic policies</u></li> <li>▪ <u>Reviews curriculum viability and student need and success</u></li> <li>▪ <u>Reviews and discusses information items presented by the provost</u></li> </ul>
<b><u>Ohio Department of Higher Education</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs</u></li> <li>▪ <u>Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</u></li> <li>▪ <u>Assigns subsidy level to courses</u></li> <li>▪ <u>Set curriculum guidelines for public intuitions</u></li> <li>▪ <u>Initiates transfer pathways between public institutions</u></li> </ul>
<b><u>Higher Learning Commission</u></b>	<ul style="list-style-type: none"> <li>▪ <u>Approves new degree programs</u></li> <li>▪ <u>Approves new locations for program offerings</u></li> <li>▪ <u>Approves new contractual or consortia agreement to offer a program</u></li> <li>▪ <u>Notified of new certificate programs</u></li> <li>▪ <u>Approves new certificate programs that comprise courses (50%+) developed specifically for the certificate</u></li> </ul>

## PROGRAM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

**DEADLINE** is the last meeting of the EPC to become effective for the next academic year. For more information, see the EPC meeting schedule and deadlines on the EPC website.

<u>Curriculum Proposal</u>	<u>Dept / School</u>	<u>College</u>	<u>URCC</u>	<u>Grad Studies</u>	<u>Provost</u>	<u>EPC</u>	<u>Senate</u>	<u>Trustees</u>	<u>ODHE</u>	<u>HLC</u>	<u>Deadline</u>
<b>Changes to Academic Units</b>											
Establish or revise substantially a college that affects the region or other institutions (e.g., College of Medicine)	A	A		A	A	A	A	A	A		Mar
Establish, revise or inactivate/consolidate a college, department or school	A	A		A	A	A	A	A			Mar
Establish, revise or inactivate/consolidate a center or institute with curricular implications	A	A		A	A	A	A	A			Mar
Revise name of a college, department or school	A	A		A	A	A	A	A			Mar
Revise name of a center or institute with curricular implications	A	A		A	A	A	A	A			Mar
<b>Changes to Degrees</b>											
Establish a graduate degree	A	A		A	A	A	A	A	A	A	(1)
Establish an undergraduate degree	A	A			A	A	A	A	A	A	(1)
Establish, revise or inactivate a combined (e.g., BA/MA) or dual degree (e.g., MBA/MEd) of existing degrees	A	A		A	A	N					Jan
Revise name of a graduate degree	A	A		A	A	A	A	A	A		Jan
Revise name of an undergraduate degree	A	A			A	A	A	A	A		Jan
Inactivate a graduate degree	A	A		A	A	A	A	A	A		Jan
Inactivate an undergraduate degree	A	A			A	A	A	A	A		Jan
<b>Changes to Majors (and Major Concentrations)</b>											
Establish a graduate major	A	A		A	A	A	A	A	A	A	(1)
Establish an undergraduate major	A	A			A	A	A	A	A	A	(1)
Establish a graduate concentration	A	A		A	A	N					Jan
Establish an undergraduate concentration	A	A			A	N					Jan
Establish, revise or inactivate location delivery (50%+) of a graduate major	A	A		A	A	N			A	A <sup>2</sup>	(1)
Establish, revise or inactivate location delivery (50%+) of an undergraduate major	A	A			A	N			A	A <sup>2</sup>	(1)
Establish, revise or inactivate contractual or consortia agreement to deliver courses (content or platform) or outsource certain aspects of a major	A	A		A	A	N				N	Jan
Revise name of a graduate major	A	A		A	A	A	A	A	A		Jan
Revise name of an undergraduate major	A	A			A	A	A	A	A		Jan
Revise name of a graduate concentration	A	A		A	A	N					Jan
Revise name of an undergraduate concentration	A	A			A	N					Jan
Revise requirements of a graduate major or concentration	A	A		A	A	N					Jan
Revise requirements of an undergraduate major/concentration	A	A			A	N					Jan
Revise admission criteria of a graduate major	A	A		A	A	N					May <sup>3</sup>
Revise admission criteria of an undergraduate major	A	A			A	N					May <sup>3</sup>
Revise instructional delivery (50%+) of a graduate major	A	A		A	A	N			A		Jan
Revise instructional delivery (50%+) of undergraduate major	A	A			A	N			A		Jan
Revise unit "ownership" of a graduate major	A	A		A	A	A	A				Jan

Legend: A = Approval N = Notification

<u>Curriculum Proposal</u>	<u>Dept / School</u>	<u>College</u>	<u>URCC</u>	<u>Grad Studies</u>	<u>Provost</u>	<u>EPC</u>	<u>Senate</u>	<u>Trustees</u>	<u>ODHE</u>	<u>HLC</u>	<u>Deadline</u>
<b><u>Changes to Majors (and Major Concentrations) continued</u></b>											
<u>Revise unit "ownership" of an undergraduate major</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>	<u>A</u>				<u>Jan</u>
<u>Suspend admission (temporary) of a major or concentration</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Inactivate a graduate major</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>		<u>Jan</u>
<u>Inactivate an undergraduate major</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>		<u>Jan</u>
<u>Inactivate a graduate concentration</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Inactivate an undergraduate concentration</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<b><u>Changes to Minors</u></b>											
<u>Establish a minor</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>					<u>Jan</u>
<u>Revise admission criteria of a minor</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Revise or inactivate a minor</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<b><u>Changes to Certificates</u></b>											
<u>Establish a graduate certificate</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>			<u>A</u> <sup>5</sup>	<u>A</u> <sup>6</sup>	<u>(1)</u>
<u>Establish an undergraduate certificate</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>A</u>			<u>A</u> <sup>5</sup>	<u>A</u> <sup>6</sup>	<u>(1)</u>
<u>Revise admission criteria of a graduate certificate</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>N</u>					<u>May</u> <sup>4</sup>
<u>Revise admission criteria of an undergraduate certificate</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>May</u> <sup>4</sup>
<u>Revise or inactivate a graduate certificate</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Revise or inactivate an undergraduate certificate</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<b><u>Changes to Courses</u></b>											
<u>Establish, revise or inactivate a course</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Establish a course subject (e.g., CHEM)</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Designate a course as a Kent Core</u>	<u>A</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>				<u>Jan</u>
<u>Designate a course as diversity (global/domestic), writing intensive, experiential learning, first-year orientation</u>	<u>A</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>N</u>					<u>Jan</u>
<u>Revise or inactivate a course as a Kent Core, diversity, writing intensive, experiential learning, first-year orientation</u>	<u>A</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>N</u>					<u>Jan</u>
<b><u>Changes to Policies</u></b>											
<u>Establish, revise or inactivate a university-wide academic policy, operational procedure or regulation</u>				<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>			<u>Apr</u>
<u>Establish a graduate academic requirement</u>				<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>			<u>Apr</u>
<u>Establish an undergraduate academic requirement</u>			<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>			<u>Apr</u>
<u>Establish, revise or inactivate a graduate academic policy in an academic unit</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>N</u>					<u>Apr</u>
<u>Establish, revise or inactivate an undergraduate academic policy in an academic unit</u>	<u>A</u>	<u>A</u>			<u>A</u>	<u>N</u>					<u>Apr</u>
<u>Revise or inactivate a graduate academic requirement</u>				<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>				<u>Apr</u>
<u>Revise or inactivate an undergraduate academic requirement</u>			<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>				<u>Apr</u>
<b><u>Changes to Other Academic Initiatives</u></b>											
<u>Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Honors Program, Military Studies, Washington Program)</u>	<u>A</u>	<u>A</u>		<u>A</u>	<u>A</u>	<u>A</u>	<u>A</u>	<u>N</u>			<u>Jan</u>

Legend: A = Approval N = Notification

1. Because this action requires external steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this types of proposals.
2. The Higher Learning Commission requires approval for a new location.
3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is one year before implementation (e.g., May 2019 EPC approval for fall 2020 admission).
4. Undergraduate certificates that are designated as "technical" (see page XX) require approval from the Ohio Department of Higher Education (ODHE). Graduate certificates that are 21+ credit hours require approval from the ODHE Chancellor's Council on Graduate Study (CCGS).
5. The Higher Learning Commission (HLC) must be notified of all new certificates. However, HLC approval is required for certificates of which 50+ percent of the courses were developed specifically for the program.

## DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

<u>Proposal</u>	<u>Deadline</u>	<u>Effective Term</u>	<u>Notes</u>
<u>Program</u>	<u>January EPC meeting</u>	<u>Subsequent fall semester (e.g., January 2019 for fall 2019)</u>	<u>January is the final meeting for approving the following program proposals: new and inactivated programs,* revisions to a program's course or grade requirements and any other revision that changes the criteria for students to progress in or to graduate with a degree, minor or certificate.</u>
<u>Course</u>	<u>January EPC meeting</u>	<u>Subsequent fall semester (e.g., January 2019 for fall 2019)</u>	<u>January is the final meeting for approving courses for fall implementation.</u>
	<u>April EPC meeting</u>	<u>Subsequent spring semester (e.g., April 2019 for spring 2020)</u>	<u>April is the final meeting for approving <b>new courses</b> for spring implementation.</u>
<u>Policy</u>	<u>April EPC meeting</u>	<u>Subsequent fall semester (e.g., April 2019 for fall 2019)</u>	<u>April is the final meeting for approving university and college policies for fall 2019 implementation.</u>
<u>Admission</u>	<u>May EPC meeting</u>	<u>Fall semester after next (e.g., May 2019 for fall 2020)</u>	<u>May is the final meeting for approving admission criteria for a program.</u>

\* Exceptions to this deadline are proposals to establish or inactivate a degree or major, or to offer a major fully online, in an accelerated delivery or at another campus or location—all of which require external steps for approvals. Please work with Curriculum Services to determine a timeline for implementation for these types of proposals.

## TIMELINE EXAMPLES FOR NEW DEGREES AND MAJORS

The tables below may be helpful to understand the approval steps and estimated timeline to implement a new degree or major. Please note that while most approving bodies have set meetings to review and approve a new degree program, it is not guaranteed that your proposal will be placed on the desired agenda; therefore, the timeframe for approval from those bodies is an estimate.

Before submitting a proposal to the EPC, it is important to first gain approval from the provost (and the graduate studies dean if a graduate program). Please work with the Office of Curriculum Services when seeking that approval. The provost or graduate studies dean may request a meeting with the college dean to discuss the proposal before it moves forward.

For a new undergraduate degree or major, the process averages out to six months between approval of full proposal by EPC and approval by the Ohio Department of Higher Education (ODHE), with the fastest (in the past three years) at three months and the longest at 10 months. Graduate proposals have typically taken six to nine months between EPC and ODHE approval.

However, those approximates do not take into account the whole process, including faculty development of the program and courses, submission of the initial inquiry/program development plan (the first step) and faculty, school and college approvals. Nor does the approximates include approval by the Higher Learning Commission, which can take anywhere between five weeks and six months, or not even need to be equated into the approval timeline. Therefore, it is encouraged that faculty meet with curriculum services staff to discuss the proposed and development so that staff can create an estimated timeline for their purposes.

### Abbreviations:

CCC – College Curriculum Committee

CCGS – Chancellor's Council on Graduate Studies

EPC – Educational Policies Council

HLC – Higher Learning Commission

ODHE – Ohio Department of Higher Education

Year example: X=2019, Y=2020, Z=2012

### **NEW UNDERGRADUATE DEGREES AND MAJORS**

<b><u>Approving Steps</u></b>	<b><u>Timeline 1</u></b>	<b><u>Timeline 2</u></b>	<b><u>Timeline 3</u></b>	<b><u>Timeline 4</u></b>
<u>Program approved by faculty, chair/director, CCC, college dean</u>	<u>Jan (year X)</u>	<u>Feb – April (year X)</u>	<u>May – Sep (year X)</u>	<u>Oct – Dec (year X)</u>
<u>Program approved by provost (meeting with college dean) <sup>1</sup></u>	<u>Feb (year X)</u>	<u>Mar – May (year X)</u>	<u>Jun – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>
<u>Initial inquiry on EPC agenda (information item)</u>	<u>Feb (year X)</u>	<u>Mar – May (year X)</u>	<u>Aug – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>
<u>Initial inquiry sent to ODHE for preliminary approval <sup>2</sup></u>	<u>Feb (year X)</u>	<u>Mar – May (year X)</u>	<u>Aug – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>
<u>Full proposal approved by faculty and chair/director</u>	<u>Mar (year X)</u>	<u>Apr – Aug (year X)</u>	<u>Sep – Nov (year X)</u>	<u>Dec (year X) – Jan (year Y)</u>
<u>Full proposal approved by CCC and college dean</u>	<u>Apr (year X)</u>	<u>May – Sep (year X)</u>	<u>Oct – Dec (year X)</u>	<u>Jan – Feb (year Y)</u>
<u>Full proposal approved by EPC</u>	<u>May (year X)</u>	<u>Aug – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>	<u>Feb – Apr (year Y)</u>
<u>Full proposal approved by Faculty Senate</u>	<u>Jul (year X) <sup>4</sup></u>	<u>Sep – Nov (year X)</u>	<u>Dec (year X) – Feb (year Y)</u>	<u>Mar – May (year Y)</u>
<u>Program approved by Board of Trustees</u>	<u>Sep (year X)</u>	<u>Dec (year X)</u>	<u>Mar (year Y)</u>	<u>Jun (year Y)</u>
<u>Program approved by ODHE chancellor <sup>5</sup></u>	<u>Dec (year X) – Feb (year Y)</u>	<u>Mar – May (year Y)</u>	<u>Jun – Aug (year Y)</u>	<u>Sep – Nov (year Y)</u>
<u>Program approved by HLC <sup>6</sup></u>	<u>Apr – Aug (year Y)</u>	<u>Aug – Nov (year Y)</u>	<u>Nov (year Y) – Feb (year Z)</u>	<u>Feb – May (year Z)</u>
<u>First semester of operation <sup>7</sup></u>	<u>Fall Y</u>	<u>Fall Y/Fall Z</u>	<u>Fall Y/Fall Z</u>	<u>Fall Z</u>

### **NEW GRADUATE DEGREES AND MAJORS**

<b><u>Program Approving Steps</u></b>	<b><u>Timeline 1</u></b>	<b><u>Timeline 2</u></b>	<b><u>Timeline 3</u></b>	<b><u>Timeline 4</u></b>
<u>Program approved by faculty, chair/director, CCC, college dean</u>	<u>Jan (year X)</u>	<u>Feb – April (year X)</u>	<u>May – Sep (year X)</u>	<u>Oct – Dec (year X)</u>
<u>Program approved by graduate studies dean (meeting with college dean) <sup>1</sup></u>	<u>Feb (year X)</u>	<u>Mar – May (year X)</u>	<u>Jun – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>
<u>Program development plan on EPC agenda (information item)</u>	<u>Feb (year X)</u>	<u>Mar – May (year X)</u>	<u>Aug – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>
<u>Full proposal approved by faculty and chair/director</u>	<u>Mar (year X)</u>	<u>Apr – Aug (year X)</u>	<u>Sep – Nov (year X)</u>	<u>Dec (year X) – Feb (year Y)</u>
<u>Full proposal approved by CCC and dean</u>	<u>Apr (year X)</u>	<u>May – Sep (year X)</u>	<u>Oct – Dec (year X)</u>	<u>Jan – Mar (year Y)</u>
<u>Full proposal approved by graduate studies dean</u>	<u>Apr – May (year X)</u>	<u>May – Oct (year X)</u>	<u>Oct (year X) – Jan (year Y)</u>	<u>Jan – Apr (year Y)</u>
<u>Full proposal approved by EPC <sup>3</sup></u>	<u>May (year X)</u>	<u>Aug – Oct (year X)</u>	<u>Nov (year X) – Jan (year Y)</u>	<u>Feb – Apr (year Y)</u>
<u>Full proposal approved by Faculty Senate</u>	<u>Jul (year X) <sup>4</sup></u>	<u>Sep – Nov (year X)</u>	<u>Dec (year X) – Feb (year Y)</u>	<u>Mar – May (year Y)</u>
<u>Program approved by Board of Trustees</u>	<u>Sep (year X)</u>	<u>Dec (year X)</u>	<u>Mar (year Y)</u>	<u>Jun (year Y)</u>
<u>Program approved by CCGS and ODHE chancellor <sup>5</sup></u>	<u>Dec (year X) – Feb (year Y)</u>	<u>Feb – Apr (year Y)</u>	<u>Jun – Aug (year Y)</u>	<u>Aug – Oct (year Y)</u>
<u>Program approved by HLC <sup>6</sup></u>	<u>Apr – Aug (year Y)</u>	<u>Jun – Oct (year Y)</u>	<u>Nov (year Y) – Feb (year Z)</u>	<u>Dec (year Y) – Apr (year Z)</u>
<u>First semester of operation <sup>7</sup></u>	<u>Fall Y</u>	<u>Fall Y/Fall Z</u>	<u>Fall Y/Fall Z</u>	<u>Fall Z</u>

1. Meeting date depends on provost/dean availability.

2. The initial inquiry for an undergraduate program must be acknowledged with no concerns by ODHE before the full proposal can be placed on the EPC agenda.

3. If HLC has determined that a graduate proposal requires a full review, the Office of Accreditation, Assessment and

Learning will work with the lead faculty after EPC approval to complete the substantial change request for submission to the HLC.

4. Faculty Senate may cancel its July meeting; therefore, the item will be held until its September meeting.
5. For a graduate program, the full proposal is sent to CCGS for a four-week review and feedback by members. That feedback must be incorporated into the proposal and resubmitted to CCGS. Following submission of the revised proposal, a meeting is set for a presentation and vote in Columbus. After approval by CCGS for graduate program (and internal approval for undergraduate programs), the proposal is posted for a 10-day public comment period, followed by a review from state legal counsel and then a signed approval letter from the chancellor.
6. The Higher Learning Commission stipulates proposals should be submitted six months before term in which they are proposed to be offered. There is no way to predict approval time as we have seen HLC take anywhere from five weeks to more than six months to approve a new Kent State degree program. There are also instances where the HLC will determine that a new degree or major does not constitute a substantial change and, therefore, no formal review and approval is required.
7. New degrees and majors must have received approval from both the ODHE and the HLC before the college can publicize the new program and before students can apply and be admitted. Once approved, the Office of Curriculum Services adds the program to the University Catalog and Explore Programs and Degrees website for the appropriate academic year. The office also works with the admissions offices to ensure the program is added to applications, and with the Graduation Planning System Office to update the degree audit.

## II. ACADEMIC ORGANIZATION

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### POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

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#### ADMINISTRATIVE POLICY 3342-2-03.1

- A.** The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

#### **B. Policy Implementation.**

##### **1. Regional Campus**

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

##### **2. College**

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

### **3. Departments and dependent schools**

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

### **4. Independent school or graduate school**

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- ~~d.~~ The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- ~~f.~~ An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- ~~f.~~
- g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

## 5. Divisions

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
  - (1) Libraries and Media Services
  - (2) Research and Graduate Studies
  - (3) Undergraduate Studies

## 6. Institute

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- ~~e.~~ The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

## **7. Center**

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.
- e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

## **8. Other Designations for General-Purpose Organizational Structures**

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

## **C. Review Procedures for Secondary Administrative Units**

1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: August 13, 2007

Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/1982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 9/19/2006

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## ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

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Kent State University's academic administrative organization under the auspices of Academic Affairs comprises 13 colleges, 21 departments, 15 schools, two centers and two divisions and eight campuses. See the academic programs Excel document on the Curriculum Services website for programs housed within the individual units ([www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)).

### College of ~~Applied Engineering, Sustainability and Technology~~ Aeronautics and Engineering

### College of Architecture and Environmental Design

### College of the Arts

- —School of Art
- —Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- —Hugh A. Glauser School of Music
- —School of Theatre and Dance

### College of Arts and Sciences

- —Center for Comparative and Integrative Programs
- Center for the Study of Gender and Sexuality
- Department of Anthropology
- —Department of Biological Sciences
- ~~School of Biomedical Sciences~~
- —Department of Chemistry and Biochemistry
- —Department of Computer Science
- —Department of English
- —Department of Geography
- —Department of Geology
- —Department of History
- —Department of Mathematical Sciences
- —Department of Modern and Classical Language Studies
- —Department of Pan-African Studies
- —Department of Philosophy
- —Department of Physics
- —Department of Political Science
- —Department of Psychological Sciences
- —Department of Sociology
- School of Biomedical Sciences
- School of Peace and Conflict Studies

### College of Communication and Information

- —School of Communication Studies
- School of Digital Sciences
- School of Information
- —School of Journalism and Mass Communication
- ~~School of Library and Information Science~~
- —School of Visual Communication Design

### College of Education, Health and Human Services

- —School of Foundations, Leadership and Administration
- —School of Health Sciences
- —School of Lifespan Development and Educational Sciences
- —School of Teaching, Learning and Curriculum Studies

### College of Nursing

### College of Podiatric Medicine

### College of Public Health

- ~~—Department of Biostatistics, Environmental Health Sciences and Epidemiology~~
- ~~—Department of Health Policy and Management~~
- ~~—Department of Social and Behavioral Sciences~~

### Honors College

### Regional College

### University College

### School of Digital Sciences

### Division of Graduate Studies

### Division of University Libraries

**College of Business Administration**

- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

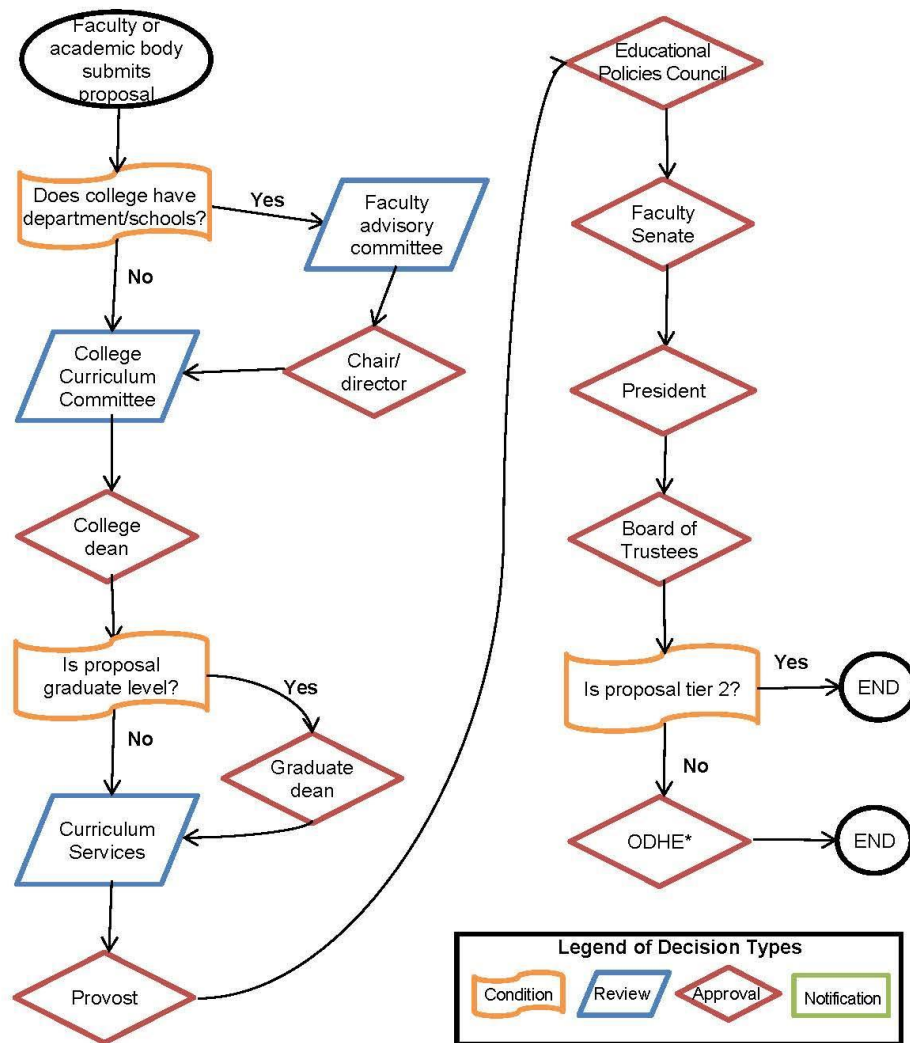
~~— Department of Accounting~~  
~~— Department of Economics~~  
~~— Department of Finance~~  
~~— Department of Management and Information Systems~~  
~~— Department of Marketing and Entrepreneurship~~

**Kent State University Campuses**

- —Ashtabula Campus
- —East Liverpool Campus
- —Geauga Campus (includes Regional Academic Center in Twinsburg)
- —Kent Campus (includes Independence site)
- —Salem Campus
- —Stark Campus
- —Trumbull Campus
- —Tuscarawas Campus

## APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

Visit [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum) for curricular forms to establish, revise or inactivate.



\*Ohio Department of Higher Education  
(formerly Ohio Board of Regents)

### Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) - establishment, inactivation, revision (e.g., name change, merger, school to college)
- Institute - establishment, revision, inactivation
- Center - establishment, revision, inactivation

### Tier 1 proposals (Ohio Department of Higher Education final approver)

- College - establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

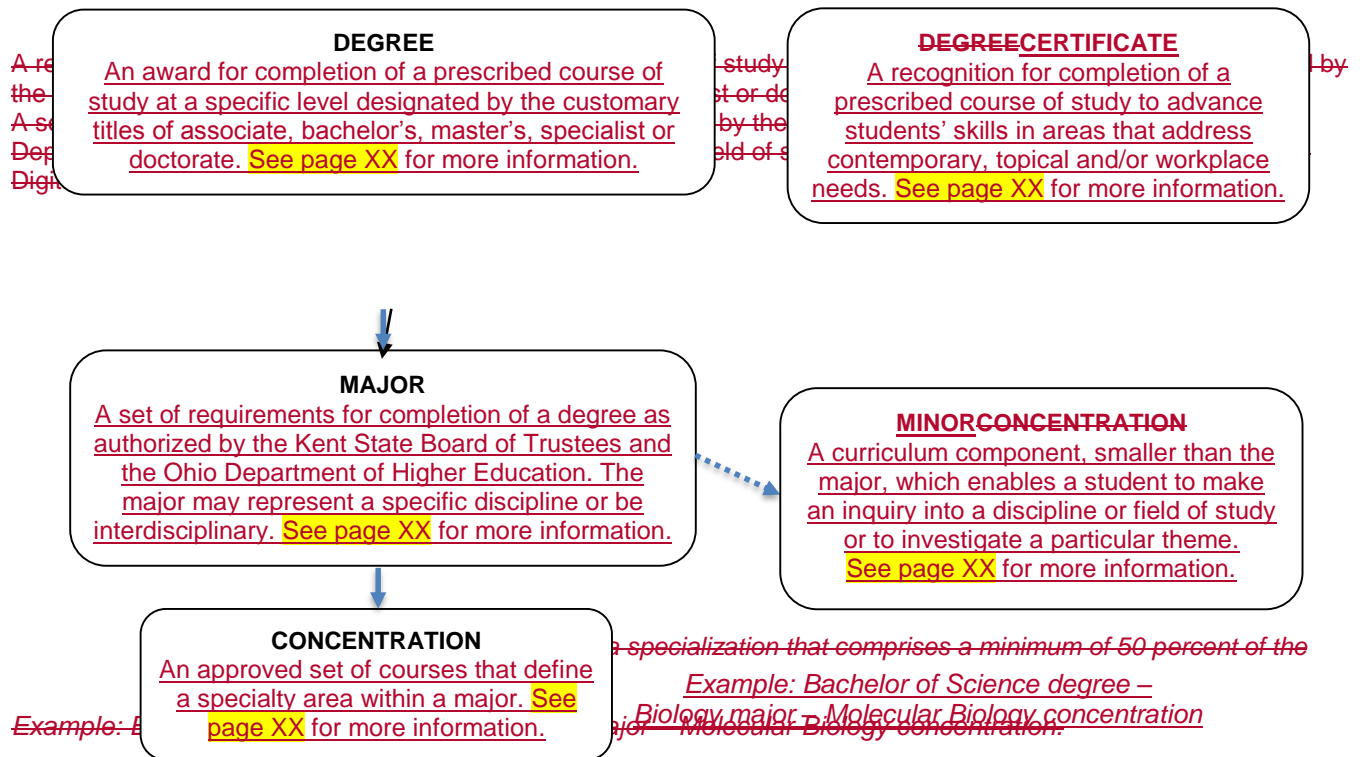
### III. ACADEMIC PROGRAMS ~~AND POLICIES~~

#### ACADEMIC PROGRAMS

Academic programs pertain to....

#### ACADEMIC DEGREE AND PROGRAM CURRICULUM NOMENCLATURE

Kent State uses the following naming conventions for programs of study recognized and awarded by the university, are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical categories. All are displayed on the student's transcript.



#### KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Associate	Degrees	5	5	5	5	5	5	<u>5</u>
	Majors *	35	35	35	35	31	28	<u>24</u>
	Concentrations	24	24	24	24	21	21	<u>21</u>
Bachelor's	Degrees	12	12	12	12	12	12	<u>13</u>
	Majors *	122	125	120	123	123	127	<u>133</u>
	Concentrations	192	201	207	202	207	196	<u>196</u>

Master's	Degrees	18	22	22	22	22	22	<u>23</u>
	Majors *	110	114	115	113	111	106	<u>108</u>
	Concentrations	161	146	154	150	145	153	<u>146</u>
Post-Master's	Degrees	1	1	1	1	1	1	<u>1</u>
	Majors *	6	6	6	6	6	6	<u>6</u>
Doctoral	Degrees	4	4	4	4	4	4	<u>4</u>
	Majors *	48	49	49	49	50	48	<u>48</u>
	Concentrations	25	26	26	26	24	17	<u>23</u>
<b>Total Degrees</b>		<b>40</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	
<b>Total Majors</b>		<b>321</b>	<b>329</b>	<b>325</b>	<b>326</b>	<b>321</b>	<b>315</b>	
Certificates	Undergraduate	16	19	18	18	20	18	<u>20</u>
	Post-Bachelor's	17	19	20	24	26	24	<u>25</u>
	Post-Master's	28	28	23	25	23	12	<u>12</u>
Minors		<u>135</u> <u>134</u>	<u>144</u> <u>145</u>	<u>144</u> <u>145</u>	<u>150</u> <u>150</u>	<u>168</u> <u>153</u>	<u>179</u> <u>164</u>	<u>169</u>
Courses **		7,619	7, <del>879</del> <u>848</u>	8,029	8, <del>272</del> <u>247</u>	8,517	8,680	<u>8,510</u>

\* Included in this count are majors counted separately in multiple degrees (e.g., the Physics major within the BA and BS degrees is counted twice), as well as majors awaiting final approval or have had admissions suspended.

\*\* Not included in this count are courses on hold pending inactivation.

See the academic programs Excel document on the Curriculum Services website for all programs offered at Kent State ([www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)).

## **CURRICULUM DEFINITIONS**

### **MAJOR**

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester hours of specialized study leading to both breadth and depth in a particular discipline.

**Concentration.** Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. In other words, major coursework that is required for all the concentrations (i.e., shared or major core) must be more than 50 percent of the overall curriculum required for the concentrations. Or, said another way, concentration hours must account for less than 50 percent of the total curriculum within the major. This percentage does not include general education, additional program requirements and general electives). For example, if a major with concentrations has 30 credits of shared major coursework (not including Kent Core, electives or required courses not counted in major GPA), each concentrations must be 15 credits or less of major coursework (again, not including Kent Core, electives or required courses not counted in major GPA specific to a concentration).

### **MINOR**

An academic minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.

~~Students in a bachelor's or an applied associate degree (e.g., AAB, AAS) or the Associate of Technical Study (ATS), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS-Individualized Program) may not declare a minor.~~

~~Students may not pursue a minor and a major in the same discipline. A minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students must formally declare a minor, similar to the process by which they declare the major.~~

## **CERTIFICATE**

~~Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.~~

~~Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education.~~

~~Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at [www.ed.gov/category/keyword/gainful-employment](http://www.ed.gov/category/keyword/gainful-employment).~~

~~The Ohio Department of Higher Education defines the level of certificate programs as the following:~~

~~**Undergraduate General Certificates:** An award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):~~

- ~~— **Postsecondary — Less Than One Academic Year:** Total program must be minimum 16 credit hours for students to be eligible for federal financial aid and less than 30 semester credit hours. (Banner code: CER1-1xx.)~~
- ~~— **Postsecondary — At Least One, But Less than Two Academic Years:** Total program must be more than 30 and less than 60 semester credit hours. (Banner code: CER2-2xx.)~~
- ~~— **Postsecondary — At Least Two, But Less than Four Academic Years:** Total program must be more than 60 and less than 120 semester credit hours. (Banner code: CER4-4xx.)~~
- ~~— **Sub-Baccalaureate:** A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").~~

~~**Undergraduate Technical Certificates:** An award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:~~

- ~~— **Technical — One Year:** Total program must be minimum 30 semester credit hours, with the majority of the coursework completed in a pre-scribed technical area.~~
- ~~— **Technical — Less Than One Year:** Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours.~~

## **Graduate Certificates:**

- ~~— **Post-Baccalaureate:** Requires completion of organized program of study beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)~~
- ~~— **Post-Master's:** Requires completion of an organized program of study beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is CER8-8xx.)~~

~~Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.~~

## **DEGREE DEFINITIONS**

### **ASSOCIATE DEGREE**

Associate degrees are awarded only on Kent State's ~~r~~**Regional** ~~c~~**Campuses** and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. The degree requires a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate degree programs requiring hours beyond 65 hours in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other Ohio public institutions and shall not exceed 73 semester credit hours. The degree should not exceed four semesters of full-time study.

The **Associate of Arts (AA)** and **Associate of Science (AS)** degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University:

<u>Curriculum Requirements</u>	<u>Credits</u>
	<u>Hours</u>
<del>freshmen</del> <b>First-Year</b> Orientation (UCS 10097)	1
Kent Core (general education requirement)	36
<del>G</del> <b>general</b> Electives <del>-1*</del>	23
<b>Minimum Total</b>	<b>60</b>

1. ~~\*~~ — Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business (AAB)** and the **Associate of Applied Science (AAS)** degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State:

<u>Curriculum Requirements</u>	<u>Credits</u>
	<u>Hours</u>

<del>freshmen orientation (US 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement) *</del>	<del>15</del>
<del>Mmajor (technical) Requirements (technical) <sup>1**</sup></del>	<del>minimum 12varies</del>
<del>Aadditional program Requirements (non-technical-related) <sup>2**</sup></del>	<del>variesminimum 14</del>
<del>general electives <sup>**</sup></del>	<del>varies</del>
<del>First-Year Orientation (UC 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement) <sup>3</sup></del>	<del>15</del>
<b>Minimum Total</b>	<b>60</b>

1. ~~A technical major constitutes an area of specialization and may include concentration requirements.~~
2. ~~Non-technical requirements (including Kent Core, orientation and courses related to the technical field) should comprise approximately 50+ percent (i.e., minimum 30 credit hours) of total program.~~
3. ~~\* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.~~
- ~~\*\* Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent or more (i.e., minimum 30 credit hours) of total program.~~

The **Associate of Technical Study (ATS)** degree is an individually planned program of study designed to respond to the need for specialized technical education and ~~specific-clearly identifiable~~ career objectives. The Ohio Department of Higher Education divides ~~t~~The ATS degree into two types:

- ~~■~~ **Type A** ~~a~~ allows students to develop, in consultation with a faculty advisor, a coherent combination of technical courses selectively drawn from two or more technical programs offered at Kent State to serve a career objective that is not adequately addressed by one of the existing programs alone. Students in the ATS degree type A declare the Individualized Program major at Kent State.
- ~~■~~ **Type B** ~~p~~ provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, career centers or other educational enterprises judged by Kent State to be of college level and for which Kent State awards degree credit. Students in the ATS degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS ~~category B~~ degree at Kent State University is the following:

<u>Curriculum Requirements</u>	<u>Credit Hours</u>
<del>Mmajor (technical) Requirements (technical or articulated credit) <sup>1**</sup></del>	<del>minimum 30varies</del>
<del>Aadditional program Requirements (non-technical-related) <sup>2**</sup></del>	<del>variesminimum 14</del>
<del>freshmen orientation (US 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement) *</del>	<del>15</del>
<del>articulated credit <sup>**</sup></del>	<del>max 30</del>
<del>general electives <sup>**</sup></del>	<del>varies</del>
<del>First-Year Orientation (UC 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement) <sup>3</sup></del>	<del>15</del>
<b>Minimum Total</b>	<b>60</b>

1. The major should comprise minimum 30 credit hours of technical coursework, which may include maximum 30 credit hours of articulated credit.
2. Non-technical requirements include courses closely related to the technical field.
3. One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- \* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.
- \*\* The ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

## BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 120 semester credit hours of coursework; bachelor's degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

The curriculum structure of the bachelor's degree at Kent State University is the following:

<u>Curriculum Requirements</u>	<u>Credits</u> <u>Hours</u>
<del>freshmen Orientation (US 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement)</del>	<del>36</del>
<del>Two designated Diversity Courses (global/U.S.)</del>	<del>varies</del>
<del>Designated Writing-Intensive Course</del>	<del>varies</del>
<del>approved Experiential Learning Activity</del>	<del>varies</del>
<del>Major Requirements (may include concentrations) <sup>1,*</sup></del>	<del>minimum 30</del>
<del>Additional Program Requirements concentration requirements, if any <sup>**</sup></del>	<del>varies</del>
<del>First-Year Orientation (UC 10097)</del>	<del>1</del>
<del>Kent Core (general education requirement)</del>	<del>36</del>
<del>Writing-Intensive Course Requirement <sup>2</sup></del>	<del>varies</del>
<del>Diversity Requirement (two approved courses) <sup>3</sup></del>	<del>varies</del>
<del>Experiential Learning Requirement <sup>4</sup></del>	<del>varies</del>
<del>General Electives</del>	<del>varies</del>
<b>Minimum Total</b>	<b>120</b>

1. Concentrations must include a minimum of 50 percent of the curriculum within the major, see XX for more information.
2. The major must include an upper-division, writing-intensive course (WIC). Although students must complete a WIC with a minimum C grade to earn a bachelor's degree (as a university requirement), the major course designated as WIC does not need to be specified with a minimum C grade as a graduation requirement for that particular major.
3. Diversity-designated courses are not required to be specified in a program's curriculum. Students complete the diversity requirement by selecting one course from the Kent Core and one course from the Kent Core, a declared program, an elective or a semester of study abroad (the latter with dean's approval).
- \* Per the Ohio Department of Higher Education, a major must comprise a minimum of 30 semester hours in a particular discipline.

4. The experiential learning requirement (ELR) may be a major or elective course, a component of a course or a non-credit paid or unpaid experience (e.g., internship). An ELR-designated course is not required to be specified in a program's curriculum.

\*\*

~~Concentrations must include a minimum of 50 percent of the curriculum within the major.~~

Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree ~~(formerly the Bachelor of General Studies degree)~~ permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

**Professional or technical bachelor's degrees** tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional/licensing body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers ~~eight~~nine professional or technical undergraduate degrees: ~~the Bachelor of Applied Horticulture (BAH), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Radiologic and Imaging Sciences Technology (BRIT), Bachelor of Science in Education (BSE), Bachelor of Science in Nursing (BSN) and the Bachelor of Science in Public Health (BSPH).~~

Bachelor of Applied Horticulture (BAH)

Bachelor of Business Administration (BBA)

Bachelor of Fine Arts (BFA)

Bachelor of Music (BM)

Bachelor of Radiologic and Imaging Sciences Technology (BRIT)

Bachelor of Science in Education (BSE)

Bachelor of Science in Information Technology (BSIT)

Bachelor of Science in Nursing (BSN)

Bachelor of Science in Public Health (BSPH)

"2+2" Bachelor's Degree Programs: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree. An example is the Bachelor of Science degree in ~~respiratory~~Respiratory careCare, which is a two-year program for students who hold an accredited associate degree in respiratory therapy/care and are registered respiratory therapists.

## MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than ~~an~~a random accumulation of credits beyond the baccalaureate. ~~Despite differences in title and objective, all master's degrees share common characteristics.~~

The master's degree normally requires ~~one to~~ two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis (6 credit hours), project, research paper and/or comprehensive examination.

Academic credit applicable to the master's degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission. No more than 50 percent of the program's coursework may be at the 50000 level (i.e., graduate courses slashed/co-scheduled with undergraduate courses).

Majors within the **Master of Arts (MA)** degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science (MS)** degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

~~The aim of professional master's degrees are designed is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 20-20 professional master's degrees: **Master of Architecture (MArc), Master of Arts in Economics (MAE), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Digital Sciences (MDS), Master of Education (MEd), Master of Fine Arts (MFA), Master of Geographic Information Science (MGISc), Master of Health Care Design (MHCD), Master of Landscape Architecture I/II (MLA1/2), Master of Liberal Studies (LSM), Master of Library and Information Science (MLIS), Master of Music (MM), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Science in Accounting (MSA), Master of Science in Nursing (MSN), Master of Technology (MTech) and Master of Urban Design (MUD).**~~

Master of Architecture (MArc)

Master of Arts in Economics (MAE)

Master of Arts in Teaching (MAT)

Master of Business Administration (MBA)

Master of Digital Sciences (MDS)

Master of Education (MEd)

Master of Fine Arts (MFA)

Master of Geographic Information Science (MGISc)

Master of Health Care Design (MHCD)

Master of Landscape Architecture I (MLA1)

Master of Landscape Architecture II (MLA2)

Master of Liberal Studies (LSM)

Master of Library and Information Science (MLIS)

Master of Music (MM)

Master of Public Administration (MPA)

Master of Public Health (MPH)

Master of Science in Accounting (MSA)

Master of Science in Nursing (MSN)

Master of Technology (MTech)

Master of Urban Design (MUD)

## POST-MASTER'S DEGREE

The **Educational Specialist (EdS)** degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

## DOCTORAL DEGREE

The **Doctor of Philosophy (PhD)** degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree, of which 30 credit hours are for the dissertation.-

**Professional doctoral degrees** educate students for professional practice, rather than the research-focused **Doctor of Philosophy (PhD)**. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates: **Doctor of Audiology (AuD)** in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice (DNP)** and **Doctor of Podiatric Medicine (DPM)**.

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## ACADEMIC PROGRAM DEFINITIONS

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### MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department or school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements (e.g., minors) are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Department of Higher Education guidelines, a major must comprise a minimum of 30 semester credit hours of specialized study leading to both breadth and depth in a particular discipline.

### Concentration

Majors may have concentrations (required or optional), which are approved set of courses to indicate in-depth knowledge or specialty area within the major and are recognized on the student's transcript.

Per the Ohio Department of Higher Education, concentrations must include a minimum of 50 percent of the overall curriculum within the major. For undergraduate majors, this percentage does not include general education (Kent Core), additional program requirements (electives or required courses that are not considered major coursework and/or not counted in major GPA) and general electives. The rationale behind the Ohio Department of Higher Education mandate is to ensure that concentrations are not so unique to their major curriculum that they operate as unauthorized separate degree programs.

Examples in practice – Program 1:

	33	Major credits (shared by all concentrations – counts in major GPA)
+	18	Concentration credits (unique to concentration – counts in major GPA)
	51	Major curriculum credits
x	.50	
	25.5	50 percent mark

Program 1 fits the rule because major credits (33) are more than 50 percent mark (25.5). Concentration includes 65% of the major curriculum.

Examples in practice – Program 2:

	27	Major credits (shared by all concentrations – counts in major GPA)
+	45	Concentration credits (unique to concentration – counts in major GPA)
	72	Major curriculum credits
x	.50	
	36	50 percent mark

Program 2 **does not fit the rule** because major credits (27) are not more than 50 percent mark (36). Concentration includes 38% of the major curriculum.

Examples in practice – Program 3:

	30	Major credits (shared by all concentrations – counts in major GPA)
+	30	Concentration credits (unique to concentration – counts in major GPA)
	60	Major curriculum credits
x	.50	
	30	50 percent mark

Program 3 **fits the rule** because major credits (30) are equal to 50 percent mark (30). Concentration includes 50% of the major curriculum.

**MINOR**

An academic minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.

Students in a bachelor's or an applied associate degree (e.g., AAB, AAS) or the Associate of Technical Study (ATS), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS–Individualized Program) may not declare a minor.

Students may not pursue a minor and a major in the same discipline. A minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing. Students must formally declare a minor, similar to the process by which they declare the major.

**CERTIFICATE**

Certificate programs exist at Kent State University to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing course inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that are 21 credit hours or more must be approved by the Ohio Department of Higher Education. Please be aware that certificates that comprise more than 50 percent of new courses (i.e., not from the existing course inventory) require formal approval from the Higher Learning Commission; that approval may take more than six months to receive.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for

which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at [www.ed.gov/category/keyword/gainful-employment](http://www.ed.gov/category/keyword/gainful-employment).

The Ohio Department of Higher Education defines the level of certificate programs as the following:

**Undergraduate General Certificates:** An award that requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate). They are further classified into the following categories (from the IPEDS Glossary):

- **Postsecondary – Less Than One Academic Year:** Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours. (Banner code: CER1-1xx)
- **Postsecondary – At Least One, But Less than Two Academic Years:** Total program must be minimum 30 and maximum 59 credit hours. (Banner code: CER2-2xx)
- **Postsecondary – At Least Two, But Less than Four Academic Years:** Total program must be minimum 60 credit hours and maximum 119 credit hours. (Banner code: CER4-4xx)
- **Sub-Baccalaureate:** A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").

**Undergraduate Technical Certificates:** An award designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study. Technical certificates and their associated occupational license or certification require approval from the Ohio Department of Higher Education. Technical certificates are further classified into two categories:

- **Technical – One Year:** Total program must be minimum 30 credit hours, with the majority of the coursework completed in a pre-scribed technical area.
- **Technical – Less Than One Year:** Total program must be minimum 16 credit hours (for federal financial aid eligibility ) and maximum 29 credit hours.

#### **Graduate Certificates:**

- **Post-Baccalaureate:** Requires completion of a program of study beyond the bachelor's degree, but does not meet the requirements of a master's degree. Minimum admission requirement is the bachelor's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility. (Banner code: CER6-6xx)
- **Post-Master's:** Requires completion of a program of study beyond the master's degree, but does not meet the requirements of a doctorate. Minimum admission requirement is the master's degree. Total program must be minimum 8 credit hours for federal financial aid eligibility . (Banner code: CER8-8xx)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

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## **ONLINE DELIVERY OF PROGRAMS**

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At Kent State, there are three types of online programs that academic units can offer:

1. **Online Only:** An online-only program is one in which all (i.e., 100 percent) of its required and elective courses are offered fully online or via another distance-education delivery, with no expectation that students will take an on-ground course. The program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects students progression through the program for graduation.

2. **Hybrid (Online/On-Ground):** A hybrid program blends distance-education and on-ground course delivery. More than 50 percent of the program's course requirements are offered via distance education, and there are a reduced number of face-to face meetings. That 50 percent of course requirements does not include internship, practicum, field experience or student teaching courses.
3. **Online and On-Ground:** A program that is offered both online and on-ground has two separate deliveries. Students in the program can chose to apply and be admitted to the fully online program with no expectation of any on-ground course requirements. Or, the students can apply to the on-ground program with the expectation that the majority of courses will be offered on-ground. Both the online and the on-ground program are identical in all ways with the exception of course delivery (i.e., no difference in admission criteria, course requirements, student learning outcomes, etc.).

Any program that meets one of the three definitions above must be approved by the Ohio Department of Higher Education to be marketed as online. Please contact the Office of Curriculum Services to discuss the approval process.

A fully online program may require students to be on campus for a specific purpose (e.g., orientation, support services); however, that requirement cannot be tied, whatsoever, to a course or any instructional component that affects students progression through the program for graduation.

For a fully online program's culminating requirement (e.g., project, thesis), program faculty must allow for students to complete the requirement from a distance (e.g., students defending a thesis via web conferencing).

Students in a fully online program are given a different financial aid package as required by the U.S. Department of Education. Out-of-state students in an online program are given a discounted tuition rate. Therefore, fully online programs are coded differently in Banner to distinguish them from on-ground programs. They are given the "V" program codes (V for virtual). This differentiation allows for correct federal and state reporting, bursar billing of tuition and fees, accreditation reporting, international student tracking and veteran's services benefits processing. Failure to properly code online-only program results in non-compliance with federal Title IV financial aid regulations, which can result in substantial penalties to Kent State University.

**PLEASE NOTE:** If an online delivery was not the intent of a program's coordinators, but the program has enough flexibility so that individual students may fulfill requirements with a majority of online courses, the program does not need to be classified and approved as online.

#### TIMELINE EXAMPLES FOR NEW DEGREE PROGRAMS

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## **INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS**

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An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

**Two-plus-two (2+2) articulation** is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

**Dual admission** programs articulate a four year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog

rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

**Partnerships** provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

**Joint, consortia or dual enrollment** agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one “enrollment” university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

**Cross registration** agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

**College Credit Plus** (formerly dual credit) agreements allow high school students to register for a Kent State course taught in the high school, on a Kent State campus or via online by a Kent State faculty member or a Kent State approved high school instructor (i.e., adjunct status) for high school and college credit. College Credit Plus courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. College Credit Plus courses taken at the high school become part of the high school student’s official college transcript; therefore, the earned course and credits will be accepted at Kent State.

**College tech prep** prepares high school students for post-secondary education and high skill, high demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

**Trade competency (or block credit)** agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.

**Institutional general education** agreements involve defining specific equivalencies between another institution’s general education courses with Kent State’s Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.

#### TIMELINE EXAMPLES FOR NEW DEGREE PROGRAMS

## ACADEMIC POLICIES

**Academic policies** pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to or dismissal from the university, acceptance of academic credit and application of course grades and student grade point average. Academic policies are found

~~in the University Catalog.~~

~~The term “policy” also includes university policies, administrative policies and operational policies, which are found in the University Policy Register ([www.kent.edu/policyreg](http://www.kent.edu/policyreg)).~~

~~**University policies** are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community. University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the University Catalog and Policy Register.~~

~~**Administrative policies** are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters. Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.~~

~~**Operational policies** are defined as very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. As the university is often changing the department level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department level policy document should be sufficient. Operational policies require notification of the president and board.~~

## ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM ~~AND POLICY~~ PROPOSALS

- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units ~~and campuses, including Regional Campuses~~, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors, and minors are sometimes misidentified as concentrations. Definitions of both can be found on **page 24-XX** of this document.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a course proposal also is submitted.
- **Only one proposal is needed** for multiple changes to a major and its concentrations, even if different actions are occurring to the major core and individual concentrations.
- **When in doubt, contact the CCurriculum SServices staff.** ~~When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.~~

## WHEN A PROGRAM REVISION IS NOT A REVISION BUT A NEW PROGRAM

Faculty members in charge of programs are encouraged to review and update their curricular offerings periodically to assess curricular relevance with respect to recent developments of new knowledge in the field or discipline. However, if the revisions are extensive enough that the revised program no longer resembles the

existing, approved program – e.g., the mission, goals, objectives and/or learning outcomes are substantially different, as are the career opportunities for graduates – the program will be considered a new program and must follow the new program approval process.

Per the ~~Chancellor's Council on Graduate Study~~ Ohio Department of Higher Education, if ~~changes-revisions to in~~ a graduate program's curriculum ~~(in contrast to the method of delivery)~~ equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current ~~graduate~~-catalog, the ~~revision~~ program will be considered a "substantive change" and will require ODHE approval ~~new program and must follow the new program approval process.~~

A proposal that elevates an existing concentration within a major to its own major (i.e., becomes a separate degree program) must follow the new program approval process.

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## STEPS FOR PROCESSING PROGRAM AND POLICY PROPOSALS

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1. ~~Complete the appropriate paperwork (see [www.kent.edu/provost/curriculum/curricular\\_forms](http://www.kent.edu/provost/curriculum/curricular_forms)) and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval~~
2. ~~Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also.~~
3. ~~If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.~~
4. ~~The college dean's office submits proposal to the Office of Curriculum Services to review.~~
5. ~~Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: [www.kent.edu/provost/curriculum/educational\\_policies\\_council](http://www.kent.edu/provost/curriculum/educational_policies_council).~~
6. ~~When appropriate, EPC approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Department of Higher Education for approval (see Section I for curriculum approval chart.)~~
7. ~~The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).~~
8. ~~The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.~~
9. ~~Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: [www.kent.edu/provost/curriculum/archives](http://www.kent.edu/provost/curriculum/archives).~~

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## DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

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~~Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. In addition, no course or program additions or revisions will be accepted between December 2015 and July 2016 (program revisions include anything that changes the criteria for a student to be admitted, progress or graduate from a program). Exception is establishment of a new degree or major, which entails a long timeline for approval.~~

## **INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS**

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**Tier 5 proposals (Provost final approver)**

- ~~Major—revision (including new, revised, inactivated concentrations)~~
- ~~Major/degree—letter of intent to establish \*~~
- ~~Minor—revision, inactivation~~
- ~~Certificate—revision, inactivation~~
- ~~Policy within unit—establishment, revision, inactivation~~
- ~~Articulation/consortia agreements—establishment, revision, inactivation~~
- ~~Off-site program (50%+)—alternate delivery for existing program \*~~
- ~~Online program (50%+)—alternate delivery for existing program \*~~
- ~~Temporary suspension of admission into a program~~

**Tier 4 proposals (Education Policies Council final approver)**

- ~~Major/degree—name change \* ‡~~
- ~~Minor—establishment~~
- ~~Certificate—establishment~~
- ~~University-wide academic requirement (e.g., Kent Core)—revision not considered substantial~~

**Tier 3 proposals (Faculty Senate final approver)**

- ~~Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program)—establishment, revision, inactivation~~
- ~~University-wide academic operational procedure or regulation—establishment, revision, inactivation~~
- ~~University-wide academic policy—revision~~

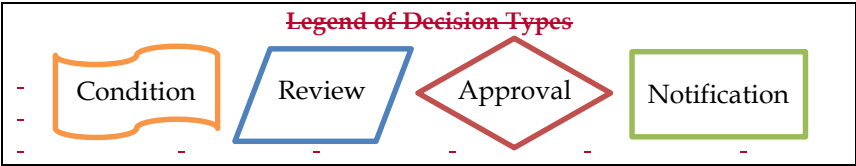
**Tier 2 proposals (President and Board of Trustees final approvers)**

- ~~Major/degree—inactivation~~
- ~~University-wide academic requirement (e.g., Kent Core)—establishment, substantial revision, inactivation~~
- ~~University-wide academic policy—establishment, substantial revision, inactivation~~

**Tier 1 proposals (Ohio Department of Higher Education and Higher Learning Commission final approvers)**

~~■ Major/degree establishment (notification for inactivation)~~

~~\* Proposal will go to Ohio Department of Higher Education for approval after final approval in appropriate tier~~  
~~† Proposal will go to next tiers as notification~~



## IV. COURSES

### COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000	developmental	undergraduate courses	50000	master's	graduate courses
10000	freshman		60000	master's	
20000	sophomore		70000	doctoral	
30000	junior		80000	doctoral	
40000	senior				

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 39 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

**ADD IN SENTENCE ABOUT LOWER-DIVISION BECOMING UPPER-DIVISION** [course repeat policy](#)

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx86 through ~~xxx90~~xxx88, which are restricted for future expansion, and the numbers xxx91 through xxx99, which have the following prescribed meanings:

Xxx89 International Experience  
Xxx90 Study Away

xxx96 Individual Investigation  
xxx97 Variable-Topic Colloquium

xxx91	Variable-Content Seminar	xxx98	Research <del>or Master's Project</del>
xxx92	<u>Practical Experience</u> (Field Experience, <del>or</del> Practicum, <del>or</del> Internship, <u>Student Teaching</u> , <u>Directed Practice</u> )	xxx99	<u>Project or Capstone</u>
xxx93	Variable-Topic Workshop	<del>4xx99</del>	<del>Senior Project</del>
xxx94	College Teaching	6x199	Thesis I
xxx95	Special Topics	6x299	Thesis II
		8x199	Dissertation I
		8x299	Dissertation II

See "Courses with Designated Numbers" on next page for the definition of each course.

## COURSES WITH DESIGNATED NUMBERS

### ~~xxx91—VARIABLE CONTENT SEMINAR IN [department name] (1-4)~~

~~Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit to Contact Hours" on pages 43-46 for more information on a seminar course.~~

### ~~xxx92—FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)~~

~~Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit to Contact Hours" on pages 43-46 for more information on a field experience, practicum or internship course.~~

### ~~xxx93—VARIABLE TOPIC WORKSHOP IN [department name] (1-6)~~

~~Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable topic workshops cannot be required in an academic program. All titles of variable topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work.~~

### ~~xxx94—COLLEGE TEACHING IN [department name] (1-3)~~

~~Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.~~

### ~~xxx95—SPECIAL TOPICS IN [department name] (1-4)~~

~~Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.~~

### ~~xxx96—INDIVIDUAL INVESTIGATION IN [department name] (1-3)~~

~~Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit to Contact Hours" on pages 43-46 for more information on an individual investigation course. Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.~~

~~xx97—VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)~~

~~Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.~~

~~xx98—RESEARCH or MASTER'S PROJECT IN [department name] (1-15)~~

~~Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.~~

~~4xx99—SENIOR PROJECT (1-3) Grades limited to letter and in progress (IP).~~~~6x199—THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).~~~~6x299—THESIS II (2) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).~~~~8x199—DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).~~~~8x299—DISSERTATION II (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).~~


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## CROSS-LISTED COURSES

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Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical -level (i.e., first number), titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 39.

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## SLASHED COURSES

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Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same

instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

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## EQUIVALENT COURSES

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Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

### ADD IN SENTENCE ABOUT LOWER-DIVISION BECOMING UPPER-DIVISION

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually with the approval of the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established.

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## WHEN A COURSE REVISION IS NO LONGER A REVISION BUT A -NEW COURSE-NUMBERS

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A substantial revision to a course may result in a scenario in which the newly revised course is no longer equivalent to the course, as it previously existed. In this case, the current course should be inactivated, and a new course established. The following changes represent a few examples of substantial revisions that may affect equivalency: The removal of a laboratory component of a course; major revisions to course content, description, and/or title; and addition or subtraction of contact hours and associated content. Other types of revisions may also result in a loss of equivalency.

Substantial revisions of this nature require consideration of course repeat and applicability. For example, if Course 10000 is (5 credit hours and, combined lecture/laboratory, and it is )-was revised to be a 4 -credit hours s lecture-course, a student could repeat the course and recalculate their grade without again completing the laboratory portion and associated content. The student would also lose one credit hour toward graduation. Additionally, students who successfully complete either the newly revised version or the previous, existing version of Course 10000 will be able to satisfy any requirement of the course in a previous or current catalog year.

C~~Please consult with the contact~~ Office of Curriculum Services for if you have any questions related to course revisions and equivalency. ~~The Office of~~ Curriculum Services may, after reviewing a proposal, consult with the originator to discuss establishing a new course rather than moving forward with a revision if the extent of the proposed revisions raises s concerns such as these.

If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number; instead the two courses should be considered new, with new numbers.

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## INACTIVATION AND RE-USE OF COURSE NUMBER

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Inactivation of a course or revision~~change~~ of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with the new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

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## DEVELOPMENTAL (REMEDIAL) COURSES

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A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental 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.

Kent State's developmental courses are designated with 0 as the first number (e.g., MATH 00020 Pre-Algebra).

The following definitions are taken from the Ohio Department of Higher Education *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.

- Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
- Level 02: developmental English, reading or writing courses below level 01.

- **Developmental Reading:** Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- **Developmental Mathematics–Statistics:** Below-college-level courses that cover topics in statistics and probability.
- **English as a Second Language:** A program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- **Study Skills:** Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.
- **Other Developmental Courses:** As appropriate (e.g., developmental chemistry course).

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## GRADE MODERULE

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All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description ~~or in the above listing of reserved numbers~~. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, research, thesis and dissertation. An undergraduate course may be graded with letters or satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) markgrade is allowed only for courses for which there is an expectation that students may need more time to complete all requirements to earn a final grade. The IP mark that cross-over terms as part of the learning experience. It is not to be used in place of an incomplete (IN) mark, and rationale must be given for assigning an IP grade mode to a course. For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* ([catalog.kent.edu](http://catalog.kent.edu)).

## BANNER CODES FOR GRADE MODES

Faculty assign a grade mode to courses through the course approval process. The grade mode for a course does not change from section to section.

Kent State grade modes and their Banner codes are listed below:

<u>B</u>	<u>Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)</u>	
<u>C</u>	<u>Standard letter or in progress (IP)</u>	
<u>D</u>	<u>Standard letter or satisfactory/unsatisfactory (S/U) *</u>	
<u>E</u>	<u>Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP) *</u>	
<u>F</u>	<u>Satisfactory/unsatisfactory (S/U)</u>	
<u>G</u>	<u>Satisfactory/unsatisfactory (S/U) or in progress (IP)</u>	* graduate courses only
<u>K</u>	<u>Complete (CP)/not complete (NC) **</u>	** co-op education courses only

The Pass/fail grade mode is not listed above as it is self-selected by students, not pre-determined by faculty, for a course.

	Former SIS codes
<u>B</u> Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
<u>C</u> Standard letter or in progress (IP)	U2, U6, G2, GL
<u>D*</u> Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
<u>E*</u> Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
<u>F</u> Satisfactory/unsatisfactory (S/U)	U3, G9, GI
<u>G</u> Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE
<u>I</u> Pass/fail (for courses that are IP graded)	P1
<u>P</u> Pass/fail (for courses that are not IP graded)	P2
* graduate courses only	

## SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type). The delivery of instruction often requires educational material to be organized and presented to students in a variety of ways. Schedule types are intended to reflect the nature of activities required of students, the relationship between students and their instructors and the settings required to deliver the content of an instructional offering. Definitions of the various schedule types can be found at [page XX](#)

Kent State schedule types and their Banner codes are listed below:

<u>CLN</u> —Clinic	<u>Lecture (LEC)</u>
<u>CLR</u> —Clerkship (CLR)	<u>MPR</u> —Master's Project
<u>Clinical Laboratory (CLN)</u>	<u>MST</u> —Master's Thesis (MST)
<u>COL</u> —Colloquium (COL)	<u>PRA</u> —Practical Experience (PRA)
<u>Combined Lecture and Laboratory (LLB)</u>	<u>Private Lesson (PRL)</u>
<u>COP</u> —Cooperative Education (COP)	<u>um or Internship Project or Capstone (PRJ)</u>
<u>DSR</u> —Dissertation (DSR)	<u>PRL</u> —Private Lesson
<u>Emporium (EMP)</u>	<u>RCT</u> —Recitation (RCT)
<u>FLD</u> —Field Experience	<u>RES</u> —Research (RES)
<u>FLT</u> —Flight Training (FLT)	<u>SEM</u> —Seminar (SEM)
<u>IND</u> —Individual Investigation (IND)	<u>Studio (STU)</u>
<u>International Experience (INT)</u>	
<u>LAB</u> —Laboratory (LAB)	<u>SRP</u> —Senior Project or Honors Thesis
<u>LEC</u> —Lecture	<u>Study Away (STA)</u>
<u>LLB</u> —Combined Lecture and Laboratory	

~~STU—Studio~~  
~~WSP—Workshop (WSP)~~

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## CREDIT BY EXAMINATION

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Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. ~~This is done~~ They accomplish this by taking a special examination or performing a special assignment or both, through the appropriate ~~department~~ academic unit. If the unit's faculty have determined the student successfully completed the exam or assignment in place of the course, the student is awarded the full credit hours for the course, but not a grade (the "CR" mark is displayed next to the course on the student's transcript and is not calculated into the student's GPA) ~~letter grades, are awarded.~~

~~C~~This credit by ~~E~~ examination (CBE) is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Kent State ~~cBanner codes for credit-by-y~~ examination options and their Banner codes are listed below:

- Credit by Exam—Available (A)  
Eligible students may earn credit for the course through a faculty-administered exam.
- Credit by Exam—Department Approval (D)  
Eligible students may earn credit for the course through a faculty-administered exam. The department reserves the right to approve the students who can take the exam.
- Credit by Exam—Not Approved (N)  
Students may not earn credit for the course through a faculty-administered exam.

<del>Credit by exam—available</del>
<del>Credit by exam—department approval</del>
<del>Credit by exam—not approved</del>

To approve or revise a course for credit by examination, faculty must submit a course revision proposal ~~(visit [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum) for forms)~~. Once a course is approved for CBE, faculty in the course's academic unit are responsible for administrating the exam.

The full policy can be found at [catalog.kent.edu/academic-policies/alternative-credit](http://catalog.kent.edu/academic-policies/alternative-credit). A list of courses currently approved for CBE and the application to earn CBE can be found at [www.kent.edu/registrar/credit-exam](http://www.kent.edu/registrar/credit-exam).

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## RETROACTIVE CREDIT

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~~Degree- or certificate-seeking students who are placed into an advanced undergraduate course through assessment or departmental review may earn retroactive credit for designated lower level undergraduate course(s) in that subject. Students must earn a minimum C grade in the advanced course; credit hours, but not letter grades, are awarded. Students are not eligible for retroactive credit if they previously earned college credit for a course that is comparable to a lower level course in the same subject of the advanced course. Retroactive credit is a Kent State program, separate from the national and university-accepted alternative credit programs. For more information on this policy, see "Alternative Credit" in the Academic Policies section of the University Catalog (). To approve a course for retroactive credit, faculty must submit a course revision proposal (visit [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum) for forms).~~

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## FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

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A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term; however, it must still be offered within the parameters of an academic term length.

In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's ~~"definition of instructional arrangements and"~~ guidelines for the awarding of academic credit" (see [pages 43-46XX](#)).

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## COURSE ATTRIBUTES

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Course attributes designate specific courses that are approved to fulfill an undergraduate university requirement (e.g., Kent Core, diversity) or state-wide transfer initiative (e.g., Transfer Assurance Guides). Course attributes, etc., and are displayed in FlashLine's Catalog Descriptionthe University Catalog and Schedule of Classes.

Kent State Undergraduate University Requirements and their Banner codes are listed below:

<u>Diversity Domestic (DIVD)</u>	<u>Kent Core Composition (KCMP)</u>
<u>Diversity Global (DIVG)</u>	<u>Kent Core Fine Arts (KFA)</u>
<u>Experiential Learning Requirement (ELR)</u>	<u>Kent Core Humanities (KHUM)</u>
<u>Kent Core Additional (KADL)</u>	<u>Kent Core Mathematics and Critical Reasoning (KMCR)</u>
<u>Kent Core Basic Sciences (KBS)</u>	<u>Kent Core Social Sciences (KSS)</u>
<u>Kent Core Basic Sciences Lab (KLAB)</u>	<u>Writing Intensive Course (WIC)</u>

State-Wide Transfer Initiatives and their Banner codes are listed below:

<del>DIVD—Diversity Course—Domestic</del>	<del>OED—TAG—Education</del>
<del>DIVG—Diversity Course—Global</del>	<del>OES—TAG—Engineering</del>
<del>ELR—Experiential Learning Requirement</del>	<del>OET—TAG—Engineering Technology</del>
<del>KADL—Kent Core Additional</del>	<del>OHL—TAG—Health</del>
<del>KBS—Kent Core Basic Sciences</del>	<del>OMT—TAG—Mathematics</del>
<del>KCMP—Kent Core Composition</del>	<del>OSC—TAG—Science</del>
<del>KFA—Kent Core Fine Arts</del>	<del>OSS—TAG—Social/Behavioral Sciences</del>
<del>KHUM—Kent Core Humanities</del>	<del>TCMP—Transfer Module—Composition</del>
<del>KLAB—Kent Core Basic Sciences Laboratory</del>	<del>TFA—Transfer Module—Fine Arts</del>
<del>KMCR—Kent Core Mathematics and Critical Reasoning</del>	<del>THUM—Transfer Module—Humanities</del>
<del>KSS—Kent Core Social Sciences</del>	<del>TMTH—Transfer Module—Mathematics</del>
<del>OAH—TAG—Arts/Humanities</del>	<del>TNS—Transfer Module—Natural Sciences</del>
<del>OBU—TAG—Business</del>	<del>TSS—Transfer Module—Social Sciences</del>
<del>OCM—TAG—Communication</del>	<del>WIC—Writing Intensive Course</del>

<u>CTAG Air Transportation (CTAIR)</u>	<u>TAG Arts and Humanities (OAH)</u>
<u>CTAG Construction Technology (CTCN)</u>	<u>TAG Business (OBU)</u>
<u>CTAG Criminal Justice (CTCJ)</u>	<u>TAG Communication (OCM)</u>
<u>CTAG Culinary and Food Service (CTCF)</u>	<u>TAG Education (OED)</u>
<u>CTAG Education (CTED)</u>	<u>TAG Engineering (OES)</u>
<u>CTAG Electrical Engineer Technology (CTEE)</u>	<u>TAG Engineering Technology (OET)</u>
<u>CTAG Entrepreneurship (CTEN)</u>	<u>TAG Foreign Language (OFL)</u>
<u>CTAG Exercise Science (CTES)</u>	<u>TAG Health (OHL)</u>
<u>CTAG Health Information (CTHI)</u>	<u>TAG History (OHS)</u>
<u>CTAG Information Technology (CTIT)</u>	<u>TAG Mathematics (OMT)</u>
<u>CTAG Interactive Media (CTIM)</u>	<u>TAG Renewable Energy (ORE)</u>
<u>CTAG Mechanical Engineering Technology (CTME)</u>	<u>TAG Science (OSC)</u>
<u>CTAG Media Arts (CTMA)</u>	<u>TAG Social and Behavioral Sciences (OSS)</u>
<u>CTAG Medical Terminology (CTMT)</u>	<u>Transfer Module Composition (TCMP)</u>

[CTAG Nursing/Associate Degree \(CTAD\)](#)  
[CTAG Performing Arts \(CTPA\)](#)  
[CTAG Programming \(CTPR\)](#)  
[CTAG Renewable Energy \(CTRE\)](#)  
[CTAG Supply Chain Management \(CTSC\)](#)  
[CTAG Visual Design and Imaging \(CTVD\)](#)

[Transfer Module Fine Arts \(TFA\)](#)  
[Transfer Module Humanities \(THUM\)](#)  
[Transfer Module Mathematics \(TMTH\)](#)  
[Transfer Module Natural Sciences \(TNS\)](#)  
[Transfer Module Social Sciences \(TSS\)](#)

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## COURSES DESIGNATED AS REPEATABLE FOR CREDIT

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Courses may be designated to allow students to repeat them ~~to earn for credit hours each time. A repeatable-for-credit course offers a different instructional experience and learning outcomes for students each time they take it. Examples include special topics, research, individual investigation, practicum or internship, competency- or skill-based (e.g., violin course, theatre production), either to offer variable topics or to increase students' competency.~~

Courses ending in ~~xxx91 to xxx99~~ (i.e., variable-content seminar, ~~field experience, practicum, internship~~[practical experience](#), workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. [See pages XX-XX for definition of these courses.](#) ~~If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).~~

If faculty wish to restrict the number of attempts or credit hours of a repeatable-for-credit course toward a specific program, they should submit a program revision proposal to include that restriction in the requirements for [program completion](#).

[Kent State course repeat options and their Banner codes are listed below:](#)

[Course may be repeated for credit \(RP\)](#)

[Course may not be repeated for credit \(NR\)](#)

[Banner codes for course repeat are listed below:](#)

RP ~~Course may be repeated for credit~~

NR ~~Course may not be repeated for credit~~

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## INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

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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).

Kent State University’s academic semester is 16 weeks of instructional time, which consists of 15 calendar weeks of scheduled classes and one calendar week of examination. One week of break is included in a spring semester, but not in the instructional length or in the criteria for awarding semester credit hours.

### 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).

### DEFINITION OF ~~INSTRUCTIONAL ARRANGEMENTS~~SCHEDULE TYPES 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

A lecture is formalized instruction, conducted on- or off-campus (including educational field trips), 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.

Designated number: none

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **LABORATORY**

A laboratory is an educational activity with students conducting experiments, perfecting skills, practicing procedures or completing simulation experiences under the direction of a faculty member.

Designated number: none

Schedule type: laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio:

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

See page XX for a chart that breaks down the contact hours per course length for lecture and laboratory courses.

### **APPLIED MUSIC LESSON**

An 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.

Designated number: none

Schedule type: private lesson (PRL)

Grade modes permitted: letter

Variable credit permitted: no; courses are either 2 or 4 credits

Credit-to-contact ratio:

- 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-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

### **CLERKSHIP**

A 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.

Designated number: none

Schedule type: clerkship (CLR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: no; courses are 4 credits each

Credit-to-contact ratio: 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 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

**CLINICAL LABORATORY**

A clinical laboratory allows for medical- or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the clinical instruction.

Designated number: none

Schedule type: clinical laboratory (CLN)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as a laboratory course.

**COLLEGE TEACHING**

College teaching is designed to provide supervision and/or instruction in the special aspects of college teaching.

Designated number: xxx94

Schedule type: lecture (LEC)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COLLOQUIUM**

A colloquium is an exchange of scholarly information on a specific topic, usually in a small group setting with lectures by several different specialists in that field. Content of course is relatively unchanged for each offering; a colloquium with content that varies per offering should be designated as variable content colloquium (see definition below).

Designated number: none

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COLLOQUIUM – VARIABLE CONTENT**

A variable content colloquium has the same definition of a colloquium (see definition above), except that the content varies per course offering while overarching focus and learning outcomes are unchanged. The full title of the course includes the word "Colloquium," and the individual title of each offering begins with "COLL:" in the *Schedule of Classes* and is printed on each student's transcript. A colloquium that has relatively unchanging content and is offered with regularity should be assigned an unreserved number.

Designated number: xxx97

Schedule type: colloquium (COL)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**COMBINED LECTURE AND LABORATORY**

A combined lecture and laboratory integrates both activities into one course with one grade.

Designated number: none

Schedule type: combined lecture/laboratory (LLB), lecture (LEC), laboratory (LAB)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: Credit hour is awarded on the same basis as lecture and laboratory courses and dependent on how the credit hours are allocated for each instruction.

Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week

- 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
- 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week

### **COOPERATIVE EDUCATION**

Cooperative education is administered by the University College and is full-time off-campus paid employment that enhances students' degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses.

Designated number: COOP 20095

Schedule type: cooperative education (COP)

Grade modes permitted: complete/not complete

Variable credit permitted: no credit awarded

Credit-to-contact ratio: no credit awarded; students are expected to be working full time

### **DISSERTATION – DOCTORAL**

A doctoral dissertation is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The dissertation must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. The dissertation should make a significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional journal may be derived from it or that the findings of the dissertation would be otherwise publishable.

Designated number: 8x199 (dissertation I), 8x299 (dissertation II)

Schedule type: dissertation (DSR)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: no; courses are 15 credits each

Credit-to-contact ratio: One credit hour is awarded for one clock hour in a standard week of a 15-week semester, or for 15 clock hours in a semester.

### **EMPORIUM**

An emporium is 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.

Designated number: none

Schedule type: emporium (EMP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **FIELD EXPERIENCE – see Practical Experience**

### **FLIGHT TRAINING**

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.

Designated number: none

Schedule type: flight training (FLT)

Grade modes permitted: letter

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio:

- 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.

### **INDIVIDUAL INVESTIGATION**

An individual investigation (or 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.

Independent investigation should not be confused with individualized instruction, which is the teaching of a regular, existing course to a single student. Individualized instruction is offered only when the department or school is not offering a course according to the schedule or with sufficient frequency and it is needed by a student for a critical reason. In the case of an individualized instruction, the student should be registered into a section of the regular course, and not an individual investigation course, so that completion of the course is accurately reflected on the student's transcript.

Designated number: xxx96

Schedule type: individual investigation (IND)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-3

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

### **INTERNATIONAL EXPERIENCE**

A Kent State faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work, internships and service learning. The course is created specifically for the study abroad experience; course content is not offered domestically and does not already have its own course number. The full title of the course includes the words "International Experience," and, if variable title, the individual title of each offering begins with "Intl Exp.:" in the *Schedule of Classes* and is printed on each student's transcript. International experience variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx89\*\*

Schedule type: international experience (INT) *course may also have pre-/post-travel lecture schedule type*

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

**INTERNSHIP** – see Practical Experience

### **PRACTICAL EXPERIENCE**

#### **(INTERNSHIP, PRACTICUM, FIELD EXPERIENCE, STUDENT TEACHING, DIRECTED PRACTICE)**

A practical experience is 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 under some degree of supervision. 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 practical experience is paid or unpaid is determined by state or federal regulations, an accreditor or the employer in compliance with the Fair Labor Standards Act. The term used by a program to label its practice experience may vary in the course title to accommodate the differences in accreditation nomenclature.

Designated number: xxx92\*\*

Schedule type: practical experience (PRA)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-12

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

### **PRACTICUM – see Practical Experience**

### **PROJECT OR CAPSTONE**

A project or capstone (with may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework, research experience. The paper or project demonstrates competence in a given academic field or profession and makes a contribution within a well-defined theoretical, applied or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, reports or research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works and projects for identified clients.

Designated number: xxx99\*\*

Schedule type: project or capstone (PRJ)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-9

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **RECITATION**

A recitation is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

Designated number: none

Schedule type: recitation (RCT)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **RESEARCH**

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic, and it normally should result in a paper or some other appropriate product.

Designated number: xxx98\*\*

Schedule type: research (RES)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

### **SEMINAR**

A 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. Content of course is relatively unchanged for each offering; a seminar with content that varies per offering should be designated as variable content seminar (see definition below).

Designated number: none

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **SEMINAR – VARIABLE CONTENT**

A variable content seminar has the same definition of a seminar, except that the content varies per course offering while overarching focus and learning outcomes are unchanged. Variable content seminars are not the same as special topics courses, the latter of which allows for each offering to be distinct with different learning outcomes. Specific offerings under this course designation cannot be required in an academic program. The full title of the course includes the word “Seminar,” and the individual title of each offering begins with “SEM:” in the *Schedule of Classes* and is printed on each student’s transcript. A seminar that has relatively unchanging content and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx91

Schedule type: seminar (SEM)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **SPECIAL TOPICS**

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer a specific topic under this course designation a maximum three times prior to full curricular review to become a regular course. Specific offerings under this course designation cannot be required in an academic program. The full title of the course includes the words “Special Topics,” and the individual title of each offering begins with “ST:” in the *Schedule of Classes* and is printed on each student’s transcript. Special topic offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx95

Schedule type: any schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: Credit hour is awarded based on the schedule type assigned.

### **STUDENT TEACHING – see Practical Experience**

### **STUDIO**

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

Designated number: none

Schedule type: studio (STU)

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes

Credit-to-contact ratio:

- 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 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

### **STUDY AWAY**

A Kent State faculty-led out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities include, but are not limited to, classroom study, research, field work internships and service learning. The course is created specifically for the study away experience; course content is not offered on a Kent State campus/location and does not already have its own course number. Topics and/or content may be variable or relatively unchanged for each offering. Study away variable offerings should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being scheduled.

Designated number: xxx90\*\*

Schedule type: study away (STA) course may also have pre-/post-travel lecture schedule type

Grade modes permitted: letter, satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, between 1-4

Credit-to-contact ratio: One credit hour is awarded for minimum one clock hour in a standard week of a 15-week semester, or for minimum 15 clock hours in a semester. No credit can be awarded for travel time.

### **THESIS – MASTER’S**

A master’s thesis is a highly individualized investigative study that results in the development and writing a scholarly, comprehensive paper. The thesis topic is formulated by the student in consultation with the advisor and should be one that will further the student’s educational development by developing research or other skills that will help the student keep abreast of the field and enable the student to pursue independent work.

Designated number: 6x199 (master’s thesis I), 6x299 (master’s thesis II)

Schedule type: master’s thesis (MST)

Grade modes permitted: satisfactory/unsatisfactory, in-progress\*

Variable credit permitted: yes, 2-6 (master’s thesis I), 2 (master’s thesis II)

Credit-to-contact ratio: One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

### **WORKSHOP**

A workshop is a brief, intensive and interactive educational activity, usually for a small group of people, in which the content is practical and concentrates on the acquisition of specific information or skills. The workshop’s topic is relatively unchanged for each offering; a workshop with topics that varies per offering should be designated as variable topic workshop (see definition below).

Designated number: none

Schedule type: workshop (WSP)

Grade modes permitted: letter, satisfactory/unsatisfactory

Variable credit permitted: no

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

### **WORKSHOP – VARIABLE TOPIC**

Variable topic workshops are administered through the Office of Continuing and Distance Education and typically are directed toward professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. The full title of the course includes the word “Workshop,” and the individual title of each offering begins with “WKSP:” in the *Schedule of Classes* and is printed on each student’s enrollee’s transcript. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work. A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above).

Designated number: xxx93

Schedule type: workshop (WSP)

Grade modes permitted: satisfactory/unsatisfactory

Variable credit permitted: yes, between 1-6

Credit-to-contact ratio: One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**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 one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) 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.

**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 one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**RECITATION** is a less formal educational experience than a lecture with a smaller number of students, or a subsection of a larger (lecture) course, designed to include more time for discussion, questions and answers directly related to the lecture course and/or for students to demonstrate the application of ideas, theories or methods.

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

**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 (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

**CLINICAL LABORATORY** allows for medical or healthcare-focused experimental work where students meet at a health-related agency rather than in on-campus laboratory facilities to test, observe, experiment or practice a profession in a hands-on or simulated environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the laboratory instruction.

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

**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. Example: A 3-credit combined lecture/laboratory course (with lab having out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
  - 2 credits lecture + 1 credit laboratory = two nominal hours (100 clock minutes) lecture per week + two nominal hours (100 clock minutes) laboratory per week
  - 1.5 credits lecture + 1.5 credits laboratory = one-and-a-half nominal hours (75 clock minutes) lecture per week + three nominal hours (150 clock minutes) laboratory per week
  - 1 credit lecture + 2 credit laboratory = one nominal hour (50 clock minutes) lecture per week + four nominal hours (200 clock minutes) 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" or "internship" for the course title may be to accommodate the differences in accreditation nomenclature.

- One credit hour is awarded for a minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours 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 in a standard week of a 15-week semester, or for a minimum 45 clock hours 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 in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

**COOPERATIVE WORK EXPERIENCE** is full-time off-campus paid employment that enhances students' degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. This process of "learning by doing" increases student motivation and employability after graduation and maximizes student growth and development. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses. Cooperative education experiences are highly desired, selective and in the student's chosen field.

- No credit awarded; students are expected to be working full time; however, students enrolled in COOP 20092 are designated and reported as full time, with access to all student services and resources during the co-op 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 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) 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 (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) 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 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

**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-nominal-hour (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.
- \* An in-progress mark may be permitted if there is an expectation that students will not be able to complete all assignments by the end of the course. Documentation is required for that mark consideration. An in-progress mark should not be confused with an incomplete mark, which is given to a student who—due to that student's extenuating circumstance—is unable to complete the required work between the course withdrawal deadline and end of class.
- \*\* Any undergraduate course with the number xxx89, (international experience), xxx90 (study away), xxx92 (practical experience), xxx98 (research) or xxx99 (project or capstone) fulfills students' experiential learning requirement (ELR). Developers of these courses do not need to request the attribute; it is assigned automatically by the Office of Curriculum Services.

Effective: Approved by Faculty Senate on **September 9, 2013** December 11, 2017  
Prior Approval Effective Dates: September 9, 2013; November 5, 2012

## **CALCULATION OF A COURSE'S CONTACT HOURS BASED ON COURSE LENGTH**

### **Lecture or Seminar Course**

Credit-to-contact ratio is 1:1, which means each 1 credit hour of the course should have 1 nominal hour of faculty/student contact a week in a full (15-week) semester.

<u>Course credit hours</u>	<u>Total nominal hours *</u>	<u>Total contact minutes (hours)</u>	<u>Contact minutes (hours) per week full semester</u>	<u>Contact minutes (hours) per week 8-week course</u>	<u>Contact minutes (hours) per week 7-week course</u>	<u>Contact minutes (hours) per week 5-week course</u>
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<u>1</u>	<u>15</u>	<u>750 min</u> (12 hr 30 min)	<u>50 min</u>	<u>94 min</u> (1 hr 34 min)	<u>107 min</u> (1 hr 47 min)	<u>150 min</u> (2 hr 30 min)
<u>2</u>	<u>30</u>	<u>1500 min</u> (25 hr)	<u>100 min</u> (1 hr 40 min)	<u>188 min</u> (3 hr 8 min)	<u>214 min</u> (3 hr 34 min)	<u>300 min</u> (5 hr)
<u>3</u>	<u>45</u>	<u>2250 min</u> (37 hr 30 min)	<u>150 min</u> (2 hr 30 min)	<u>281 min</u> (4 hr 41 min)	<u>321 min</u> (5 hr 21 min)	<u>450 min</u> (7 hr 30 min)
<u>4</u>	<u>60</u>	<u>3000 min</u> (50 hr)	<u>200 min</u> (3 hr 20 min)	<u>375 min</u> (6 hr 15 min)	<u>429 min</u> (7 hr 9 min)	<u>600 min</u> (10 hr)

**Laboratory or Studio Course with out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory/studio experience**

Credit-to-contact ratio is 1:2, which means each 1 credit hour of the course should have 2 nominal hours of faculty/student contact a week in standard 15-week semester.

<u>Credit hours</u>	<u>Total nominal hours *</u>	<u>Total contact minutes (hours)</u>	<u>Contact minutes (hours) per week full semester</u>	<u>Contact minutes (hours) per week 8-week course</u>	<u>Contact minutes (hours) per week 7-week course</u>	<u>Contact minutes (hours) per week 5-week course</u>
<u>1</u>	<u>30</u>	<u>1500 min</u> (25 hr)	<u>100 min</u> (1 hr 40 min)	<u>188 min</u> (3 hr 8 min)	<u>214 min</u> (3 hr 34 min)	<u>300 min</u> (5 hr)
<u>2</u>	<u>60</u>	<u>3000 min</u> (50 hr)	<u>200 min</u> (3 hr 20 min)	<u>375 min</u> (6 hr 15 min)	<u>429 min</u> (7 hr 9 min)	<u>600 min</u> (10 hr)
<u>3</u>	<u>90</u>	<u>4500 min</u> (75 hr)	<u>300 min</u> (5 hr)	<u>563 min</u> (9 hr 23 min)	<u>643 min</u> (10 hr 43 min)	<u>900 min</u> (15 hr)

**Laboratory or Studio Course with little or no out-of-class study**

Credit-to-contact ratio is 1:3, which means each 1 credit hour of the course should have 3 nominal hours of faculty/student contact a week in standard 15-week semester.

<u>Credit hours</u>	<u>Total nominal hours *</u>	<u>Total contact minutes (hours)</u>	<u>Contact minutes (hours) per week full semester</u>	<u>Contact minutes (hours) per week 8-week course</u>	<u>Contact minutes (hours) per week 7-week course</u>	<u>Contact minutes (hours) per week 5-week course</u>
<u>1</u>	<u>45</u>	<u>2250 min</u> (37 hr 30 min)	<u>150 min</u> (2 hr 30 min)	<u>281 min</u> (4 hr 41 min)	<u>321 min</u> (5 hr 21 min)	<u>450 min</u> (7 hr 30 min)
<u>2</u>	<u>90</u>	<u>4500 min</u> (75 hr)	<u>300 min</u> (5 hr)	<u>563 min</u> (9 hr 23 min)	<u>643 min</u> (10 hr 43 min)	<u>900 min</u> (15 hr)
<u>3</u>	<u>135</u>	<u>6750 min</u> (112 hr 30 min)	<u>450 min</u> (7 hr 30 min)	<u>844 min</u> (14 hr 4 min)	<u>964 min</u> (16 hr 4 min)	<u>1350 min</u> (22 hr 30 min)

**Combined Lecture/Laboratory Courses**

Credit hour is awarded on the same basis as lecture and laboratory and dependent on how the credit hours are allocated for each instruction. For example, a 5-credit lecture/lab that allocates 4 credits for lecture and 1 credit for lab with no out-of-class study would be broken down in the following way:

<u>Credit hours</u>	<u>Total nominal hours *</u>	<u>Total contact minutes (hours)</u>	<u>Contact minutes (hours) per week full semester</u>	<u>Contact minutes (hours) per week 8-week course</u>	<u>Contact minutes (hours) per week 7-week course</u>	<u>Contact minutes (hours) per week 5-week course</u>
<u>Lecture</u>						
<u>4</u>	<u>60</u>	<u>3000 min</u> (50 hr)	<u>200 min</u> (3 hr 20 min)	<u>375 min</u> (6 hr 15 min)	<u>429 min</u> (7 hr 9 min)	<u>600 min</u> (10 hr)
<u>Laboratory</u>						
<u>1</u>	<u>45</u>	<u>2250 min</u> (37 hr 30 min)	<u>150 min</u> (2 hr 30 min)	<u>281 min</u> (4 hr 41 min)	<u>321 min</u> (5 hr 21 min)	<u>450 min</u> (7 hr 30 min)
<u>Total for Course</u>						
<u>5</u>	<u>105</u>	<u>5250 min</u> (87 hr 30 min)	<u>350 min</u> (5 hr 50 min)	<u>656 min</u> (10 hr 56 min)	<u>750 min</u> (12 hr 30 min)	<u>1050 min</u> (17 hr 30 min)

**Note:** One way to know how many credits a lecture/lab course has allocated to each instruction is to view the breakdown of contact hours in the course description in FlashLine, see example:

**BSCI 11020 - FOUNDATIONAL ANATOMY AND PHYSIOLOGY II**3.000 Credit hours2.000 Lecture hours3.000 Lab hours

The lecture and lab contact hours listed are in weekly nominal terms for a 15-week course. Therefore, by looking at the total nominal hours in the charts above, 2 nominal hours for lecture (2x15=30 total nominal hours) and 3 nominal hours for lab (3x15=45 total nominal hours) means that 2 credits have been allocated to lecture and 1 credit allocated to lab for this course.

<u>Credit hours</u>	<u>Total nominal hours *</u>	<u>Total contact minutes (hours)</u>	<u>Contact minutes (hours) per week 15-week course</u>	<u>Contact minutes (hours) per week 8-week course</u>	<u>Contact minutes (hours) per week 7-week course</u>	<u>Contact minutes (hours) per week 5-week course</u>
<u>Lecture</u>						
<u>2</u>	<u>30</u>	<u>1500 min (25 hr)</u>	<u>100 min (1 hr 40 min)</u>	<u>188 min (3 hr 8 min)</u>	<u>214 min (3 hr 34 min)</u>	<u>300 min (5 hr)</u>
<u>Laboratory</u>						
<u>1</u>	<u>45</u>	<u>2250 min (37 hr 30 min)</u>	<u>150 min (2 hr 30 min)</u>	<u>281 min (4 hr 41 min)</u>	<u>321 min (5 hr 21 min)</u>	<u>450 min (7 hr 30 min)</u>
<u>Total for Course</u>						
<u>3</u>	<u>105</u>	<u>3750 min (62 hr 30 min)</u>	<u>250 min (4 hr 10 min)</u>	<u>469 min (7 hr 49 min)</u>	<u>535 min (8 hr 55 min)</u>	<u>750 min (12 hr 30 min)</u>

\* One nominal hour is equivalent to 50 minutes.

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**DISTANCE-LEARNING-EDUCATION COURSES**


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Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL). Per the Code of Federal Regulations (Title 34, Subtitle B, Chapter VI, Part 600 Institutional Eligibility Under the Higher Education Act of 1965, As Amended):

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) [below] of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

**Synchronous** is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

**Asynchronous** communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

A course designated as distance education is a classroom-type course (i.e., the course is not an internship or individual investigation as two examples) whereby 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. Regular and substantive interaction between the instruction and students must occur.

Credit hours for a distance-education course 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 on pages XX-XX.

The delivery modes for distance-education~~DL~~ course sections at Kent State are the following:

1. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is presented in multiple formats, which may include often in text, recorded or live-streaming audio or video; and interactive presentations form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail. Some web-based courses have hybrid online/on-ground delivery and may require students to come to campus for several class sessions.  
In Banner, the following codes define a web-based course section:  
**V1:** Course is 100 percent online, requiring no face-to-face or online live sessions (asynchronous).  
**V2:** Course is 100 percent online, with one or more concurring online live sessions (synchronous).  
**V3:** Course is a blend of a minimum taught at least 50 percent online sessions (asynchronous or synchronous) and one or more required face-to-face with scheduled classroom meetings.
2. **Room-based video conferencing (Polycom, formerly VTEL)** is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.
3. **PC-based conferencing (iLinc, Webex, Skype).** “PC-based” means that each student is sitting at a computer; “conferencing” means that the professor and the students talk to each other live (“synchronously”). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal-classroom-based class; however, the students and instructor are not all in one place.

The correct coding of online courses is required for federal and state reporting, correct bursar billing of tuition and fees, accreditation, international student tracking and veteran’s services benefits processing.

### **SPECIAL NOTE:**

Institutions must distinguish its distance and correspondence education courses using the federal definition below. The key distinction between distance and correspondence education is whether the courses are self-paced and the interaction with faculty is student-initiated. Courses of this nature are correspondence education regardless of whether they are delivered electronically or through any other mechanism.

Correspondence Education: Courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Source: Integrated Postsecondary Education Data System (IPEDS),  
National Center for Education Statistics, U.S. Department of Education

Kent State has not received approval by the Ohio Department of Higher Education and the Higher Learning Commission to offer correspondence education courses.

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## **COURSE PREREQUISITES**

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The Ohio Department of Higher Education requires a minimum prerequisite of “graduate standing” for all master’s degree level courses (50000 and 60000 levels) and “doctoral standing” for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of “none” in the course description for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

## FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g., “students taking this course should be fluent in Russian”) will be listed as the last sentence of the course description.

## EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- |  |   |
|--|---|
| 1. “First-year core requirements”        | 5. “Language proficiency”                         |
| 2. “High school algebra”                 | 6. “Knowledge of computer programming”            |
| 3. “6 credit hours of education courses” | 7. “Successful completion of introductory course” |
| 4. “One law course”                      | 8. “Completion of major requirements”             |

## TANGIBLE PREREQUISITES ACCEPTED BY BANNER

- Specific course(s) or a range of courses or credit hours** (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a prerequisite (i.e., must be taken in a prior term), corequisite (i.e., must be taken in same term) or pre/corequisite (i.e., must be taken in either a prior or the same term)
- Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., Honors, ~~doctoral candidacy~~ advanced study)
- Student level** (e.g., senior standing, graduate)
- College, department, campus or program** (e.g., major, concentration, minor, School of Music)
- ~~Cumulative-Overall grade-point average~~ **GPA** of the student; **WARNING!** this restriction does not work well in some instances; ~~please~~ contact Curriculum Services to discuss
- Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course’s academic department/faculty

## PREREQUISITE GROUPING ACCEPTED BY BANNER

- Courses, test scores, student level, college, department, campus, program connected by “AND”
  - Example: MUS 10001 and audition passage (using a test score applied to student) and major or minor in music and junior standing
- Courses, test scores connected by “OR”
  - Example: MATH 11010 or MATH 11022; and MATH 12001 or minimum 67 ALEKS mathematics  
~~COMPASS Algebra minimum score of 25~~

## PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

- Courses/test scores, student level, college, department, campus, program connected by “OR”  
Example: ECON 22003 or Economics major or sophomore standing
- Special approval connected with any other prerequisite by “OR”  
Example: Graduate standing or special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
- GPA connected with any other prerequisite by “OR”  
Example: 2.5 overall GPA or NURS 20000
- Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors

or FDM 35280 for Fashion majors, TECH 14000 for COMT majors or TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 ENTR 27056 or FDM 35280 is allowable/accepted)

## NOTES ON PREREQUISITE CHECKINGS FOR REGISTRATION

- With prerequisites, Banner is programmed to include the student's in-progress term when checking prerequisites for a course registration. If the student no longer meets the course's prerequisite after a successful registration, Banner does not deregister the student from the course. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.
  1. Example: A student taking Accounting I in fall semester registers for Accounting II in November for Accounting II—of which Accounting I is a prerequisite—for spring semester. Accounting I is a prerequisite for Accounting II. Banner is programmed to include in-progress courses in its prerequisite checking and processes the registration. Later, if the student withdraws from Accounting I (or, fails or receives a below-acceptable grade) for Accounting I, Banner does not deregister automatically the student from Accounting II. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.
  2. All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade, unless requested otherwise by faculty through the course approval process.

## LARGE-SCALE COURSE CHANGES

If identical changes are needed for numerous courses, contact Curriculum Services for assistance, as one large-scale proposal documenting the changes may be sufficient. Examples of such large-scale changes are revising a course subject (e.g., 20 BUS courses revised to ENTR courses) or revising prerequisites (e.g., all JMC courses now have a minimum 2.500 overall GPA for registration).

## HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, Curriculum Services will place a hold on all courses that have not been taught for five or more consecutive years. These courses will not be inactivated and still will be displayed in the *University Catalog*. However, their status in the Banner course inventory will change from "active" to "hold." Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation and research. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

While a course is on hold, it may be offered to students. Academic units can notify Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the course is taught, the course status remains active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years will be inactivated. The dean and chair/director will be notified in advance of such action, and the course inactivation will be included on an EPC agenda.

## ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- Programs affected by course revisions or inactivation need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course in their programs or course prerequisites.

- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on [page XX](#).
- **Encroachment or duplication** issues must be documented in the proposal. Communicate with appropriate academic units when establishing or revising a course that may be similar to an existing course or that overlap disciplines.
- **Equivalency** of a course and its revised version should be considered. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses and when a revision is really a new course can be found on [page XX](#).
- **Course numbers** that end in 89 to 99 are reserved for specific course types (e.g., special topics, internship). If a course is revised to the point where faculty do not consider the revised equivalent to the current course (see [page XX](#)), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever, to a different course. Contact Curriculum Services to find available course numbers under the desired course subject.
- **Cross-listed and slashed courses** must be identical with the exception of a few fields. Separate proposals must be submitted for each cross-listed or slashed course. More information can be found on [page XX](#).
- **Special course fee** proposals are submitted separately to the Provost's Office and approved by the Kent State Board of Trustees in the spring for the subsequent academic year. Contact Academic Budget and Resource Management for more information about the process, paperwork and deadlines.

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## **OHIO ARTICULATION AND TRANSFER POLICY**

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The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit. Visit [www.ohiohighered.org/transfer/policy](http://www.ohiohighered.org/transfer/policy) for more information on the state policy.

## **TRANSFER ASSURANCE GUIDES (TAG)**

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit [www.ohiohighered.org/transfer/tag](http://www.ohiohighered.org/transfer/tag).

## **OHIO TRANSFER MODULE (OTM)**

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit [www.ohiohighered.org/transfer/transfermodule](http://www.ohiohighered.org/transfer/transfermodule).

## **CAREER TECHNICAL ASSURANCE GUIDES (CTAG)**

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit [www.ohiohighered.org/transfer/ct2](http://www.ohiohighered.org/transfer/ct2).

## **ADVANCED PLACEMENT (AP)**

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit [www.ohiohighered.org/transfer/advancedplacement](http://www.ohiohighered.org/transfer/advancedplacement).

## **MILITARY ASSURANCE GUIDES (MTAG)**

Beginning in 2016, students who completed military training, experience or coursework will be guaranteed college credit for specific courses at any Ohio public institution. This initiative is still in the planning stages. For more information, visit [www.ohiohighered.org/transfer/military](http://www.ohiohighered.org/transfer/military).

### III. POLICIES

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#### POLICIES

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##### ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain academic standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of academic policies include those relating to grading and GPA, dismissal, instructional credit and **XXX**. Academic policies are found in the *University Catalog* ([catalog.kent.edu](http://catalog.kent.edu)).

The term “policy” also includes university policies, administrative policies and operational policies, which are found in the *University Policy Register* ([www.kent.edu/policyreg](http://www.kent.edu/policyreg)).

##### UNIVERSITY POLICIES

University policies are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community.

University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the *University Catalog* and Policy Register.

##### ADMINISTRATIVE POLICIES

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.

##### OPERATIONAL POLICIES

Operational policies are defined as very specific sets of instructions or procedures to be followed in support of a related administrative policy, necessary to implement a policy or program at the university. As the university is often changing the department-level procedures to ensure operational efficiency, this policy format should be used sparingly and only if absolutely necessary to carry out a specific process vital to the mission of the university. Otherwise, a department-level policy document should be sufficient.

Operational policies require notification of the president and board.

#### OHIO ARTICULATION AND TRANSFER POLICY

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The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete “units” of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor’s degrees).

The policy generally preserves the college or university’s practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

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## **~~HOLD POLICY FOR COURSES NOT TAUGHT~~**

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~~It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years. These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.~~

~~The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation, research and workshop courses. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.~~

~~While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold. Courses that are on hold for three years will be automatically inactivated. The dean and chair/director will be notified in advance of such action.~~

## **~~LARGE-SCALE COURSE CHANGES~~**

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~~If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance.~~

## **~~STEPS FOR PROCESSING COURSE PROPOSALS~~**

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- ~~1. Complete and submit the Course Catalog Update workflow (through FlashLine). The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.~~
- ~~2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.~~
- ~~3. If course has or requests Kent Core, diversity and/or writing intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork must be sent separately (i.e., paper documents, not through the workflow) to the URCC.~~
- ~~4. If course is Regional Campuses only, the workflow is also forwarded to the dean of the specific regional campus of the submitter for review and approval.~~
- ~~5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.~~
- ~~6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date:  
<http://www.kent.edu/provost/curriculum/educational-policies-council>.~~
- ~~7. Courses that request Kent Core appear as action items on an EPC agenda.~~
- ~~8. Courses that request diversity, experiential learning and/or writing intensive status also appear as lesser action items on an EPC agenda.~~

8. ~~The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 51 for effective dates) and makes changes to the subsequent *University Catalog*.~~
9. ~~If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Department of Higher Education.~~
10. ~~Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: [www.kent.edu/provost/curriculum/archives](http://www.kent.edu/provost/curriculum/archives).~~

## ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

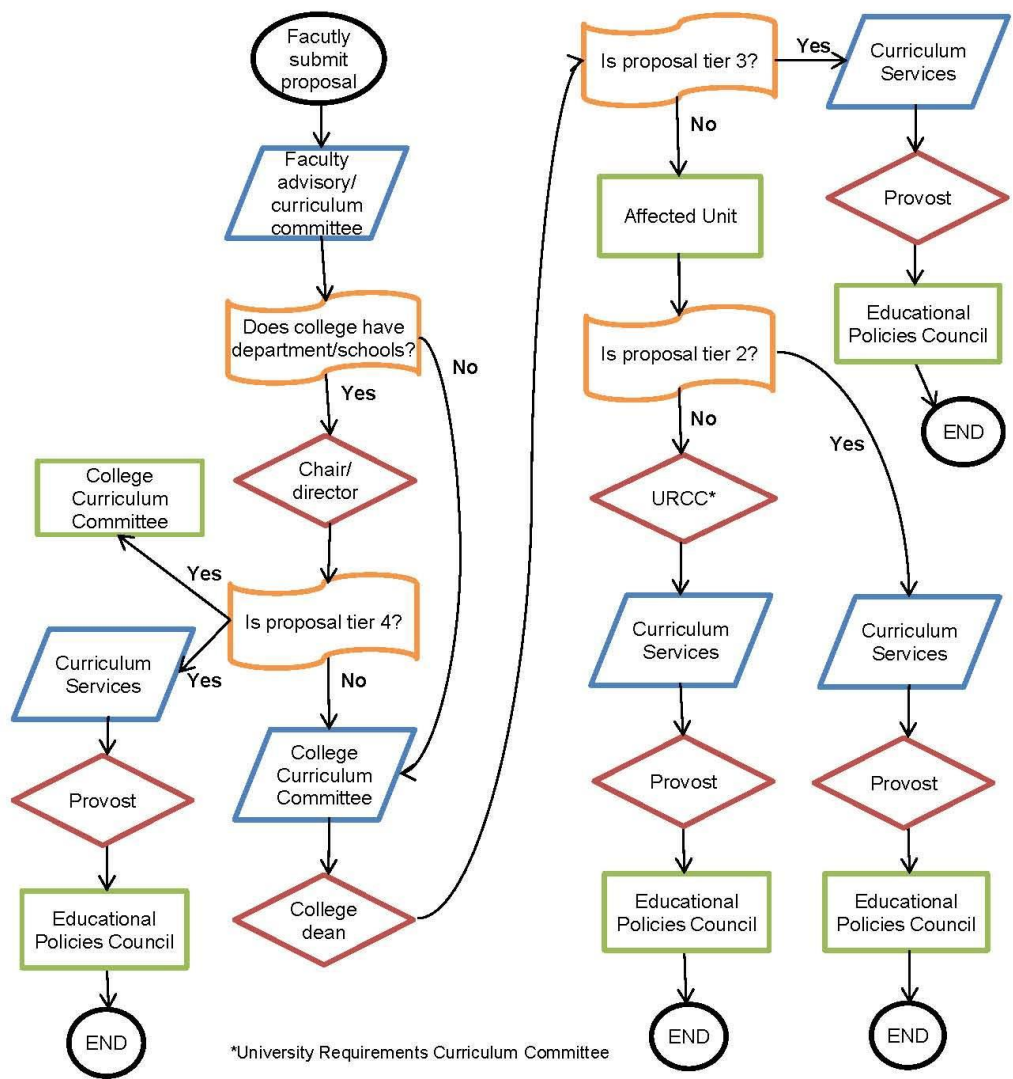
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- ~~**Programs affected** by course inactivation or revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.~~
- ~~**Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 47.~~
- ~~**Duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.~~
- ~~**Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 38.~~
- ~~**Course numbers** that end in 90 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.~~
- ~~**Cross-listed and slashed courses** must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 37.~~
- ~~**Special course fee** additions, revisions and eliminations are submitted separately to the associate vice president for academic budget and resource management in the Provost's Office and approved by the Kent State Board of Trustees in spring for the subsequent academic year. Please contact that office for more information about the process and deadlines.~~

## DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

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Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. In addition, no course or program additions or revisions will be accepted between December 2015 and July 2016 (program revisions include anything that changes the criteria for a student to be admitted, progress or graduate from a program). Exception is establishment of a new degree or major, which entails a long timeline for approval.



~~Visit [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum) for curricular forms to establish, revise or inactivate.~~

**Tier 4 proposals (department chair/school director final approver)**

- ~~Changes in course descriptions not involving substantial changes in course content~~
- ~~Changes in course titles not involving substantial changes in course content~~
- ~~Changes in course prerequisites not affecting any other academic unit~~
- ~~Inactivation of courses not affecting any other academic unit~~
- ~~Changes in course numbers not affecting level~~

**Tier 3 proposals (college dean final approver)**

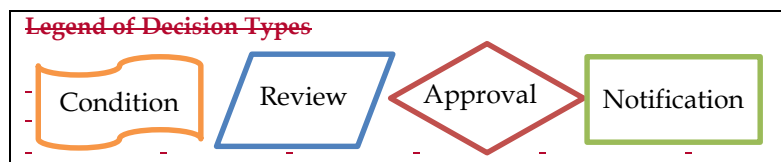
- ~~Changes in course credit hours~~
- ~~Changes in course numbers affecting the level of courses~~
- ~~Inactivation of courses affecting other degree programs or general curricular requirements within the college~~
- ~~New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)~~

**Tier 2 proposals (affected unit acknowledged)**

- ~~Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college~~
- ~~Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college~~
- ~~Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college~~
- ~~Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college~~
- ~~Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college~~

**Tier 1 proposals (University Requirements Curriculum Committee final approver)**

- ~~Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)~~



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## **LINKS TO RESOURCES**

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[Approval Flowchart for Course Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-courses.pdf)

[Approval Flowchart for Program and Policy Changes: provostdata.kent.edu/roadmapweb/06/approval-flowchart-program-policy.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-program-policy.pdf)

[Approval Flowchart for Academic Administrative Structures: provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf](http://provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf)

[Board of Trustees: www.kent.edu/bot](http://www.kent.edu/bot)

[Catalog: catalog.kent.edu](http://catalog.kent.edu)

[Classification of Instructional Programs \(CIP\): nces.ed.gov/ipeds/cipcode](http://nces.ed.gov/ipeds/cipcode)

[Curriculum Services: www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)

[Curricular Bulletin \(archives of curricular actions\): www.kent.edu/provost/curriculum/archives](http://www.kent.edu/provost/curriculum/archives)

[Curriculum Guidelines: www.kent.edu/provost/curriculum/guidelines](http://www.kent.edu/provost/curriculum/guidelines)

[Curriculum Deadlines: www.kent.edu/provost/curriculum/curriculum-deadlines](http://www.kent.edu/provost/curriculum/curriculum-deadlines)

[Curricular Forms: www.kent.edu/provost/curriculum/curricular-forms](http://www.kent.edu/provost/curriculum/curricular-forms)

[Educational Policies Council: www.kent.edu/provost/curriculum/educational-policies-council](http://www.kent.edu/provost/curriculum/educational-policies-council)

[Administrative Policy and Procedures Regarding the Educational Policies Council: www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council](http://www.kent.edu/policyreg/administrative-policy-and-procedures-regarding-educational-policies-council)

[Agendas and Schedule: www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas](http://www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas)

[EPC Members: www.kent.edu/provost/curriculum/epc-members](http://www.kent.edu/provost/curriculum/epc-members)

[Faculty Senate: www.kent.edu/provost/faculty-senate](http://www.kent.edu/provost/faculty-senate)

[Faculty Senate Charter: www.kent.edu/policyreg/faculty-senate-charter](http://www.kent.edu/policyreg/faculty-senate-charter)

[Faculty Senate Bylaws: www.kent.edu/policyreg/faculty-senate-bylaws](http://www.kent.edu/policyreg/faculty-senate-bylaws)

[Higher Learning Commission: www.hlcommission.org](http://www.hlcommission.org)

[Kent State Academic Programs \(KSU log-in required\): visit www.kent.edu/provost/curriculum and click on the link](http://www.kent.edu/provost/curriculum)

[Ohio Department of Higher Education: www.ohiohighered.org](http://www.ohiohighered.org)

[Credit Transfer Policies \(e.g., CTAG, OTM, TAG\): www.ohiohighered.org/transfer](http://www.ohiohighered.org/transfer)

[Guidelines and Procedures for Academic Program Review: www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines\\_FINAL\\_042915.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines_FINAL_042915.pdf)

[Guidelines and Procedures for Review and Approval of Graduate Degree Programs: www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/CCGS%20Guidelines%20-%20Final%2001.22.2018%20.pdf)

[Policy Register: www.kent.edu/policyreg](http://www.kent.edu/policyreg)

[Provost: www.kent.edu/provost](http://www.kent.edu/provost)

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## **GLOSSARY OF ACRONYMS AND INITIALS**

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**BDS – Basic Data Sheet:** former name of proposals for courses that listed the basic information about the course, including number, title, credits, description, prerequisites, learning outcomes, course contents (topics), etc.

**CCC – College Curriculum Committee:** the college-level curriculum body that reviews and recommends action to the college dean

**CCGS – Chancellor’s Council on Graduate Studies:** state-wide committee comprising graduate deans of Ohio public universities and charged by the Ohio Department of Higher Education to assess, recommend and report new graduate degree programs to the chancellor

**CCP – Certification of Curriculum Proposal:** provides a brief summary of the proposal and contains approval signatures from the administrators for the affected department/chair, campus, college; final signature is the provost (or designee)

**CCU – Course Catalog Update:** previously-used electronic workflow (available in FlashLine) to submit a proposal for courses; replaced by CIM

**CIM – Curriculum Inventory Management:** electronic workflow to submit a proposal for a course, program or policy (replaces the CCU workflow for courses and paper documents for programs)

**CIP – Classification of Instructional Programs:** taxonomy of academic disciplines at colleges and universities that allows federal, state and other agencies to understand the programs that institutions offer, regardless of the unique names each institution may title their programs

**EPC – Educational Policies Council:** committee of the Faculty Senate charged with long-range academic planning and overall curriculum and academic policy guidelines for the university

**GDAC – Graduate Dean’s Advisory Council:** primary academic advisory body to the dean of graduate studies on matters involving graduate programs, policies and procedures

**GPS – Graduation Planning System:** Kent State’s degree audit, which is the official list of all degree requirements merged with a student’s academic record to provide a real-time assessment of student progress toward graduation

**GSAAC – Graduate Studies Administrative Advisory Council:** former name of the Graduate Dean’s Advisory Council (GDAC)

**HLC – Higher Learning Commission:** one of six regional institutional accreditors in the United States, which accredits degree-granting, post-secondary educational institutions in 19 states, including Ohio; the gatekeeper for federal financial aid

**OBR – Ohio Board of Regents:** former name of the Ohio Department of Higher Education (ODHE)

**ODHE – Ohio Department of Higher Education:** cabinet-level agency for the governor that oversees higher education for the state, including authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education’s contributions to the state and its citizens

**PDP – Program Development Plan:** first step before a full proposal in the process to establish a new graduate degree or major; the PDP is a concise description of the proposed program

**RACGS – Regents’ Advisory Council on Graduate Studies:** former name of the Chancellor’s Council on Graduate Studies (CCGS)

**UDC – Undergraduate Deans Council:** studies and recommends solutions to improve undergraduate academic and administrative policies and procedures

URCC – University Requirements Curriculum Committee: **EPC subcommittee** charged with assessment, evaluation and approval of university-wide curricular requirements for undergraduate students (e.g., Kent Core)**ACTIVE COURSE SUBJECTS**

The college administering the courses is listed after the description in parenthesis.

Legend: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=The Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RE=Regional; VA=Provost and Academic Affairs

ACCT—Accounting (BU)	COOP—Cooperative Education (VA)
ACTT—Accounting Technology (RE)	CPHY—Chemical Physics (AS)
ADED—Adolescent/Adult Education (EH)	CRIM—Criminology and Justice Studies (AS)
AED—Architecture and Environmental Design (AE)	CS—Computer Science (AS)
AERN—Aeronautics (AT)	CTTE—Career Technical Teacher Education (EH)
AGRI—Agribusiness (RE)	CULT—Cultural Foundations (EH)
ANTH—Anthropology (AS)	DAN—Dance (CA)
ARAB—Arabic (AS)	DSCI—Digital Sciences (DS)
ARCH—Architecture (AE)	ECED—Early Childhood Education (EH)
ARCS—Architectural Studies (AE)	ECET—Early Childhood Education Technology (RE)
ART—Art (CA)	ECON—Economics (BU)
ARTC—Art Crafts (CA)	EDAD—Educational Administration (EH)
ARTE—Art Education (CA)	EDST—Educational Studies (EH)
ARTF—Art Fine Arts (CA)	EDUC—Education (EH)
ARTH—Art History (CA)	EERT—Electrical/Electronic and Related Technologies (RE)
AS—Arts and Sciences (AS)	EHS—Environmental Health Sciences (PH)
ASL—American Sign Language (AS)	EMBA—Executive Master of Business Administration (BU)
ASTU—Aerospace Studies (VA)	ENG—English (AS)
ATTR—Athletic Training (EH)	ENOL—Enology (RE)
BAD—Business Administration (BU)	ENTR—Entrepreneurship (BU)
BMRT—Business Management and Related Technologies (RE)	EPI—Epidemiology (PH)
BMS—Biomedical Sciences (AS)	EPSY—Educational Psychology (EH)
BSC—Basic Sciences (PM)	EVAL—Evaluation and Measurement (EH)
BSCI—Biological Sciences (AS)	EVHS—Environmental Health and Safety (RE)
BST—Biostatistics (PH)	EXPH—Exercise Physiology (EH)
BTEC—Biotechnology (AS)	EXSC—Exercise Science (EH)
BUS—Business Administration Interdisciplinary (BU)	FDM—Fashion Design and Merchandising (CA)
CA—College of the Arts (CA)	FESA—Fire and Emergency Service Administration (RE)
CACM—Applied Conflict Management (AS)	FIN—Finance (BU)
CADT—Computer Animation Design Technology (RE)	FR—French (AS)
CCI—Communication and Information (CI)	GAE—Green and Alternate Energy (RE)
CCS—Career and Community Studies (EH)	GEOG—Geography (AS)
CDAG—Computer Design, Animation and Game Design (RE)	GEOL—Geology (AS)
CES—Counselor Education and Supervision (EH)	GER—German (AS)
CHEM—Chemistry (AS)	GERO—Gerontology (EH)
	GMD—General Medicine (PM)

CHIN—Chinese (AS)  
 CI—Curriculum and Instruction (EH)  
 CLAS—Classics (AS)  
 CLI—Clinical Education (PM)  
 CLS—Clinical Laboratory Sciences (AS)  
 CMD—Community Medicine (PM)  
 CMGT—Construction Management (AT)  
 COMM—Communication Studies (CI)  
 COMT—Computer Technology (RE)

#### **ACTIVE COURSE SUBJECTS *continued***

HORT—Horticulture (AS)  
 HPM—Health Policy and Management (PH)  
 HRTG—Heritage Languages (AS)  
 HST—Human Services Technology (RE)  
 IAKM—Information Architecture and Knowledge Management (CI)  
 ID—Interior Design (AE)  
 IERT—Industrial Engineering and Related Technologies (RE)  
 IGST—Integrative Studies (AS)  
 IHS—Integrated Health Studies (EH)  
 ILS—Integrated Life Sciences (AS)  
 INS—Insurance Studies (RE)  
 ITAL—Italian (AS)  
 ITAP—Information Technology for Administrative Professionals (RE)  
 ITEC—Instructional Technology (EH)  
 JAPN—Japanese (AS)  
 JMC—Journalism and Mass Communication (CI)  
 KBA—Kent Blossom Art (CA)  
 KBM—Kent Blossom Music (CA)  
 KBT—Kent Blossom Theatre (CA)  
 LARC—Landscape Architecture (AE)  
 LAT—Latin (AS)  
 LCDE—Liquid Crystal Display Engineering (AT)  
 LIB—University Libraries (VA)  
 LIS—Library and Information Science (CI)  
 MATH—Mathematics (AS)  
 MCED—Middle Childhood Education (EH)  
 MCLS—Modern and Classical Language Studies (AS)  
 MERT—Mechanical Engineering and Related Technologies (RE)  
 MFGT—Manufacturing Engineering Technology (RE)  
 MIS—Management and Information Systems (BU)  
 MKTG—Marketing (BU)  
 MMTG—Managerial Marketing (BU)  
 MSCI—Military Science (VA)

GRE—Greek (AS)  
 HDFS—Human Development and Family Studies (EH)  
 HEBR—Hebrew (AS)  
 HED—Health Education (EH)  
 HIED—Higher Education (EH)  
 HIST—History (AS)  
 HM—Hospitality Management (EH)  
 HONR—Honors (HC)

OIA—Office of International Affairs (VA)  
 ORT—Podiatric Biomedicine/Orthopedics (PM)  
 PADM—Public Administration (AS)  
 PAS—Pan-African Studies (AS)  
 PEB—Physical Education—Basic (EH)  
 PEP—Physical Education—Professional (EH)  
 PH—Public Health (PH)  
 PHIL—Philosophy (AS)  
 PHY—Physics (AS)  
 PLST—Paralegal Studies (AS)  
 PMD—Podiatric Medicine (PM)  
 POL—Political Science (AS)  
 PSYC—Psychology (AS)  
 PTST—Physical Therapist Assistant Technology (RE)  
 RADT—Radiologic Technology (RE)  
 REL—Religion (AS)  
 RERT—Real Estate and Related Technologies (RE)  
 RHAB—Rehabilitation Counseling and Training (EH)  
 RIS—Radiologic and Imaging Sciences (RE)  
 RPTM—Recreation, Park and Tourism Management (EH)  
 RSPC—Respiratory Care (RE)  
 RTT—Respiratory Therapy Technology (RE)  
 RUSS—Russian (AS)  
 SBS—Social and Behavioral Sciences (PH)  
 SOC—Sociology (AS)  
 SPA—Speech Pathology and Audiology (EH)  
 SPAD—Sport Administration (EH)  
 SPAN—Spanish (AS)  
 SPED—Special Education (EH)  
 SPSY—School Psychology (EH)  
 SRM—Sport and Recreation Management (EH)  
 SUR—Podiatric Surgery (PM)  
 SVCD—Summer Visual Communication Design (CA)  
 TAS—Technical and Applied Studies (RE)  
 TECH—Technology (AT)

~~MUS—Music (CA)~~

~~NRST—Nursing Technology (RE)~~

~~NSE—National Student Exchange~~

~~NURS—Nursing (NU)~~

~~NUTR—Nutrition (EH)~~

~~OCAT—Occupational Therapy Assistant Technology  
(RE)~~

~~THEA—Theatre (CA)~~

~~TRST—Translation Studies (AS)~~

~~UD—Urban Design (AE)~~

~~US—Undergraduate Studies (US)~~

~~VCD—Visual Communication Design (CI)~~

~~VIN—Viticulture and Enology (RE)~~

~~VTEC—Veterinary Technology (RE)~~

~~WMST—Women's Studies (AS)~~

## V. CURRICULAR FORMS AND DOCUMENTATION

### ARCHIVED PROPOSALS

**COURSE PROPOSALS PRE-2009 AND PROGRAM PROPOSALS** received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender ([diprod01.uis.kent.edu/appxtender/login.aspx](http://diprod01.uis.kent.edu/appxtender/login.aspx)), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time ([www.kent.edu/provost/curriculum/archives](http://www.kent.edu/provost/curriculum/archives)). ApplicationXtender is password protected; please contact Jennifer Kellogg to receive access.

**COURSE PROPOSALS 2009-PRESENT** are archived in the historical view of the Course Catalog Update workflow, accessible through FlashLine. All submitted proposals can be viewed no matter if the proposal was approved, denied or no action taken.

### FORM DEFINITIONS

All forms for curricular proposals are available online at [www.kent.edu/provost/curriculum/curricular-forms](http://www.kent.edu/provost/curriculum/curricular-forms).

**CERTIFICATION OF CURRICULUM PROPOSAL (CCP)** is a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course.

**COURSE CATALOG UPDATE (CCU)** replaced the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated.

**PROGRAM ROADMAP** is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* ([www.kent.edu/catalog](http://www.kent.edu/catalog)) and on the Explore Majors and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)). A roadmap(s) should accompany a proposal to establish or revise a program.

**KENT CORE COURSE PROPOSAL QUESTIONNAIRE** and **KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN** are to be used to request Kent Core status for a specific course. Please review the Kent Core Policy Statement before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

**DIVERSITY COURSE PROPOSAL QUESTIONNAIRE** is to be used to request diversity status for a specific course. Please review the Diversity Requirement Objectives, Criteria and Guidelines before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

**WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM** is to be used to request writing-intensive status for a specific course. Please review the Guidelines for Writing-Intensive Course (WIC) Proposals before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

**EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM** are to be used to request a course to be designated for the experiential learning requirement. The **EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM** are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Apr-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Arts College**  
 College **CA - The Arts**  
 Degree **Minor (non degree)**  
 Program Name **Arts Entrepreneurship** Program Banner Code \_\_\_\_\_  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**This proposal is to establish an interdisciplinary minor in Arts Entrepreneurship.**Does proposed revision change program's total credit hours? ☐ Yes ☐ NoCurrent total credit hours: \_\_\_\_\_ Proposed total credit hours **15**

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

**The faculty in all schools in the College of the Arts have collaborated with faculty in the College of Business this past year to develop the curriculum. The content will address the unique situations of an entrepreneur in the visual, performing and design arts.**

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

**The College of Business Administration, Entrepreneurship faculty, have contributed to and reviewed the curriculum. All schools in the College of the Arts have reviewed and endorsed the curriculum.**

### REQUIRED ENDORSEMENTS

Minor approved by all schools in the college \_\_\_\_\_ **9 / 20 / 18**  
 Department Chair / School Director

Campus Dean (for Regional Campuses proposals) \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
**Cynthia R. Stillings**

Digitally signed by Cynthia R. Stillings  
 DN: cn=Cynthia R. Stillings, o=Kent State University,  
 ou=College of the Arts, email=cstillings@kent.edu, c=US  
 Date: 2018.09.24 12:40:19 -0400

College Dean (or designee) \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Dean of Graduate Studies (for graduate proposals) \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

## **Proposal Summary Arts Entrepreneurship Minor**

### **Description of Action, Including Intended Effect**

This proposal is to establish an Arts Entrepreneurship interdisciplinary minor in the College of the Arts in collaboration with the College of Business Administration. A student who elects this minor will develop the enhanced entrepreneurial and professional practice skills needed to enter their chosen profession as a self-employed individual artist or establish a new venture. The minor is designed to serve students with one or both of these career aspirations.

This interdisciplinary minor will be administered by the College of the Arts in close collaboration with the College of Business. Advisors in the College of the Arts will be best able to support arts students in career related coursework.

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

The College of the Arts has worked closely with the faculty in the College of Business to develop the curriculum, ascertain seat availability in course sections in Entrepreneurship, and facilitate the addition of arts-related case studies into the course content in some existing courses.

The proposed minor has wide student and faculty support. Faculty have been in both interdisciplinary and discipline-specific discussions for over a year. The proposal has the endorsement of the Dean's Student Advisory Committee.

### **Fiscal, Enrollment, Facilities and Staffing Considerations**

The College of the Arts has Bachelor of Arts programs in each of the disciplines in the college: studio art, art history, dance, fashion, music and theatre. The B.A. degree program in fashion design allows for 20 hours of electives. The B.A. in Art History allows for 36 hours of minor coursework or a block of approved courses. The B.A. in theatre requires 19 general elective hours expected to be taken outside the discipline. The B.A. in dance requires 28 general electives. The B.A. in music requires 35 non-music electives. The B.A. in Studio Art allows for 31 hours of general electives. This represents approximately 1000 students in the College of the Arts who could select the minor to fill general elective requirements in their programs.

All of the required courses in Entrepreneurship currently exist or will exist by the Fall 2019 semester. One additional required course will be created and administered by the College of the Arts. Most of the elective courses already exist and are taught on a regular basis. Three new courses will be created, one each in music, entrepreneurship and arts entrepreneurship special topics.

All existing and new courses can be taught by existing staff.

### **Evidence of Need and Sustainability if Establishing**

Arts Entrepreneurship is a growing discipline in higher education as more practicing artists, designers and merchandisers enter their fields with a need for additional skills to be competitive and flexible in today's economy. Many colleges and universities have successful minors or certificates in this field including our aspirant institution, Virginia Commonwealth University.

The College of the Arts participates in the Strategic National Arts Alumni Project (SNAAP), surveying our alumni every three years. The 2016 survey included a module on career development. Of alumni surveyed, 33% said that Kent State helped them "not at all" with financial and business management-related skills. 80% of those same alums said that financial and business management skills were important in their profession or work life.

Of alumni survey, only 8% said Kent State helped them with entrepreneurial skills and 34% said that Kent State helped them "not at all." 66% of those alums said that entrepreneurial skills were important in their profession or work life.

Of the College of the Arts freshmen surveyed in the fall of 2017, 40.44% indicated they were interested in entrepreneurship skills and over 80% indicated interested in acquiring marketing, branding, pricing, financial and management skills.

We anticipate that initial enrollment will be freshmen (fall 2019 cohort) and sophomores (fall 2018 cohort) and grow gradually with each new cohort. We plan to market to existing and potential students and incoming students at Destination Kent State.

This interdisciplinary collaboration will provide "value added" to already existing strong Bachelor of Arts degrees in the College of the Arts.

### **Provisions for Phase-Out if Inactivating**

N/A

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

School Approvals in the College of the Arts: September, 2018

College CCC approvals (Arts and Endorsement from College of Business): September, 2018

EPC approval: October, 2018

Senate approval: November, 2018

Effective Date: Fall, 2019

## Catalog Copy Arts Entrepreneurship Minor

### College of the Arts

Advising Office

134 Cartwright Hall

Kent Campus

330-672-2760

<https://www.kent.edu/artscollege/students/advising/staff>

[www.kent.edu/artscollege](http://www.kent.edu/artscollege)

### Description

Arts Entrepreneurship is a mindset, a creative way of looking at opportunities, a passion, doing what one loves, a challenge, persistence and operating a business whether one owns it or not. The Arts Entrepreneurship interdisciplinary minor exposes students to that mindset and develops skills that can be applied to creating a new arts enterprise or developing opportunities for the individual artist.

### Fully Offered At:

- Kent Campus

### Admission Requirements

Admission to a minor is open to students enrolled in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students enrolled only in the A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

### Minor Requirements

Minor Requirements		
Course #	Course Title	Credits
ENTR 27056	Introduction to Entrepreneurship	3
ENTR 37040	Entrepreneurial Tools	3
CA 20003 (new)	Speaker Series in Arts Entrepreneurship	1
		<b>7</b>
Choose from the following:		
FDM 35280	Fashion Entrepreneurship <sup>1,2</sup>	3
ENTR 37070	Social Entrepreneurship <sup>1,2</sup>	3
THEA 41305	Professional Aspects: Performance <sup>1</sup>	3
THEA 41306	Professional Aspects: Design and Technology <sup>1</sup>	3
THEA 41726	Theatre Management <sup>2</sup>	3
ART 40007	Arts Engagement - Interpreting for a Community (BA) <sup>2</sup>	3

ART 40008	Professional Practices in Visual Arts (BFA) <sup>1</sup>	3
ARTE 41525	Art Education: Inquiry Into Professional Practice <sup>1</sup>	3
CA 31300 (new)	Music Career Development and Entrepreneurship <sup>1</sup>	2
DAN 47060	Professional Aspects in Dance <sup>1</sup>	3
CA 40495	Special Topics in the College of the Arts: Arts Entrepreneurship <sup>1,2</sup>	1-3
ENTR 37065	Entrepreneurial Finance (requires pre-requisite of ECON 22060, KSS) <sup>2</sup>	3
ENTR 47050 <sup>10</sup> (new)	New Enterprise Formation <sup>2</sup>	3
ENTR 37075	Entrepreneurial Marketing <sup>1</sup>	3
ENTR 37045	Sales in the Entrepreneurial Venture <sup>1</sup>	3
		<b>8</b>
<b>Minimum Total Credit Hours:</b>		<b>15</b>

<sup>1</sup> Elective courses appropriate for students wishing to go into a career as an individual artist

<sup>2</sup> Elective courses appropriate for students wishing to start their own enterprise

## Graduation Requirements

### Minimum Minor GPA

**2.250**

**Subject:** RE: Arts Entrepreneurship Minor Final Steps  
**Date:** Tuesday, September 18, 2018 at 2:40:39 PM Eastern Daylight Time  
**From:** JEWELL, ROBERT  
**To:** STILLINGS, CYNTHIA  
**CC:** Spake, Deborah  
**Attachments:** image004.png

Hi Cynthia,

Thank you for providing me the final version of the Arts Entrepreneurship Minor proposal. As you requested, the course number for the New Enterprise Formation course will be: ENTR 47050.

I would like to take this opportunity to indicate the full support of the department and the college for this new minor. I believe this is a great example of inter-school collaboration and cooperation aiming to meet the needs of our students. I believe that your students will benefit greatly from this minor as it makes logical sense that artists must learn how to market and sell their skills and output. We are happy that you are asking your students to take our entrepreneurship courses; we believe their perspectives will enhance the learning environment for all. Moreover, we believe that current staffing levels will be able to meet the anticipated demand for this minor. I also believe that the courses you have created for this minor will complement well our existing courses with little to no overlap in content.

Please let me know if you have any questions or would like me to provide additional information.

Regards,

--Robert Jewell

-----  
Dr. Robert D. Jewell  
Professor & Chair  
Department of Marketing and Entrepreneurship  
Kent State University  
Kent, Ohio 44242  
(330) 672-1263  
rjewell1@kent.edu

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department

College **RE - Regional College**Proposal **Revise Academic Unit**Proposal Name **College name change**

Description of proposal:

**The Regional College administration is proposing the name of the college be changed to the College of Applied and Technical Studies**

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

**This change will have no financial or staffing effects to the college but better represents the college, it's faculty, programs, and students.**

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

**Regional College CAC, other academic college Deans, EPC, Faculty Senate, Board of Trustees**

### REQUIRED ENDORSEMENTS

 \_\_\_\_\_  
 Department Chair / School Director

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

 \_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

 \_\_\_\_\_  
 College Dean (or designee)

 \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 10/26/18

 \_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

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

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

## **Proposal Summary to Establish or Revise an Academic Administrative Structure**

### **Change the name of the Regional College to the College of Applied and Technical Studies**

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 Regional College has a long history of maintaining high quality faculty and programs, preparing students to be successful in their chosen fields. This will not change with a new name.

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

The name change will not disrupt our commitment to the mission and/or strategic directions of the university or any other academic units.

**3. Comparative advantage versus other structures.**

The current structure (described below) is the most efficient. It will continue to function as a college without departments, but the name change will better represent the college, its faculty, programs, and students.

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

The name change will better represent the body that oversees and administers the Associate degrees and the Bachelor degrees granted by Kent State, offered on all campuses. Currently Regional College programs such as MAGC (CDAG), Computer Forensics minor, and the Police Academy certificate are offered on the Kent Campus, along with the Regional Campuses and we anticipate additional Kent Campus offerings in the future.

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

Current demand will continue or increase due to this proposal. It may provide the Regional College programs with more visibility and assist in recruiting students.

According to the Fifteenth Day Enrollment Statistics 8 – Campus System Report from Institutional Research, the Regional College preponderant enrollment is:

Fall 2018	6191
Fall 2017	6026
Fall 2016	5945
Fall 2015	5756

## From Institutional Research, the Fifteenth Day Enrollment Statistics 8 – Campus System Report

College	Fall 2017	Fall 2018
Aeronautics and Engineering	1,016	917
Coll of Arch and Env Design	1,020	1,107
Coll of Ed Health Human Svcs	5,868	5,553
College of Arts and Sciences	8,554	8,216
College of Business Admin	4,076	3,882
College of Comm and Info	3,559	3,153
College of Nursing	3,020	3,013
College of Podiatric Medicine	427	416
College of Public Health	859	990
College of the Arts	2,982	2,953
Regional College	6,026	6,191
University College	1,960	1,932
Overall - Total	39,367	38,323

This name change will better describe the college, its faculty, programs, and students. The Regional College is the second largest college at Kent State University with over 6,000 students. Historically, there has been and continues to be confusion between the Regional Campuses and the Regional College. The Regional Campuses have faculty and students from various Colleges, including the Regional College, but many from Arts & Sciences, Business Administration, Education, Health and Human Services, etc. The Regional College has faculty, students, programs that are independent from the other colleges. The new name will help differentiate the “College” from the “Campuses”. The Regional College faculty are teaching in and students are majoring in programs that are either “Applied” programs or “Technical” programs. The name Applied and Technical Studies broadly describes who we are.

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

There are no new programs in this proposal, no duplication, or interrelatedness issues.

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

The Regional College will continue to work closely with the various campus administrations to maximize efficiency and effectiveness, this proposal will not alter that long standing relationship with the campuses. The Vice President for Kent State System Integration will also be the Dean

of the College of Applied and Technical Studies, therefore reducing the cost of a separate college Dean.

#### **8. Administrative reporting structure.**

The college would continue to have 3 divisions, which house the various academic programs and faculty. Each program has a Program Lead Faculty or Program Coordinator or Program Director, depending on the size of the program, accreditation requirements, etc. Programs have curriculum committees, usually composed of all program faculty. Program/curriculum changes are approved by the program, reviewed by the appropriate campus or campuses Faculty Council, the Regional College Curriculum Committee, then EPC and Faculty Senate. Budgets are the responsibility of the individual campuses, not programs. Currently, the approval of adjunct faculty starts with the program's recommendation to the Regional College Interim Dean for final approval. This would not need to change other than the final approval would be by the Dean of the College of Applied and Technical Studies. Faculty search committees include both program faculty as well as regional campus faculty, final decision is currently made by the Interim Regional College Dean in collaboration with the appropriate Regional Campus Dean or Deans. The Vice President for Kent State System Integration will serve as the Dean of the College of Applied and Technical Studies. Since this is one of the largest colleges at Kent State University, and continues to increase in enrollment, the college will be best served by having as a full-time Assistant Dean.

#### **9. Space and capital budget needs.**

The Regional College programs will continue to utilize space on all Kent State University campuses, no new space is needed at this time, due to this proposal.

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

At this time the operating budget remains the same, there will be no change due to this proposal. As the second largest college at Kent State University there may be the need in the near future for additional administrative support.

#### **11. Evaluation procedures including academic assessment procedures.**

The use of Regional College Program Reviews, accreditation affiliations, TaskStream, etc. will continue to assure the quality of the academic programs.

#### **12. A timetable for proposal implementation.**

Regional College CAC, EPC, Faculty Senate approvals Fall 2018, Board of Trustees, Spring 2019, change effective July 1, 2019

## Academic Programs and Courses Offered by the Regional College

### PROGRAMS BY LEVEL

\* Pending approval for fall 2019

#### Bachelor's Degree Majors

- Agribusiness - BS
- Engineering Technology - BS
- Horticulture - BAH
- Information Technology - BSIT
- Insurance Studies - BS
- Modeling, Animation and Game Design - BS \*
- Radiologic and Imaging Science - BRIT
- Respiratory Care - BS
- Technical and Applied Studies - BTAS

#### Associate Degree Majors

- Accounting Technology - AAB
- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Computer Design, Animation and Game Design - AAS
- Criminology and Justice Studies - AAS \*
- Early Childhood Education Technology - AAS
- Electrical/Electronic Engineering Technology - AAS
- Engineering of Information Technology - AAS
- Enology - AAS
- Environment Management - ATS
- Environmental Health and Safety - AAS
- Horticulture Technology - AAS
- Human Services - AAS
- Individualized Program - ATS
- Information Technology - AAB
- Legal Assisting - AAS
- Mechanical Engineering Technology - AAS
- Nursing ADN - AAS
- Occupational Therapy Assistant Technology - AAS
- Office Technology - AAB
- Physical Therapist Assistant Technology - AAS
- Radiologic Technology - AAS
- Radiologic Technology - ATS
- Respiratory Therapy Technology - AAS
- Veterinary Technology - AAS
- Viticulture - AAS

#### Minors

- Computer Forensics and Security
- Game Design
- Help Desk Support
- Insurance Studies
- Modeling and Animation
- Software Development

#### Undergraduate Certificates

- Business Management Technology
- CAD for Manufacturing
- Computer Forensics and Information Security
- Computer-Aided Drafting/Design Technician
- eBusiness
- Entrepreneurship
- Floriculture
- Greenhouse Production
- Hospitality Management
- Medical Billing
- Office Software Application
- Peace Officers Training Academy

#### Courses

- Accounting Technology (ACTT)
- Agribusiness (AGRI)
- Allied Health Sciences (AHS)
- Aviation Maintenance Tech (AMRT)
- Business Management and Related Technologies (BMRT)
- Early Childhood Education Technology (ECET)
- Electrical Engineering and Related Technologies (EERT)
- Engineering Technology (ENGT)
- Enology (ENOL)
- Environmental Health and Safety (EVHS)
- Green and Alternate Energy (GAE)
- Horticulture (HORT)
- Human Services (HSRV)
- Information Technology (IT)
- Insurance Studies (INS)
- Mechanical Engineering and Related Technologies (MERT)
- Modeling, Animation and Game Creation (MAGC)
- Nursing Technology (NRST)
- Occupation Therapy Assistant Technology (OCAT)
- Office Technology (OTEC)
- Peace Officers Training Academy (POTA)
- Physical Therapist Assistant Technology (PTST)
- Radiologic and Imaging Sciences (RIS)
- Radiologic Technology (RADT)
- Regional College (RC)
- Respiratory Care (RSPC)
- Respiratory Therapy Technology (RTT)
- Technical and Applied Studies (TAS)
- Veterinary Technology (VTEC)
- Viticulture and Enology (VIN)

## Academic Programs Offered by the Regional College

### PROGRAMS BY DELIVERY/LOCATION

\* Pending approval for fall 2019

#### Fully Online

- Accounting Technology - AAB
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Environment Management - ATS
- Help Desk Support - minor
- Information Technology - AAB
- Information Technology - BSIT
- Insurance Studies - BS
- Insurance Studies - minor
- Office Technology - AAB
- Medical Billing - certificate
- Respiratory Care - BS
- Software Development - minor
- Technical and Applied Studies - BTAS

#### Ashtabula Campus

- Accounting Technology - AAB
- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Business Management Technology - certificate
- Computer Forensics and Information Security - certificate
- Computer Forensics and Security - minor
- Computer-Aided Drafting/Design Technician - certificate
- Criminology and Justice Studies - AAS \*
- Enology - AAS
- Entrepreneurship - certificate
- Help Desk Support - minor
- Hospitality Management - certificate
- Human Services - AAS
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Nursing ADN - AAS
- Occupational Therapy Assistant Technology - AAS
- Office Software Application - certificate
- Office Technology - AAB
- Physical Therapist Assistant Technology - AAS
- Radiologic Technology - AAS
- Respiratory Therapy Technology - AAS
- Software Development - minor
- Technical and Applied Studies - BTAS
- Veterinary Technology - AAS
- Viticulture - AAS

#### East Liverpool Campus

- Accounting Technology - AAB
- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Help Desk Support - minor
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Nursing ADN - AAS
- Occupational Therapy Assistant Technology - AAS
- Physical Therapist Assistant Technology - AAS
- Software Development - minor
- Technical and Applied Studies - BTAS

#### Geauga Campus

- Associate of Arts
- Associate of Science
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Floriculture - certificate
- Greenhouse Production - certificate
- Help Desk Support - minor
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Nursing ADN - AAS
- Software Development - minor
- Technical and Applied Studies - BTAS

#### Geauga – Twinsburg Location

- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Information Technology - AAB
- Information Technology - BSIT
- Criminology and Justice Studies - AAS \*
- Nursing ADN - AAS

#### Kent Campus

- Computer Forensics and Security - minor
- Game Design - minor
- Help Desk Support - minor
- Modeling, Animation and Game Design - BS \*
- Modeling and Animation - minor
- Software Development - minor
- Peace Officers Training Academy - certificate

## Academic Programs Offered by the Regional College

### PROGRAMS BY DELIVERY/LOCATION

\* Pending approval for fall 2019

#### Salem Campus

- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Early Childhood Education Technology - AAS
- Floriculture - certificate
- Greenhouse Production - certificate
- Help Desk Support - minor
- Horticulture - BAH
- Horticulture Technology - AAS
- Human Services - AAS
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Insurance Studies - BS
- Medical Billing - certificate
- Office Technology - AAB
- Radiologic and Imaging Science - BRIT
- Radiologic Technology - AAS
- Radiologic Technology - ATS
- Software Development - minor
- Technical and Applied Studies - BTAS

#### Stark Campus

- Associate of Arts
- Associate of Science
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Help Desk Support - minor
- Information Technology - BSIT
- Modeling, Animation and Game Design - BS \*
- Software Development - minor
- Technical and Applied Studies - BTAS

#### Trumbull Campus

- Accounting Technology - AAB
- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Electrical/Electronic Engineering Technology - AAS
- Environment Management - ATS
- Environmental Health and Safety - AAS
- Help Desk Support - minor
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Legal Assisting - AAS
- Mechanical Engineering Technology - AAS
- Office Technology - AAB
- Peace Officers Training Academy - certificate
- Software Development - minor
- Technical and Applied Studies - BTAS
- Veterinary Technology - AAS

#### Tuscarawas Campus

- Accounting Technology - AAB
- Agribusiness - BS
- Associate of Arts
- Associate of Science
- Business Management Technology - AAB
- Business Management Technology - certificate
- CAD for Manufacturing - certificate
- Computer Design, Animation and Game Design - AAS
- Computer Forensics and Information Security - certificate
- Computer Forensics and Security - minor
- Criminology and Justice Studies - AAS \*
- Early Childhood Education Technology - AAS
- eBusiness - certificate
- Electrical/Electronic Engineering Technology - AAS
- Engineering of Information Technology - AAS
- Engineering Technology - BS
- Game Design - minor
- Help Desk Support - minor
- Individualized Program - ATS
- Information Technology - AAB
- Information Technology - BSIT
- Mechanical Engineering Technology - AAS
- Medical Billing - certificate
- Modeling and Animation - minor
- Modeling, Animation and Game Design - BS \*
- Nursing ADN - AAS
- Office Software Application - certificate
- Office Technology - AAB
- Software Development - minor
- Technical and Applied Studies - BTAS
- Veterinary Technology - AAS

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Jul-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_

College **AS - Arts and Sciences**Degree **BS - Bachelor of Science**Program Name **Integrated Life Sciences** Program Banner Code **ILS**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Temporarily suspend admissions**

Description of proposal:

**Suspend admissions to the BS/MD program in Integrated Life Sciences offered in conjunction with NEOMED (Northeast Ohio Medical University). NEOMED no longer wants to accept students through this program and is working toward a new process to accept medical students from northeastern Ohio universities.**

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):

**Units offering specialized coursework for the BS/MD program will see the impact. The yearly cohort has been about 35 students.**

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

**None**

### REQUIRED ENDORSEMENTS

 \_\_\_\_\_  
 Department Chair / School Director

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

*Mary Ann Haley*  
 College Dean (or designee)
\_\_\_\_/\_\_\_\_/\_\_\_\_  
8/24/18
 \_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

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## Proposal Summary

### Temporarily Suspend Admission to BS/MD program in Integrated Life Sciences [ILS]

1. Provide a rationale for the suspension of admission of the program.

The BS/MD program in Integrated Life Sciences has been offered in association with NEOMED (Northeast Ohio Medical University). For many years students applied to the program at several northeastern Ohio universities. Admissions decisions were made along with NEOMED. Students were admitted to an accelerated year-round BS degree program with specialized coursework to prepare them for medical school at NEOMED. Once students met the undergraduate GPA and MCAT score requirements they were guaranteed a seat at NEOMED. Over the past several years, and in response to program reviews at NEOMED, the decision was made to delay the admissions decision until later in a student's undergraduate career. NEOMED asked the cooperating universities to create a 'pathway' to medical school in which students would be evaluated after their sophomore year. As leadership and direction at NEOMED has changed the 'pathways' have evolved as well. In the event NEOMED returns to an admissions process similar to the BS/MD in Integrated Life Sciences, the program will be revised to reflect the new/updated program requirements.

2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.

NEOMED allowed each of the participating universities to admit 35 students per cohort. The last full cohort was for the 2016-2017 academic year. The 2017-2018 cohort was limited to 25 students after which the program was to end. Student are aware of the status of the program and courses they require will be offered until the remaining cohorts are through the program.

3. Describe whether there will be a loss of faculty or staff positions due to the suspension.

There will be no loss of faculty or staff because of the suspension. Faculty who have taught in the program will offer other courses in their home departments. The College of Arts and Sciences ILS advisor has already transitioned to more of a pre-health program advisor.

4. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.

No other programs used the ILS course offerings.

5. Describe the plan for communicating the suspension of admissions.

The suspension will be noted in the university catalog and on websites that formerly described the program. The ideal situation would be for the program's catalog pages to be 'hidden' from view.

# INTEGRATED LIFE SCIENCES - B.S./M.D.

## College of Arts and Sciences

104 Bowman Hall  
Kent Campus  
www.kent.edu/cas

## Description

The Bachelor of Science degree in Integrated Life Sciences allows students to matriculate to medical degree studies at the Northeast Ohio Medical University (NEOMED). Students in the program are enrolled for 11 months in each of the six academic years. Phase I of the program is spent on the Kent Campus and begins with a summer term and continues through two academic years and two additional summer terms. During this period, coursework is focused on studies in the behavioral and basic pre-medical sciences. It also includes orientation to clinical medicine and work in the humanities.

Phase II of the program involves intensive medical training and may be accompanied by summer coursework in the humanities. In the first year of Phase II, students study the basic medical sciences, including anatomy, physiology and microbiology, at the NEOMED Basic Medical Sciences Campus in Rootstown. Students may return to the Kent Campus for the summer term following this year to complete any requirements for the B.S. degree.

In the remaining three years of Phase II (years four, five and six of the overall program), students develop competence in the clinical aspects of medicine through instruction provided principally at one or more of the community hospitals associated with the program.

## Fully Offered At:

- Kent Campus

## Accreditation

NEOMED is fully accredited by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association.

## Admission Requirements

Admission to the Integrated Life Sciences major is selective. Current high school students and those students who have completed high school, but have not yet earned college credit after graduating from high school, may be considered for the combined B.S./M.D. program. Students who earn college credits while in high school are eligible. For more information on admissions, visit the admissions website for new freshmen.

Progress through the undergraduate portion of the B.S./M.D. program is measured by academic performance and development of personal maturity appropriate to assumption of professional responsibility. The Committee on Academic and Professional Progress (CAPP) will assess these factors and the student's successful performance on the MCAT in order to recommend students for promotion and formal admission to Phase II of the program.

**English Language Proficiency Requirements for International Students:**  
All international students must provide proof of English language

proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE Academic score, or by completing the ELS level 112 intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

## Program Learning Outcomes

Graduates of this program will be able to:

1. Describe the major functions of the human body and the mechanisms of disease.
2. Recognize the humanistic aspects of medicine.
3. Demonstrate an appreciation of the experiences of their patients, and their own experiences, beyond medical practice.

## Program Requirements

### Major Requirements

[BS-ILS]

Code	Title	Credit Hours
<b>Major Requirements (courses count in major GPA)</b>		
BSCI 10120	BIOLOGICAL FOUNDATIONS (KBS) (KLAB)	4
BSCI 30140	CELL BIOLOGY	4
BSCI 30156	ELEMENTS OF GENETICS	3
BSCI 30171	GENERAL MICROBIOLOGY	4
BSCI 30519	VERTEBRATE EMBRYOLOGY AND DEVELOPMENTAL ANATOMY	4
BSCI 40242	SEMINAR ON MEDICAL PRACTICE FOR UNDERSERVED POPULATIONS	2
CHEM 10062	GENERAL CHEMISTRY I LABORATORY (KBS) (KLAB)	1
CHEM 10063	GENERAL CHEMISTRY II LABORATORY (KBS) (KLAB)	1
CHEM 10970	HONORS GENERAL CHEMISTRY I (KBS)	4
CHEM 10971	HONORS GENERAL CHEMISTRY II (KBS)	4
CHEM 30475	ORGANIC CHEMISTRY LABORATORY I (ELR)	1
CHEM 30481	ORGANIC CHEMISTRY I	3
CHEM 30482	ORGANIC CHEMISTRY II	3
CHEM 40245	BIOCHEMICAL FOUNDATIONS OF MEDICINE	4
HONR 10197	FRESHMAN HONORS COLLOQUIUM I (KCMP)	3
HONR 10297	FRESHMAN HONORS COLLOQUIUM II (KCMP)	3
ILS 21091	INTEGRATED LIFE SCIENCES SEMINAR I	2
ILS 21092	INTEGRATED LIFE SCIENCES SEMINAR II (ELR)	2
ILS 30392	PSYCHOLOGICAL HELPING SKILLS FOR MEDICINE (ELR)	3
ILS 32092	INTEGRATED LIFE SCIENCES SEMINAR IV (ELR)	2
ILS 40392	PRACTICUM IN MEDICAL PSYCHOLOGY (ELR)	3
ILS 42591	MEDICAL SOCIOLOGY RESEARCH SKILLS	2
ILS 42592	MEDICAL SOCIOLOGY PRACTICUM (ELR) (WIC)	3
MATH 12021	CALCULUS FOR LIFE SCIENCES	4
MATH 12022	PROBABILITY AND STATISTICS FOR LIFE SCIENCES	3
PHY 13001 & PHY 13021	GENERAL COLLEGE PHYSICS I (KBS) and GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB)	5
or PHY 23101	GENERAL UNIVERSITY PHYSICS I (KBS) (KLAB)	

PHY 13002	GENERAL COLLEGE PHYSICS II (KBS)
& PHY 13022	and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB)
or PHY 23102	GENERAL UNIVERSITY PHYSICS II (KBS) (KLAB)
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)
PSYC 40111	ABNORMAL PSYCHOLOGY
SOC 22100	SOCIOLOGICAL ANALYSIS
SOC 42563	SOCIOLOGY OF HEALTH AND HEALTH CARE
SOC 44010	SOCIOLOGICAL PERSPECTIVES IN MEDICINE
Fine Arts Elective	
History, Literature, Philosophy Electives	
Humanities Elective	

**Additional Requirements (courses do not count in major GPA)**

UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE
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Electives (total credit hours depends on earning 122 credit hours)

Minimum Total Credit Hours:

**THE HUMANITIES COMPONENT (18)**

Objective: Within the constraints imposed and the opportunities afforded by summer academic scheduling, to provide disciplined experience in and exposure to the differing modes of thought, perception/perspectives and methodologies of the disciplines usually classified as the "humanities" in arriving at informed critical analyses of the human experience.

Requirement: 18 credit hours of academic credit. At least one of the courses taken to satisfy the humanities must also satisfy the diversity requirement\*. The humanities requirements may be fulfilled in the following fashion during the students' fourth and fifth summers (fourth and sixth summers for students who begin core clerkships in fifth summer, rather than in the fall) in the joint six-year B.S./M.D. program offered by the university in conjunction with the Northeast Ohio Medical University:

**I. Fine Arts (3)**

Students are to take at least one approved course from the list of Kent Core Fine Arts courses.

**II. History, Literature, Philosophy (12)**

Students must take two courses (one lower and one upper division) from two of the following three fields:

- History
- Literature
- Philosophy (students are strongly urged to take an ethics course)

**III. Humanities Elective (3)**

Students are to take one additional course in Humanities, Fine Arts or Foreign Language.

**IV. Electives (6)**

During the time devoted to fulfillment of the humanities requirements of the ILS program, students also will be taking "elective" hours sufficient to complete the 122 credit hours of satisfactorily completed academic credits required for the B.S. degree as offered through the College of Arts and Sciences of Kent State University. Humanities hours in excess of the 18 credit hours minimum of the humanities component requirement will be applied toward these "elective" credit hours.

**5 Diversity (6)**

Students must also satisfy the 6 credit hours diversity requirement of the university. At least one of the courses taken to satisfy the humanities must also satisfy the diversity requirement. The 6 credit hours diversity requirement is fulfilled with one domestic diversity course and one global diversity course.

**Graduation Requirements**

Minimum Major GPA	Minimum Overall GPA
2.000	2.000

- All courses taken from the list of major program requirements are used in the calculation of the major GPA.

**Roadmap**

Course	Title	Credits
<b>First Year</b>		
<b>Summer 1</b>		
PSYC 11762	GENERAL PSYCHOLOGY (DIVD) (KSS)	3
SOC 22100	SOCIOLOGICAL ANALYSIS	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
<b>Humanities or Electives</b>		6
<b>Credit Hours</b>		13
<b>Fall 1</b>		
BSCI 10120	BIOLOGICAL FOUNDATIONS (KBS) (KLAB)	4
CHEM 10062	GENERAL CHEMISTRY LABORATORY (KBS) (KLAB)	1
CHEM 10970	HONORS GENERAL CHEMISTRY I (KBS)	4
HONR 10197	FRESHMAN HONORS COLLOQUIUM I (KCMP)	3
ILS 21091	INTEGRATED LIFE SCIENCES SEMINAR I	2
MATH 12021	CALCULUS FOR LIFE SCIENCES	4
<b>Credit Hours</b>		18
<b>Spring 1</b>		
BSCI 30140	CELL BIOLOGY	4
CHEM 10063	GENERAL CHEMISTRY II LABORATORY (KBS) (KLAB)	1
CHEM 10971	HONORS GENERAL CHEMISTRY II (KBS)	4
HONR 10297	FRESHMAN HONORS COLLOQUIUM II (KCMP)	3
ILS 21092	INTEGRATED LIFE SCIENCES SEMINAR II (ELR)	2
SOC 42563	SOCIOLOGY OF HEALTH AND HEALTH CARE	3
<b>Credit Hours</b>		17
<b>Second Year</b>		
<b>Summer 2</b>		
BSCI 30156	ELEMENTS OF GENETICS	3
ILS 42591	MEDICAL SOCIOLOGY RESEARCH SKILLS	2
ILS 42592	MEDICAL SOCIOLOGY PRACTICUM (ELR) (WIC)	3
SOC 44010	SOCIOLOGICAL PERSPECTIVES IN MEDICINE	3
<b>Humanities or Elective</b>		3
<b>Credit Hours</b>		14
<b>Fall 2</b>		
BSCI 30171	GENERAL MICROBIOLOGY	4
BSCI 40242	SEMINAR ON MEDICAL PRACTICE FOR UNDERSERVED POPULATIONS	2
CHEM 30475	ORGANIC CHEMISTRY LABORATORY I (ELR)	1
CHEM 30481	ORGANIC CHEMISTRY I	3
MATH 12022	PROBABILITY AND STATISTICS FOR LIFE SCIENCES	3

PHY 13001 & PHY 13021 or PHY 23101	GENERAL COLLEGE PHYSICS I (KBS) and GENERAL COLLEGE PHYSICS LABORATORY I (KBS) (KLAB) or GENERAL UNIVERSITY PHYSICS I (KBS) (KLAB)	5
Credit Hours		18
<b>Spring 2</b>		
BSCI 30519	VERTEBRATE EMBRYOLOGY AND DEVELOPMENTAL ANATOMY	4
CHEM 30482	ORGANIC CHEMISTRY II	3
CHEM 40245	BIOCHEMICAL FOUNDATIONS OF MEDICINE	4
ILS 32092	INTEGRATED LIFE SCIENCES SEMINAR IV (ELR)	2
PHY 13002 & PHY 13022 or PHY 23102	GENERAL COLLEGE PHYSICS II (KBS) and GENERAL COLLEGE PHYSICS LABORATORY II (KBS) (KLAB) or GENERAL UNIVERSITY PHYSICS II (KBS) (KLAB)	5
Credit Hours		18
<b>Third Year</b>		
<b>Summer 3</b>		
ILS 30392	PSYCHOLOGICAL HELPING SKILLS FOR MEDICINE (ELR)	3
ILS 40392	PRACTICUM IN MEDICAL PSYCHOLOGY (ELR)	3
PSYC 40111	ABNORMAL PSYCHOLOGY	3
Humanities or Elective		3
Credit Hours		12
<b>Fall 3</b>		
Phase II NEOMED		
Credit Hours		0
<b>Spring 3</b>		
Phase II NEOMED		
Credit Hours		0
<b>Fourth Year</b>		
<b>Summer 4</b>		
Humanities or Electives (if not completed earlier)		12
Credit Hours		12
Minimum Total Credit Hours:		122

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# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-17** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2018** Approved by EPC \_\_\_\_\_

2019 pending final approvals

Department **AERN**  
 College **AR - Aeronautics and Engineering**  
 Degree **MS - Master of Science**  
 Program Name **Aviation Logistics and Management** Program Banner Code \_\_\_\_\_  
 Concentration(s) **None** Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**Establish an Aeronautics specific Logistics and Management MS to support the growing need for logisticians in NE Ohio and nationally.**

Does proposed revision change program's total credit hours? ☐ Yes ☐ NoCurrent total credit hours: **33**

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):

**The program combines Aeronautics unique management education with existing MIS courses through the COB. There are no duplication conflicts. Staffing will include the eventual need for faculty as enrollment grows and some online education support. This will be provided by a vendor or internally. The Bureau of Labor Statistics projects a 7% growth in logisticians through 2025 and most of that growth is due to transportation of goods and people. The audience is working aeronautics professionals wishing to advance their career and current undergraduate AERN students. Prerequisites are standard as set by Graduate Studies. Faculty experience will be graduate faculty qualified AERN faculty and some industry professional adjuncts; initially until faculty hiring.**

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

**College of Business, MIS, Dr. Pratim Datta, consulted for inclusion of some MIS courses in the program.**

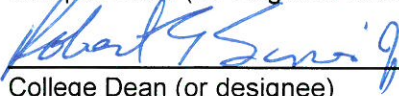
### REQUIRED ENDORSEMENTS



Department Chair / School Director

11 / 14 / 17

Campus Dean (for Regional Campuses proposals)



College Dean (or designee)

\_\_\_ / \_\_\_ / \_\_\_

11 / 14 / 2017

Dean of Graduate Studies (for graduate proposals)

\_\_\_ / \_\_\_ / \_\_\_

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

## **New Graduate Degree Program Full Proposal MS Aviation Management and Logistics**

The new name of College of Aeronautics and Engineering (2017) represents a dramatic evolution of the unit from a primarily teaching school at the beginnings of Kent State to a modern Aeronautics and Engineering focused unit. The college will be referred to as CAE in this proposal. Under the guidance of our new Dean and in conjunction with faculty we now have three areas of study. Aeronautics, Engineering, and Engineering Technology. The college has programs accredited by the Aviation Accreditation Board International (AABI) and The Association of Technology, Management, and Applied Engineering (ATMAE) and the Engineering Technology Commission of ABET (ETAC ABET). The college has a new building (2015) and is an institutional fund raising priority to expand the facility to allow for more laboratory space and faculty hires. We have multiple labs unique to aeronautics and engineering that can better serve students by being expanded. The college is the primary operator at the university's own airport. Construction is underway on a 7-million dollar academic and administration building at the airport largely using funds donated by Federal Express.

The Division of Aeronautics has within it six undergraduate degrees. There is a BS in Aeronautics with majors in Flight, Air Traffic Control, Aeronautical Studies, and Aviation Management. Additionally there is a BS in Aeronautic Systems Engineering Technology and Aerospace Engineering. Aerospace Engineering is the first and only pure engineering degree offered at Kent State.

The proposed MS in Aviation Management and Logistics will be a natural extension and provide a seamless transition to graduate studies for the Flight, Air Traffic Control, Aeronautical Studies, and Aviation Management undergraduate programs and also provide expanded study opportunities for students in the Executive MBA program offered by the College of Business. This proposed degree is to be offered 100% on-line to meet the needs of our very mobile alumni and other current working professionals globally. Aerospace Engineering students will need their own MS degree to be proposed at a later date.

The Master of Science in Aviation Management and Logistics is intended to be a broad-based education for persons seeking to advance their careers or better prepare themselves for careers in management at aviation related companies. It is developed in response to the significant current and projected growth in the movement of people and goods via air transport. It will support both graduate and undergraduate research in alignment with Kent State institutional priorities and current national trends in higher education. The global focus will help with current institutional priorities in making Kent State a global university.

The proposed degree is unique structurally in that it retains a cadre of traditional research and inquiry course work while combining that work with both business (Management Information Systems) and aeronautics course work focused on the discipline.

This MS is unique educationally and no other institutions in Ohio or surrounding states offer the degree. Purdue University has Aeronautics and Astronautics, Middle Tennessee has Aeronautical Science with Management, but neither include logistics or inculcate some of the other subject matter in this proposal. Other graduate level degrees in the field are Engineering, Safety, or Aerospace/Astronautics oriented.

### Academic Quality

Although the degree is being developed with a focus on Aeronautics, many of the courses can and will be taught by faculty from all college program areas. As such, in the CAE there 14 members of the graduate faculty. In addition to the aeronautics, applied engineering and engineering professors, Management Information Systems and Marketing faculty from the College of Business will be teaching some of the content; also graduate faculty. Of the required courses, six are currently being taught as part of existing graduate programs. In anticipation of the degree being approved, there is currently an approved search underway for a full-time tenure track professor who will be 100% dedicated to the program. As such, there is sufficient expertise within the faculty to teach the courses. Part-time faculty members will also be employed as needed. It is anticipated that additional hires will be made as the program grows.

The table below indicates professors, ranks, degrees, and anticipated courses to be taught. Some courses may have multiple instructors. This is to facilitate faculty workload and availability.

NAME	RANK	DEGREE	COURSES
<b>Christina Bloebaum</b>	Professor	Ph.D. Aerospace Engineering  Degree: Univ. of Florida	Individual Investigation in Aeronautics
<b>Richard Mangrum</b>	Professor	Ed.D. Educational Studies  Airline Transport Pilot, Aircraft Dispatcher, Airframe and Powerplant Mechanic, Flight Instructor, 10yrs. USAF  Degree: Oklahoma State	Weather for Aviation Logistics Planning  Aeronautics Practicum
<b>A.R. Chowdhury</b>	Professor	Ph.D. Industrial Engineering  Degree: West Virginia Univ.	Six-Sigma Applications for Technology
<b>Butje Eddy Patuwo</b>	Professor	Ph.D.  Degree: Virginia Tech	Operations, Service and Supply Chain Management
<b>I. Richmond Nettey</b>	Professor	Ph.D. Aeronautics  Transportation Safety Institute Certificate in Civil Aviation Security (hijacking)  Degree: University of Houston	Air Cargo Security, Modeling and Forecasting for Aviation Logistics Planning
<b>Alan Brandyberry</b>	Associate Professor	D.B.A. Decision Sciences  Degree: Southern Illinois Univ. Carbondale	Global Technology Strategy
<b>Rouzbeh Razavi</b>	Assistant Professor	Ph.D.	Analytics for Decision Making

<b>Md Amiruzzam</b>	Assistant Professor	Ph.D. Evaluation and Measurement Ph.D. Mathematics Education Ph.D. Computer Science  Degrees: All Kent State	Quantitative Methods in Technology  Research Methods in Technology
<b>Chang-Guen Oh</b>	Assistant Professor	Ph.D. Engineering, Industrial and Human Systems  Degree: Wright State	Aviation Safety Management Systems
<b>Maureen McFarland</b>	Assistant Professor	Ph.D. Educational Psychology  12 years Logistics Officer, USMC, Lt. Col. (ret.)  Degree: Kent State	Logistical Strategies in Aviation Management  Modeling and Forecasting for Aviation Logistics
<b>Thomas Long</b>	Assistant Professor	MBA – Management  American Association of Airport Executives – Accredited Airport Executive  Degree: Golden Gate Univ.	Airline Transportation Operations  Aviation Economics and Fiscal Management
<b>Jason Lorenzon</b>	Assistant Professor	Juris Doctorate  Ohio State Bar Association Aviation Law Committee; Chair 2016-2018  Degree: Cleveland Marshall College of Law	Legal and Regulatory Issues for Air Cargo Management  Air Cargo Security
<b>Robert Priestly</b>	Assistant Professor	Aerospace Management and Logistics Degree: Southeast Oklahoma	Seminar: Emerging Issues in Aviation Logistics

### **Institutional Support**

Our new Dean proposed and has both executive level and faculty approval for the re-structuring of the CAE. This restructuring is now in progress and has created a new position at the Associate Dean level (Research and Faculty Affairs). This Associate Dean position will be dedicated to the two-fold mission of funded research and support of graduate education programs within the college. The search and filling of the position will be completed within AY 18-19, with an expected start date of July 2019. The Graduate Coordinator is the primary manager of the degree and will report to the Associate Dean for Research and Graduate Affairs.

In addition to the Research Associate Dean two other Associate/Assistant Dean positions will be created.

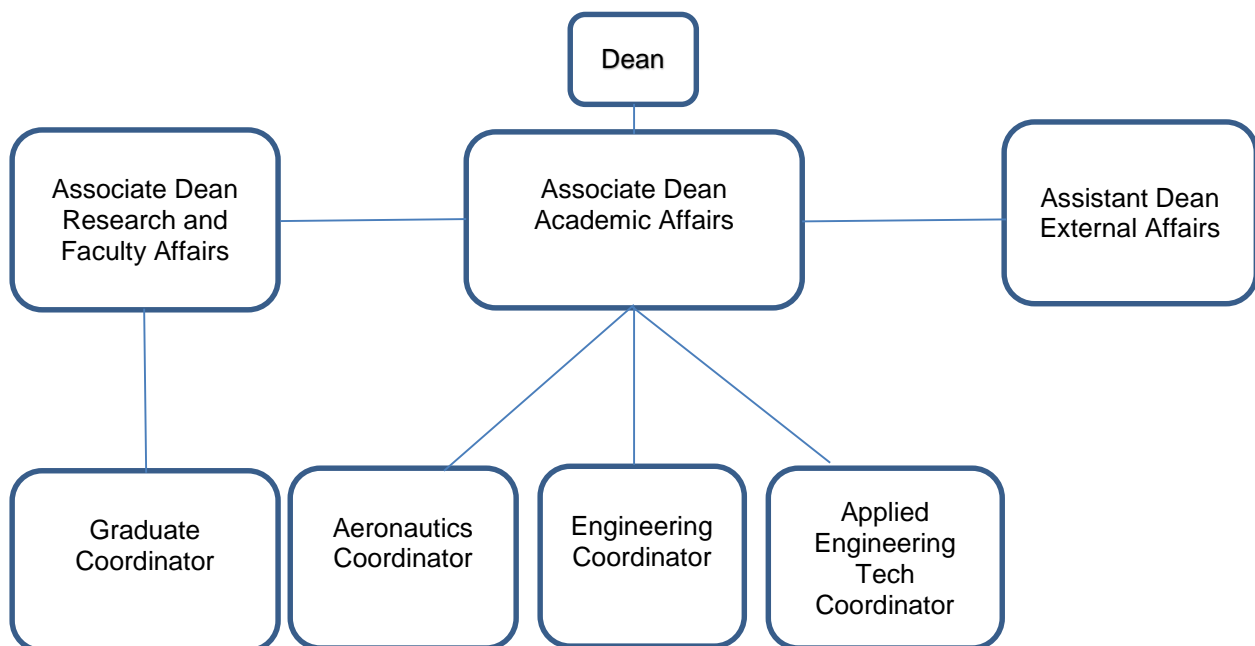
These positions are being filled internally. Of particular note is the Asst. Dean for External Affairs. This person is to connect the CAE to external partners e.g. industry. By capitalizing on existing relationships and forming new ones with industry throughout Ohio and the Region, this proposed MS will have a strong presence as part of these new, continuing, and developing relationships.

In order to assist faculty with creating new web delivered material and converting existing conventionally delivered courses to an on-line format in compliance with Quality Matters, a dedicated, full-time Instructional Designer has been assigned to the CAE. This person is due on-site by the beginning of the Spring 19 semester.

The CAE also has its own in-house and full-time Senior Director of Marketing. The efforts of this position and in conjunction with university level resources will provide an ample megaphone to students and the industry for visibility and connections regarding the new degree program. A full organizational chart is available in Appendix B.

The fact that the CAE is currently searching for a full-time faculty member for a program not yet approved, and has been given approval for three new administrative positions, two of which directly positively impact the success of the proposed program indicate strong institutional support.

#### **New Structure of the College of Aeronautics and Engineering**



Enrollment in the new MS degree will come from several sources. This proposed degree will be the only

such offering in the state and as such provides an exciting new opportunity for both students and employers.

<b>Universities in Ohio with Master Degrees in Aeronautics</b>		
<b>Institution</b>	<b>Degree</b>	<b>Differences</b>
<b>Ohio State University</b>	Aeronautical and Astronautical Engineering	Does not address Management, Logistics or Operations
<b>University of Cincinnati</b>	Aerospace and Mechanical Engineering	Does not address Management, Logistics or Operations
<b>Case Western</b>	Aerospace Engineering	Does not address Management, Logistics or Operations
<b>Wright State University</b>	Aerospace Systems Engineering	Does not address Management, Logistics or Operations
<b>Ohio University</b>	None	
<b>Bowling Green</b>	None	

There are over 500 Ohio firms directly supporting the aerospace and aviation industry. This provides a large pool of employees working in the industry who may wish to seek an advanced degree. Ohio ranks 8<sup>th</sup> in the nation in employment in Aerospace and Defense industries. Each of these industries make extensive use of management and logistics. [Ohio Aerospace Employment](#).

In addition to the significant aerospace employment pool in Ohio, nationally, and globally, there is an existing pool of undergraduate Aeronautics students that number over 450 students per the most recent college enrollment numbers. In particular, the new degree will be attractive for aviation management, flight, air traffic control, and aeronautical studies. This represents a potential pool of approximately 425 students. Aerospace Engineering numbers are not included in these counts. Second, because the program is to be delivered online, the large pool of aeronautics alumni may wish to pursue an advanced degree. Finally, also given that the proposed degree is unique among Ohio aviation-degree granting institutions, aviation and aeronautics students at those institutions may find this degree attractive.

A sample survey of currently enrolled students taking classes in the CAE was conducted. Students from all of the undergraduate disciplines were told about the proposed MS in Aviation Management and Logistics. The result was 45 out of 104 students who replied (43%) indicated they are interested in pursuing the degree. The sample was taken from select Sophomore, Junior and Senior level classes.

An alumni survey was conducted and indicates strong support for the program and interest in taking the degree; see Appendix C.

#### **Description of the curriculum:**

The proposed curriculum, in total containing 33 credit hours, contains both thesis and non-thesis options. A thesis option is provided for students who may wish to continue their education with a Ph.D. program or who are interested more specifically in research. Regardless of which option the student chooses, all students are required to take the same 29 credits: ten (10) credit hours of aeronautics, six (6) credit hours of business, nine (9) credit hours of technology and four (4) credit hours of elective. The remaining 4 credit hours depend upon whether or not the student is pursuing the thesis option. If a

student chooses the non-thesis option, the student must choose one additional two (2) credit hour elective and will be required to take a two (2) credit hour capstone course. If a student chooses the thesis option, the student must fulfill the remaining four (4) credit hour requirement via Thesis I. If an additional (2) credit hours of Thesis I is necessary, programmatic adjustment will be made with electives. Hours required beyond Thesis I are accomplished in Thesis II if necessary.

The culminating experience for non-thesis students is the Aeronautics Capstone course. The course consists of a scholarly paper or project that integrates knowledge attained through course work and research experience. Students may accomplish such things as original empirical research, case studies, reports or research results, theoretical or applied designs of logistical systems; may include improvements on existing systems, or the completion of a project from an identified client. The student will be engaged in workplace or internship applications of the capstone or empirical analysis of an aviation management and logistics system.

The following course work is unique to this MS because they are newly developed courses specifically addressing the requirements of the industry and they don't exist in other MS degrees in the State. 1) **Logistical Strategies in Aviation Management**: Students will learn the business of aviation logistics and its role in the global supply chain by examining different product sectors using air freight both domestically and internationally; 2) **Aviation Economics and Fiscal Management**: This course uses examples from key industries making up the aviation sector and examines profit strategies employed by cargo-carrying airlines, all-cargo carriers, airports, ground transport providers, and others to highlight their role in and impact on the business of air freight; 3) **Modeling and Forecasting for Aviation Logistics Planning**: A presentation of topics and techniques necessary to understand and develop an aviation logistics model for producing an accurate and effective forecast for demand of aviation services. 4) **Weather for Aviation Logistics Planning**: Few things are more disruptive to an aviation organization than weather events. This course teaches students weather concepts and how to use weather products for developing strategies for aviation operations management. The course focuses on various phenomena and the effect on airport, airline, and small aircraft feeder operations. The students will gain an understanding of the development of hazardous weather, predictive products available and how to use them to predict impact on aviation operations. An understanding of regulations and aircraft weather operations plus regional weather phenomena are discussed; 6) **Air Cargo Security**: The course examines the Post 9-11 legislation with respect to air cargo security and the unique challenges facing the industry today. An eye toward managing those challenges to allow future growth is explored; 7) **Seminar: Emerging Issues in Aviation Logistics**: This course takes a look at issues domestically and internationally that can impact aviation operations. The course is flexible to adjust to current economic, regulatory, political, geographical and human-centric challenges to the movement of people and goods. Developing strategies to deal with an ever-changing logistical environment is the focus. 8) **Legal and Regulatory Issues for Air Cargo Management**: This course provides students with an in-depth exploration of the regulatory bodies and the protocols and procedures that govern the air cargo industry; 9) **Aviation Safety Management Systems**: Students take an in-depth study of the concepts and principals of aviation safety management (SMS) and SMS systems. Safety policy, risk management, assurance and safety promotion are the key focus areas. Additionally, analysis of the design, implementation, and management of an SMS system as related to aviation operations in various aviation sectors is discussed; 10) **Airline Transportation Operations**: In this course the focus is the managerial aspects of airline transportation. The framework of airline operations both micro and macro levels are taught. Public Policy, Regulation, Operations, Structure and Economics are all included; 11) **Aviation Contract Management**: During this course the student gains practical experience in the negotiating, letting, and management of vendor and labor contracts in the aviation sector.

The degree has a component of general inquiry applicable to knowing any system and it includes both TECH (technology) and MIS (management information systems) courses. Additionally there is a component of inquiry specific to the Aviation Management and Logistics occupation; AERN courses.

Course work in general inquiry; 1) Quantitative Methods; 2) Six-Sigma; 3) Research Methods in Technology; 4) Analytics for Decision Making (MIS); 5) Operations, Service, and Supply Chain Management (MIS); 6) Global Technology Strategy (MIS)

Course work specific to the discipline; 1) Modeling and Forecasting for Aviation Logistics Planning; 3) Individual Investigation or Internship in Aeronautics; 4) Logistical Strategies in Aviation Management; 5) Aviation Economics and Fiscal Management; 6) Aviation Industry Contract Management; 7) Legal and Ethical Issues for Aviation Logistics Management.

With the listed course work the student will gain a broad-based experience on analyzing and constructing logistics systems, analyzing risk, analyzing decision making, practicing ethics within the legal requirements of logistics in aviation, dealing with current and emerging issues, and the Individual Investigation allows for a focused study of a particular problem or systems incorporating all of the above skill set.

All courses will be delivered online. After conversations with the College of Business, and in consideration of the existing and successful online MBA program, all new courses developed for the proposed masters will similarly be held to two credit hours delivered over an 8-week timeframe. The exception would be the 9-hours of TECH courses which are traditional semester courses. It is estimated that the degree will be slightly accelerated and be able to be completed in 3 semesters for most students.

Standard Kent State Graduate Admissions will apply with respect to 3.0 GPA for Unconditional Admission. After discussions with Graduate Studies and observing national trends to not require the GRE, this degree will not require it. Applicants will be weighted on undergraduate GPA, work experience, goal statement, and letters of recommendation. There will be a minimum English proficiency score for International Students of 6.0 on IELTS or 525 on TOEFL or equivalent. Due to the 33-credit hour total for this degree and the requirement of 30 unique graduate hours for combined programs, this degree is not well suited to a combined format.

The Admissions Committee will consist of elected Aeronautics faculty with Graduate Faculty status and the Graduate Coordinator.

Programmatic layout is shown in Table 1. An asterisk denotes new courses.

MS in Aviation Management and Logistics Course Requirements
Technology Core (9): All courses required

Course Number	Course Name	Credit Hours
TECH 60001	Quantitative Methods in Technology	(3)
TECH 60003	Six-Sigma: Tools and Applications for Technology	(3)
TECH 60078	Research Methods in Technology	(3)
Aeronautics Core (10): All courses required		
AERN 65100*	Logistical Strategies in Aviation Management	(2)
AERN 65200*	Aviation Economics and Fiscal Management	(2)
AERN 65230*	Modeling and Forecasting for Aviation Logistics Planning	(2)
AERN 65150*	Legal and Regulatory Issues for Air Cargo Management	(2)
AERN 65091*	Seminar: Emerging Issues in Aviation Logistics	(2)
Business Core (6): All courses required		
MIS 64005	Analytics for Decision Making	(2)
MIS 64041	Operations, Service and Supply Chain Management	(2)
MIS 64042	Global Technology Strategy	(2)
Thesis Option (8):		
AERN 65199*	Aeronautics Thesis I	(6)
Approved Program Electives	Students without any previous aviation weather experience are required to take AERN 65400 Weather for Aviation Logistics Planning as one of their electives	(2)
Non-Thesis Option (8):		
AERN 65499	Capstone in Aeronautics	(2)
Approved Program Electives	Students without any previous aviation weather experience are required to take AERN 65400 Weather for Aviation Logistics Planning as one of their electives	(6)

The following is a list of approved program electives:

MS in Aviation Management and Logistics Approved Program Electives		
AERN 65300*	Air Cargo Security	(2)
AERN 65400*	Weather for Aviation Logistics Planning	(2)
AERN 65092	Aeronautics Practicum or Internship	(1 – 6)
AERN 65240	Aviation Safety Management Systems	(2)
AERN 65300	Airline Transportation Operations	(2)
AERN 65499	Capstone in Aeronautics (repeatable for a maximum of 6 credit hours)	(2)
AERN 65200*	Aviation Industry Contract Management	(2)
Students may one select only one of the following as an elective.		
MKTG 65051	Marketing Management	(2)
MIS 64158	Leadership and Managerial Assessment	(2)
MIS 64271	Human Resource Management	(2)

**Online Instruction:**

Upon acceptance to the MS in Aviation Management and Logistics program, the Graduate Coordinator will assign the student an Advisor who will serve as a mentor to the student throughout their program of study.

The College of Aeronautics and Engineering has faculty and resources already in place to conduct web delivered course work. To bolster our capabilities the CAE has hired an Instructional Designer in-house. This person will aid faculty members with conversion to web delivery of current courses and general development for web delivery of new courses.

The dedicated in-house Instructional Designer reports to Dr. Ben Hollis, Director of Instructional Design. Through this arrangement, the CAE will be able to take direct advantage of services and support offered through the Office of Continuing and Distance Education. The CAE will be given access to Digital Strategy and Marketing, Technology Designers, Outreach Program Management, Educational Technology Designers, and On-line Learning Coordinators. In total 31 persons work in Continuing and Distance Education. [An example of the online teaching support can be found here.](#)

To facilitate consistency in course development and delivery, all new courses will use the Quality Matters (QM) rubric as well as the Kent State Online Template as a guide. Peer reviewers from the Office of Continuing and Distance Education will be invited to informally assess the new courses. Existing courses are currently offered in online formats and will maintain their current development and assessment practices.

In the web delivered format if a student chooses the thesis option their faculty advisor will oversee and direct any research performed by students in the program. The Graduate Coordinator in conjunction with the advisor will form a thesis committee per the CAE Handbook. In combination the coordinator and the advisor will guide the student through the processes for a Thesis per the CAE handbook. Given that this degree is 100% online the advisement will be via the Blackboard Collaborate function which is similar to a Skype. Skype and other communications platforms can also be used. The Thesis defense is preferred in person. Programmatic exceptions can be made for the use of communications platforms in cases where traveling to Kent State is impractical or prohibitive.

Students will have access to faculty and resources via the university learning system through the vendor Blackboard. Learning modules, multi-media presentations, assignment submission and testing are all accomplished via the learning system and site for each course. Separate vendors specific to academic testing will be used to proctor exams.

Undergraduate students will be well trained on the use of Blackboard through their undergraduate studies. Students new to Kent State or learning systems will find Blackboard intuitive to use and easy to navigate. Individual course instructors will provide the necessary guidance and there are tutorials available online through the university at the [Blackboard administration site](#).

Academic progress is monitored via completed assignments, completed testing, interactive instruction, journals, discussion boards, wikis, blogs, and external content e.g. Cengage Learning MindLinks, McGraw-Hill Higher Education and many more tools available similar to any modern learning management system. Plagiarism tools available to the instructor through Blackboard is SafeAssign. Progress marks are instantly available to the student upon instructor grading.

### **Program Quality:**

The program is distinctly different, both conceptually and qualitatively. While the concentrations of flight, aeronautical studies, air traffic control and aviation management will serve as feeder programs into this degree, the focus on executive management and air cargo delivery is distinct and not included in undergraduate programs. The combination of course work as well as the incorporation of either a capstone or thesis is designed for the student to gain sufficient expertise to act as a Logistics Manager in an Aviation organization. The program emphasizes the theoretical basis of the discipline via the inclusion of the Quantitative Methods and Research Methods courses. The program places emphasis on professional decision making and teaches the use of critical analysis in problem solving via Analytics for Decision Making, Six-Sigma, Aviation Economics and Fiscal Management, Operations, Service and Supply Chain Management, Modeling and Forecasting for Aviation Logistics Planning, and Logistical Strategies in Aviation Management courses.

The program is designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area via the Emerging Issues in Aviation Logistics, Elective. Specialized education relative to weather and challenges with logistical planning for aviation operations due to weather events is included. This training is unique to this master's degree and requires significant understanding of the system as a whole and how to make decisions to mitigate the effect of weather on operations.

There is support and advisory input from leading industry experts such as United Parcel Service. The Industrial Advisory Board (Appendix A) for the College of Aeronautics is in support as well. The program curriculum has been designed to offer what students need to know for competence at the expected level of professional expertise. And to be able to apply their knowledge directly to their field.

### **Accreditation:**

This program will seek accreditation from the Aviation Accreditation Board International (AABI) and has been designed to meet AABI requirements for master's degrees programs. Timeline for accreditation begins the semester prior to the first graduating class with submission of a letter of intent. The site visit from AABI will be conducted in the fall after the first graduating class and will be retroactive to that graduating class if received.

Nationally there are only two other institutions with AABI accredited MS programs. Embry-Riddle Aeronautical University has an M.S. in Aeronautics and another in Safety Science while Middle Tennessee State has an M.S. in Aeronautical Science with Management concentration. Neither of these address the level of Management or Logistical functions of airlines and/or air cargo organizations in this proposal. AABI accreditation of our proposed M.S. in Aviation Management and Logistics will be a high quality mark and the only such program nationally accredited.

The CAE is one of only two Ohio institutions with undergraduate AABI accreditation. With five such accredited programs, the CAE is the largest and longest standing (with respect to accreditation) aeronautics program in the state. Undergraduate programs have been through initial and two reaffirmation cycles; each cycle equals 5 years. As such, there are personnel within the CAE who have the experience to ensure this proposal meets AABI standards and to see the process thorough to accreditation.

With respect to accreditation of master's degree programs, AABI has twelve (12) specific criterion, each with anywhere from four (4) to twelve (12) subordinate requirements. These requirements are almost a direct match of those at the undergraduate level, for which the CAE has already demonstrated considerable success. A complete listing of those criterion can be found here: [AABI Graduate Program Accreditation](#)

**Programmatic Need and Student Demand:** Factual References from: Aviation Logistics, Michael Sales, Kogan Page, UK. ISBN 978 0 7494 7270 2

The International Air Transportation Association (IATA) forecasts a doubling of the number of airline passengers by 2030. Air cargo should reach 150 million tons per year. The advent of new generation wide-body aircraft allows a significant amount of cargo to be loaded on every flight; even with full passenger loads. These increases will support 80 million jobs world-wide. (para-phrased and quoted)

Approximately 35 percent of the world's total cargo traffic is classified as air cargo. A major portion of air freighted goods travel in the cargo holds of large aircraft such as the Boeing 777 and Airbus 340 each with 25 tons of capacity. Medium sized aircraft e.g. 737's and similar and large aircraft Boeing 747-400 and 800's carry every kind of product from flowers, to medicine, cell phones and live animals. And at the extreme end of the scale is the Antonov with 150 metric tonne capability. (para-phrased and quoted)

Internet shopping has revolutionized and placed high demands on product delivery. Aviation faces the

challenges of completion from other modes of transportation of goods, war-torn areas, dynamic weather situations, and environmental issues. The industry will have a growing need for employees that can manage the wide-ranging and globally-sized logistics of moving people and goods via air transport.

Enrollment in the MS degree will come from several sources. A sample survey of currently enrolled students taking classes in the CAE was conducted. Students from all of the undergraduate disciplines were told about the proposed MS in Aviation Management and Logistics. The result was 45 out of 104 students who replied (43%) indicated they are interested in pursuing the degree. With over 425 currently enrolled undergraduate students, in the affected disciplines, the pool of prospective aeronautics students is quite large.

Another source of potential students comes from the larger aeronautics alumni base. Because the program is to be delivered wholly online, this population may find it most convenient to pursue a master's degree while working in their field. A recent survey of aeronautics alumni found 73.6% of respondents either interested or strongly interested in pursuing the proposed degree. See Appendix C for more detail.

Internally the CAE, under its new structure, will have an Assistant Dean of External Affairs. One of the duties will be to connect the college with organizations both regionally and nationally. Connecting with diverse and traditionally underrepresented groups in those organizations will be part of those duties. Finally, given that the proposed degree is unique among Ohio aviation bachelor's degree granting institutions, of which there are five (including Kent State), aviation and aeronautics students at those institutions may find this degree attractive.

Beyond traditional students, an O\*Net Search indicates there are no less than 24 aerospace/aviation companies in Northeast Ohio bringing in 3.2 billion annually to the region. The online delivery format will easily allow persons working in those industries an opportunity to earn a MS degree.

In addition to domestic students the global expansion of air travel and air cargo has created an international student base of traditional students and working professionals seeking to advance in their organizations.

The aggregate potential student cohort being current students, students from other aviation programs, domestic working professionals and international traditional and working professionals, will provide sufficient student enrollment to maintain the program.

**National Need:** In 2014 Airlines for America (A4A) reported that the United States attributed more than \$1.5 trillion to commercial-aviation goods and services.<sup>i</sup> Furthermore, U.S. airlines in particular transported over 50 tons of cargo per day. Globally, the tonnage of world airfreight carried has only increased since the 1950s.<sup>ii</sup> The Boeing Company predicts that air cargo traffic will more than double over the next 20 years, fueled by an annual increase of 4.2% growth per year<sup>iv</sup>. Globalization and demand for transporting people and things has in turn created tremendous growth in air transportation. As such, companies must manage the logistics of equipment, parts, and people while updating processes and diversifying services to effectively meet the needs of aviation logistics. The domestic and international need for graduates with these skill sets is a demand that needs to be met. The degree in Aviation Management and Logistics degree will fill this requirement.

**International Need:** The International Air Transport Association (IATA) released its latest industry statistics indicating a 7% increase in 2016 vs. 2015 or roughly an additional 242 million air trips. The leading market was again Asia-Pacific with 35% which is an 11.3% increase. They are followed closely by Europe at 26% market share up 6.1%. North America is 3<sup>rd</sup> followed by Latin America, the Middle East and Africa all posting significant Increases. The top five city pairs were Hong Kong – Taipei; Jakarta – Singapore; Bangkok – Hong Kong; Kuala Lumpur – Singapore; and Hong Kong – Seoul.<sup>2</sup> The IATA also released a 2036 forecast estimating a near doubling of world air traffic to 7.8 billion trips by 2036. Asia-Pacific will be a driving force behind this growth but other international regions will as well. By 2036 China will have 921 million additional passengers; U.S. 401 million; India 337 million; Indonesia 235 million; and Turkey 119 million new passengers. The compound growth rate in many of these markets is reaching 7.2% per year.<sup>3</sup>

**Local Need:** There is tremendous job placement opportunity for graduates, as well as a significant source of potential students. The Dayton Business Journal has reported Ohio to be the largest original equipment manufacturer supplier in the United States for both Airbus and Boeing<sup>iii</sup>. Cleveland Plus reports that over 500 Ohio firms directly support or contribute to the aerospace and aviation industry.

<sup>i</sup> <http://airlines.org/dataset/a4a-presentation-industry-review-and-outlook/>

<sup>ii</sup> <https://people.hofstra.edu/geotrans/eng/ch3en/conc3en/evolairtransport.html>

<sup>iii</sup> <https://www.bizjournals.com/dayton/news/2017/08/22/as-profits-soar-industrywide-ohio-is-a-top-state.html>

<sup>iv</sup> <http://www.boeing.com/commercial/market/cargo-forecast/>

<sup>2</sup> [International Need](#)

<sup>3</sup> [International Need \(2\)](#)

### **Access and Retention of Underrepresented Groups:**

The CAE is committed, through the positions of the Graduate Coordinator, Marketing Director, and Assistant Dean for External Affairs, to have a robust recruitment and retention effort of traditionally underrepresented student populations. Additionally, the CAE will rely upon affiliations existing with current undergraduate student groups such as Women in Aviation International (WAI); the Organization of Black Aerospace Professionals (OPAB), and the National Gay Pilots Association (NGPA). The CAE has demonstrated success with recruiting and retaining underrepresented groups at the undergraduate level as exemplified by the fact that the Aeronautics program is responsible for 43.6% of all aeronautics students in Ohio whom are classified as underrepresented. All information in the tables below was provided by Mr. Wayne Schneider, Dir. Research Planning and Institutional Effectiveness.

The undergraduate URS representation for Aeronautics (AERN) in 2016 was 48 as compared to 110 aggregate for all of the AERN programs in Ohio (see tables below). Fully 55.8% of all URS aviation students in Ohio were enrolled at Kent State University in 2016. In 2017 URS enrollment in AERN at Kent State climbed to 63. This comprised 57.2% of the total URS aviation enrollment in Ohio.

<b>Kent State College of Aeronautics and Engineering – Undergraduate Underrepresented Students</b>						
<b>URS</b>	<b>Ethnicity</b>	<b>2013F</b>	<b>2014F</b>	<b>2015F</b>	<b>2016F</b>	<b>2017F</b>
<b>URS</b>	African American	26	30	27	21	29
	Hispanic	6	11	10	13	19
	Two or More	9	8	13	13	14
	American Indian or Alaska Native				1	1
<b>URS Total</b>		<b>41</b>	<b>49</b>	<b>50</b>	<b>48</b>	<b>63</b>
<b>Non-URS Total</b>		<b>624</b>	<b>649</b>	<b>579</b>	<b>508</b>	<b>465</b>
<b>Grand Total</b>		<b>665</b>	<b>698</b>	<b>629</b>	<b>556</b>	<b>528</b>

Note: In 2016 and 2017 over half of all students considered part of the underrepresented population in Ohio aviation programs, were enrolled at Kent State University College of Aeronautics and Engineering (CAE).

<b>State of Ohio Aviation Programs – Underrepresented Students - Undergraduate</b>						
<b>URS</b>	<b>Race Ethnicity</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>URS</b>	AI (American Indian or Alaska)				1	1
	BL (Black or African American)	31	30	34	34	44
	HS (Hispanics of any race)	20	14	24	26	35
	MR (Two or more races)	11	14	14	26	31
<b>URS Total</b>		<b>62</b>	<b>58</b>	<b>72</b>	<b>86</b>	<b>110</b>
<b>Non-URS Total</b>		<b>710</b>	<b>744</b>	<b>809</b>	<b>885</b>	<b>872</b>
<b>Grand Total</b>	<b>Grand Total</b>	<b>772</b>	<b>802</b>	<b>881</b>	<b>971</b>	<b>982</b>

<b>Non-URS Total</b>		<b>1,445</b>	<b>1,474</b>	<b>1,663</b>	<b>2,023</b>	<b>1,470</b>
<b>Grand Total</b>		<b>1,555</b>	<b>1,613</b>	<b>1,792</b>	<b>2,165</b>	<b>1,611</b>

**Statewide Alternatives to this MS:**

The proposed Masters in Aviation Management and Logistics will be unique to Ohio. Neither Bowling Green University nor Ohio University have aviation or aeronautics master's degrees. And although the University of Cincinnati has a master's level aerospace degree, it is engineering focused and not on management and logistics as per this proposal. This degree is not only subject matter and academically unique, it is conceptually unique in that it directly incorporates course work from the College of Business and its very successful Executive MBA program. The tri-fold Aeronautics, Business, and Technology exposure provides a very broad-based experience for the students; not available in other MS degrees.

<b>Universities in Ohio with Master Degrees in Aeronautics</b>		
<b>Institution</b>	<b>Degree</b>	<b>Differences</b>
<b>Ohio State University</b>	Aeronautical and Astronautical Engineering	Does not address Management, Logistics or Operations
<b>University of Cincinnati</b>	Aerospace and Mechanical Engineering	Does not address Management, Logistics or Operations
<b>Case Western</b>	Aerospace Engineering	Does not address Management, Logistics or Operations
<b>Wright State University</b>	Aerospace Systems Engineering	Does not address Management, Logistics or Operations
<b>Ohio University</b>	None	
<b>Bowling Green</b>	None	

The rich heritage of Aviation in Ohio and the plethora of aviation and aerospace companies in Northeast Ohio positions Kent State perfectly as the home of this MS. The Cleveland+Business Aviation and Aerospace report<sup>1</sup> shows 29 companies headquartered in the geographic region.

<https://www.clevelandplus.com/business/key-industries/aerospace-and-aviation/>

The Ohio State University, Ohio University, Bowling Green University, and the University of Cincinnati have aviation and/or aerospace programs that could provide opportunities for collaboration. While these universities do not all have graduate programs and the graduate programs that exist are aerospace and/or engineering, it is possible for the MS in Aviation Management and Logistics to support aspects of these and other areas of aviation.

The CAE and this proposed MS enjoy strong institutional support from central administration and resources to start and continue the degree. Please see the accompanying financial analysis, Appendix D.

In Summary the Master of Science in Aviation Management and Logistics is a unique addition to graduate education in Ohio and will serve current undergraduate students as well as alumni and other working professionals. The degree brings a mix of traditional inquiry necessary for graduate education and industry specific inquiry and knowledge relevant to management of logistics in modern aviation companies. It also addresses the significant projected increase in movement of people and goods via air transport through the next decade. The need is local, national and international. This will position Kent State as a global aviation education institution. And the university's emphasis on research will be supported as well. Mostly though, the students who attain the degree will be very well positioned to advance their careers and make a significant impact in this global discipline.

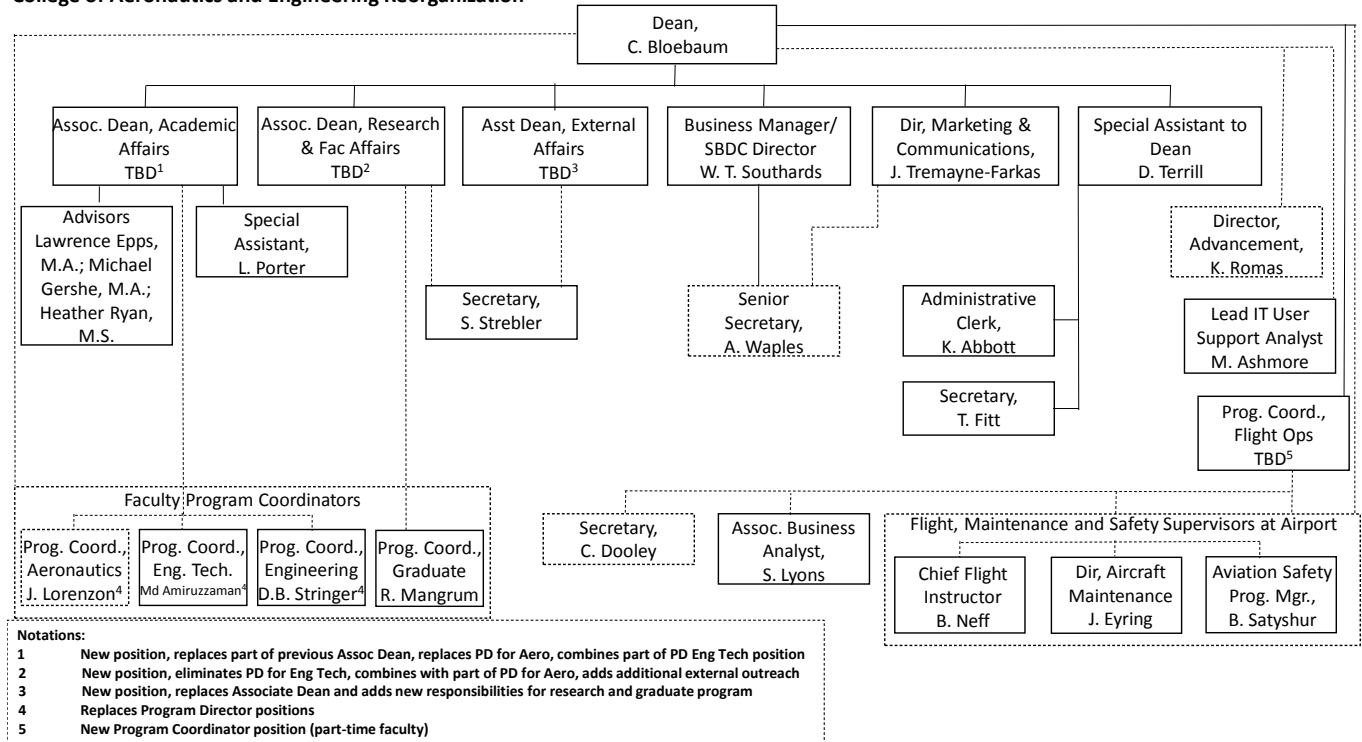
**SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL****Appendix A**

<b>Activity</b>	<b>Aeronautics Advisory Board</b>		
<b>Type</b>			
<b>Category</b>			
<b>Banner ID</b>	<b>Mailing Name</b>	<b>TITLE</b>	<b>EMPLOYER</b>
<a href="#">810713000</a>	Mr. Robert Bianco	Senior Materials Scientist	Swagelok Company
<a href="#">800000970</a>	Mr. Steven G. Bierfeldt	Air Traffic Controller	FAA
<a href="#">810592835</a>	Mr. Donald J. Cassaniti	District Support Manager	FAA
<a href="#">810438778</a>	Michael L. Heil, Ph.D.	Retired President	Ohio Aerospace
<a href="#">800360435</a>	Ms. Linell A. Homentosky	Regional Aviation Lead	Michael Baker International
<a href="#">800271580</a>	Colonel Daniel J. Sarachene	Captain	Delta Airlines
<a href="#">800361748</a>	Ms. Irena Cherise Wentzel	First Officer	Delta Airlines
<a href="#">800008335</a>	Mrs. Donata M. Ziedins	Captain	United Airlines
<a href="#">800282544</a>	Mr. Mark D. Zuranski	Chief Pilot	Eaton Corporation
<a href="#">800954723</a>	Mr. Arpit Malaviya	CEO	Prodigiq

**\*Board meets each Fall and Spring semester**

## Appendix B

### College of Aeronautics and Engineering Reorganization



## Appendix C

### Aeronautics Alumni Survey

#### Survey Results for Select Questions [N=53]

Legend: 5 Strongly Agree; 4 Agree; 3 Neutral; Disagree; 1 Strongly Disagree

Question	5 %	4 %	3 %	2 %	1 %
1) As an alumni working in the aviation industry I would be interested in this degree	47.17	26.42	13.21	9.43	3.77
2) I feel that this degree is appropriate given the domestic and international need for moving people and goods with air transport.	52.83	28.30	15.09	1.89	1.89
3) I feel this degree will serve the aviation industry well and advance the discipline of aeronautics	58.49	26.42	9.43	3.77	1.89
4) Employers in Ohio and nationally will be interested in having employees accomplish this degree.	41.51	32.08	16.98	5.66	3.77
5) The College of Aeronautics and Engineering is an appropriate place for this degree to be administered.	88.68	3.77	7.55	0	0
6) The course work listed will prepare a student for work in aviation management and logistics	84.88	15.22	0	0	0

## Appendix D Fiscal Analysis

Kent State University					
Fiscal Impact Statement					
MS Aviation Management and Logistics					
		Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment					
Headcount full-time					
Headcount part-time		15	34	44	54
Full-time equivalent (FTE) enrollment		10	23	30	37
II. Projected Program Income					
Tuition (total for KSU)		\$ 158,537	\$ 375,416	\$ 494,635	\$ 618,158
Expected state subsidy (total for KSU)		\$ 87,680	\$ 204,708	\$ 269,644	\$ 336,922
Externally funded stipends, as applicable		\$ -	\$ -	\$ -	\$ -
Other Income		\$ -	\$ -	\$ -	\$ -
Total Projected Program Income		\$ 246,217	\$ 580,124	\$ 764,279	\$ 955,080
III. Program Expenses					
New personnel:					
- Instruction					
Full-time: Part of up to 4		\$ -	\$ 44,644	\$ 49,729	\$ 56,472
Part-time: 0					
-Non-instruction					
Full-time: 0					
Part-time: 0					
Current personnel:					
- Instruction					
Full-time: Part of up to 8		\$ 47,748	\$ 44,644	\$ 49,729	\$ 56,472
Part-time: 0		\$ -	\$ -	\$ -	\$ -
-Non-instruction					
Full-time: 0			\$ -	\$ -	\$ -
Part-time: 0		\$ -	\$ -	\$ -	\$ -
Benefits for all personnel		\$ 13,912	\$ 26,015	\$ 28,978	\$ 32,907
New facilities/building/space renovation (describe in narrative below)		\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support					
Additional library resources		\$ 150	\$ 300	\$ 450	\$ 600
Additional technology or equipment needs		\$ 500	\$ 1,000	\$ 1,500	\$ 2,000
Other expenses (see below)		\$ 133,466	\$ 304,782	\$ 401,668	\$ 282,270
Total Projected Program Expenses		\$ 195,776	\$ 421,384	\$ 532,053	\$ 430,722
Projected Program Net		\$ 50,440	\$ 158,740	\$ 232,226	\$ 524,358
Other Expenses					
Allocation of expenses covered by general fee		\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 20% for CAE Tuition and Non-Resident Fees and 49.4		\$ 61,286	\$ 139,770	\$ 184,022	\$ -
RCM tuition+SSI allocation to other colleges (pays expenses of other colleges)		\$ 50,080	\$ 132,811	\$ 175,346	\$ 229,870
Professional development		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Supplies (office, computer software, duplication, printing)		\$ 100	\$ 200	\$ 300	\$ 400
Telephone, network, and lines		\$ -	\$ -	\$ -	\$ -
Other info and communication pool		\$ 20,000	\$ 30,000	\$ 40,000	\$ 50,000
Total Other Expenses		\$ 133,466	\$ 304,782	\$ 401,668	\$ 282,270
BUDGET NARRATIVE:					
[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]					
This program will be 100% online, so it will use very limited facilities, may require some library resources, and require no new equipment and technology.					
Marketing and promotion will be more than for typical programs.					
This is a nascent program, so it will not have a substantial impact on the University's net income. However, if the 20% RCM overhead rate for 100% online programs is used, it will have a significant impact on the College's net income, and it will make significant contributions to the RCM overhead and funds flowing to other Colleges, which will also contribute to the RCM overhead.					

1. **Clarification and revisions** based upon the reviews of the program development plan (PDP).
2. Any **additional information** needed to address the review criteria for new programs.
3. **Appendices** containing such items as faculty vitae, course descriptions, needs surveys and consultants' reports.
4. **Certification of Curriculum Proposal (CCP)** form (<http://provostdata.kent.edu/roadmapweb/06/ccp-programs.doc>)
5. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library, finances).
6. **External letters of support, survey results.**
7. **Catalog copy**, including admission requirements, job opportunities and course requirements (see another graduate program in [www.kent.edu/catalog](http://www.kent.edu/catalog) for an example).

<sup>i</sup> <http://airlines.org/dataset/a4a-presentation-industry-review-and-outlook/>

<sup>ii</sup> <https://people.hofstra.edu/geotrans/eng/ch3en/conc3en/evolairtransport.html>

26180 Curtiss Wright Parkway  
Cleveland, OH 44143



November 01, 2018

To Whom it May Concern,

With the rapid growth we've experienced here at Flexjet, we've worked very closely with Kent State University over the past few years. The caliber of student coming out of the College of Aeronautics and Engineering cannot be overstated. Every graduate we've hired have gone on to be exceptional employees within our organization.

I've reviewed Dr. Mangrum's outline for the Master of Science – Aviation Management and Logistics and strongly support the initiative. I'm excited to see how this program will better prepare the students for management level positions in the aviation industry.

A handwritten signature in dark ink, appearing to read "J Christensen", with a long horizontal flourish extending to the right.

**Jason Christensen**

SENIOR OCC MANAGER, SCHEDULED OPERATIONS

P 216.650.3493

[JFChristensen@OneSky.com](mailto:JFChristensen@OneSky.com)



Global Operations Center  
825 Lotus Avenue  
Louisville, KY 40213

March 14, 2018

Educational Policies Council  
Dr. Todd A. Diacon, Co-Chair  
Dr. Deborah C. Smith, Co-Chair  
208 Schwartz Center, 800 E. Summit Street  
Kent, Ohio 44242

Dear Drs. Diacon and Smith,

This letter is in support for the Master of Science in Aviation Management and Logistics degree program to be offered by Kent State University's College of Aeronautics and Engineering. UPS recognizes the value of industry partners in preparing students for careers in technical fields. At UPS, we believe in integrating industry partners with education, this concept can provide a unique perspective and benefit to students, faculty and industry participants alike.

UPS has offered to provide guest lecturers, curriculum advisors, industry mentors, and advisory board members. The benefit to us is to raise awareness of our company to these students, gain access to a pool of graduate students for recruitment. This program has the potential to truly transform the instructional practices and prepare a highly skilled workforce helping preserve the nation's competitiveness and economic opportunity in response to rapid technological change and increasing global competition. The benefit for the students is to bridge the gap between curriculum and expectations of graduates when they work in the industry, get exposure of the industry and possibly secure employment after graduation.

The Master of Science in Aviation Management and Logistics degree is the ultimate response to an emergent career that Kent State has identified and has developed an up-to-date, relevant curriculum to best prepare students for careers in logistics. Kent State University has positioned its leadership for success in this master's program and UPS is eager to be a part of this exciting new program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Roger S. Quinn".

Capt. Roger S. Quinn  
Director of Training – UPS Airlines  
(502) 359-8874  
rquinn@ups.com



Eaton  
Flight Operations  
26340 Curtiss Wright Parkway  
Richmond Heights, OH 44143  
Tel: 440-523-4805  
Fax: 440-523-4875

November 20, 2018

Dr. Richard L. Mangrum, ATP  
Professor Aeronautics  
Graduate Coordinator CAE

Dr. Mangrum,  
I wanted to take this opportunity to communicate my support for the Master of Science - Aviation Management and Logistics degree.

Starting my career as a pilot, I spent the majority of my professional career managing a cockpit and the technical controls that go along with that responsibility; however, with every level of advancement there became a greater focus on people, process management, and logistics. I feel this Master of Science degree would be a valuable asset to someone, like myself, who has seen the focus of their job change from hardware to liveware.

Respectfully yours,

A handwritten signature in black ink that reads "Mark Zuranski". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mark Zuranski  
Chief Pilot  
Eaton Corporation  
216-401-9299  
markdzuranski@eaton.com

**Description of Program:**

This degree will prepare graduates to perform at an advanced level in organizations that move people and/or goods via air transport. The general principles of management of these organization and specifically the management of logistics and systems of the companies doing this type of work are the main focus. The degree is applicable to the management of any logistics system but is aviation specific. Working professionals in any manner of aviation organization engaged in air transport are well suited for this degree program. Current students wanting to be better prepared to enter management level positions upon graduation are also well suited for this degree.

**Fully Offered At:**

Online

**Accreditation:**

Aviation Accreditation Board International – (will apply)

**Admission Requirements:**

- Official transcript(s)
- Bachelor's degree from an accredited (or international equivalent) college or university
- Minimum 3.000 undergraduate GPA (on a 4.000 point scale)
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 525 TOEFL PBT score (paper-based version)
  - Minimum 71 TOEFL IBT score (Internet-based version)
  - Minimum 74 MELAB score
  - Minimum 6.0 IELTS score
  - Minimum 50 PTE score

For more information about graduate admissions, please visit the [Graduate Studies](#) website. For more information on international admission, visit the [Office of Global Education](#) website.

**Program Learning Outcomes:**

1. Forecast and Model organizational logistics and planning, including regulatory issues
2. Analyze and manage safety systems, human error and decision making
3. General management of Air Transportation systems

**Graduates of this program will be able to:**

1. Design, Build, Analyze and Manage logistical systems at aviation organizations engaged in the transport of people and goods via air transport
2. Perform management functions at an executive level overseeing the processes of an aviation organization
3. Model and Forecast logistical strategies for domestic and international aviation operations
4. Analyze and Manage safety systems, human error analysis, and decision making

**Program Requirements:**

<b>Major Requirements</b>		
<b><i>Aeronautics Requirements (10 hours)</i></b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
AERN 65100	Logistical Strategies in Aviation Management <b>NEW</b>	2
AERN 65200	Aviation Economics and Fiscal Management <b>NEW</b>	2
AERN 65230	Modeling and Forecasting for Aviation Logistics Planning <b>NEW</b>	2
AERN 65150	Legal and Regulatory Issues for Air Cargo Management <b>NEW</b>	2
AERN 65091	Seminar: Emerging Issues in Aviation Logistics <b>NEW</b>	2
<b><i>Business Requirements (6 hours)</i></b>		
MIS 64005	Analytics for Decision Making	2
MIS 64041	Operations, Service and Supply Chain Management	2
MIS 64042	Global Technology Strategy	2
<b><i>Technology Requirements (9 hours)</i></b>		
TECH 60001	Quantitative Methods in Technology	3
TECH 60003	Six-Sigma: Tools and Applications for Technology	3
TECH 60078	Research Methods in Technology	3
<b><i>Culminating Requirement (8 hours)</i></b>		
Choose from the following:		8
<b><i>Thesis Option</i></b>		6
AERN 65199	Thesis I <b>NEW</b>	
Program Elective	Approved Program Elective	2

***Non-Thesis Option (8 hours)***

Choose from the Following:

AERN 65499	Capstone in Aeronautics <sup>1</sup>	<b>NEW</b>
AERN 65301	Air Cargo Security	<b>NEW</b>
AERN 65400	Weather for Aviation Logistics Planning <sup>2</sup>	<b>NEW</b>
AERN 65092	Practicum in Aeronautics <sup>3</sup>	<b>NEW</b>
AERN 65201	Aviation Industry Contract Management	<b>NEW</b>
AERN 65240	Aviation Safety Management Systems	
AERN 65300	Airline Transportation Operations	
AERN 65496	Individual Investigation in Aeronautics <sup>3</sup>	

**Minimum Total Hours: 33**

1. All Non-thesis students must complete AERN 65499 as one of their electives.
2. Students are required to complete AERN 65400 if they do not have any previous formal or on-the-job aviation weather experience.
3. Maximum 6 credit hours of AERN 65092 and AERN 65496, combined, may be applied to the degree.

**Graduation Requirements:**

Completion of either AERN 65499 or a Thesis

**CHANGE REQUEST FORM  
ONLINE OR BLENDED/HYBRID DELIVERY**

*This form must be used when a CCGS affiliated institution intends to deliver 50% or more of a previously approved degree program via electronic or other distance learning means.*

*CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth ([snameth@highered.ohio.gov](mailto:snameth@highered.ohio.gov)) and copy Matt Exline ([mexline@highered.ohio.gov](mailto:mexline@highered.ohio.gov)). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.*

Institution offering the degree program: Kent State University

Degree designation (e.g. *M.S. in Biotechnology*) MS Aviation Management and Logistics

In order to make this request, please confirm that the program will satisfy the following criteria:

- ☒ Program will use Quality Matters or similar metric-driven online course design/assessment tools
- ☒ All instructors will be trained in offering online content and online assessments
- ☒ The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- ☒ The offering university has approved all online courses for this program as academically appropriate for graduate study

Is this degree program subject to approval/accreditation by a governing body beyond ODHE and HLC (e.g., CAEP, CCNE, ABET, AACSB)?

- ☒ No
- ☐ Yes (If yes, please name the accrediting body here.)

Does this degree program include the creation of original research or scholarship?

- ☐ No
- ☒ Yes (If yes, please complete question 1 on the following *Supplementary Information form*.)

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- ☐ No
- ☒ Yes (If yes, please complete question 2 on the following *Supplementary Information form*.)

Will the program be offered in partnership with a third-party commercial on-line service provider?

☒ No

☐ Yes (*If yes, please provide name of provider and their responsibilities [e.g., content creation, recruitment, admissions, advising]*)

Approximately what percentage of program content will be completed on-line? 100%

*Signature of the official (Graduate Dean or equivalent) below confirms that the information above is accurate.*

\_\_\_\_\_ *signature* \_\_\_\_\_ *date*

\_\_\_\_\_ *name and title*

### SUPPLEMENTARY INFORMATION FORM

- 1.) A.** On a separate page, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.

**B.** On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

- 2.)** On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

### SUPPLEMENTARY INFORMATION FORM

#### 1) Faculty oversight of original research

- a. Students will conduct research during at their workplace or internships and if necessary have access to labs in the College of Aeronautics and Engineering for those able/willing to travel. The IRB process will be used when appropriate for the data being gathered.
- b. Research Methods is a required core course in the curriculum. In addition, individual graduate advisors will guide students through the research process.
- c. The “Collaborate” function of Blackboard, or Skype and other social media formats will be used for communications. The student will have access to their professors, graduate advisor, and thesis committee members.
- d. Tests will be administered via a third-party proctoring vendor and assignments will be evaluated by the course professor and or thesis committee.

#### How will program faculty mentor students?

- e. The student will be invited to be part of the process for selection of a graduate advisor and/or thesis committee. They will be guided by the graduate coordinator.
- f. Faculty will have electronic office hours and will also meet with students per appointment; electronically. In addition, students willing/able to travel to Kent State may meet with their committee members and/or graduate advisor.
- g. Students will have access to all program faculty via electronic means. In the main we anticipate this degree being taken by working professionals who will already have access to professionals in their field.
  - i. Other students will be encouraged to engage in an internship as part of their studies – access to professionals in the field should occur through that process.
- h. The internship process plus solicitation of specified clients to host research and projects will produce connections that can be built upon for career development.

#### 2) Professional or Clinical Experiences

- a. The Practicum in Aeronautics or the Capstone Course are both designed to allow a working professional to work with their professor to accomplish a project or design an project or assessment to be conducted at their workplace. Thus the selecting criteria would be worked out in the initial proposal to the professor for the project or assessment.
  - i. Internships are also allowed as part of these courses and the College of Aeronautics and Engineering has a long list of industry contacts that can facilitate this type of engagement.
- b. Faculty must be academically qualified for graduate education and have relevant experience in the field being taught.
- c. A Practicum is a student experience that includes the practical application of skills learned during formal coursework in the program. It can also be a project wherein the student acts as a team member during field work at a company related to the discipline.
  - i. A Capstone is a culminating scholarly and comprehensive work that integrates knowledge attained through coursework and research. The paper or project

demonstrates competence in an academic field or profession and makes a contribution within a well-defined theoretical, applied or creative domain. It may include original empirical research, case studies, reports or research results, theoretical or applied design projects, professional journals, theoretical essays or projects for identified clients.

- d. Assessment will be a combination of traditional academic assessment by faculty and academic committees and working professionals in the field; or the project client. The type of assessment specifically will depend on the orientation of the Capstone or Practicum.
- 3) Master of Science Aviation Management and Logistics: This degree is a combination of Aviation, Business and Technology coursework with a Practicum in the curriculum and an Capstone as the culminating experience. This is for non-thesis students. There is a Thesis option that will have a much more traditional research component, however, conducted remotely.

In the main we expect this degree to be most attractive to working professionals who will have access to projects and design work that can be done in their workplace. Other students will have access to internships for the same purpose. Lastly, we have relationships with many external aviation organizations and will be able to have client specific projects and practicums for students to complete.

More traditional post-baccalaureate students will benefit from these same relationships. The very mobile nature of aviation professionals makes the online format most appropriate to deliver this degree. Assessments will be tailored to the type of culminating experience entailed in the Capstone and to some extent will be individualized to the particular work being done.



## MEMORANDUM

**Department of Sociology**

*(330) 672-2562*

*Fax: (330) 672-4724*

---

**TO:** Melody Tankersley  
Senior Associate Provost, Dean of Graduate Studies

**FROM:** Richard T. Serpe, Chair  
Richard Adams, Associate Chair  
Will Kalkhoff, Graduate Coordinator

**DATE:** October 31, 2018

**SUBJECT:** Ph.D. in Sociology

The Department of Sociology Doctoral Program has been joint with the University of Akron since the mid-1970's. Since the joint doctoral program's inception, both departments were equal partners in the delivery of the courses, comprehensive examinations, and dissertation committees. Over the past five years, with reduction of faculty in the University of Akron-Department of Sociology, Kent State University has carried a larger share of the program delivery.

The attached document is in response to the question, "Can Kent State University's Department of Sociology deliver the doctoral degree without the University of Akron." The answer is an unequivocal yes. The document begins with a summary of the status of the doctoral program at Kent State University, followed by the more detailed information.

Please let us know if you need additional information to move forward as an independent doctoral program.

## Summary of the Doctoral Program in Sociology at Kent State University

The joint doctoral program over the past twenty years has functioned as a “cooperative partnership” between Kent State University and the University of Akron. Operationally, the degree program is currently administered jointly. How that is currently accomplished, and Kent State University’s ability to administer the program without the University of Akron as a joint partner are summarized below. The summary is followed by information about the program, the faculty and the graduate students in detail.

1. Admissions to the doctoral program have never been a “joint” decision. Both departments have separate Graduate Education Committees that reviews applications and decides on admission and funding for each campus. Students are admitted to either Kent State University or the University of Akron, and each campus confers degrees separately. There are no formal procedures to collaborate or share information concerning who is admitted and funded at each campus. Over the past seven years, Kent State University has consistently admitted and funded a larger number of students in each cohort. The number of applications to the doctoral program at Kent State University has been stable over the past fifteen years, and we have seen an increase in the quality of the students who apply to our program.
2. Course schedules are developed jointly and include a mix of our core courses and concentration courses. Before the reduction of the faculty at the University of Akron, each department offered four courses each semester. That has shifted. Since fall 2015, the University of Akron has only been able to staff twenty-four courses or three graduate courses per semester. During this same period, Kent State University has offered forty-one courses or five courses per semester. Kent State University’s Sociology Department currently has twenty-one tenure-track faculty who hold Graduate Status. The current faculty provide the resources necessary to offer all the coursework in the doctoral program.
3. Changes in the delivery of comprehensive exams have been made three times in the past ten years. In the last round of revisions, each department now handles the comprehensive exam process autonomously. While similar, there are significant differences in how the comprehensive exam process works. At both campuses, the comprehensive exam committees are almost exclusively faculty from the student’s campus. Until 2015, almost all comprehensive exam committees included faculty from both campuses. Given that the University of Akron currently has only eight faculty with Graduate Faculty Status, about half of the Akron students’ comprehensive exam committees have at least one faculty member from Kent State University. At this time, there are almost no comprehensive exam committees for Kent students that include faculty from the University of Akron.
4. Dissertation committee make-up has exhibited the same change as has been experienced in comprehensive exam committee. In the past, there were always a member of the University of Akron faculty on the Kent State University student’s dissertation committee. At this point, the only committees at Kent State University that include faculty from the University of Akron are those for students who were admitted to the doctoral program in fall 2012. Currently, it appears that most of the Akron students’ dissertation committees include at least one Kent State University faculty

member.

The above summary highlights the changes in the functional operation of the joint doctoral program. It provides insight into why the Kent State University Department of Sociology has been increasing both our share of the delivery of the doctoral degree and our readiness with the current resources to maintain the current doctoral program without any changes as the partnership with the University of Akron dissolves.

The detailed sections below document how Kent State University's current resources align with the Department of Sociology to continue to be successful in both training and placing the doctoral students in professional positions after graduation.

## Faculty by Departmental Substantive Concentrations

The faculty in Sociology are recruited to support the four concentrations within the Ph.D. program. The tenure-track faculty are balanced over our four substantive concentrations: 8 in Criminology/Deviance, 11 in Inequality (Gender, Race, and Class), 6 in Medical/Mental Health, and 6 in Social Psychology. The number of faculty in each concentration meets the programmatic and pedagogical needs to offer graduate courses, and working closely in mentoring, training, and research collaboration with our graduate students. Below is the list of faculty in each concentration Appendix A includes the faculty vita's.

### Criminology/Deviance

Tim Berard  
Christopher Dum  
David Kessler  
Molly Merryman  
Hedi Nasheri  
Starr Solomon  
Kamesha Spates  
Pamela Tontodonato

### Medical/Mental Health

Richard E. Adams  
Kristen Marcussen  
Timothy Owens  
Manacy Pai  
Susan Roxburgh  
Clare Stacey

### Inequality (Gender, Race, and Class)

Tim Berard  
Christopher Dum  
Rebecca Catto  
Susan Fisk  
Carla Goar  
Molly Merryman  
Nicole Rousseau  
Starr Solomon  
Kamesha Spates  
Clare Stacey  
Tiffany Taylor

### Social Psychology

Richard E. Adams  
Susan Fisk  
Carla Goar  
Will Kalkhoff  
Kristen Marcussen  
Timothy Owens  
Richard T. Serpe  
Tiffany Taylor

### Doctoral Courses Schedule

The following tables list our core courses and elective courses (by area of specialization) across an established two-year timeframe that ensures adequate progress for graduate students. Within each table we list the faculty who have (or are capable of) teaching each course.

#### A. Core Courses

Course	Year 1 (Fall)	Year 1 (Spring)	Year 2 (Fall)	Year 2 (Spring)
Professional and Ethical Issues in Sociology – SOC 6/72002 (Kalkhoff, Roxburgh)	X		X	
Early Sociological Theory – SOC 6/72100 (Roxburgh, Taylor, Catto)	X		X	
Contemporary Sociological Thought – SOC 6/72105 (Roxburgh, Taylor, Stacey, Catto)		X		
Quantitative Methods in Sociology – SOC 6/72111 (Adams, Taylor, Fisk, Solomon, Serpe)	X		X	
Multivariate Techniques in Sociology – SOC 6/72217 (Fisk, Solomon, Kessler)		X		X
Advanced Data Analysis – SOC 6/72218 (Fisk, Kalkhoff, Adams, Kessler)	X		X	
Qualitative Methods in Sociology – SOC 6/72219 (Catto, Dum, Stacey, Taylor)				X
College Teaching of Sociology – SOC 6/72894 (Stacey, Marcussen)		X		X

#### B. Criminology/Deviance Concentration

Course	Year 1 (Fall)	Year 1 (Spring)	Year 2 (Fall)	Year 2 (Spring)
Criminological Theory – SOC 6/71003 (Dum, Solomon, Tontodonato, Nasheri)	X			
Juvenile Delinquency – SOC 6/71005 (Tontodonato, Berard, Dum, Spates)		X		
Sociology of Corrections – SOC 6/71004 (Tontodonato, Kessler, Solomon)			X	
Deviance – SOC 6/72760 (Dum, Solomon, Berard, Spates)				X

## C. Inequality (Gender, Race, and Class) Concentration

Course	Year 1 (Fall)	Year 1 (Spring)	Year 2 (Fall)	Year 2 (Spring)
Sociology of Gender – SOC 6/72566 (Taylor, Rousseau, Fisk, Merryman)	X			
Social Inequality – SOC 6/72546 (Berard, Catto, Goar, Merryman, Rousseau, Spates, Stacey, Taylor)		X		
Sociology of Race & Ethnicity – SOC 6/72870 (Goar, Rousseau, Solomon, Spates, Dum)			X	
Social Psychology and Inequality – SOC 6/72872 (Taylor, Berard, Goar, Serpe)				X

## D. Medical &amp; Mental Health Concentration

Course	Year 1 (Fall)	Year 1 (Spring)	Year 2 (Fall)	Year 2 (Spring)
Sociology of Mental Health and Mental Illness – SOC 6/72326 (Marcussen, Roxburgh, Owens, Adams)	X			
Sociology of Aging & the Life Course – SOC 6/72877 (Pai, Roxburgh, Stacey)		X		
Sociology of Health & Illness – SOC 6/72323 (Pai, Roxburgh, Stacey)			X	
Stratification & Health – SOC 6/72328 (Roxburgh, Stacey)				X

## E. Social Psychology Specialization

Course	Year 1 (Fall)	Year 1 (Spring)	Year 2 (Fall)	Year 2 (Spring)
Social Psychology – SOC 6/72430 (Adams, Marcussen, Owens, Serpe)	X			
Self & Identity – SOC 6/72439 (Marcussen, Owens, Serpe)		X		
Structural Social Psychology – SOC 6/72437 (Goar, Kalkhoff, Fisk)			X	
Social Structure & Personality – SOC 6/72433 (Owens, Marcussen, Adams)				X

## Course Offerings by Semester and University

### Fall 2015 to Spring 2019

The following table lists all the courses offered in the doctoral program from fall 2015 to spring 2019 by campus.

#### Fall 2015 Graduate Courses

##### **Kent State University**

6/72100	Early Social Thought	Roxburgh
6/72218	Advanced Data Analysis	Fisk
6/72430	Social Psychology	Owens
6/72566	Sociology of Gender	Taylor
6/72221	Advanced Qualitative Methods	Stacey

##### **University of Akron**

6/72002	Professional Issues in Sociology	Nofziger
6/72211	Quantitative Methods in Sociology	Callanan
6/72760	Deviance	Peralta

#### Spring 2016 Graduate Courses

##### **Kent State University**

6/72328	Stratification and Health	Roxburgh
6/72546	Social Inequalities	Taylor
6/72895	Juvenile Delinquency	Tontodonato
6/72895	Self and Identity	Serpe

##### **University of Akron**

6/72105	Contemporary Sociological Thought	Erickson
6/72217	Multivariate Techniques in Sociology	Xi
6/72894	College Teaching in Sociology	Zipp

#### Fall 2016 Graduate Courses

##### **Kent State University**

6/72100	Early Social Thought	Roxburgh
6/72218	Advanced Data Analysis	Fisk
6/72877	Sociology of Aging and Life Course	Pai
6/72895	Structural Social Psychology	Goar
6/72221	Advanced Qualitative Methods	Stacey

##### **University of Akron**

6/72002	Professional Issues in Sociology	Nofziger
6/72211	Quantitative Methods in Sociology	Frech
6/72895	Race and Crime	Peralta

**Spring 2017 Graduate Courses****Kent State University**

6/72219	Qualitative Methods in Sociology	Dum
6/72323	Sociology of Health and Illness	Roxburgh
6/72870	Race and Ethnicity	Spates
6/72433	Social Structure and Personality	Owens

**University of Akron**

6/72760	Deviance	Lee
6/72217	Multivariate Techniques in Sociology	Xi
6/72894	College Teaching in Sociology	Zipp

**Fall 2017 Graduate Courses****Kent State University**

6/72002	Professional Issues in Sociology	Kalkhoff
6/72100	Early Social Thought	Roxburgh
6/72211	Quantitative Methods in Sociology	Adams
6/72221	Advanced Qualitative Methods	Stacey
6/72326	Soc of Mental Health & Mental Illness	Marcussen
6/72430	Social Psychology	Serpe

**University of Akron**

6/72566	Sociology of Gender	Feltey
6/72218	Advanced Data Analysis	Xi
6/71003	Criminological Theory	Nofziger

**Spring 2018 Graduate Courses****Kent State University**

6/72328	Stratification and Health	Roxburgh
6/72105	Contemporary Sociological Thought	Taylor
6/72217	Multivariate Techniques in Sociology	Fisk
6/71005	Juvenile Delinquency	Tontodonato
6/72328	Stratification and Health	Roxburgh
6/72895	Self and Identity	Serpe

**University of Akron**

6/72219	Qualitative Methods in Sociology	Felty
6/72894	College Teaching in Sociology	Zipp
6/72546	Social Inequalities	Dill

**Fall 2018 Graduate Courses****Kent State University**

6/72002	Professional Issues in Sociology	Kalkhoff
6/72211	Quantitative Methods in Sociology	Adams
6/72221	Advanced Qualitative Methods	Stacey
6/72872	Social Psychology of Inequality	Taylor
6/72877	Sociology of Aging and Life Course	Pai
6/72437	Structural Social Psychology	Goar

**University of Akron**

6/72100	Early Social Thought	Dill
6/72218	Advanced Data Analysis	Xi
6/71043	Sociology of Corrections	Peralta

**Spring 2019 Graduate Courses****Kent State University**

6/72105	Contemporary Sociological Thought	Taylor
6/72217	Multivariate Techniques in Sociology	Fisk
6/72894	College Teaching in Sociology	Stacey
6/72328	Sociology of Health and Illness	Pai
6/72433	Social Structure and Personality	Owens

**University of Akron**

6/72219	Qualitative Methods in Sociology	Felty
6/72760	Deviance	Peralta
6/72870	Race and Ethnicity	Takyi

## Profile of Recent Graduate Students

The Sociology Department at Kent State currently has 22 tenured/tenure-track faculty. These faculty are actively engaged in teaching, advising, and mentoring 40 full-time graduate students. In the past four years, over 40 students in our program have earned graduate degrees. Fifteen students earned doctoral degrees, and 27 students earned M.A. degrees on their way toward earning the doctoral degree (three are pending this semester). The following table lists our graduates over the past four years by term and degree type:

Term	Student	Degree earned	Status
<i>Fall 2018</i>	Kayla Cagwin	MA	Defense scheduled
	Adam Gibson	MA	Thesis defended; pending graduation
	Tierra James	MA	Defense scheduled
<i>Summer 2018</i>	Katherine Gary	MA	In PhD program
	Jonathan Overton	MA	In PhD program
<i>Spring 2018</i>	Anisi Daniels-Smith	PhD	Tenure Track, Rust College
	Briana Turgeon	PhD	Tenure Track, Jacksonville State College
<i>Fall 2017</i>	Victoria Reynolds	MA	In PhD program
	Brooke Long	PhD	Assistant Teaching Professor, Penn State Altoona
	Fritz Yarrison	PhD	Quantitative Insightz Project Coordinator, Sheetz Corporation
<i>Summer 2017</i>	Christopher Schell	MA	In PhD program
	Karen Martinez	MA	In PhD program
<i>Spring 2017</i>	Jay Hays	PhD	Academic Program Director, College of Nursing, KSU
	Timothy Rose	MA	In PhD program
	Austin Johnson	PhD	Tenure Track, Kenyon College
	Rusty Schnellinger	MA	In PhD program
	Erin Andro	MA	In PhD program
	Macie McKensey	MA	Federal Bureau of Investigation
	Jacob Church	MA	In PhD program
	Michael Kreiter	MA	In PhD program
	Kenneth Hanson	MA	PhD student, University of Oregon

*Fall 2016*

Megan Shaeffer	PhD	Summit Metro Parks, Cultural Resource Coordinator
Matthew Pfeiffer	MA	In PhD program

*Summer 2016*

Meghan Novisky	PhD	Tenure Track, Cleveland State University
Nicolle Estevez	MA	Unknown
Elena Fox	MA	In PhD program
Christi Gross	PhD	Moving from a Visiting Assistant Professor to the Private Sector
Brennan Miller	MA	In PhD program
Kelly Markowski	MA	In PhD program

*Fall 2015*

Jacqueline Coffey	MA	Dismissed
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*Summer 2015*

Paige Speeney	MA	In PhD program
Rebecca Myer	MA	In PhD program in Higher Education - KSU

*Fall 2014*

Alex Briesacher	PhD	Tenure track, Worcester State University
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*Summer 2014*

Kelly MacArthur	PhD	Tenure Track, University of Nebraska Omaha
Stephen Mullet	PhD	
Lindsey Westermann Ayers	PhD	Assistant Director, Accreditation, Assessment and Learning, KSU
Chivon Fitch	PhD	Tenure Track, Indiana University of Pennsylvania
Terry Mortensen	MA	Adjunct Instructor three Community Colleges

*Spring 2014*

Ginny Natale	MA	In PhD program
Mazen Sarwar	MA	Medical student, NEOMED
Sarah Samblanet	PhD	Tenure Track, Central Washington University
Brianna Turgeon	MA	Completed PhD (see spring 2018)

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-18** Curriculum Bulletin \_\_\_\_\_Effective Date ~~select one~~ **Fall 2019** Approved by EPC \_\_\_\_\_Department **Management and Information Systems**College **BU - Business Administration**Degree **PHD - Doctor of Philosophy**Program Name **Business Administration** Program Banner Code ~~BU-PHD~~ **BAD**Concentration(s) **Supply Chain Management** Concentration(s) Banner Code(s) **SCM**Proposal **Temporarily suspend admissions**

Description of proposal:

**The proposal is to temporarily suspend admissions into the Supply Chain Management Concentration of the Ph.D. program.**

**The other five concentrations of the PhD Program -- Accounting, Finance, Information Systems, Management and Marketing - remain active and are unaffected.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **67**Proposed total credit hours **67**

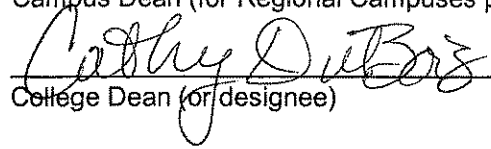
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**Impact on other areas and programs is minimal. The courses offered in this concentration are highly specialized and require strong mathematical background to perform well. Typically, other than SCM students, courses in this area might attract one student or two from other concentrations. The suspension of admissions to this concentration has been discussed at the department level, at the college level (PhD subcommittee), and with the Dean's office. No objections have been raised.**

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

**M&IS department, College of Business Administration Ph.D. Subcommittee, Associate Dean for Graduate and Online Programs**

### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director
10/15/18
  
 Campus Dean (for Regional Campuses proposals)
1/1
  
 College Dean (or designee)
10/25/18
 \_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)
1/1
 \_\_\_\_\_  
 Senior Vice President for Academic Affairs and Provost (or designee)
1/1

## Proposal Summary

### Temporarily Suspend Admission to Supply Chain Concentration - PhD in Business Administration

1. **Rationale:** In recent years, retirement, especially related to faculty specializing in supply chain at the graduate level, and a shortage of faculty to teach in other areas in the department, has led to a shortage in faculty expertise needed to provide a quality educational experience for doctoral students in the supply chain concentration. Further, this shortage is likely to continue until we hire additional faculty.
2. **Students affected:** The supply chain concentration normally attracts few, but well qualified, applicants each year. In the past 5 years, we have graduated about 2 students from this concentration. Currently, we have no students in this concentration.
3. **Loss of faculty and staff:** Unfortunately, we are in this situation as we lost some qualified faculty to retirement and reallocation of resources. We do not anticipate any effect on our current faculty due to this suspension.
4. **Impact on other programs:** We foresee minimal impact on other areas and programs. The courses offered in this concentration are highly specialized and require strong mathematical background to perform well. Typically, other than our own students, courses in this area might attract a student or two from other concentrations. The suspension of admissions to this concentration has been discussed at the department level, at the college level (PhD subcommittee), and with the Dean's office. No objections have been raised.
5. **Communications:** Our intent is to immediately notify all prospective applicants of this suspension. This includes our web sites, and when approved, curricular studies. Currently, we have no applicants for the 2019 cohort.



Interdepartmental Correspondence

*Department of Management & Information Systems*

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**TO:** Dr. Cathy Dubois, *Associate Dean*, College of Business

**FROM:** Murali Shanker, *PhD Coordinator*, M&IS Department

**DATE:** 15 October 2018

**SUBJECT:** Suspension of admissions to the PhD concentration in Supply Chain Management

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The attached proposal details our rationale for requesting a suspension of admissions to the PhD in Business Administration concentration in Supply Chain Management. The primary reasons to request this is the fact that we have lost valuable faculty expertise to retirement, and to reallocation of faculty resources to other needs in the department. As this situation is unlikely to change in the near future, we are unable to provide a quality educational experience for students in this concentration.

We currently have no students in this concentration, and the proposed change will have no discernible effect on other concentrations in the college, or on the remaining staff and faculty.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Aug-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Lifespan Development and Educational Sciences**  
 College **EH - Education, Health and Human Services**  
 Degree **MED - Master of Education**  
 Program Name **Educational Psychology** Program Banner Code **EPSY**  
 Concentration(s) **Gifted Education** Concentration(s) Banner Code(s) **TBD**  
 Proposal **Revise program**

## Description of proposal:

**The purpose of this proposal is to revise the course requirements, establish an optional concentration in Gifted Education, and revise the graduation requirements for the Master of Education Educational Psychology major. In addition, the major and proposed concentration will be offered solely 100% online. Total credit hours will be reduced from 33 to 30 for students not enrolled in the Gifted Education concentration.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: 33 Proposed total credit hours **30-33**

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

**Successful completion of the Gifted Education concentration qualifies students to apply for a teaching endorsement through the Ohio Department of Education. The existing Gifted Education endorsement program will remain available as a hybrid program (face-to-face and online) for non-degree seeking students.**

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

**Special Education, Educational Technology, Evaluation and Measurement, EHHS Distance Learning**

## REQUIRED ENDORSEMENTS

H. Delbrunn-Jenkins

Department Chair / School Director

10/13/2018

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

S. Mitchell

College Dean (or designee)

10/22/18

Melody J. J...

Dean of Graduate Studies (for graduate proposals)

11/06/18

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

1/1/18

## Proposal Summary

### Revision of Master of Education Educational Psychology Major

#### Description of Action, Including Intended Effect

The purpose of this proposal is to restructure the course requirements, offer the program 100% online, establish a concentration in Gifted Education, and revise the admission and graduation requirements for the Master of Education Educational Psychology [MED EPSY] major housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH].

The current MED is a traditional, face-to-face program situated within the Educational Psychology program area. This degree was modified approximately ten years ago by the combined Educational Psychology and Instructional Technology [ITEC] (now Educational Technology-ETEC) program areas in the College of Education, Health and Human Services. Because the current Educational Psychology program was developed over a decade ago in an Instructional Technology framework, the coursework requirements are in need of revision and modernization. In addition, enrollments have never recovered because the state of Ohio no longer requires a master's degree for K-12 teachers.

With approval of this action, the MED Educational Psychology major will yield a cutting-edge program that will provide a unique opportunity for master's students in three ways. One, the program will allow for rapid matriculation. The program will require 30 credit hours (a change from the current 33) and will consist of 10 seven-week courses. The total course hour requirements will allow us to compete with most other MED programs in the state of Ohio, all of whom have 30-hour MED programs. Two, a 100% online program will allow us to recruit students from states that require a master's degree for K-12 students, increasing the pool of potential students. Three, the program will have a unique focus that is in line with a major need in teacher preparation: a focus on evidence-based practices. The EPSY program brings expertise in evidence-based practices in the areas of **cognition, learning, and development**. The proposed revisions will: (1) create a program that will attract students from around the state and country, (2) create a program that will be highly marketable and will add a rigorous program to the Kent State brand, (3) create better alignment between the program's mission, the faculty's expertise and research interests, and (4) add an option for a Gifted Education concentration.

The following changes are being proposed to ensure alignment and success of the revised major:

1. **Restructure the program to decrease time-to-graduation.** The online courses have been structured to run in seven week increments. This will allow students to take one course at a time and still complete the degree in 18 months (see program of study and course schedule for details). This change will make the program more appealing to prospective students and will be a central part of the marketing of the program.
2. **Establish a clear program focus.** Many MED programs lack any type of focus. As demonstrated in the materials in this proposal, our goal is to create a rigorous program in cognition, development, and learning that will add significant value to their professional skills. To that end, the program was designed with program-level learning goals, which have

been built into each course. The feedback on our existing program has been quite positive and the new program will build upon our existing strengths.

As a result, the following Program Learning Outcomes are no longer relevant to the proposed program and are being removed: *Systematically design effective instructional programs to meet the academic needs of learners. Describe social learning principles and their application to instructional practice. Evaluate teaching and learning practices with a variety of types of assessments. Competently evaluate educational programs and approaches.*

**3. Offer the major 100% online, including new Gifted Education concentration.**

Although the state of Ohio currently does not require a master's degree to teach in K-12 settings, several states maintain this requirement and teachers often seek a master's degree because it leads to an increase in their base salary. Moving our program online will provide an option for teachers around the country who seek this degree. With this action, the MED EPSY major will only be offered online and not face-to-face. (see *Change Request: Online Delivery* form for details)

**4. Establish Gifted Education Concentration.** A Gifted Education concentration is a natural fit for an Educational Psychology major because both follow evidence-based practices to improve educational outcomes for students. The addition of this concentration will allow students in both program to increase their coursework and employment options.

A student in the MED EPSY Gifted Education concentration will take the same core EPSY courses as the straight MED EPSY major but will take specific gifted courses that fulfill licensure requirements instead of specialty elective requirements. They will be qualified to apply for the Gifted Intervention Specialist (K-12) endorsement from the Ohio Department of Education (ODE), to be added to a valid teaching license from the State of Ohio.

**5. Revise Graduation Requirements by reducing the total credit hours for the MED degree for students not enrolled in the optional Gifted Education concentration from 33 to 30.** The current total (33) is the highest of all EPSY MED programs in the State of Ohio including Ohio State (30), Toledo 30, Miami (30), and BGSU (30). To fulfill licensure standards, students seeking the gifted endorsement must complete a practicum, keeping the minimum total credits for this concentration at 33.

**6. Revise Admission Requirements for students in the Gifted Education concentration** by stipulating that applicants must possess a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

To help guide this process, we reviewed the coursework in other programs in Ohio as we revised the plan of study. The revised curriculum will specifically focus on providing students with expertise in cognition, learning, and development to help students gain the foundational skills necessary to be prepared for careers.

With the program goals and mission in mind, the core major requirements will be as follows:

- EPSY 65520      *Child and Adolescent Development* (3)
- EPSY 65524      *Learning Theories* (3)

- EPSY 65529 *Educational Motivation* (3)
- EPSY 68901 *Psychological Foundations of Education* (3)
- EPSY 68905 *Educational Psychology* (3)

### **SPECIFIC CHANGES TO COURSE REQUIREMENTS:**

Remove the following courses from the Major Requirements:

- ETEC 57403 *Instructional Design* (3) [move to electives]
- ETEC 57427 *Technology and Learning* (3) [move to electives]
- SPED 63200 *Introduction to Exceptionalities* (3)

Add the following course to Major Requirements:

- EPSY 68901 *Psychological Foundations of Education* (3)

Add the optional Gifted Education concentration:

(courses are being changed from SPED subject to EPSY)

- EPSY 53529 *Nature and Needs of Gifted Children* (3)
- EPSY 53530 *Instructional Processes for Gifted Children* (3)
- EPSY 63531 *Curriculum Development for Gifted Learners* (3)
- EPSY 63532 *Gifted Program Design, Assessment, and Administration* (3)
- EPSY 63534 *Social and Emotional Aspects of the Gifted and Special Subpopulations* (3)
- EPSY 64892 *Advanced Practicum in Gifted Education* (3)

Increase minimum number of required Specialty Area Elective credits from 12 to 15 hours for students who are not in the Gifted Education concentration. The following courses are suggested because they are 100% online, follow the seven-week format, and are frequently offered:

- ETEC 57403 *Instructional Design* (3)
- ETEC 57427 *Technology and Learning* (3)
- EVAL 55610 *Classroom Assessment* (3)
- EVAL 65510 *Statistics I for Educational Services* (3)
- EVAL 65511 *Research in Educational Services* (3)
- EVAL 65515 *Quantitative Research Design and Analysis* (3)
- or other electives approved by advisor

### **Impact on Other Programs, Course Offerings, Students, Faculty, Staff**

Gifted Education is a concentration within the M.Ed. Special Education major but because of low enrollment, staffing considerations, inability to support accreditation requirements, and decrease in emphasis at the State level admission was suspended in spring 2014. More recently, gifted education has again become a priority in Ohio and the curriculum was updated and approved by the Ohio Department of Education (2016) to be offered as a series of courses (in a non-degree format) to fulfill endorsement requirements. While this endorsement is once again viable, the Special Education faculty feel they are not equipped to administrate and coordinate this program. Consequently, they support the move to Educational Psychology and are submitting a proposal to inactivate the SPED Gifted concentration.

This program will not compete with existing graduate programs. Furthermore, because there are no new courses being established, there are no duplication issues. The electives outside of EPSY were

selected because they support the program focus and are frequently offered (i.e., multiple times each year). In addition, we have built in sufficient choice so that students can make selections if a course is not offered or the student (with his or her advisor) can identify a substitute. We have spoken to the relevant programs and they have agreed to provide information about course offerings so that we can effectively advise our students.

With approval, there will be two routes toward licensure for students seeking a gifted endorsement: (1) complete the online MED EPSY Gifted Education major or (2) complete the Gifted Intervention Specialist Endorsement cohort through the College's Professional Development and Outreach (PDO) office (blended courses). While there is discussion about making the non-degree endorsement program available to non-MED EPSY majors without being in the PDO cohort, approval of this proposal will neither impact the existing endorsement program nor the potential for this third option.

### **Fiscal, Enrollment, Facilities and Staffing Considerations**

The proposed program will not require additional resources. There should be no need for increases in staffing for classes as the program will not significantly increase in size as a result of these changes.

### **Evidence of Need and Sustainability if Establishing**

Currently, Kent State University offers courses to prepare students for the Gifted Intervention Specialist (K-12) endorsement, approved by the Ohio Department of Higher Education and awarded by the Ohio Department of Education. While these courses offered through the Special Education (SPED) program area are not presently associated with a degree, there is an increasing interest by students in obtaining a graduate degree along with an endorsement. According to Jessica Mercerhill, the Senior Director of Educator Preparation at ODE, the gifted endorsement is the most highly sought after endorsement in the state of Ohio.

In a separate action, the SPED coursework is being changed to EPSY and content is being updated to reflect upcoming changes in State standards for gifted education. They will continue to be taught by adjunct LDES faculty with expertise in gifted education.

### **Provisions for Phase-Out if Inactivating**

N/A

**Timetable and Actions Required:** The proposal will go through the required curriculum approval process with changes to take effect fall 2019. The anticipated schedule is as follows:

- EPSY program approval: July 2018
- LDES SCC approval: October 3, 2018
- presented to EHHS for approval: October 19, 2018
- presented to EPC for approval: November 19, 2018

Submitted by:

Dr. Brad Morris, Educational Psychology Program Coordinator  
330-672-0590/bmorri20@kent.edu

# EDUCATIONAL PSYCHOLOGY - M.ED.

College of Education, Health and Human Services  
School of Lifespan Development and Educational Sciences  
405 White Hall  
Kent, Ohio 44320

Students in the Educational Psychology Gifted Education concentration will learn about gifted learners, their unique needs, and the application of educational psychological principles to the education of gifted learners.

## Description

The Master of Education degree in Educational Psychology provides advanced study for students interested in the application of psychological principles to learning and instruction. It encompasses a variety of different disciplines, including cognitive psychology, human development and learning theory. Students are exposed to the latest research findings regarding how people learn most effectively and efficiently. They also apply these principles to the design of instruction, and study how to most accurately assess different types of learning.

The M.Ed. degree program is appropriate for classroom teachers, professionals in a variety of settings and students wishing to pursue doctoral-level training in educational psychology.

## Fully Offered At:

- Kent Campus
- Fully Online

## Admission Requirements

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score

Additional admission requirements for the Gifted Education concentration: a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education's admission website.

## Program Learning Outcomes

Graduates of this program will be able to:

- Describe the various schools of learning theory that have informed educators.

### LICENSURE INFORMATION

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

- Conduct literature reviews and design empirical research to examine issues associated with how individuals learn.
- Apply principles of human development and learning when developing and selecting educational approaches.
- Identify best practices for maximizing student learning.
- Systematically design effective instructional programs to meet the academic needs of learners.
- Demonstrate knowledge of theories and principles of learner motivation.
- Describe social learning principles and their application to instructional practice.
- Evaluate teaching and learning practices with a variety of types of assessments.
- Competently evaluate educational programs and approaches.

## Program Requirements

### Major Requirements

[M] EPSY 65901 Psychological Foundations of Education 3

Code	Title	Credit Hours
<b>Major Requirements</b>		
EPSY 65520	CHILD AND ADOLESCENT DEVELOPMENT	3
EPSY 65524	LEARNING THEORIES	3
EPSY 65529	EDUCATIONAL MOTIVATION	3
EPSY 68905	EDUCATIONAL PSYCHOLOGY	3
ETEC 57403	INSTRUCTIONAL DESIGN	3
ETEC 57427	TECHNOLOGY AND LEARNING	3
SPED 63200	INTRODUCTION TO EXCEPTIONALITIES	3
Specialty Area Electives		12 15
Minimum Total Credit Hours:		33 30-33

### Graduation Requirements

- The M.Ed. degree requires a minimum of 33 credit hours of graduate coursework.
- No more than one-half of a graduate student's coursework may be taken in 50000 level courses.
- Students have six years from the term of first enrollment to complete the program.

#### Specialty Area Electives for students not choosing the Gifted Education concentration (15 credits)

EVAL 55610 *Classroom Assessment* (3)  
EVAL 65510 *Statistics I for Educational Services* (3)  
EVAL 65511 *Research in Educational Services* (3)  
EVAL 65515 *Quantitative Research Design and Analysis* (3)  
ETEC 57403 *Instructional Design* (3)  
ETEC 57427 *Technology and Learning* (3)  
or other electives approved by advisor

#### Optional Gifted Education concentration (18 credits):

EPSY 53529 *Nature and Needs of Gifted Children* (3)  
EPSY 53530 *Instructional Processes for Gifted Children* (3)  
EPSY 63531 *Curriculum Development for Gifted Learners* (3)  
EPSY 63532 *Gifted Program Design, Assessment, and Administration* (3)  
EPSY 63534 *Social/Emotional Aspects of the Gifted/Special Subpopulations* (3)  
EPSY 64892 *Advanced Practicum in Gifted Education* (3)



## 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/hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

**Date of submission:** [DATE]

**Name of institution:** Kent State University

**Degree/degree program to be offered using online or blended/hybrid delivery:**

Educational Psychology major within the Master of Education degree, including an optional Gifted Education concentration

**Primary institutional contact for the request**

**Name:** Melody J. Tankersley  
**Title:** Dean of Graduate Studies  
**Phone number:** 330-672-2220  
**E-mail:** mtankers@kent.edu

**Proposed start date:** Fall 2019

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

Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on [DATE]

**Institution has Higher Learning Commission approval for online or blended/hybrid delivery:** Yes

**Educator preparation program that leads to licensure or endorsement:** The optional Gifted Education concentration may lead to an endorsement from the Ohio Department of Education (ODE). The curriculum has been approved by the Ohio Department of Higher Education (ODHE) to prepare students for the Gifted Intervention Specialist (K-12) endorsement to be added to any valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

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<sup>1</sup> 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.

## **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.**

Kent State University uses Blackboard Learn as its learning management system (LMS). Blackboard learn is conducive for teaching both synchronous and asynchronous courses.

### **1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.**

All material placed on Blackboard Learn (e.g., lectures, handouts, videos) are made assessable to individuals with a wide range of disabilities by Kent State University's Student Accessibility Services (SAS).

### **1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).**

Students using Blackboard Learn have access to technical support services twenty-four hours per day, seven days a week through Kent State University's Technology Help Line (330.672.HELP) as well as through Blackboard's live chat support option. Blackboard also provides students with numerous videos and learning modules to help alleviate any problems that may occur.

### **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 University's Academic Dishonesty Policy is included on all syllabi. Further, Blackboard Learn is equipped with "Safeassign" which is software that enables both students and faculty to determine whether work has been plagiarized from other sources. Blackboard also enables faculty to create assessments by randomly selecting questions from a pool. Answers to these questions may also be randomized, ensuring that each student's assessment is unique.

### **1.5 Indicate whether the institution has entered into a collaborative agreement with a 3<sup>rd</sup> 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 collaborative agreements have been made with third party providers of content/curriculum or resources/services to support the delivery of the proposed program.

### **1.6 Have the appropriate accreditation agencies been informed of the proposed change?**

There is no accrediting body for Educational Psychology. ODHE has been notified of the changes to the pathway for the Gifted Education endorsement.

## 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 and
- Placement services

Services at Kent State University, such as administrative services, advising, library resources, psycho-social counseling, career advising, and placement services will continue to be available to graduate students enrolling in the proposed Educational Psychology online graduate program. Each of these services can be accessed via electronic, as well as face-to-face, modalities.

**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.**

Admission requirements for the proposed Master of Education Educational Psychology online major will be identical to those for the current on-ground graduate program. Admission Requirements: bachelor's degree from an accredited college or university; minimum 3.0 undergraduate GPA on a 4.0 scale; official transcript(s); goal statement; two letters of recommendation. All international students must provide proof of English language proficiency. Additional requirements for students in the Gifted Education concentration: a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

## 3. CURRICULUM

**3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?**

The online MED program will be offered instead of the current onsite MED program. The coursework for the 100% online gifted concentration will be offered in addition to the non-degree endorsement curriculum that is blended (each course is less than 50% online).

**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 two programs are equivalent.

**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.**

All required courses will be presented online using as asynchronous interaction format. The courses have been designed in collaboration with the Kent State Office of Online learning to reflect the best practices of online learning (e.g., Quality Matters). All courses will offer multiple opportunities for collaboration among students and with the instructor using such tools as discussion boards, group projects, blogs, vlogs, and peer-to-peer evaluation.

**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.**

All courses have multiple links to online learning support tools. One type of support is for students to understand how to use the technology. Kent State University offers its own resources through the office of online learning and through the university library system. In addition, there are links to other non-university sources (e.g., YouTube videos explaining how to create a blog). A second type of support is to help students understand content and scholarly processes. As an example, the department has created videos to help students understand how to write a literature review, a common assignment in most courses.

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

We have identified program and course learning goals that have been instantiated in each course. Our yearly review of learning outcomes uses course products to evaluate student performance using these learning goals.

**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.***

All courses currently exist and are active.

Course	Online	On-ground	Blended/hybrid	Course currently required in approved program	Comments
ESPY 65520 Child and Adolescent Development	■			Yes	
EPSY 65524 Learning Theories	■			Yes	
EPSY 65529 Educational Motivation	■			Yes	
ESPY 68901 Psychological Foundations of Education	■			No	
EPSY 68905 Educational Psychology	■			Yes	
EPSY 53529 Nature and Needs of Gifted Children	■		■	Not in M.Ed. EPSY major but in current	Required for Gifted Endorsement; fully online delivery for concentration -

				non-degree Gifted cohort	blended section available via non-degree cohort
EPSY 53530 Instructional Processes for Gifted Children	■		■	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63531 Curriculum Development for Gifted Learners	■		■	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63532 Gifted Program Design, Assessment, and Administration	■		■	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63534 Social and Emotional Aspects of the Gifted and Special Subpopulations	■		■	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 64892 Advanced Practicum in Gifted Education	■		■	No, SPED practicum course currently required	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
ETEC 57403 Instructional Design	■			YES, moving from requirement to elective	optional elective, students not in Gifted concentration must take 15 cr of electives
ETEC 57427 Technology and Learning	■			YES, moving from requirement to elective	optional elective, students not in Gifted concentration must take 15 cr of electives
EV.AL 55610 Classroom Assessment	■			Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EV.AL 65510 Statistics I for Educational Services	■	■		Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EV.AL 65511 Research in Educational Services	■	■		Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EV.AL 65515 Quantitative Research Design and Analysis	■	■		Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives

#### 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. (see Appendix A for coordinators' CV)**

Dr. Bradley J. Morris is the program coordinator of the Educational Psychology department and will administer and coordinate the program. Dr. Morris has extensive experience teaching

and designing online courses and has conducted research into online learning (Stoyle & Morris, 2017, see vita).

Dr. Carol Feldman-Sparber coordinates the current Gifted endorsement and will continue the administration of the online concentration (in conjunction with Dr. Morris) to ensure the program is compliant with all licensure standards.

**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?**

Since the courses being included in the proposed online program are currently being offered by Kent State University, there will be no changes in faculty responsibilities, teaching load, advising, research/scholarship, or participation in faculty committees/governance. There is no need for new hires given the current enrollment.

**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.**

There is excellent support for design, production and management of online learning available at Kent State university through both the College of Education, Health, and Human Services and through the Office of Online Learning. The department has worked with these offices for the development of all required 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 (as shown in the example below). *A copy of each faculty member's CV must be included as an appendix item.***

See Appendix A for faculty CV

Name of instructor	Rank or title	Full-time/part-time	Terminal degree title, discipline on diploma, institution, yr	Course instructor will teach in proposed program	Experience teaching distance education courses/professional development in DL	No. of courses instructor will teach/year
Bradley Morris	Associate Professor	FT	PhD, Human Development, The Ohio State University, 1998	EPSY 68905 Educational Psychology EPSY 65529 Educational Motivation	Ten years of experience teaching and developing online courses	4

				ESPY 65520 Child and Adolescent Development		
Karrie Godwin	Assistant Professor	FT	PhD, Psychology, Carnegie Mellon University, 2014	EPSY 65524 Learning Theories EPSY 68901 Psychological Foundations of Educ	Three years of experience teaching and developing online courses	4
Kathy Frazier	Instructor	PT	Ed.S., K-12 Gifted Education, 1981	EPSY 53530 Instructional Processes for Gifted Children		1-2
Felice A. Willis	Instructor	PT	M.Ed., Curriculum and Instruction, Cleveland State University, 1986	EPSY 63531 Curriculum Development for Gifted Learners		1-2
Karen Rumley	Instructor	PT	M.A. Secondary Education: Standards-Based Education, University of Akron, 2004	EPSY 63532 Gifted Program Design and Administration		1-2
Carol Feldman-Sparber	Project Coordinator, Gifted; Instructor	FT	Ph.D., Special Education, Kent State University, 2015	EPSY 53529 Nature and Needs of Gifted Children EPSY 63534 Social and Emotional Aspect of the Gifted and Special Subpopulations EPSY 64892 Advanced Practicum in Gifted Educ	Quality Matters Trained, Experience in blended format only	3-8

## APPENDICES

### Appendix Description

#### A Faculty CV

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

**AUGUSTINE, SUSAN**

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**Subject:** FW: Gifted program?

**From:** "Burgess, Sloane" <[sburgess8@kent.edu](mailto:sburgess8@kent.edu)>

**Subject:** Re: Gifted program?

**Date:** September 20, 2018 at 1:15:01 PM EDT

**To:** "Morris, Bradley" <[bmorri20@kent.edu](mailto:bmorri20@kent.edu)>

**Cc:** "Dellmann-Jenkins, Mary" <[mdellman@kent.edu](mailto:mdellman@kent.edu)>, "WISDOM, SONYA" <[swisdom@kent.edu](mailto:swisdom@kent.edu)>

Hi Brad, I am sorry that I was not in touch sooner - I had asked faculty to submit their votes by 5:00 yesterday. The vote was in favor of movement of the Gifted Program to Educational Psychology. Please let us know if there is anything that we can do to support you through this process. Sloane

Sloane Burgess, Ph.D.  
Associate Professor  
Special Education and Speech Pathology & Audiology  
Kent State University  
330-672-0610  
[sburgess8@kent.edu](mailto:sburgess8@kent.edu)

On Sep 20, 2018, at 10:14 AM, Morris, Bradley <[bmorri20@kent.edu](mailto:bmorri20@kent.edu)> wrote:

Hi Sloane,

I was wondering if you had the results of the SPED program vote to move the Gifted program to EPSY? I hope I am not being a pest but our curriculum deadline is looming.

Thanks for all of your help!

Best,  
Brad

## **AUGUSTINE, SUSAN**

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**Subject:** FW: Changes to EPSY MED program

**From:** "INGRAM, ALBERT" <[aingram@kent.edu](mailto:aingram@kent.edu)>

**Subject: Re: Changes to EPSY MED program**

**Date:** August 8, 2018 at 1:31:34 PM EDT

**To:** "Morris, Bradley" <[bmorri20@kent.edu](mailto:bmorri20@kent.edu)>

The ETEC program supports the amended Educational Psychology proposal that includes the courses

- ETEC 57400 Trends in Educational Technology
- ETEC 57403 Instructional Design

as electives to their online Ed Psych masters program.

Albert Ingram

---

Albert L. Ingram, Ph. D.  
Associate Professor and Coordinator  
Educational Technology  
404 White Hall  
v 330-672-0587

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On Aug 8, 2018, at 10:34, Morris, Bradley <[bmorri20@kent.edu](mailto:bmorri20@kent.edu)> wrote:

Hi Chip,

We are in the process of updating our MED program. The big change is making an option for students to complete the degree 100% online. We have included two ETEC courses as suggested electives. Please let me know if including these courses is acceptable. In addition, please let me know if the courses are frequently available online and if you have suggestions for other courses.

I was wondering if you could take a look at the program of study and let me know if these changes are acceptable to your program?

Feel free to contact me with any questions. Thanks for your consideration.

Best,  
Brad

Bradley J. Morris  
Associate Professor & Program Coordinator, Dept. of Educational Psychology  
412A White Hall, Kent State University  
Kent, OH 44242  
330-672-0590  
email: [bmorri20@kent.edu](mailto:bmorri20@kent.edu)

<EPSY MED online 1.0.docx>

## AUGUSTINE, SUSAN

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**Subject:** FW: Change in EPSY program of study

**From:** "Niesz, Tricia" <[tniesz@kent.edu](mailto:tniesz@kent.edu)>  
**Subject:** RE: Change in EPSY program of study  
**Date:** August 15, 2017 at 9:51:21 AM EDT  
**To:** "Morris, Bradley" <[bmorri20@kent.edu](mailto:bmorri20@kent.edu)>

Brad,  
Thank you for your email to alert me to changes affecting EVAL in the EPSY Ph.D. program revisions. We understand and support the changes and are pleased that we will continue to see some of your students in our courses.  
All the best,  
Tricia

*Tricia Niesz, Ph.D.  
Associate Professor, Qualitative Research and Anthropology & Education  
Program Coordinator, Evaluation and Measurement  
School of Foundations, Leadership, and Administration  
College of Education, Health, and Human Services  
Kent State University  
316 White Hall | 150 Terrace Drive | Kent, Ohio 44242  
[tniesz@kent.edu](mailto:tniesz@kent.edu)*



**College of Education,  
Health and  
Human Services**

**From:** Morris, Bradley  
**Sent:** Monday, August 14, 2017 1:24 PM  
**To:** Niesz, Tricia <[tniesz@kent.edu](mailto:tniesz@kent.edu)>  
**Subject:** Change in EPSY program of study

Hi Tricia,

I hope you are enjoying the great weather.

We are in the process of revising the EPSY Ph.D. program. I would like to notify you of our plans to change the courses from your department that we require. As you will see in the proposed program of study (attached), we have the same number of course options from your department but have changed the focus of the coursework to better prepare our students.

Please let me know if you have any questions regarding the proposed changes.

Thanks!

Best,  
Brad

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-18** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_

College **NU - Nursing**

Degree **PHD - Doctor of Philosophy**

Program Name **PhD in Nursing** Program Banner Code **PhD**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Temporarily suspend admissions**

Description of proposal:

**The PhD in Nursing program has been a joint effort between Kent State University College of Nursing (KSUCON) and the University of Akron School of Nursing. In September 2018, the University of Akron announced that they would no longer offer the PhD in Nursing. KSUCON is proposing to temporarily suspend admissions and use this time to perform a much needed program evaluation and curriculum revision. We expect to have revisions to the PhD in Nursing program completed and approved by January 2020 and ready to implement in the fall of 2020.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: **72** Proposed total credit hours **72**

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

**There will be no loss of faculty or staff positions due to this temporary suspension. Faculty members who teach PhD in Nursing courses will "teach out" students who are currently in coursework. A faculty member will be reassigned to teach in the MSN or DNP program if there is no enrollment in any of the PhD in Nursing course offerings during AY 2019-2020.**

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

**No other units will be affected by this temporary suspension of admissions to the PhD in Nursing program.**

### REQUIRED ENDORSEMENTS

Wendy Umberger  
 Department Chair / School Director

10 / 15 / 18

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

  /  /  

Barbara Boome  
 College Dean (or designee)

  /  /  

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

  /  /  

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

  /  /

## Proposal Summary

### Temporarily Suspend Admission to the PhD in Nursing Program

**1. Provide a rationale for the suspension of admission of the program.**

The PhD in Nursing program has been a joint effort between Kent State University (KSU) College of Nursing (CON) and the University of Akron School of Nursing (SON). Since the program's inception in 1995, a joint PhD in Nursing curriculum committee has been in place; however, there has not been a thorough evaluation of the program based on trends and best practices for the research-focused doctorate for nursing, and limited substantive revision to the curriculum. In February 2016, evaluators of the PhD in Nursing program proposed the need and multiple opportunities for program revision and recommended to "consider suspending admissions until a new curriculum is ready for implementation and marketing." We were unable to get "buy-in" from the University of Akron to execute these recommendations. In September 2018, the University of Akron announced that they would no longer offer the PhD in Nursing. We believe that the next 12 months is a befitting time for the CON to put forth a strong, focused effort to evaluate and revise the PhD in Nursing curriculum.

**2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.**

There are a total of 25 students in the joint PhD in Nursing program. Of these, 6 are still in coursework; the remainder are in Dissertation I or II. Courses taught by KSU CON and the University of Akron SON will continue to be offered until these students have completed coursework. Faculty who chair or serve as members of current dissertation committees will continue in these roles. Once the proposal to temporarily suspend admission to the PhD in Nursing program is approved, the CON will notify current students and assure them that they will be able to complete coursework and dissertation research in an uninterrupted manner.

**Describe whether there will be a loss of faculty or staff positions due to the suspension.**

There will be no loss of faculty or staff positions due to this temporary suspension. Faculty members who teach PhD in Nursing courses will "teach out" students who are currently in coursework. A faculty member will be reassigned to teach in the MSN or DNP program if there is no enrollment in any of the PhD in Nursing course offerings during AY 2019-2020. We expect to have revisions to the PhD in Nursing program completed and approved by January 2020 and ready to implement in the fall of 2020.

**3. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.**

Since we will be suspending admissions in AY 2019-2020, the following first year PhD in Nursing courses will not be offered:

- a. NURS 70705 Foundations of Research Design
- b. NURS 70710 History and Philosophy of Nursing Science
- c. NURS 70715 Theory Construction and Development in Nursing

- d. NURS 70725 Quantitative Research Methods in Nursing
- e. NURS 70730 Qualitative Research methods in Nursing
- f. NURS 70735 Advanced Health Care Statistics I
- g. NURS 70737 Advanced Health Care Statistics II

There is one part-time student who enrolled in the PhD in Nursing program this fall. We will work with this student to transition her to the revised curriculum. Suspension of admissions to the PhD in Nursing program during AY 2019-2020 will not affect those students currently enrolled who still need to complete cognates in other KSU colleges. No other units or programs will be affected by this temporary suspension of admissions.

**4. Describe the plan for communicating the suspension of admissions.**

Once approved, the CON will send an email to each current PhD in Nursing student to inform him/her of temporary suspension of admissions. The Office of Student Services in the CON, PhD in Nursing Program Director, and Associate Dean of Graduate Studies will be available to talk with any student who has questions or concerns. The CON website will be changed to reflect the temporary suspension of admissions. We will work with Graduate Studies to defer automated emails to potential PhD in Nursing applicants, contact potential applicants who have received or are in the queue to receive automated emails and inform them of the temporary suspension, and notify all current applicants for AY 2019-2020, as well as work to refund their admission fees.

## **Kent State University College of Nursing PhD in Nursing Program**

### **Kent State University PhD in Nursing Program**

The Kent State University (KSU) PhD in Nursing program was created in 1995 as a joint endeavor between KSU College of Nursing (CON) and the University of Akron School of Nursing. It is currently one of four PhD in Nursing programs in the state of Ohio. The CON mission statement and the expected outcomes of the PhD in Nursing program align with the University's mission to "transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment." Graduates of the PhD in Nursing program are expected to lead and promote innovative scholarly endeavors within and across disciplines, and to assume leadership roles in the nursing profession. Five learning outcomes are identified. Graduates: (a) generate new knowledge that contributes to the advancement of health, health care and nursing science; (b) disseminate advances in scientific knowledge; (c) use collaborative, interdisciplinary and innovative approaches to knowledge generation; (d) assume leadership roles in health care and education as researchers, educators and advanced clinicians, and; (e) serve as stewards of the body of knowledge for the discipline of nursing. To date there are 38 KSU graduates from the PhD in Nursing program. Graduates are employed as faculty members in universities across the nation and in other countries, research scientists in major medical centers, and leaders in state, regional, and national nursing organizations. Currently, there are 25 KSU students enrolled in the PhD in Nursing program. Of these, six are still in coursework; the remainder are in dissertation.

Evaluation of the PhD in Nursing program is performed at the college and university levels. The expected student learning outcomes are reviewed by the CON Graduate Curriculum Committee on an ongoing basis and annually as stipulated in the CON Evaluation Plan. The Office of Accreditation, Assessment and Learning within the Office of the Provost coordinates the administration of a number of assessments, which gauge student learning and practices, assess faculty and staff experiences related to work and campus climate, and provide compliance with external reporting and accreditation processes. An Academic Program Review of the CON was conducted in spring 2016. A self-study was performed, along with an onsite evaluation. External reviewers were nursing professors and administrators from research-intensive universities across the United States. Overall, the review was very positive; strengths and opportunities for the PhD in Nursing program were offered.

### **Program Requirements**

Admissions to the KSU PhD in Nursing program are competitive. The deadline for application is March 15 each year; the CON strives to admit a cohort of 5 to 7 students yearly. Applicants to the PhD in Nursing program must have:

- (a) Active, unrestricted Ohio registered nurse license (international students need to show proof of legal ability to practice as a registered nursing in country of origin);
- (b) Bachelor's and master's degrees in nursing, or a Doctor of Nursing Practice degree, from an accredited program;
- (c) Minimum overall 3.000 graduate GPA on a 4.000 point scale;
- (d) Official transcript(s);
- (e) GRE scores less than five years old at the time of admission;
- (f) Resume or curriculum vitae;
- (g) Essay (two pages, single-spaced) addressing the following questions:
  - i. Why do you want to pursue a PhD in Nursing?

- ii. What are your professional goals?
- iii. How have you been involved in research, publications and professional presentations?
- iv. How have you been involved in professional organizations?
- v. What are your research interests?
- vi. How could research – and specifically your research – advance nursing science?
- (h) Sample of written work;
- (i) Three letters of reference;
- (j) Interview;
- (k) English proficiency for all international students:
  - i. Minimum 560 TOEFL PBT score
  - ii. Minimum 83 TOEFL IBT score
  - iii. Minimum 78 MELAB score
  - iv. Minimum 6.5 IELTS score
  - v. Minimum 55 PTE score.

Students in the PhD in Nursing program complete 42 credit hours of coursework and a minimum of 30 credit hours of dissertation. The curriculum builds upon masters in nursing degree preparation and aligns with the report from the American Association of College of Nursing Task Force (2010) on the research-focused doctorate in nursing, *The research-focused doctoral program in nursing. Pathways to excellence*. Table I lists the required courses and descriptions; coursework is related to nursing knowledge, research methods and statistics, relevant cognates, and the dissertation. Students must achieve a grade of B or better in each course. If a student receives a grade lower than a B, the course is repeated; the student cannot take other courses that require that course as a prerequisite until it is successfully retaken. If the student repeats the course and does not earn a minimum B grade, he/she is subject to dismissal from the program.

At the conclusion of coursework, students sit for candidacy examination. The examination evaluates the student's breadth and depth of knowledge related to all PhD coursework and synthesis of this knowledge through a focused area of research; it provides the basis for evaluation of the student's readiness for completing the dissertation. Students must successfully pass candidacy and a proposal defense before beginning dissertation work. The dissertation is an original investigation that demonstrates mature scholarship and critical judgment in the theoretical and methodological approaches to the advancement of nursing knowledge. It is the first step in the development of a program of research and scholarly activity. Graduation requirements are: (a) a minimum of B grade in all courses; (b) passage of the candidacy examination, and; (c) submission and successful defense of a dissertation.

### **Program Resources**

Kent State University is one of 76 public higher-research universities, as categorized by the Carnegie Foundation for the Advancement of Teaching, and ranks No. 176 on the first-tier list of Best National Universities by U.S. News & World Report. This ranking places Kent State among the top 100 public universities nationwide. With eight campuses, spanning Northeast Ohio, a College of Podiatric Medicine, a Regional Academic Center, and academic sites in major world capitals such as New York City, Geneva and Florence, Kent State is one of Ohio's leading public universities and a major educational, economic and cultural resource far beyond the Northeast Ohio region it has served since 1910. The student body comprises more than 39,000 students, including more than 2,000 international

**Table 1.** PhD in Nursing description of courses

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Description</b>
NURS70705	Foundations of Research Methods in Nursing	3	Examines diverse paradigms and research methods as the foundation for scholarly inquiry in nursing knowledge development. Students begin building a foundation for focused intellectual inquiry in a substantive area of nursing.
NURS70710	History and Philosophy of Nursing Science	3	Examines the nature, metaphysics, epistemology and the influence of contemporary Eastern and Western philosophies on the developing epistemology of nursing knowledge.
NURS70715	Theory Construction and Development in Nursing	3	Examines strategies for theory development, including logical-empirical-deductive and inductive approaches. Emphasis on elements and strategies used in theory building.
NURS70720	Introduction to Nursing Knowledge Domains	3	Introductory seminar analyzing selected theoretical and methodological approaches to knowledge development in nursing. Emphasis on critical analysis of knowledge in areas of special interest.
NURS70725	Quantitative Research Methods in Nursing	3	Focus is on the major types of quantitative designs in nursing science. Theoretical and procedural issues related to design, measurement and data management.
NURS70727	Advanced Health Care Statistics	3	Comprehension of bivariate, multivariate and inferential statistics designed for nurse researchers. Applications to research problems in nursing.
NURS70730	Qualitative Research Methods in Nursing	3	Selected qualitative research methods used to study nursing phenomena. Philosophical bases; design, data collection and analysis; evaluation of rigor; and ethical issues for major qualitative methods are analyzed.
NURS70735	Nursing and Health Care Policy	3	Critical examination of theories and processes of formulating health care policy. Focus on health issues, the political and legislative process and contemporary policy dilemmas.
NURS70737	Advanced Health Care Statistics II	3	Application of bivariate and multivariate descriptive and inferential statistics to research problems in nursing.
NURS70745 or NURS70747	Advanced Topics in Quantitative Research Methods or Advanced Application of Qualitative Methods	3	Focuses on integration and application of components of quantitative research design in nursing through application of multivariate design principles to existing data sets. Advanced topics in methods, statistics and measurement.  Theory, data collection and analysis used in qualitative nursing research with a focus on phenomenology, grounded theory and ethnography.
NURS70751	Nursing Science Seminar I	3	Seminar on critical analysis and synthesis of theoretical models and empirical research that form the foundation for the student's research. Funding sources are examined.
NURS70752	Nursing Science Seminar II	3	Seminar on advancement and development of scholarship through critical evaluation of scientific work.
	Cognates	6	Cognate areas support the student's research interest
NURS80199	Dissertation	30	Independent doctoral research for the dissertation under faculty supervision. Registration of at least two semesters is required, continuing until completion of 30 credit hours.

students from 104 countries and the worldwide alumni family exceeds 235,000. The addition of new learning environments from the sciences to the arts and the development of exciting new academic programs such as aerospace engineering, geographic information science and business analytics characterize Kent State's focus on transformational educational experiences.

The CON ranks in the 98th percentile in size in the U.S. and has been designated a Center of Excellence in Nursing Education for 2013-2021 by the National League for Nursing. The CON offers nursing degree programs at all levels, including the BSN, MSN, DNP, and Ph.D. in Nursing. Nursing faculty are scholars and researchers who are active, creative contributors to the advancement of nursing knowledge through research and dissemination of publications and presentations at local, regional and national conferences. The PhD in Nursing program is directed by Dr. Pat Vermeersch, who has decades of experience as a nurse researcher and educator. Faculty members who teach in the PhD in Nursing program are sufficient in number to accomplish expected student learning outcomes and academically prepared for the areas in which they teach. Table 2 lists faculty members who are actively involved in the PhD program (i.e., teach courses, chair dissertation committees and serve as members of dissertation committees), along with their areas of research and teaching expertise. During academic year 2017-2018, faculty submitted research proposals totaling \$2,923,823; there were 20 refereed manuscripts published or in press, seven book chapters and 29 presentations by faculty. Students were also active in disseminating their work; 13 refereed publications and 22 presentations were completed. Table 3 lists current faculty members who have taught specific courses in the PhD in Nursing program, and those who will teach courses that have been formerly taught by the University of Akron.

**Center for Nursing Research.** The CON Center for Nursing Research, established in 1991, is led and administered by the Associate Dean for Research with support from a grants coordinator, grants administrator, and biostatistician. It provides infrastructure support, leadership, and mentoring for faculty, as well as assistance for students pursuing nursing research and scholarly endeavors. The Center for Nursing Research helps faculty and students to: (a) facilitate and sustain research development and programs in the CON and provide a source for accessing methodological, statistical, and editorial assistance; (b) seek extramural funding to support research, and; (c) pursue interdisciplinary and/or intra-agency research efforts.

**Libraries.** Kent State University has a strong library system with sophisticated online services through KentLink and connection to other universities in Ohio through OhioLink. These mechanisms provide faculty and students access to hundreds of scholarly and general reference materials and databases, which allows access to over 12 million books, thousands of full text periodicals, including more than 1100 nursing journals and 3800 health-related journals. Institutional borrowing and lending among libraries allows for considerable resources to be accessed to support the DNP program and materials can be easily downloaded or obtained on loan within one to two days. Interlibrary software allows for full text online article delivery.

**Computational Resources.** KSU provides facilities and services dedicated to meeting its educational, research and administrative computing requirements. All faculty members have university supplied and maintained Dell Notebook and Apple Notebook computers with Microsoft Office and SPSS software and password-protected, wireless connectivity to KSU networks for printing and internet access. Fully staffed Information Technology support is available locally within the CON building, centrally in the university, and via 24-hour telephone helpdesk staffing.

The university's network is supported by dual 10 Gigabit Ethernet backbone networks by Time Warner and OARNet and WPA2 Enterprise password protected wireless to support the voice, video, and data

**Table 2.** PhD in Nursing faculty areas of research and teaching expertise

<b>Faculty Name and Rank</b>	<b>Area(s) of Research</b>	<b>Teaching Expertise</b>
Mary Anthony PhD RN Professor Associate Dean for Nursing Research	Dr. Anthony's research is on two complementary perspectives on health care delivery that share common features of high performing nursing organizations. Her work includes processes of nursing practice models, such as delegation, teams, and interruptions and their effects on outcomes. Dr. Anthony has studied the impact of relational capital, as a strategic resource, to improve nurse and patient outcomes particularly related to discharge readiness. Her current study examines the effects of shift rotations on nurses' physical activity, health biomarkers, and performance.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Statistics</li> <li>• Funding sources and mechanisms</li> </ul>
Barbara Broome PhD RN FAAN Professor Dean	Dr. Broome's research addresses health issues of aging adults, including hypertension, depression, and incontinence. She has developed and widely tested the Broome Pelvic Muscle Self-efficacy Scale (PMSES) and the Broome and Dolan High Blood Pressure Self-efficacy Scale. Dr. Broome has also secured funding to educate advanced practice psychiatric mental health nurses and doctor of nursing practice nurses who are culturally competent. These funded grants also focused on providing quality mental health care to military men, women, and their families.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Instrument development</li> <li>• Funding sources and mechanisms</li> </ul>
Yea-Jyh Chen PhD RN Assistant Professor	Dr. Chen's research explores strategies to enhance self-care capacity for patients and their family caregivers, including cancer symptom management for chronically ill patients staying at home, to improve well-being and other healthcare-associated outcomes. She examines effective interventions for family caregivers to improve integrative cancer care and outcomes for patients transitioning from healthcare facilities, allowing them to stay in their homes and communities. Her research has included the detection of risk factors for rehospitalization, effectiveness of healthcare interventions, and survival and prognostic outcome measures among patients with chronic lung disease. Currently, she has extended her research interests by examining teaching effectiveness in relation to improvement of online teaching and learning outcomes.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Randomized controlled trials</li> </ul>
Jo Dowell PhD CNP PNP FNP-BC Assistant Professor	Dr. Dowell's research focuses on two perspectives of children's health: delivery of healthcare services and health outcomes. She has studied parents' relationships with their children across all ages and has expertise identifying factors that maximize intervention fidelity. Dr. Dowell has experience with various research methodologies such as mixed methods, quantitative, and qualitative approaches. Her current work includes the study of asthma self-management from the child's perspective, including symptom management, shared decision-making, and communication with healthcare providers, and she is developing an instrument to measure this perspective.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> </ul>
Dana Hansen PhD RN ACHPN Assistant Professor	Dr. Hansen's research is focused on understanding the presence and nature of interaction and relationships for persons with life-limiting conditions and their family caregivers. Previous research has examined family relationships in patients with life-limiting illness based on levels	<ul style="list-style-type: none"> <li>• Qualitative methods</li> </ul>

	of comfort, relatedness states, and life-closure. Her current work incorporates social media to understand these dynamic family relationships. Use of social media provides connections, information, and support. Her goal is to uncover evidence to understand how participating in an illness blog affects the family caregiver and family interaction.	<ul style="list-style-type: none"> <li>• Theory development</li> </ul>
Timothy Meyers PhD RN Professor	Dr. Meyers' research interest is focused on social determinants of success in higher education, especially related to educational disparities associated with socioeconomic status. His interest in educational outcomes is triangulated with simulation and the social determinant framework. His initial goals include instrument development to assess the simulation experience and outcomes. Using psychometrically sound measures, Dr. Meyers' research will advance insights into social determinants that affect the cognitive, psychomotor, and affective domains of educational outcomes among different student populations.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Statistics</li> </ul>
Amy Petrinec PhD RN Assistant Professor	Dr. Petrinec's research is focused on understanding post-intensive care syndrome (PICS) in patients and family members who have experienced an intensive care stay. Previous research has examined family member post-traumatic stress symptoms and coping strategies when making decisions for chronically, critically ill patients. Her longitudinal work includes PICS and health-related quality of life for patients and family decision-makers in the ICU and long-term acute care setting. Her goal is to develop interventions aimed at decreasing the negative impact of critical illness on health and quality of life for patients and their families.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Statistics</li> </ul>
Denise Sheehan PhD RN Associate Professor	Dr. Sheehan's research focuses on the end of life, hospice, and coping skills of adolescents experiencing the life-limiting illness of a parent. In NIH-funded work, her team identified processes adolescents use to manage their lives while a parent is in hospice and after the parent's death. They also found a lack of support from health care professionals for adolescents' involvement in care provision. Within her research team, Dr. Sheehan has incorporated a layered mentoring program with nursing students across academic programs and clinicians to advance the science and practice of end-of-life care. Dr. Sheehan is currently working with an interdisciplinary team to understand what hospice patients know about their prognosis and how they think about their prognosis.	<ul style="list-style-type: none"> <li>• Qualitative methods</li> <li>• Theory development</li> </ul>
Yvonne Smith PhD APRN-CNS Assistant Professor	Dr. Smith's research focuses on curriculum and instruction in nursing education. Her previous mixed methods research explored nursing faculty perceptions of experiences, strategies, and intensity while teaching in the online environment. She is interested in evaluating how building relationships in nursing education and practice influences both learning and practice-related outcomes, and she has participated in self-studies of teaching practices as a qualitative research methodology. Nurse leadership is another emerging research area for Dr. Smith, and she is developing an instrument to study service by nurse leaders on governing boards.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Health policy</li> </ul>
Pam Stephenson PhD RN AOCNS Assistant Professor	Dr. Stephenson's research is on spirituality and spiritual uncertainty at the end of life. She is working to develop, refine, and test the theoretical and empirical basis for a newly identified construct of spiritual uncertainty as it relates to persons who are dying. She is currently developing two instruments for spiritual uncertainty. The State of Spirituality scale (SOS) is a	<ul style="list-style-type: none"> <li>• History and philosophy of nursing</li> </ul>

	bedside assessment tool for providers working with patients with life-limiting disease and their families, and the Spirituality Uncertainty-Providers (SU-P) is a survey to assess spiritual uncertainty for providers of end-of-life care. Her goal is to provide health professionals with needed language and tools that will ease spiritual conversations with patients nearing the end of life and their families while also building a better understanding of how uncertainties, worries, questions, and doubts about spirituality influence spiritual dialogue and decision-making.	<ul style="list-style-type: none"> <li>• Qualitative methods</li> </ul>
Wendy Umberger PhD PMHCNS-BC Professor Associate Dean for Graduate Programs	Dr. Umberger's research focuses on psychological factors related to chronic pain and using integrative therapies to decrease pain and improve function. Over the past 20 years, she has studied the effect of guided imagery on pain and function in persons with chronic pain and undergoing knee arthroplasty. She is also interested in how parental chronic pain influences the family system and developed several mid-range theories related to this phenomenon.	<ul style="list-style-type: none"> <li>• Quantitative and qualitative methods</li> <li>• Randomized controlled trials</li> <li>• Funding sources and mechanisms</li> </ul>
Patricia Vermeersch PhD APRN Professor Director of the PhD in Nursing Program	Dr. Vermeersch's research focuses on the use of technology in the management of older adults. She is particularly interested in finding creative and effective telemedicine solutions to address the complex health needs of the growing aging population. Recent projects include the use of a telepresence robot for both teaching and clinical practice and exploration of remote sensing devices for monitoring older adults at risk for a variety of geriatric syndromes.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Big data</li> <li>• Secondary analyses</li> </ul>
Ya-Fen Wang PhD RN Assistant Professor	Dr. Wang's research examines eating styles among children and their families and how they relate to overweight and obese children in order to make appropriate inferences to address health disparities. She is particularly interested in understanding how resourcefulness, which includes self-control skills, is related to stress, depressive symptoms, overeating styles, and activity in underserved populations. Her interest in this area includes parents since they have the greatest influence on a child's life. Therefore, she is examining the impact of parents' resourcefulness on framing their children's coping skills, eating behaviors, and resourcefulness.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Instrument development</li> </ul>
Andrea Warner Stidham PhD RN Assistant Professor	Dr. Stidham's research interests include children, adolescents, and adults with posttraumatic growth, psychiatric and/or mental health issues and qualitative research. Her research examines posttraumatic growth in people who have experienced traumatic life events, including sexual violence, spousal deployment, and HIV. Dr. Stidham's research experience and expertise include participating in mixed methods studies and analyzing qualitative data using multiple approaches.	<ul style="list-style-type: none"> <li>• Quantitative and qualitative methods</li> <li>• Theory development</li> </ul>
Kim Williams DNS ANP-BC PMHNP-BC APHN-BC Associate Professor	Dr. Williams' research stems from her professional experiences as a nurse practitioner and educator and examines non-suicidal self-injury (NSSI) assessment in adolescents and across cultures. She is in the process of developing an assessment screening for risky behaviors and mental health disorders in children/adolescents and is currently a primary investigator for continued data analysis of research data investigating non-suicidal self-injury experiences in the Korean young adult population.	<ul style="list-style-type: none"> <li>• Quantitative methods</li> <li>• Instrument development</li> </ul>

**Table 3.** Nursing courses in PhD in Nursing program and course faculty

Course	Course Faculty
NURS70705 Foundations of Research Methods in Nursing**	Dr. Ya-Fen Wang
NURS70710 History and Philosophy of Nursing Science	Dr. Pam Stephenson
NURS70715 Theory Construction and Development in Nursing	Dr. Dana Hansen
NURS70720 Introduction to Nursing Knowledge Domains**	Dr. Jo Dowell
NURS70725 Quantitative Research Methods in Nursing	Dr. Wendy Umberger
NURS70727 Advanced Health Care Statistics	Dr. Timothy Meyers
NURS70730 Qualitative Research Methods in Nursing	Dr. Denice Sheehan
NURS70735 Nursing and Health Care Policy**	Dr. Yvonne Smith
NURS70737 Advanced Health Care Statistics II	Dr. Tim Meyers
NURS70745 Advanced Topics in Quantitative Research Methods	Dr. Mary Anthony
NURS70747 Advanced Application of Qualitative Methods	Dr. Denice Sheehan
NURS70751 Nursing Science Seminar I**	Dr. Patricia Vermeersch
NURS70752 Nursing Science Seminar II**	Dr. Kim Williams

\*\*Courses formerly taught by University of Akron.

needs of KSU. All Windows-based university computers are networked via Microsoft Active Directory. The CON is served by a dedicated, firewall protected, password-protected server for network file shares and websites. A Cisco Systems virtual private network permits remote access to KSU members and guest access may be provided to individuals with security clearance. Microsoft virus protection software is installed on all KSU computers and is auto-updated daily. All university computers are expected to have their hard drives encrypted with McAfee Disk Encryption for Windows and Apple FileVault2 for Apple computers to preserve data security.

The university maintains site licenses for AMOS, SPSS, SAS, JMP, NVivo, Wolfram Mathematica, and the survey product, Qualtrics. The Statistical and Qualitative Software Consulting Service provides services to KSU faculty, staff, and administrators and both undergraduate and graduate students taking statistical and qualitative courses or completing research projects. These services include: (a) Online documentation and tutorials; (b) Help in selecting the appropriate statistical packages; (c) Development of on-demand seminars tailored for specific class requirements to assist instructors in providing necessary skills for students; (d) On-demand workshops for SPSS, NVivo, and SAS, JMP, Qualtrics, and; (e) Consulting support for KSU licensed statistical and qualitative software packages.

**Academic Partners.** KSU College of Public Health, departments of information architecture and knowledge management, psychology and sociology provide excellent collaborative resources. The College of Public Health seeks to improve health services by establishing or facilitating common research agendas, intervention development at different levels and types of populations, and provision of consultation and educational resources for the latest in public health technologies. The CON also has collaborative relationships in place with Northeastern Ohio Medical University and CON faculty members and students have access to their extensive health library and joint research opportunities.

**Clinical Facilities.** Clinical facilities to support faculty and student research endeavors are excellent. Because KSU is located in northeast Ohio, it has ready access to health care facilities in Akron, Cleveland, Youngstown, Canton, and other nearby communities, giving unparalleled support to students. Five major health care systems (Summa Health System, Children's Hospital and Medical Center of Akron, Metro-Health Medical System of Cleveland, University Hospitals of Cleveland, and Cleveland Clinic Foundation,) with approximately 20 hospitals and other subunits are strategically located,

providing a strong base for advanced nursing practice and health care. In addition, the CON currently has affiliation agreements with 197 clinical agencies; these agencies provide a rich and diverse scope of clinical settings and patient populations for PhD students.

**Student Services.** Student services for PhD students are offered through the CON and KSU Graduate Studies. In addition to faculty advisors, the CON Office of Student Services has a full-time graduate advisor, Dr. Jay Hays, and support staff. Staff members in the Office of Students Services routinely collect data related to admission, retention, progression and graduation rates, student demographic characteristics, alumni employment and achievements, and a comprehensive end-of-program evaluation. These data are shared and vetted with the Dean, Associate Dean for Graduate Programs, Director of the PhD in Nursing program, and faculty members serving on the Graduate Curriculum Committee. KSU Graduate Studies also provides much support to students, such as graduate student orientation, assistantships, awards and fellowships, assistance with graduate student travel and research funding through the Graduate Student Senate, professional developmental workshops, and the very successful “Dissertation Boot Camp.”

### Reference

American Association of Colleges of Nursing. (2010). *The research-focused doctoral program in nursing. Pathways to excellence*. Washington, DC: Author.



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, 28 January 2019  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Tuesday, 22 January 2019

In the event that any of the action items require corrections or create consequences not addressed in the proposals, 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 to an action item or discussion item, please notify the Office of Curriculum Services by Friday, 25 January 2019, to ensure that the materials are given to members before or at the meeting.

[Graduate EPC Action and Information Items \(page 1\)](#)  
[Graduate EPC Lesser Action Items \(page 5\)](#)  
[Undergraduate EPC Action and Information Items \(page 3\)](#)  
[Undergraduate EPC Lesser Action Items \(page 14\)](#)  
[Undergraduate University Requirements Course Revisions \(page 25\)](#)  
[Course Revisions \(page 26\)](#)  
[Courses on Hold and Inactivated \(page 47\)](#)

## JOINT EDUCATIONAL POLICIES COUNCIL

### ACTION ITEM

1. Minutes of meeting on 19 November 2018  
[Attachment 1](#)

### DISCUSSION ITEM

**EPC Task Force** *(presented by Professor Edward Dauterich)*

1. Revision of the structure of the Educational Policies Council.  
[Attachment 2](#)

## GRADUATE EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

**College of Architecture and Environmental Design** *(presented by Associate Dean William Willoughby)*

1. Revision of name for the Health Care Design [HCDE] major within the Master of Health Care Design [MHCD] degree. Major name changes to Healthcare Design [HCD], and degree name changes to Master of Healthcare Design [MHD]. In addition, (lesser action items) revisions include requiring a résumé/CV for admission; and adding HCD 60000, HCD 60092, HCD 60093, HCD 60193, HCD 63004 and HCD 63005 as required; and adding elective courses. Minimum total credit hours to program completion increase, from 32 to 35.  
Effective Fall 2019 | [Attachment 3](#)

**GRADUATE EPC *continued*****ACTION ITEMS *continued*****College of Education, Health and Human Services** (*presented by Associate Dean Stephen A. Mitchell*)***School of Foundations, Leadership and Administration***

2. Establishment of an Interprofessional Leadership [INLD] major and establishment of a Doctor of Education [EDD] degree. The cohort-based program will be offered online-only in an accelerated delivery (five years with summers). Eleven courses are established for the program. Minimum total credit hours for program completion are 60.  
Effective Fall 2019 pending final approvals | [Attachment 4](#)

**INFORMATION ITEMS****College of Arts and Sciences*****Department of Computer Science / Department of Mathematical Sciences***

1. Program development plan to establish a Data Science major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.  
[Attachment 5](#)

**College of Communication and Information*****School of Information***

2. Revision of instructional delivery for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. The program will be offered online only. In addition, (lesser action item) the School Library Media [SLM] optional concentration is inactivated and course requirements are revised to include removing LIS 60624 and LIS 60607 as options; and replacing major electives with any HI, KM, LIS and UXD courses. Minimum total credit hours to program completion are unchanged at 37.  
Effective Fall 2019 | [Attachment 6](#)

**College of Education, Health and Human Services*****School of Foundations, Leadership and Administration***

3. Revision of instructional delivery for the Educational Leadership K-12 [EDLE] major within the Master of Education [MED] and Doctor of Philosophy [PHD] degrees. The programs will be offered hybrid online/on-ground at Kent State's Independence location. Admission, course and graduation requirements are unchanged.  
Effective Fall 2019 | [Attachment 7](#)

**College of Public Health**

4. Temporary suspension of admissions for the Environmental Health Sciences [EHS] concentration in the Public Health [PH] major within the Master of Public Health [MPH] degree. In addition, (lesser action item) course requirements are revised for several concentrations that includes decreasing practicum credit hours, from 6 to 3-6, and permitting student to complete 6 or 9 credit hours of advisor-approved electives. Minimum total credit hours to program completion are unchanged at 46.  
Effective Fall 2019 | [Attachment 8](#)

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

#### **EPC Ad Hoc Committee for Academic Policies** *(presented by Senior Associate Provost Melody Tankersley)*

1. Revision of the Course Repeat policy to allow all repeated undergraduate courses to be eligible for GPA recalculation for graduation. Currently, only lower-division courses are eligible. Students may repeat an undergraduate course only two times (maximum three attempts of the same course).  
Effective Fall 2019 | [Attachment 9](#)

#### **University Requirements Curriculum Committee** *(presented by Dean Alison J. Smith)*

2. Inclusion of three new courses in the Kent Core mathematics and critical reasoning category: MATH 10040 Introductory Statistics Plus (5); MATH 10050 Quantitative Reasoning Plus (5); and MATH 10675 Algebra for Calculus Boost (5). In addition, MATH 12001 is removed from the Kent Core mathematics and critical reasoning category (course is being inactivated).  
Effective Fall 2019 | Attachment 10: [MATH 10040](#), [MATH 10050](#), [MATH 10675](#)

#### **College of Arts and Sciences** *(presented by Dean James L. Blank)*

##### ***Department of Modern and Classical Language Studies***

3. Revision of name and course requirements for the French Literature, Culture and Translation [FLCT] major within the Bachelor of Arts [BA] degree. Name is reverted to French [FR].  
Course revision (lesser action item) includes adding an elective list of FR 33335, FR 33336 and FR 33337; removing an elective list; and requiring 9 credit hours of upper-division FR course.  
Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019 | [Attachment 11](#)

#### **Honors College** *(presented by Dean Alison J. Smith)*

4. Establishment of Design Innovation [DI] courses to support the new Design Innovation Initiative.  
Effective Fall 2019 | [Attachment 12](#)

#### **Regional College** *(presented by Dean Nathan P. Ritchey)*

5. Establishment of an Agribusiness [AGRI] minor to be offered at the Tuscarawas campus.  
Minimum total credit hours to program completion are 23.  
Effective Fall 2019 | [Attachment 13](#)
6. Establishment of an Enology [C154] post-secondary certificate, to be offered at the Ashtabula Campus. Minimum total credit hours to program completion are 23.  
Effective Fall 2019 | [Attachment 14](#)
7. Establishment of a Viticulture [C155] post-secondary certificate, to be offered at the Ashtabula Campus. Minimum total credit hours to program completion are 19.  
Effective Fall 2019 | [Attachment 15](#)

#### **University College** *(presented by Dean Eboni J. Pringle)*

8. Revision of the University Readiness Standards policy. Revisions include updating test scores to comply with state mandates, eliminate the writing challenge for English placement, and revising foreign language policy to include more options for waiving foreign language placement.  
Effective Fall 2019 | [Attachment 16](#)

**UNDERGRADUATE EPC *continued*****INFORMATION ITEMS****College of Aeronautics and Engineering**

1. Initial inquiry to establish an Unmanned Aircraft Systems–Design and Integration major within the Bachelor of Science degree. A full proposal will come to the EPC for a vote at a later date.  
[Attachment 17](#)
2. Initial inquiry to establish an Unmanned Aircraft Systems–Operations major within the Bachelor of Science degree. A full proposal will come to the EPC for a vote at a later date.  
[Attachment 18](#)

**College of Education, Health and Human Services*****School of Health Sciences***

3. Initial inquiry to establish a Sports Medicine major within the Bachelor of Science degree. The major will replace the Athletic Training major, which will be inactivated in the future. A full proposal will come to the EPC for a vote at a later date.  
[Attachment 19](#)

**Regional College**

4. Revision of instructional delivery for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. The program will be offered hybrid online/on-ground at the Ashtabula and East Liverpool campuses. In addition, (lesser action item) progression requirements are revised to reduce and rename volunteer minimum hours, from 40 volunteer hours to 16 observation hours; and to clarify that the minimum GPA required to be admitted to technical study is a 2.700 overall GPA. Minimum total credit hours to program completion are unchanged at 65.  
Effective Fall 2019 | [Attachment 20](#)
5. Revision of instructional delivery for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree. The concentrations Computed Tomography–AAS Radiologic Technology [CTRT] and Magnetic Resonance Imaging–AAS Radiologic Technology [MRRT] will be offered online-only through the Ashtabula Campus and online at the Salem Campus. The Ashtabula Campus will be the admitting campus for first-time Kent State applicants who are declaring the online program. The full program will continue to be offered on-ground at the Salem Campus. In addition, (lesser action times) revision to course requirements includes adding AHS 24010 as option with HED 14020. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019 | [Attachment 21](#)

## LESSER ACTION ITEMS

### GRADUATE EDUCATIONAL POLICIES COUNCIL

#### **College of Architecture and Environmental Design**

1. Revision of name, admission and course requirements for the Health Care Facilities [C632] graduate certificate. Name changes to Health Systems and Facilities Design [C645]. Revision includes removing goal statement, portfolio and three letters of recommendation for admission; and adding HCD 63004 and HCD 63005 as required, decreasing course credit hours and elective credit hours. Minimum total credit hours to program completion decrease, from 20 to 12.  
Effective Fall 2019

#### **College of Arts and Sciences**

2. Revision of course requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing all required courses with four new courses, CPHY 72242, CPHY 73000, CPHY 73015 and CPHY 73020. Minimum total credit hours to program completion are unchanged at 60 (post-master's) and 90 (post-baccalaureate).  
Effective Fall 2019

#### ***Department of Chemistry and Biochemistry***

3. Revision of admission and course requirements for the Chemistry [CHEM] major within the Master of Arts [MA] degree. Revision includes removing the GRE for admission and adding CHEM 60099 and 24 credit hours of CHEM electives. Minimum total credit hours to program completion decrease from, 32 to 30.  
Effective Fall 2019 (effective spring 2020 for admission revision)
4. Revision of admission and course requirements for the Chemistry [CHEM] major within the Master of Science [MS] degree. Revision includes replacing quantitative GRE score with general GRE score; adding CHEM 62291 as an elective; and decreasing CHEM electives from 21 to 19. Minimum total credit hours to program completion decrease, from 32 to 30.  
Effective Fall 2019 (effective spring 2020 for admission revision)
5. Revision of admission requirements for the Chemistry [CHEM] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing quantitative GRE score with general GRE score.  
Effective Spring 2020

#### ***Department of English***

6. Revision of admission and course requirements for the Teaching English as a Second Language [TESL] major within the Master of Arts [MA] degree. Revision includes removing the GRE for admission; moving ENG 68492 from required for all to required for those not declaring the optional concentration; and adding ENG 68592 as required for the TESL Education [TESE] concentration. Minimum total credit hours to program completion are unchanged at 36-48 (depending on concentration).  
Effective Fall 2019 (effective spring 2020 for admission revision)
7. Establishment of a Teaching English as Second Language Endorsement Preparation [TEEP] major within the graduate licensure [NDGL] non-degree. Minimum total credit hours to program completion are 21.  
Effective Fall 2019

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Arts and Sciences *continued******Department of Geography***

8. Revision of admission requirements for the Cyber Geographic Information Science [C638] post-baccalaureate certificate. Revision includes requiring two letters of recommendation, rather than three. Effective Spring 2020
9. Revision of admission requirements for the Environmental Geographic Information Science [C639] post-baccalaureate certificate. Revision includes requiring two letters of recommendation, rather than three. Effective Spring 2020
10. Revision of course requirements for the Geographic Information Science [GIS] major within the Master of Geographic Information Science [MGISC] degree. Revision includes removing GEOG 59070 and GEOG 59080 as required; adding new courses GEOG 59071 and GEOG 59081 as required; and adding more elective options. Minimum total credit hours to program completion decrease, from 32 to 30. Effective Fall 2019
11. Revision of course requirements for the Geographic Information Science [C611] post-baccalaureate certificate. Revision includes removing GEOG 59070 and GEOG 59080 as required; adding new courses GEOG 59071 and GEOG 59081 as required; and adding more elective options. Minimum total credit hours to program completion increase, from 14 to 15. Effective Fall 2019

***Department of Geology***

12. Revision of admission requirements for the Applied Geology [APGL] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. Revision includes removing the GRE. Effective Spring 2020

***Department of Philosophy***

13. Revision of admission and course requirements for the Philosophy [PHIL] major within the Master of Arts [MA] degree. Revision includes removing the GRE and adding a writing sample; removing PHIL 69198 as required; replacing PHIL 69997 with PHIL 69101; and increasing elective credit hours. Minimum total credit hours to program completion increase, from 33 to 36. Effective Fall 2019 (effective spring 2020 for admission revision)

***Department of Political Science***

14. Revision of admission requirements for the Nonprofit Management [C643] post-baccalaureate certificate. Revision includes removing the GRE. Effective Spring 2020
15. Revision of graduation requirements for the Political Science [POL] major within the Doctor of Philosophy [PHD] degree. Revision includes requiring one field paper in the first concentration instead of two field examinations in two concentrations. Minimum total credit hours to program completion are unchanged at 67 (post-master's) and 90 (post-baccalaureate). Effective Fall 2019
16. Revision of admission requirements for the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. Revision includes removing the GRE. Effective Spring 2020

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Business Administration**

17. Revision of admission requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Revision includes requiring the GMAT for the Accounting [ACCT] concentration; in all other concentrations, students are required to take either the GRE or the GMAT for admission. Course and graduation requirements are unchanged.  
Effective Spring 2020

***Department of Accounting***

18. Inactivation of optional concentrations and revision of program requirements for the Accounting [ACCT] major within the Master of Science in Accounting [MSA] degree. Inactivated concentrations are Assurance Services [ASRV] and Taxation [TAXN]. Revision includes adding ACCT 53012 and ACCT 53020; and removing ACCT 53014, ACCT 53020, ACCT 53034, ECON 62021, FIN 66061 and MIS 64005. Minimum total credit hours to program completion decrease, from 31 to 30.  
Effective Fall 2019

***Department of Economics***

19. Revision of admission and course requirements for the Economics [ECON] major within the Master of Arts in Economics [MAE] degree. Revision includes waiving the GMAT/GRE for applicants who graduated with the Kent State undergraduate Economics major or minor or Data Analytics minor within the past five years; and updating courses in the Financial Economics [FECN] concentration to provide students a focus in derivatives and financial risk management. Minimum total credit hours to program completion are unchanged at 30.  
Effective Fall 2019 (effective spring 2020 for admission revision)

***Department of Management and Information Systems***

20. Revision of course requirements for the dual degree program [DMBN] of the Master of Business Administration [MBA] and Master of Science in Nursing [MSN] degrees. Revision includes moving FIN 66050 from required to option with NURS 60020; and moving MIS 64158 from required to option with NURS 60014. Minimum total credit hours to program completion are unchanged at 64.  
Effective Fall 2019
21. Establishment of new concentration, reopen of admission for a concentration and revision of course requirements for the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. New concentration is Business Analytics [BA]. Admission to the previously suspended Human Resource Management [HRM] concentration is open. Course revision includes removing MIS 64108, MIS 64160 and MIS 64270 as required; and adding MIS 64091, MIS 64183, MIS 64186 and MIS 64445 as electives. Minimum total credit hours to program completion are unchanged at 37.  
Effective Fall 2019
22. Revision of course requirements for the Business Analytics [BA] major within the Master of Science [MS] degree. Revision includes adding MIS 64060 and MIS 64061 as required; and moving CS 63015 and CS 63016 from required to electives. Minimum total credit hours to program completion are unchanged at 30.  
Effective Fall 2019

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Communication and Information*****School of Information***

23. Revision of admission requirements for the Health Informatics [HI] major within the Master of Science [MS] degree. Revision includes removing the GRE.  
Effective Spring 2020
24. Revision of course requirements for the dual degree [DDSL] program with the M.L.I.S. degree in School Library Media K-12 [SMLK] and the M.Ed. degree in Educational Technology [EDTN]. Revision includes replacing LIS 60010 with LIS 60020; and replacing ETEC 67411 and ETEC 67445 with ETEC 57427 and ETEC 67434. Minimum total credit hours to program completion are unchanged at 57.  
Effective Fall 2019

***School of Journalism and Mass Communication***

25. Revision of admission and course requirements for the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. Revision includes removing the GRE; requiring two letters of recommendation, rather than three; and adding LIS courses as electives. Minimum total credit hours to program completion are unchanged at 33.  
Effective Fall 2019 (effective spring 2020 for admission revision)

**College of Education, Health and Human Services*****School of Foundations, Leadership and Administration***

26. Revision of course requirements for the Institutional Research and Assessment [C636] post-baccalaureate certificate. Revision includes moving EVAL 65511 and HIED 66651 from required to electives. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
27. Revision of course requirements for the Qualitative Research [C641] post-baccalaureate certificate. Revision includes adding EVAL 85550 as an elective. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
28. Establishment of the following major within the graduate licensure [NDGL] non-degree:
  - Principal Grades 4-9 Licensure Preparation [PR49] (33 credit hours)
  - Principal Grades 5-12 Licensure Preparation [PR12] (33 credit hours)
  - Principal Grades PK-6 Licensure Preparation [PRK6] (33 credit hours)Effective Fall 2019

***School of Health Sciences***

29. Revision of course requirements for the Audiology [AUD] major within the Doctor of Audiology [AUD] degree. Revision includes removing SPA 70711 and adding SPA 70753, SPA 70754 and SPA 70755. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
30. Establishment of a School Health Education (P-12) Additional Licensure Preparation [SHE2] major within the graduate licensure [NDGL] non-degree. Minimum total credit hours to program completion are 22.  
Effective Fall 2019

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Health Sciences continued***

31. Revision of course requirements for the Speech Language Pathology [SLP] major within the Master of Arts [MA] degree. Revision includes decreasing credit hours for SPA 64356, from 4 to 3; and increasing credit hours for SPA 64354, from 1 to 2. Minimum total credit hours to program completion are unchanged at 43.  
Effective Fall 2019

***School of Lifespan Development and Educational Sciences***

32. Revision of admission and graduation requirements for the Clinical Mental Health Counseling [CMHC] major within the Master of Education [MED] degree. Revision includes adding a supplemental interview form for admissions; and removing the comprehensive examination for graduation. Total credit hours to program completion are unchanged at 60.  
Effective Fall 2019 (effective spring 2020 for admission revision)
33. Revision of admission requirements for the Counseling [COUN] major within the Educational Specialist [EDS] degree. Revision includes adding a supplemental interview form.  
Effective Spring 2020
34. Revision of program learning outcomes for the Counselor Education and Supervision [CES] major within the Doctor of Philosophy [PHD] degree to comply with current accreditation standards. Admission, course and graduation requirements are unchanged.  
Effective Fall 2019
35. Revision of admission and advising note for the Nursing Home Administration [C637] post-baccalaureate certificate. Revision includes adding a Questions in Anticipation of Licensure form as required for admission and revising the licensure note.  
Effective Fall 2019 (effective spring 2020 for admission revision)
36. Revision of admission and graduation requirements for the School Counseling [SCON] major within the Master of Education [MED] degree. Revision includes adding a supplemental interview form for admission; and removing the pre-practicum examination and comprehensive examination for graduation. Total credit hours to program completion are unchanged at 48.  
Effective Fall 2019 (effective spring 2020 for admission revision)
37. Revision of course requirements for the School Psychology [SPSY] major within the Master of Education [MED] degree. Revision includes removing SPSY 67912; moving EVAL 65510, EPSY 65520 and EPSY 65523 from required to electives; and increasing credit hours for SPSY 67692, from 3 to 6. Minimum total credit hours to program completion decrease, from 33 to 30.  
Effective Fall 2019
38. Revision of admission and course requirements for the School Psychology [SPSY] major within the Educational Specialist [EDS] degree. Admission revisions include allowing post-baccalaureate students to be admitted; adding a 3.000 undergraduate GPA; and decreasing graduate GPA, from 4.000 to 3.250. Course revisions are numerous.  
Effective Fall 2019 (effective spring 2020 for admission revision)

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Lifespan Development and Educational Sciences continued***

39. Revision of name for the Transition-to-Work Endorsement Preparation [TRWE] major within the graduate [NDGD] non-degree. Name changes to Special Education Transition-to-Work Endorsement Preparation [SPTW] major within the graduate licensure [NDGL] non-degree. Effective Fall 2019
40. Establishment of the following majors major within the graduate licensure [NDGL] non-degree:
- Gifted Education Endorsement Preparation [GFEP] (18 credit hours)
  - Special Education Deaf Education Additional Licensure Preparation [SDE2] (47 credit hours)
  - Special Education Deaf Education Initial Licensure Preparation [SDE1] (61 credit hours)
  - Special Education Early Childhood (PK-5) Additional Licensure Preparation [ECI2] (41 credit hours)
  - Special Education Early Childhood (PK-5) Initial Licensure Preparation [ECI1] (63 credit hours)
  - Special Education Mild/Moderate Needs Additional Licensure Preparation [SMM2] (37 credit hours)
  - Special Education Mild/Moderate Needs Initial Licensure Preparation [SMM1] (62 credit hours)
  - Special Education Moderate/Intensive Needs Additional Licensure Preparation [SMI2] (40 credit hours)
  - Special Education Moderate/Intensive Needs Initial Licensure Preparation [SMI1] (62 credit hours)
  - Special Education Pre-K Special Needs Endorsement Preparation [SEPK] (24 credit hours)
- Effective Fall 2019
41. Inactivation of the following majors within the graduate [NDGD] non-degree:
- Deaf Education Licensure Preparation [DEFL]
  - Early Childhood Intervention Specialist Licensure Preparation [ECIL]
  - Mild/Moderate Educational Needs Licensure Preparation [MMEL]
  - Moderate/Intensive Educational Needs Licensure Preparation [MIEL]
- Effective Fall 2019

***School of Teaching, Learning and Curriculum Studies***

42. Revision of course requirements for the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. Revision includes removing CI 67007 as required; moving CI 67002 from the concentrations to the major; and decreasing concentration elective credit hours, from 15 to 12. Minimum total credit hours to program completion decrease/increase, from 32-42 to 30-43 (depending on concentration). Effective Fall 2019
43. Establishment of a concentration and revision of admission requirements for the Curriculum and Instruction [CI] major within the Doctor of Philosophy [PHD] degree. New concentration is Early Childhood Education [ECDE]. Revision includes removing sample of written work for admission. Minimum total credit hours to program completion are unchanged at 72. Effective Fall 2019 (effective spring 2020 for admission revision)

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Teaching, Learning and Curriculum Studies continued***

44. Revision of course requirements for the dual degree [DDSL] program with the M.Ed. degree in Educational Technology [EDTN] and the M.L.I.S. degree in School Library Media K-12 [SMLK]. Revision includes replacing LIS 60010 with LIS 60020; and replacing ETEC 67411 and ETEC 67445 with ETEC 57427 and ETEC 67434. Minimum total credit hours to program completion are unchanged at 57.  
Effective Fall 2019
45. Revision of course requirements for the Educational Technology [EDTN] major within the Master of Education [MED] degree. Revision includes adding ETEC 57427; removing EPSY 65524; and limiting credit hours of 50000-level courses that can be applied for graduation. Minimum total credit hours to program completion are unchanged at 30.  
Effective Fall 2019
46. Revision of name, admission and course requirements for the Middle Childhood Education–Language Arts and Reading Grades 4-9 [MCLR] major within the graduate [NDGD] non-degree. Name changes to Middle Childhood Education–Language Arts and Reading (4-9) Additional Licensure Preparation [MLR2] major within the graduate licensure [NDGL] non-degree. Revision includes adding an interview and replacing evidence of current Ohio teaching license with a valid four-year resident educator or five-year professional Ohio teaching license for admission; and replacing ETEC 57430 with ETEC 57400. Minimum total credit hours to program completion decrease, from 27 to 25.  
Effective Fall 2019 (effective spring 2020 for admission revision)
47. Revision of name, admission and course requirements for the Middle Childhood Education–Mathematics Grades 4-9 [MCMT] major within the graduate [NDGD] non-degree. Name changes to Middle Childhood Education–Mathematics (4-9) Additional Licensure Preparation [MMT2] major within the graduate licensure [NDGL] non-degree. Revision includes adding an interview and replacing evidence of current Ohio teaching license with a valid four-year resident educator or five-year professional Ohio teaching license for admission; and replacing ETEC 57430 with ETEC 57400. Minimum total credit hours to program completion decrease, from 30 to 28.  
Effective Fall 2019 (effective spring 2020 for admission revision)
48. Revision of name, admission and program requirements for the Middle Childhood Education–Science Grades 4-9 [MCSC] major within the graduate [NDGD] non-degree. Name changes to Middle Childhood Education–Science (4-9) Additional Licensure Preparation [MSC2] major within the graduate licensure [NDGL] non-degree. Revision includes adding an interview and replacing evidence of current Ohio teaching license with a valid four-year resident educator or five-year professional Ohio teaching license for admission; and replacing ETEC 57430 with ETEC 57400. Minimum total credit hours to program completion decrease, from 30 to 28.  
Effective Fall 2019 (effective spring 2020 for admission revision)

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Teaching, Learning and Curriculum Studies continued***

49. Revision of name, admission and program requirements for the Middle Childhood Education–Social Studies Grades 4-9 [MCSS] major within the graduate [NDGD] non-degree. Name changes to Middle Childhood Education–Social Studies (4-9) Additional Licensure Preparation [MSS2] major within the graduate licensure [NDGL] non-degree. Revision includes adding an interview and replacing evidence of current Ohio teaching license with a valid four-year resident educator or five-year professional Ohio teaching license for admission; and replacing ITEC 57430 with ETEC 57400. Minimum total credit hours to program completion decrease, from 30 to 28.  
Effective Fall 2019 (effective spring 2020 for admission revision)
50. Inactivation of concentration and revision of course requirements for the Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree. Inactivated concentration is Chemistry [CHEM]. Revision includes adding CI 67330 to the Art [ART9] concentration. Minimum total credit hours to program completion increase, from 40 to 40-43 (depending on concentration).  
Effective Fall 2019
51. Establishment of the following majors within the graduate licensure [NDGL] non-degree:
- Adapted Physical Education Endorsement Preparation [APEP] (6 credit hours)
  - Career-Based Intervention Endorsement Preparation [CBI] (11 credit hours)
  - Early Childhood Education (PK-3) Additional Licensure Preparation [ECE2] (39-43 credit hours)
  - Early Childhood Education Pre-Kindergarten (3-5 years) Endorsement Preparation [PREK] (15 credit hours)
  - Early Childhood Generalist (Grades 4-5) Endorsement Preparation [ECEG] (14 credit hours)
  - Middle Childhood Education (4-9) Language Arts/Reading and Mathematics Initial Licensure Preparation [MLRM] (51 credit hours)
  - Middle Childhood Education (4-9) Language Arts/Reading and Science Initial Licensure Preparation [MLRS] (51 credit hours)
  - Middle Childhood Education (4-9) Mathematics and Science Initial Licensure Preparation [MMSC] (51 credit hours)
  - Middle Childhood Education (4-9) Mathematics and Social Studies Initial Licensure Preparation [MMST] (51 credit hours)
  - Middle Childhood Education (4-9) Social Studies and Language Arts/Reading Initial Licensure Preparation [MSSR] (51 credit hours)
  - Middle Childhood Education (4-9) Social Studies and Science Initial Licensure Preparation [MSSC] (54 credit hours)
  - Middle Childhood Generalist Science (4-6) Endorsement Preparation [MCGS] (15 credit hours)
  - Middle Childhood Generalist Social Studies (4-6) Endorsement Preparation [MGSS] (7 credit hours)
- Effective Fall 2019

**GRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Nursing**

52. Revision of course requirements for the Nurse Educator [NUED] post-master's certificate. Revision includes removing NURS 60604 and adding NURS 60607 and NURS 67092. Minimum total credit hours to program completion increase, from 13 to 14. Effective Fall 2019
53. Revision of course requirements for the dual degree program [DMBN] of Master of Science in Nursing [MSN] and Master of Business Administration [MBA] degrees. Revision includes moving FIN 66050 from required to option with NURS 60020; and moving MIS 64158 from required to option with NURS 60014. Minimum total credit hours to program completion are unchanged at 64. Effective Fall 2019
54. Revision of concentration name and course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Name of Nursing and Healthcare Management [NHCM] concentration changes to Nursing Administration and Health Systems Leadership [NAHS]. Course revision includes removing NURS 60604 and adding NURS 60607 and NURS 67092 in the Nurse Educator [NUED] concentration. Minimum total credit hours to program completion increase, from 34 to 35. Effective Fall 2019
55. Revision of name for the Nursing and Health Care Management [C825] post-master's certificate. Name changes to Nursing Administration and Health Systems Leadership [C856]. Effective Fall 2019

**College of Podiatric Medicine**

56. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding PMD 80317 as required; adding CLI 80490 and PMD 80490 as electives; and replacing PCS 80114, PCS 80111 and ORT 80314 with PCS 80118, PCS 80119 and PMD 80318, respectively. Minimum total credit hours to program completion decrease, from 211 to 210. Effective Fall 2019

## LESSER ACTION ITEMS

### UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

#### College of Aeronautics and Engineering

1. Revision of course requirements for the Aeronautical Systems Engineering Technology [ASES] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 121.  
Effective Fall 2019
2. Revision of course requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022; and replacing PHY 13012 and PHY 13022 with Kent Core Basic Sciences in the Aviation Management [AVMN] concentration. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
3. Revision of course requirements for the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 120.  
Effective Fall 2019
4. Revision of course requirements for the Computer Engineering Technology [CET] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 120.  
Effective Fall 2019
5. Revision of course requirements for the Mechanical Engineering Technology [MERT] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 120.  
Effective Fall 2019
6. Revision of course requirements for the Mechatronics Engineering Technology [MCET] major within the Bachelor of Science [BS] degree. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 120.  
Effective Fall 2019
7. Revision of course requirements for the Technology [TECH] minor. Revision includes replacing TECH 21021 with TECH 21020 and TECH 21022. Minimum total credit hour to program completion are unchanged at 25.  
Effective Fall 2019
8. Revision of course requirements for the Unmanned Aircraft Systems [UAS] minor. Revision includes moving AERN 25250 from prerequisite to required. Minimum total credit hour to program completion increases, from 16 to 19.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Architecture and Environmental Design**

9. Revision of graduation requirements for the Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree. Revision includes requiring students to earn a minor to graduate. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
10. Revision of course requirements for the Construction Management [CMGT] minor. Revision includes adding CMGT 32001 as an elective. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019

**College of the Arts*****School of Art***

11. Revision of the Admission to Advanced Study policy to reflect changes to the national accreditation standards.  
Effective Fall 2019
12. Revision of course and graduation requirements for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. Revision includes restricting students from applying ARTH 12001 to the program; and decreasing graduation overall and major GPA, from 2.750 to 2.500. Minimum total credit hours to program completion are unchanged at 122.  
Effective Fall 2019

***School of Music***

13. Revision of course requirements for the Audio Recording [AUDR] minor. Revision includes adding CA 31300 as an elective. Minimum total credit hours to program completion are unchanged at 23.  
Effective Fall 2019
14. Revision of course requirements for the Music [MUS] major within the Bachelor of Arts [BA] degree. Revision includes adding CA 31300; and decreasing non-music elective credit hours, from 35 to 33. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
15. Revision of course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revision includes adding CA 31300 as required; and decreasing music elective credit hours in the Composition [COMP] and Instrumental Performance [IPER] concentrations. Minimum total credit hours to program completion are unchanged at 125.  
Effective Fall 2019
16. Revision of course requirements for the Music [MUS] minor. Revision includes adding CA 31300 as an elective. Minimum total credit hours to program completion are unchanged at 23.  
Effective Fall 2019
17. Revision of admission and progression requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes adding an interview for admission; and requiring students to pass the Music Education Professional Evaluation to progress. Minimum total credit hours to program completion are unchanged at 132.  
Effective Fall 2019 (effective spring 2020 for admission revision)

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of the Arts *continued******School of Music continued***

18. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Revision includes adding CA 31300; removing MUS 32230; and increasing music elective credit hours, from 3 to 4. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
19. Revision of course requirements for the Music Technology [MUST] minor. Revision includes adding CA 31300 as an elective. Minimum total credit hours to program completion are unchanged at 23.  
Effective Fall 2019

***School of Theatre and Dance***

20. Revision of course requirements for the Costume Design and Technology [CDT] minor. Revision includes adding THEA 21526 as option with THEA 21524; and adding THEA 31526, THEA 41540, THEA 41624 and THEA 41734 as electives. Minimum total credit hours to program completion are unchanged at 20.  
Effective Fall 2019
21. Revision of course requirements for the Dance [DANC] minor. Revision includes adding DAN 17055, DAN 17100 and DAN 17150 as electives. Minimum total credit hours to program completion are unchanged at 20.  
Effective Fall 2019
22. Revision of course requirements for the Musical Theatre [MUT] major within the Bachelor of Fine Arts [BFA] degree. Revision includes adding DAN 17080, DAN 27080, DAN 37080, DAN 37081, DAN 47080 and DAN 47081 as dance electives. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
23. Revision of course requirements for the Scene Design [SDSN] minor. Revision includes adding THEA 41420 and THEA 41560 as electives. Minimum total credit hours to program completion are unchanged at 20.  
Effective Fall 2019
24. Revision of course requirements for the Scenic Technology [STEC] minor. Revision includes adding THEA 41420, THEA 41440 and THEA 41531 as electives. Minimum total credit hours to program completion are unchanged at 17.  
Effective Fall 2019
25. Revision of course requirements for the Theatre Performance [THPF] minor. Revision includes replacing THEA 41702 with THEA 41703. Minimum total credit hours to program completion are unchanged at 20.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of the Arts *continued******School of Theatre and Dance continued***

26. Revision of course requirements for the Theatre Sound [THSN] minor. Revision includes adding THEA 21528 and removing THEA 41527 as required; and adding THEA 41527 as option with THEA 41528, THEA 41992 and THEA 42092. Minimum total credit hours to program completion are unchanged at 20.  
Effective Fall 2019
27. Revision of course requirements for the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Revision includes adding numerous THEA electives to the Production [PROD] and Theatre Management [THMG] concentrations. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**College of Arts and Sciences*****Department of Biological Sciences***

28. Revision of course requirements for the Pre-Medicine/Pre-Podiatry/Pre-Dentistry [PMPD] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree. Revision includes requiring biology electives to be upper-division courses. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***Department of Computer Science***

29. Revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. Revision includes adding CS 32301 and removing MATH 12003 as required; and adding MATH 12013, MATH 20011, and MATH 21002 as required; and decreasing concentration requirements, from 25 to 19 credit hours. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***Department of English***

30. Revision of course requirements for the English [ENG] minor. All requirements are revised except for one course. Minimum total credit hours to program completion are unchanged at 21.  
Effective Fall 2019
31. Establishment of a Teaching English as Second Language Endorsement Preparation [TEEP] major within the undergraduate licensure [NDUL] non-degree. Minimum total credit hours to program completion are 21.  
Effective Fall 2019

***Department of Geology***

32. Revision of course requirements for the Environmental Geology [EGEO] concentration in the Geology [GEOL] major within the Bachelor of Science [BS] degree. Revision includes adding GEOL 43043 as an elective; and replacing GEOL 42067 with GEOL 42066. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Arts and Sciences *continued******Department of History***

33. Inactivation of all concentrations and revision of course requirements for the History [HIST] major within the Bachelor of Arts [BA] degree. Inactivated concentrations are European History [EHST], Global History [GHST], Pre-1800 History [PRST] and United States History [UHST]. Course revision includes adding elective lists thematic studies (6 credit hours), area studies (6 credit hours) and upper-division history (9 credit hours). Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
34. Revision of course requirements for the History [HIST] minor. Revision includes merging four elective lists (European history, global history, pre-1800 history and United States history) into two new lists: area studies (6 credit hours) and thematic studies (6 credit hours). Minimum total credit hours to program completion are unchanged at 21.  
Effective Fall 2019

***Department of Modern and Classical and Language Studies***

35. Revision of course requirements for the Spanish [SPAN] major within the Bachelor of Arts [BA] degree. Revision includes replacing electives MCLS 30420, TRST 30230 and TRST 38303 with any upper-division MCLS, SPAN or TRST courses. Minimum total credit hours to program completion are unchanged at 21.  
Effective Fall 2019
36. Revision of course requirements for the Spanish [SPAN] minor. Revision includes adding SPAN 38421 (or SPAN 38424); adding an elective list; and adding 6 credit hours of Spanish upper-division electives. Minimum total credit hours to program completion are unchanged at 21.  
Effective Fall 2019

***Department of Pan-African Studies***

37. Revision of course requirements for the Pan-African Studies [PAS] major within the Bachelor of Arts [BA] degree. Revision includes adding PAS 20001 as required; and adding more electives to all concentrations. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***Department of Political Science***

38. Revision of course requirements for the Global Studies [GLST] major within the Bachelor of Arts [BA] degree. Revision includes adding POL 30570 as a global societies elective. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
39. Revision of course requirements for the International Relations–Comparative Politics [IRCP] concentration in the Political Science [POL] major within the Bachelor of Arts [BA] degree. Revision includes adding POL 30570 as an elective. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Business Administration*****Department of Management and Information Systems***

40. Revision of admission and course requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. Revision to the admission requirements for transfer students includes revising the minimum C grade in CIS 24053 and CIS 24165. Revision includes removing MIS 24065, MIS 34068, MIS 34070; adding CIS 24165, CIS 24167, CIS 34034, CIS 34167 and CIS 44040; and decreasing general elective credit hours, from 10 to 4. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
41. Revision of course requirements for the Computer Information Systems [CIS] minor. All course requirements are revised except for CI 24053 and CIS 24165, which have their minimum grade increased, from C to C+. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
42. Revision of course, progression and graduation requirements for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing MKTG 45046 as an elective; adding MGMT 34185 as option with MIS 34165 or MIS 34180; and decreasing progression and graduation overall GPA, from 2.500 to a 2.250.  
Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
43. Revision of program learning outcomes for the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree.  
Effective Fall 2019
44. Revision of course requirements for the Human Resource Management [HRM] minor. Revision includes moving HRM 44091, HRM 44183 and HRM 44499 from required to electives; and adding HRM 44185, HRM 44660 and HRM 44763 as electives. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019

***Department of Marketing and Entrepreneurship***

45. Revision of course requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Revision includes removing electives COMM 25863, ENTR 27192, ENTR 37192, ENTR 47045, ENTR 47047, ENTR 47195, MIS 34185 and PSYC 31773. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
46. Revision of course requirements for the Entrepreneurship for Business Majors [ENTB] minor. Revision includes adding ENTR 47070 as an elective. Minimum total credit hours to program completion are unchanged at 19.  
Effective Fall 2019
47. Revision of course requirements for the Entrepreneurship for Non-Business Majors [ENTN] minors. Revision includes adding ENTR 47050 as an elective. Minimum total credit hours to program completion are unchanged at 19.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Communication and Information*****School of Communication Studies***

48. Inactivation, establishment and name change of concentrations and revision of course requirements for the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Inactivated concentrations are Health Communication [HCMM], Interpersonal Communication [IPCM] and Organization Communication [ORCM]. New concentrations are Communication Studies–General [CGEN] and Relational and Workplace Communication [RWCM]. Name of Public Communication [PCMM] concentration changes to Media and Society [MESC]. Revision includes removing COMM 35864 and COMM 40001 options; and replacing COMM 46092 with COMM 45092. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***School of Digital Sciences***

49. Revision of graduation requirements for the Digital Sciences [DSCI] major within the Bachelor of Arts [BA] degree. Revision includes increasing major GPA, from 2.000 to 2.250.  
Effective Fall 2019
50. Revision of course and graduation requirements for the Digital Sciences [DSCI] major within the Bachelor of Science [BS] degree. Revision includes adding ETEC 47400 and TECH 33222 and removing CS 10001, CS 10051 and TECH 46330 as electives; and increasing major GPA, from 2.000 to 2.250. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***School of Information / School of Visual Communication Design***

51. Revision of course requirements for the User Experience Design [UXDE] minor. Revision includes removing elective UXD 40101; moving UXD 40104 from elective to required; and adding CCI 46002 and DSCI 33310 as electives. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019

***School of Journalism and Mass Communication***

52. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes replacing JMC 20006 with DSCI 10310; moving JMC 21004 from required to elective; adding CCI 45091, JMC 40202 and JMC 40211 as electives; and updating course list in the journalism and mass communication discipline. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
53. Revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. Revision includes replacing JMC 20006 with DSCI 10310; adding CCI 45091 as an elective; and updating course list in the journalism and mass communication discipline. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
54. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revision includes replacing JMC 20006 with DSCI 10310; adding CCI 45091 and JMC 26005 as electives; and updating course list in the journalism and mass communication discipline. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Communication and Information *continued******School of Visual Communication Design***

55. Revision of course requirements for the Photography [PHOT] minor. Revision includes adding VCD 38004 as required; removing VCD 13000 (or VCD 14001), VCD 28004 and VCD 34004 as required; and adding VCD 28004, VCD 38011, VCD 48005, VCD 48008 and VCD 48009 as electives. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
56. Revision of graduation requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. Revision includes requiring minimum B- grade in VCD 23001.  
Effective Fall 2019
57. Revision of graduation requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. Revision includes requiring minimum B- grade in VCD 23001.  
Effective Fall 2019

**College of Education, Health and Human Services**

58. Revision of the Admission to Advanced Study policy to reflect changes to the national accreditation standards.  
Effective Fall 2019
59. Revision of the Professional Dispositions for Teacher Candidates policy to clarify expectations for the acceptable disposition rating.  
Effective Fall 2019

***School of Foundations, Leadership and Administration***

60. Revision of course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Revision includes replacing required MATH 11008 (or MATH 11009) with any mathematics course in the Kent Core. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

***School of Health Sciences***

61. Revision of course requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Revision includes decreasing general elective credit hours, from 8 to 6; and increasing credit hours for ATTR 25057 and ATTR 25058, from 3 to 4. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
62. Revision of course requirements for the Exercise Science [EXSC] major within the Bachelor of Science [BS] degree. Revision includes adding EXSC 45481 as required; increasing credit hours of ATTR 25057 and ATTR 25058, from 3 to 4; and decreasing general elective credit hours, from 14 to 12. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
63. Revision of course requirements for the Speech Pathology and Audiology [SPA] major within the Bachelor of Science [BS] degree. Revision includes adding SPA 10002 and removing SPA 44110 as required. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Education, Health and Human Services *continued******School of Health Sciences continued***

64. Revision of course requirements for the Sports Medicine [SPMD] minor. Revision includes increasing credit hours for ATTR 25057 and ATTR 25058, from 3 to 4. Minimum total credit hours to program completion increase, from 32 to 34.  
Effective Fall 2019

***School of Lifespan Development and Educational Sciences***

65. Revision of course and progression requirements for the American Sign Language/English Interpreting [ASEI] major within the Bachelor of Science [BS] degree. Revision includes removing MCLS 30420 and SPED 43309; adding ASEI 43108 and ASEI 43109; and removing 3.000 major GPA to progress. Minimum total credit hours to program completion are unchanged at 121.  
Effective Fall 2019
66. Revision of course requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revision includes adding HDFS 24014 as an elective in each concentrations except for the Nursing Home Administration concentration; adding COMM 36505 and removing GERO 44031 in the Gerontology [GERO] concentration; adding HED 34050 as option with RPTM 36075 in the Child and Youth Development [CYD] concentration; and adding HDFS 44092 and removing HDFS 44192 and HDFS 44292 in the Case Management for Individuals and Families [CMFI] concentration. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
67. Revision of course requirements for the Human Development and Family Studies [HDFS] minor. Revision includes adding HDFS 24014 as an elective. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019

***School of Teaching, Learning and Curriculum Studies***

68. Revision of course requirements for the Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree. Course revisions are to align with state changes for teacher licensure and include adding new courses ECED 40401 and ECED 44444; removing ECED 40092 and ECED 40145; and replacing 19 requirements. Minimum total credit hours to program completion decrease, from 123 to 122.  
Effective Fall 2019
69. Revision of course requirements for the Middle Childhood Education [MCED] major within the Bachelor of Science in Education [BSE] degree. Revision includes adding MCED 20000 and removing CES 20092, ETEC 39525, HDFS 24013 and HED 42575 as required; and numerous course revisions in the concentrations. Minimum total credit hours to program completion decrease, from 128-142 to 124-130 (depending on concentration).  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of Public Health**

70. Revision of course requirements for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revision includes adding CS 10051, MATH 10041, MATH 10051, MATH 11008 as electives in the Allied Health [AHLT] concentration; replacing PH 44092 with PH 43092, and adding MATH 10773, MATH 10774 and MATH 10775 as electives in the Clinical Trails Research [CTR] concentration; and adding PH 43014, PH 30025, PH 30020 and PH 20015 and removing ECON 42086, PHIL 40005, POL 30301 and SOC 42563 as electives in the Health Services Administration [HSVA] concentration. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**Regional College**

71. Revision of course requirements for the Agribusiness [AGRI] major within the Bachelor of Science [BS] degree. Revision includes removing MIS 34165 as required; adding MATH 10041 as option with MATH 11012; and replacing BSCI 10001 and BSCI 10003 with BSCI 10110. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019
72. Inactivation of all concentrations and revision of course requirements for the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree. Inactivated concentrations are Computer [CMPR] and Electrical Engineering Technology (General) [EETG]. Curriculum in the EETG concentration moves into the major. Revision includes removing electives and adding EERT 12005 as required. Minimum total credit hours to program completion decrease, from 66 to 65.  
Effective Fall 2019
73. Inactivation of all concentrations and revision of course requirements for the Environmental Health and Safety [EVHS] major within the Associate of Applied Science [AAS] degree. Inactivated concentrations are Environmental Safety and Security [ESS], Environmental Technology [ENVT], and Occupational Health and Industrial Hygiene [OHIH]. Revision includes removing CHEM 10052; replacing MATH 11009 with MATH 10041; adding BSCI 10001 as option with BSCI 10110; adding CHEM 10055 as option with CHEM 10050; adding GEOL 11004 and GEOL 110042 as options with GEOL 21062; and moving courses from the concentrations as required for the major. Minimum total credit hours to program completion decrease from 64-65 to 60-61.  
Effective Fall 2019
74. Revision of course requirements for the Information Technology [IT] major within the Associate of Applied Business [AAB] degree. Revision includes adding IT 13000 as option with IT 11002. Minimum total credit hours to program completion are unchanged at 60.  
Effective Fall 2019
75. Establishment of a concentration and revision of course requirements for the Information Technology [IT] major within the Bachelor of Science in Information Technology [BSIT] degree. New concentration is Database Design and Administration [DDA] and includes new course IT 46350. Revision includes adding IT 13000 as option with IT 11002. Minimum total credit hours to program completion are unchanged at 120.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****Regional College *continued***

76. Revision of course requirements for the General [GENL] concentration in the Mechanical Engineering Technology [MERT] major with the Associate of Applied Science [AAS] degree. Revision includes removing ENGT 22006 as option with EERT 21010 and TECH 31010. Minimum total credit hours to program completion are unchanged at 63-64 (depending on concentration).  
Effective Fall 2019
77. Establishment of an optional concentration for the Office Technology [OTEC] major within the Associate of Applied Business [AAB] degree. New concentration is Medical Billing/Coding Office [MBCO]. Minimum total credit hours to program completion are unchanged at 61.  
Effective Fall 2019

**UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS****Diversity Requirement—Course Approvals Effective Fall 2019**

COMM46605 Communication Across the Lifespan (3) *domestic*..... Revise

**Experiential Learning Requirement—Course Approvals Effective Fall 2019**

ANTH 48889 International Experience (1-4)..... New

CCI 45091 Media and Movements Seminar (3) ..... New

ECED 20192 Clinical Experience in Preschool (3)..... New

ENVS 46092 Internship in Environmental Studies (3-6) ..... New

GEOG32023 Campus and Community Gardens (3)..... New

PH 43092 Internship in Clinical Trials Research (3-6) ..... New

**Experiential Learning Requirement—Course Revisions Effective Fall 2019**

ASEI 43192 Advanced Practicum: ASL English Interpreting (9)..... Revise

BSCI 40525 Wildlife Resources (3) ..... Revise

CIS 44048 Software Integration (3) to:  
Cloud Systems Integration ..... Revise

CIS 44292 Business Experience and Internship (3)..... Revise

CIS 44392 Business Consulting and Practicum (3)..... Revise

COMM45092 Internship in Communication Studies (3)..... Revise

COMM46092 Practicum in Communication Studies (3) ..... Inactive

ECED 40292 Internship in Kindergarten/Primary (4-9) to:  
Internship in Elementary Schools ..... Revise

NURS 40092 Nursing Practice Internship (1-4)..... Revise

SPED 44092 Field Experience for Mild/Moderate Intervention Specialist (3)..... Revise

SPED 44192 Field Experience for Moderate/Intensive Intervention Specialist (3)..... Revise

**Kent Core—Course Revisions Effective Fall 2019**

AT\*TR 25057 Human Anatomy and Physiology I (3) to: (4) *basic sciences*..... Revise

AT\*TR 25058 Human Anatomy and Physiology II (3) to: (4) *basic sciences*..... Revise

EXSC 25057 Human Anatomy and Physiology I (3) to: (4) *basic sciences*..... Revise

EXSC 25058 Human Anatomy and Physiology II (3) to: (4) *basic sciences*..... Revise

MATH10040 Introductory Statistics Plus (5) *mathematics and critical reasoning*..... New

MATH10041 Introductory Statistics (4) *mathematics and critical reasoning*..... Revise

MATH10050 Quantitative Reasoning Plus (5) *mathematics and critical reasoning*..... New

MATH10051 Quantitative Reasoning (4) *mathematics and critical reasoning* ..... Revise

MATH10675 Algebra for Calculus Boost (5) *mathematics and critical reasoning*..... New

**Kent Core—Course Revisions Effective Fall 2019 *continued***

MATH 10775	Algebra for Calculus Plus (4) <i>mathematics and critical reasoning</i> .....	Revise
MATH 11010	Algebra for Calculus (3) <i>mathematics and critical reasoning</i> .....	Revise
MATH 12001	Algebra and Trigonometry (5) <i>mathematics and critical reasoning</i> .....	Inactive

**Writing Intensive Course Requirement—Course Approvals Effective Fall 2019**

ASEI 43100	Survey of the Interpreting Profession (3) .....	Revise
ECED 40403	Developing a Balance Literacy Program in the Elementary Years (3).....	New

**Writing Intensive Course Requirement—Course Revisions Effective Fall 2019**

ACCT 43010	Principles of Auditing and Control (3) to: Principles of Auditing .....	Revise
CIS 44048	Software Integration (3) to: Cloud Systems Integration.....	Revise
CLAS 41304	Latin Literature in Translation (3) to: Literature of the Roman World.....	Revise
CLAS 41503	Greek Literature in Translation (3) to: Literature of the Ancient Greeks .....	Revise
COMM45902	Communication and Influence (3) .....	Revise
ECED 40126	Developmental Reading and Writing: Early Years (3) <i>removing WIC</i> .....	Revise
GEO 34061	Invertebrate Paleontology (4) <i>removing WIC</i> .....	Revise
NURS 40005	Professional Nursing Development (3) <i>removing WIC</i> .....	Revise
SPA 44311	Clinical Preparation in Speech-Language Pathology (2) .....	Revise
SPED 43020	Assessment in Special Education (3) .....	Inactive

**COURSE REVISIONS****Course Revisions Effective Fall 2019**

ACCT 33001	Corporate Accounting I (3) to: Intermediate Financial Accounting I .....	Revise
ACCT 33012	Corporate Accounting II (3) to: Intermediate Financial Accounting II.....	Revise
ACCT 43010	Principles of Auditing and Control (3) to: Principles of Auditing .....	Revise
ACCT 43013	Advanced Management Accounting (3) .....	Revise
ACCT 43014	Advanced Accounting Systems (3) .....	Inactive
ACCT 43020	Corporate Accounting III (3) to: Advanced Financial Accounting.....	Revise

**Course Revisions Effective Fall 2019 *continued***

ACCT 43031	Income Taxation (3) to: Income Taxation I - Individual Taxation.....	Revise
ACCT 43033	Income Taxation II (3) to: Income Taxation II - Entity Taxation.....	Revise
ACCT 43034	Nonprofit Accounting and Auditing (3) .....	Revise
ACCT 43043	Internal Audit and Forensic Accounting (3).....	New
ACCT 43087	International Accounting Experience (3).....	Revise
ACCT 53012	Accounting Data Analytics (3).....	New
ACCT 53020	Corporate Accounting III (3) to: Advanced Financial Accounting.....	Revise
ACCT 53033	Income Taxation II (3) to: Income Taxation II - Entity Taxation.....	Revise
ACCT 53043	Internal Audit and Forensic Accounting (3).....	New
ACCT 63024	Information Technology Audit and Control (3) to Information Technology Audit: Controls and Analytics .....	Revise
ACCT 73024	Information Technology Audit and Control (3) to Information Technology Audit: Controls and Analytics .....	Revise
AED 63001	Evidence Based Design in Health Care (3) to:	
HCD	Evidence-Based Design in Healthcare (2) .....	Revise
AED 66099	Thesis Preparation Seminar (2).....	Revise
AERN 15300	Introduction to Engineering Analysis Using MatLAB® (3) .....	Revise
AERN 25200	Statics (2) to: (3) .....	Revise
AERN 25743	Commercial Pilot Flight I (2) .....	Revise
AERN 35340	Airport Management (3) .....	Revise
AERN 35400	Systems Dynamics and Control (3).....	Revise
AERN 35647	Commercial Pilot Flight II (2) .....	Revise
AERN 35746	Commercial Pilot Theory (2) .....	Revise
AERN 35747	Commercial Pilot Flight III (2).....	Revise
AERN 45600	Aircraft Stability and Control (3).....	Revise
AERN 45730	Applied Transport Category Aircraft Systems (3) .....	Revise
AERN 55150	Applied Flight Dynamics I (3) .....	Revise
AERN 55235	Human Error Analysis in Aviation (3) to:	
65235	(2) .....	Revise
AERN 55350	Avionics (3).....	Revise
ANTH 48001	Qualitative Research Methods in Anthropology (3).....	New
ANTH 48010	North America's Ice Age Hunters (3) .....	New

**Course Revisions Effective Fall 2019 *continued***

ANTH 48220	Cultural Ecology (3) to: Cultural Ecology and Sustainability .....	Revise
ANTH 48242	Archaeological Ceramics (3).....	New
ANTH 48450	States and Empires (3) to: Ancient Civilizations .....	Revise
ANTH 58001	Qualitative Research Methods in Anthropology (3).....	New
ANTH 58010	North America's Ice Age Hunters (3) .....	New
ANTH 48220	Cultural Ecology (3) to: Cultural Ecology and Sustainability .....	Revise
ANTH 58242	Archaeological Ceramics (3).....	New
ANTH 58450	States and Empires (3) to: Ancient Civilizations .....	Revise
ANTH 58889	International Experience (1-4).....	New
ANTH 68096	Individual Investigation (1-3).....	Revise
ANTH 68098	Research (1-15).....	Revise
ARAB 67979	Translation Case Study (3).....	Revise
ARCH 60111	Graduate Design Foundations (3-6) .....	New
ARCH 60112	Graduate Design Architecture (3-6) .....	New
ARCH 60113	Graduate Design Context Studio (3-6).....	New
ARCH 60114	Graduate Design Systems Studio (3-6).....	New
ARCH 60150	Project Programming (2-3).....	Revise
ARCH 60198	Master's Project in Health Care Design I (6) to: HCD Master's Project in Healthcare Design I (3).....	Revise
ARCH 60211	Graduate Global History of Architecture I (3) .....	New
ARCH 60212	Graduate Global History of Architecture II (3).....	New
ARCH 60298	Master's Project in Health Care Design II (6) to: HCD Master's Project in Healthcare Design II .....	Revise
ARCH 60451	Developing Environments for Patients Across the Lifespan (3) to: HCD 63004 Environments of Care and Patient Populations (2) .....	Revise
ARCH 60601	Tools of Representation (3) .....	New
ARCH 60602	Tools of Fabrication (3).....	New
ARCH 60603	Tools of Simulation (3) .....	New
ARCH 60604	Tools of Coding (3) .....	New
ARCH 63002	Health Care Facilities I (3) to: HCD Healthcare Facilities (2).....	Revise

**Course Revisions Effective Fall 2019 *continued***

ARCH 63003	Health Care Facilities II (3) to:	
HCD	Environmental Systems and Materials in Healthcare (2) .....	Revise
ARCH 66998	Research (2-6).....	Revise
ARCH 67510	Sustainable Building Construction I (3) .....	Revise
ARCH 67511	Sustainable Building Construction II (3).....	Revise
ART 50092	Field Experience Travel Study in Art (1-3).....	Revise
ARTH 52096	Individual Investigation: Art History (3) .....	Revise
ARTS 44099	Senior Project: Fine Arts (3) .....	Inactive
ARTS 55080	Kent Blossom Art (1-6) .....	Revise
AS 10096	Science Experience .....	New
ASEI 43103	Interpreting Processes II (3) .....	Revise
ASEI 43104	Interpreting Process III (3) to: Interpreting Processes III.....	Revise
ASEI 43108	Medical Interpreting (3).....	New
ASEI 43109	Mental Health Interpreting (3).....	New
ASL 19401	Exploration of Deaf Culture (3).....	Revise
ATTR 63098	Research (1-15).....	Revise
ATTR 75001	Evidence-Based Interventions in Athletic Training (3) .....	New
ATTR 75002	Academic and Administrative Leadership in Athletic Training (3).....	New
ATTR 75003	Continuous Quality Improvement and Assessment in Athletic Training (3) ....	New
ATTR 75004	Teaching and Clinical Education Leadership in Athletic Training (3).....	New
BAD 60098	Research (1-15).....	Revise
BAD 67093	Workshop in Advanced Business Topics (1-6) .....	Inactive
BAD 70198	Research (1-15).....	Revise
BMS 60196	Individual Investigation (1-3).....	Revise
BMS 60295	Special Topics in Cellular and Molecular Biology (1-5) .....	Revise
BMS 60495	Special Topics in Physiology (1-5) .....	Revise
BMS 60595	Special Topics in Pharmacology (1-5) .....	Revise
BMS 60795	Special Topics in Neurobiology (1-5) .....	Revise
BMS 70196	Individual Investigation (1-3).....	Revise
BMS 70295	Special Topics in Cellular and Molecular Biology (1-5) .....	Revise
BMS 70495	Special Topics in Physiology (1-5) .....	Revise
BMS 70595	Special Topics in Pharmacology (1-5) .....	Revise
BMS 70795	Special Topics in Neurobiology (1-5).....	Revise

**Course Revisions Effective Fall 2019 *continued***

BMS	78630	Principles of Biological Anthropology (3) .....	Reactive
BMS	78695	Special Topics in Biological Anthropology (1-5) .....	Revise
BSCI	30362	Introduction to Biology of the Tropics (3) .....	Revise
BSCI	40220	Bioinformatics (3) .....	Revise
BSCI	40380	Biogeochemistry (3) .....	New
BSCI	50220	Bioinformatics (3) .....	New
BSCI	50380	Biogeochemistry (3) .....	New
BSCI	50522	Readings in Behavioral Evolution (1) .....	Inactive
BSCI	60184	Responsible Conduct in Research and Teaching-Biological Sciences (2) .....	Revise
BSCI	70184	Responsible Conduct in Research and Teaching-Biological Sciences (2) .....	Revise
BSCI	70220	Bioinformatics (3) .....	New
BSCI	70380	Biogeochemistry (3) .....	New
BSCI	70522	Readings in Behavioral Evolution (1) .....	Inactive
BST	60192	Practicum Experience in Biostatistics (1-6) to (3-6) .....	Revise
BTEC	40220	Bioinformatics (3) .....	Revise
CCI	60095	Special Topics in Communication and Information (1-3) .....	Revise
CCI	80095	Special Topics in Communication and Information (1-3) .....	Revise
CES	88284	Supervision of Counseling (3) .....	Revise
CHEM	50166	Principles and Applications in Analytical Chemistry (2) .....	New
CHEM	50266	Principles and Applications in Biochemistry (2) .....	New
CHEM	50366	Principles and Applications in Inorganic Chemistry (2) .....	New
CHEM	50466	Principles and Applications in Organic Chemistry (2) .....	New
CHEM	50566	Principles and Applications in Physical Chemistry (2) .....	New
CHEM	60099	Masters Capstone Project (3-6) .....	New
CHEM	60691	Seminar: Recent Developments in Industrial Chemistry (1) .....	New
CHEM	62691	Seminar: Industrial Chemistry (1) .....	New
CHEM	62791	Seminar: Chemical Education (1) .....	New
CI	50095	Special Topics: Seminar/Workshop in Curriculum and Instruction (1) .....	Revise
CI	65592	Practicum in Adapted Physical Education (3) .....	Revise
CI	75592	Practicum in Adapted Physical Education (3) .....	Revise
CIS	24165	Cloud Systems Computing (3) .....	New
CIS	24167	Cloud Infrastructure and Applications (3) .....	New
CIS	34034	Business Modeling and Agile Design (3) .....	New

**Course Revisions Effective Fall 2019 *continued***

CIS	34036	Enterprise Systems and Business Processes (3) .....	Revise
CIS	34167	Creating Intuitive Systems (3) .....	New
CIS	34170	Technology Bootcamp (3) .....	New
CIS	44007	Project Management and Team Dynamics (3) .....	Revise
CIS	44040	Programming for the Cloud (3) .....	New
CIS	44043	Database Management Systems (3) to: Data Management and Business Intelligence I .....	Revise
CIS	44140	Application Design and Development (3) .....	New
CIS	44243	Data Management and Business Intelligence II (3) .....	New
CIS	44293	Workshop in Professional Information Services Certification (3) .....	Revise
CIS	44295	Special Topics in Information Systems (3) .....	Revise
CLAS	51304	Latin Literature in Translation (3) to: Literature of the Roman World .....	Revise
CLAS	51503	Greek Literature in Translation (3) to: Literature of the Ancient Greeks .....	Revise
CLI	80490	Clerkship VII (4) .....	New
COMM21000		Communication Grammar Review (1) .....	Revise
COMM34000		Communication Ethics (3) .....	New
COMM45660		Political Communication (3) .....	New
COMM45678		Social Media and Globalization (3) .....	New
COMM45756		International Communication (3) .....	New
COMM45760		Media, Nationalism and Globalization (3) .....	New
COMM45776		Communication and Terrorism (3) .....	New
COMM45903		Communication Campaigns (3) .....	New
COMM46091		Senior Seminar (3) .....	Revise
COMM55095		Special Topics (1-4) .....	Revise
COMM65794		Teaching of College Communication (2-4) .....	Revise
COMM75095		Special Topics (1-4) .....	Revise
COMM75794		Teaching of College Communication (2-4) .....	Revise
CPHY	60498	Research (1-15) .....	Revise
CPHY	62242	Characterization of Soft Materials (3) to: Characterization of Soft Matter (4) .....	Revise
CPHY	63000	Physics of Soft Matter (3) .....	New
CPHY	63010	Lyotropic Liquid Crystals (3) .....	New

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CPHY	63015	Chemistry of Soft Matter (3).....	New
CPHY	63020	Applications of Soft Matter (3).....	New
CPHY	72242	Characterization of Soft Materials (3) to: Characterization of Soft Materials (4) .....	Revise
CPHY	73000	Physics of Soft Matter (3).....	New
CPHY	73010	Lyotropic Liquid Crystals (3) .....	New
CPHY	73015	Chemistry of Soft Matter (3).....	New
CPHY	73020	Applications of Soft Matter (3).....	New
CS	10062	Programming for Problem Solving in Sciences (4).....	Revise
CS	32301	Human Interface Computing (3).....	New
CS	44004	Drone Programming (3) .....	<b>course withdrawn</b> New
CS	44902	Software Requirements Engineering (3) .....	New
CS	45102	Central Processing Unit (CPU) Architectures (3).....	New
CS	55102	Central Processing Unit (CPU) Architectures (3).....	New
CS	69995	Special Topics in Computer Science (1-3) .....	Revise
CS	79995	Special Topics in Computer Science (1-3) .....	Revise
CS	89991	Research Seminar in Computer Science (1-3) .....	Revise
DAN	17055	Studio Men's Ballet (1).....	New
DAN	17100	Studio Pointe I (1) .....	New
DAN	17150	Studio Pointe II (1).....	New
DAN	37271	Dance Ensemble (2).....	Revise
DI	10010	Survey of Design Innovation Nodes (3) .....	New
DI	20020	Be Smarter than Your Smartphone (3).....	New
DI	20100	Introduction to Design Innovation (3).....	New
DI	30100	Challenge-Based Innovation (3) .....	New
DI	49095	Special Topics in Design Innovation Studio (1) .....	New
DI	49900	Design Innovation Workshop (1-4).....	New
DI	49995	Special Topics in Design Innovation (1) .....	New
DI	49999	Design Innovation Grand Challenges Studio Project (3) .....	New
DSCI	15310	Computational Thinking and Programming (3).....	Revise
EERT	12005	Electrical/Electronic Drawing (2).....	Revise
ECED	20101	Understanding Young Children's Development (3).....	New
ECED	20102	Social Studies and the Arts in Preschool (3).....	New
ECED	20103	Seminar: Preschool Teaching and Learning (3).....	New

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ECED 20104	Partnering with Families for Effective Guidance (3) .....	New
ECED 22222	Integrated Application of Kindergarten-to-Grade-One Curriculum (3) .....	New
ECED 30201	Languages and Literacies (3) .....	New
ECED 30202	Mathematics and Science in the Early Years (3) .....	New
ECED 40125	Inquiry into Professional Practice (3) .....	Revise
ECED 40145	Music and Rhythms in Pre-Primary Education (3) to: Music and Movement in Pre-Primary Education .....	Revise
ECED 40203	Integrated Curriculum in the Primary Years (3).....	New
ECED 40301	Teaching Social Studies in the Elementary Years (3) .....	New
ECED 40302	Appropriate Phonics Instruction and Word Study (3).....	New
ECED 40303	Teaching Mathematics in the Elementary Years I (3) .....	New
ECED 40304	Teaching Science in the Elementary Years (3) .....	New
ECED 40401	Teaching Science and Social Studies in the Elementary Years (3) .....	New
ECED 40402	Developmental Reading and Writing in the Elementary Years (3) .....	New
ECED 40404	Teaching Mathematics in the Elementary Years II (3) .....	New
ECED 43333	Family-School-Community Partnerships in Diverse Settings (3) .....	New
ECED 44444	Development and Pedagogy in Upper Elementary School (3) .....	New
ECED 50125	Inquiry into Professional Practice (3) .....	Revise
ECED 50126	Developmental Reading and Writing: The Early Years (3) .....	Revise
ECED 50145	Music and Rhythms in Pre-Primary Education (3) to: Music and Movement in Pre-Primary Education .....	Revise
ECED 50203	Integrated Curriculum in the Primary Years (3).....	New
ECED 50302	Appropriate Phonics Instruction and Word Study (3).....	New
ECED 50304	Teaching Science in the Elementary Years (3) .....	New
ECED 50402	Developmental Reading and Writing in the Elementary Years (3) .....	New
ECED 53333	Family-School-Community Partnerships in Diverse Settings (3) .....	New
ECON 22060	Principles of Microeconomics (3) .....	Revise
ECON 32041	Intermediate Macroeconomic Theory and Policy (3).....	Revise
ECON 32050	Applied Econometrics I (3).....	Revise
ECON 32051	Applied Econometrics II (3) .....	Revise
ECON 42068	Industrial Organization and Public Policy (3) to: Industrial Organization: Firms and Strategy.....	Revise
ECON 42072	Economics of Labor Markets (3) to: Labor Economics: Work and Pay .....	Revise

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ECON 42081	Urban Economics (3) to: Urban Economics: Cities and Housing.....	Revise
ECON 42085	Public Finance (3) to: Public Economics: Government and Policy.....	Revise
ECON 62098	Research (1-15).....	Revise
EHS 60192	Practicum Experience in Environmental Health Sciences (6) to (3-6).....	Revise
EHHS 50093	Variable Topic Workshop in Education, Health and Human Services (1-3) ....	Revise
EHHS 75001	Systems Thinking in Personal and Professional Leadership (3) .....	New
EHHS 75501	Theory and Practice of Leadership (3) .....	New
EHHS 75502	Ethical Leadership in Education (3) .....	New
EHHS 81099	Capstone I (1-9) .....	New
EHHS 82099	Capstone II (1-9).....	New
ENG 68096	Individual Investigation (1-3).....	Revise
ENG 68098	Research (1-15).....	Revise
ENG 68492	Practicum in Teaching International Students (3) .....	Revise
ENG 68592	Practicum in Teaching P-12 English Language Learners (3) .....	New
ENG 78096	Individual Investigation (1-3).....	Revise
ENG 88098	Research Doctoral (1-15).....	Revise
ENVS 30000	Environmental Protection Regulations and Assessment (3).....	New
ENVS 32091	Environmental Studies and Sustainability (2) .....	Revise
EPI 53089	Plagues that Shaped the World (3) .....	New
EPI 60192	Practicum Experience in Epidemiology (1-6) to (3-6) .....	Revise
EPI 63299	Thesis II (2) .....	Revise
EPI 73089	Plagues that Shaped the World (3).....	New
ETEC 40093	Variable Title Workshop in Educational Technology (1-4) .....	Revise
ETEC 47427	Technology and Learning (3).....	Revise
ETEC 50093	Variable Title Workshop in Educational Technology (1-4) .....	Revise
ETEC 57427	Technology and Learning (3).....	Revise
ETEC 60199	Thesis I (2-6) .....	Revise
ETEC 60299	Thesis II (2) .....	Revise
ETEC 67411	Designing Visuals for Instruction (3) to: Designing Visuals for Education.....	Revise
ETEC 67434	Emerging Technologies for Instruction (3) to: Emerging Technologies for Education .....	Revise

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ETEC 77411	Designing Visuals for Instruction (3) to: Designing Visuals for Education.....	Revise
ETEC 77434	Emerging Technologies for Instruction (3) to: Emerging Technologies for Education .....	Revise
EVAL 75550	Introduction to Quantitative Research in Education (3) .....	New
EVAL 85550	Ethnography and Case Study Research (3).....	New
EXPH 63098	Research (1-15).....	Revise
EXPH 83098	Research (1-15).....	Revise
EXSC 45481	Seminar in Exercise Physiology (1) .....	Revise
FIN 26051	Bitcoin and Blockchain Technology (3) .....	New
FIN 26295	Special Topics in Finance I (1-3).....	New
FIN 36053	Business Finance (3).....	Revise
FIN 36063	Individual Investment Strategies (3) .....	Revise
FIN 36072	Law of Commercial Transactions (3) .....	Revise
FIN 46295	Finance Special Topics (3) to: Special Topics in Finance II (1-3) .....	Revise
FR 33215	French Phonetics and Diction (3).....	Revise
FR 63098	Research (1-15).....	Revise
GEOG59071	Fundamentals of Geographic Information Science I(3) .....	New
GEOG59081	Fundamentals of Geographic Information Science II (3) .....	New
GEOG60998	Research (1-15) to: Research I .....	Revise
GEOG61998	Research II (1-15) .....	New
GEOG69164	Cartographic Design (4) to (3).....	Revise
GEOG80998	Research (1-15) to: Research I .....	Revise
GEOG81998	Research II (1-15) .....	New
GEOL 42068	Contaminant Hydrology and Hydrogeology (3) .....	Revise
GEOL 43043	Environmental Mineralogy (3).....	New
GEOL 53043	Environmental Mineralogy (3).....	New
GEOL 44025	Geologic Hazards and Disasters (3).....	New
GEOL 54025	Geologic Hazards and Disasters (3).....	New
GEOL 60091	Seminar (1-2) .....	Revise
GEOL 60094	College Teaching of Applied Geology (1) .....	Inactive
GEOL 70091	Seminar (1-2) .....	Revise

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GEOL 70094	College Teaching of Applied Geology (1)	Inactive
GEOL 80091	Seminar in Applied Geology (1-2)	Inactive
GER 61398	Research (1-15)	Revise
HCD 60000	Healthcare Design Studio (6)	New
HCD 60092	Practical Experience (1)	New
HCD 60100	Healthcare Systems Workshop (3)	New
HCD 60101	Healthcare Design Workshop: Culture and Ethics (3)	New
HCD 63005	Patient Safety and Systems Thinking (2)	New
HDFS 24014	Bridging Cross-National Relationships for Individuals and Families (3)	New
HDFS 24095	Special Topics in Human Development and Family Studies (1-4)	Revise
HED 64096	Individual Investigation: Readings in Health Education and Promotion (1-3)	Inactive
HED 84096	Individual Investigation: Readings in Health Education and Promotion (1-3)	Inactive
HIED 66594	Internship in College Teaching (3)	Revise
HIED 76594	Internship in College Teaching (3)	Revise
HIST 31020	Polis to Metropolis: History of the European City (3)	New
HIST 31022	The Great Powers in War and Peace, 1792-1914 (3)	New
HIST 31036	The Twentieth Century World (3)	New
HIST 31041	Sport History in the United States (3)	New
HIST 31045	A History of Crime in the United States (3)	New
HIST 31082	History of the Civil Rights and Black Power Movements in the United States (3)	New
HIST 31083	The History of Whiteness in the United States (3)	New
HIST 37001	Florence: The Myth of a City (3)	New
HIST 38095	Special Topics in United States History (3)	Inactive
HIST 38195	Special Topics in Europe Since 1500 (3)	Inactive
HIST 38295	Special Topics in Global History (3)	Inactive
HIST 38395	Special Topics in Pre-1800 History (3)	Inactive
HIST 38495	Special Topics in Area Studies (3)	New
HIST 38595	Special Topics in Thematic Studies (3)	New
HIST 41051	Politics, Culture and Society in Twentieth Century Europe (3) to:	
31055		Revise
HM 61198	Masters Project in Hospitality Management (2-6)	Revise
HPM 60192	Practicum Experience in Health Policy and Management (1-6) to: (3-6)	Revise
HPM 80198	Directed Research in Health Policy and Management (1-15)	Revise

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HRM	44091	Seminar in Human Resource Management (3) .....	Revise
HRM	44183	Developing and Training Human Resources in Organizations (3) .....	Revise
HRM	44185	Staffing Human Resources (3) .....	Revise
IT	13000	Applied Security Essentials (3) .....	New
IT	14000	Digital Content Strategies (3)..... <b>course withdrawn</b> .....	New
IT	21011	Techniques of Multimedia Web Design (3) .....	Revise
IT	21036	Web Scripting I (3) .....	Revise
IT	36303	Digital Image Manipulation (3).....	Revise
IT	36310	Multimedia Development Tools (3).....	Revise
IT	36355	Command Line Utilities (3).....	Revise
IT	46350	Database Administration and Reporting Tools (3) .....	New
JAPN	65098	Research (1-15).....	Revise
JMC	20008	Research and Measurement in Advertising and Public Relations (3) .....	Revise
JMC	21005	Advertising Messaging and Communication (3) .....	Revise
JMC	21008	Social Media Strategies (3) .....	Revise
JMC	26008	Broadcast Reporting (3).....	Revise
JMC	40201	Public Relations Practice: Public Affairs (1) .....	Revise
JMC	40202	Public Relations Practice: Crisis Communication (1) .....	Revise
JMC	50036	Digital Video Editing (3) to:	
	64036	.....	Revise
JMC	60003	Ethics of Mass Communication (3) to:	
		Teaching Journalism Ethics (3) .....	Revise
JMC	60012	Mass Communication Law and Ethics (3) .....	Revise
JMC	60098	Research (1-15).....	Revise
JMC	60195	Special Topics Seminar (1-3).....	Revise
JMC	61001	Principles and Practices of Social Media (3) to:	
		Principles and Practices of Digital Media .....	Revise
JMC	68001	Public Relations Management (3).....	Revise
JMC	80012	Mass Communication Law and Ethics (3) .....	New
JMC	88001	Public Relations Management (3).....	New
LAT	66398	Research (1-15).....	Revise
LIS	60613	Information Needs, Seeking and Use (3) .....	Revise
LIS	60638	Digital Libraries (3).....	Revise
LIS	60639	Implementation of Digital Libraries (3) .....	Revise

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LIS	60645	Database Systems (3) to: Database Design and Applications .....	Revise
LIS	60692	Practicum - Libraries and Information Centers (2-3) to: Internship in Information and Cultural Heritage Institutions .....	Revise
LIS	61096	Individual Investigation (1-3).....	Revise
LIS	80613	Information Needs, Seeking and Use (3) .....	Revise
LIS	80638	Digital Libraries (3).....	Revise
LIS	80639	Implementation of Digital Libraries (3) .....	Revise
LIS	80645	Database Systems (3) to: Database Design and Applications .....	Revise
MATH	00023	Basic Algebra III (2) .....	Inactive
MATH	00024	Basic Algebra IV (2) .....	Inactive
MATH	10773	Algebra for Calculus Stretch I (3) .....	Inactive
MATH	12013	Brief Calculus II (3) .....	New
MATH	21002	Applied Linear Algebra (3) .....	New
MATH	42011	Programming for Problem Solving in Sciences (3).....	Revise
MATH	42041	Advanced Calculus (3) .....	Revise
MATH	42045	Partial Differential Equations (3) .....	Revise
MATH	42048	Complex Variables (3).....	Revise
MATH	52039	Modeling Projects (3) .....	Revise
MATH	60091	Seminar in Statistics and Probability (1-3) .....	Revise
MATH	61091	Seminar in Algebra (1-3).....	Revise
MATH	62091	Seminar in Real Analysis (1-3) .....	Inactive
MATH	62191	Seminar in Complex Analysis (1-3).....	Inactive
MATH	62291	Seminar in Numerical Analysis (1-3) .....	Revise
MATH	62391	Seminar in Measure Theory (1-3).....	Revise
MATH	62491	Seminar in Nonlinear Analysis (1-3) .....	Revise
MATH	62591	Seminar in Operator Theory (1-3) .....	Revise
MATH	62691	Seminar in Harmonic Analysis (1-3).....	Inactive
MATH	63291	Seminar in Applied Mathematics (1-3).....	Inactive
MATH	66091	Seminar in Topology (1-3).....	Inactive
MATH	67091	Seminar in Number Theory (1-3).....	Revise
MATH	67098	Research (1-15).....	Revise
MATH	70091	Seminar in Statistics and Probability (1-3) .....	Revise

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MATH71091	Seminar in Algebra (1-3).....	Revise
MATH72091	Seminar in Real Analysis (1-3) .....	Inactive
MATH72191	Seminar in Complex Analysis (1-3).....	Inactive
MATH72291	Seminar in Numerical Analysis (1-3) .....	Revise
MATH72391	Seminar in Measure Theory (1-3).....	Revise
MATH72491	Seminar in Nonlinear Analysis (1-3).....	Revise
MATH72591	Seminar in Operator Theory (1-3) .....	Revise
MATH72691	Seminar in Harmonic Analysis (1-3).....	Inactive
MATH73291	Seminar in Applied Mathematics (1-3).....	Inactive
MATH76091	Seminar in Topology (1-3).....	Inactive
MATH77091	Seminar in Number Theory (1-3).....	Revise
MATH77098	Research (1-15) to: Research II.....	Revise
MATH77198	Research II (1-15) .....	New
MCED20000	Learning and Experience in Middle Childhood Education (3).....	New
MIS 34156	Business Analytics II (3) to: MGMT .....	Revise
MIS 34164	Organizational Mentoring (3) to: MGMT .....	Revise
MIS 44395	Special Topics in Management (3) to: MGMT .....	Revise
MIS 44495	Special Topics in Human Resource Management (3) to: HRM .....	Revise
MIS 54091	Seminar in Human Resource Management (3) .....	New
MIS 54183	Development and Training Human Resources in Organizations (3) .....	New
MIS 54185	Staffing Human Resources (3).....	New
MIS 54445	Global Human Resource Management (3).....	New
MIS 64037	Advanced Data Mining and Predictive Analytics (3) .....	Revise
MIS 64038	Analytics in Practice (3) .....	Revise
MIS 64060	Fundamentals of Machine Learning (3) .....	New
MIS 64061	Advanced Machine Learning (3) .....	New
MIS 64099	Capstone Project in Business Analytics (3).....	Revise
MKTG35050	Marketing Research (3) .....	Revise
MKTG85054	International Marketing (3) .....	Revise
MKTG85060	Marketing Strategy and Planning (3).....	Revise

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MMTG35023	Customer Analysis (3) to:	
45023	.....	Revise
MMTG45020	Competitive Market Analysis (3) .....	Revise
MMTG45030	Sales and Sales Management (3) to:	
35030	.....	Revise
MMTG45039	Promotion Management (3).....	Revise
MMTG45040	Integrated Marketing Strategy (3).....	Revise
MUS 36011	Applied Music - Jazz (2) to: (2-4).....	Revise
MUS 41011	Aural Music Theory (1).....	New
MUS 41012	Written Music Theory (1) .....	New
MUS 45142	Men's Chorus (1) to:	
	Coro Cantare .....	Revise
MUS 45143	Women's Chorus (1) to:	
	Cantique .....	Revise
MUS 47811	Instrument Class for the Choral/General Music Educator (1) .....	Revise
MUS 48231	Instrumental Pedagogy for the Choral General Music Educator (2).....	Revise
MUS 52357	Student Teaching (9) .....	Revise
MUS 55142	Men's Chorus (1) to:	
	Coro Cantare .....	Revise
MUS 55143	Women's Chorus (1) to:	
	Cantique .....	Revise
MUS 63198	Capstone Project (4).....	Revise
NURS 20025	Pharmacology and Alterations in Physiological Functioning I (3) .....	Revise
NURS 30025	Pharmacology and Alterations in Physiological Functioning II (3) .....	Revise
NURS 30035	Nursing of Adults Across the Lifespan (9).....	Revise
NURS 45050	Legal Issues for Nurses (3).....	New
NURS 45060	NCLEX Review Preparation (3) .....	Revise
NURS 60592	Nursing Education Practicum (3) .....	Revise
NURS 60604	Clinical Nursing and Education Issues in Specialty Area (2) .....	Inactive
NURS 60607	Clinical Nursing and Education Issues in Specialty Area (1) .....	Revise
NURS 64202	Nursing and Health Care Management I Seminar (2) to:	
	Nursing Administration and Health Systems Leadership I Seminar .....	Revise
NURS 64292	Nursing and Health Care Management I Practicum (2) to:	
	Nursing Administration and Health Systems Leadership I Practicum .....	Revise
NURS 64302	Nursing and Health Care Management II Seminar (2) to:	
	Nursing Administration and Health Systems Leadership II Seminar .....	Revise

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NURS	64392	Nursing and Health Care Management II Practicum (2) to: Nursing Administration and Health Systems Leadership II Practicum .....	Revise
NURS	67092	Clinical Nursing and Education Issues in a Specialty Area Practicum (2) .....	New
NURS	76199	Doctor of Nursing Practice Scholarly Project (2-6) .....	Revise
NURS	76299	Capstone Project II (1-3) .....	Revise
ORT	80314	Podopediatrics (2) .....	Inactive
PAS	20001	Introduction to Pan-African Studies (3) .....	New
PAS	24500	Jazz Images Africa (3) .....	Inactive
PAS	26010	The Black Revolution (3) .....	Reactive
PCS	80111	Human Anatomy (8) .....	Inactive
PCS	80114	Medical Genetics and Embryology (4) .....	Inactive
PCS	80118	Medical Genetics (2) .....	New
PCS	80119	Anatomy and Embryology (8) .....	New
PH	43089	Plagues that Shaped the World (3) .....	New
PHIL	31040	Women and Philosophy (3) to: Feminist Philosophy .....	Revise
PHIL	69101	Graduate Proseminar (3) .....	New
PHY	50096	Individual Investigation (1-3) .....	Revise
PHY	60098	Research (1-15) .....	Revise
PHY	60295	Advanced Topics (1-3) .....	Revise
PHY	64101	Advanced Problem Solving in Physics (3) .....	Revise
PHY	70295	Advanced Topics (1-3) .....	Inactive
PHY	74101	Advanced Problem Solving in Physics (3) .....	Revise
PHY	80098	Research (1-15) .....	Revise
PLST	30000	Environmental Protection Regulations and Assessment (3) .....	New
PMD	80317	Podiatry, Professionalism and Society III (1) .....	New
PMD	80318	Pediatrics (2) .....	New
PMD	80495	Special Topic in Podiatric and General Medicine (1-4) .....	New
POL	30570	Palestine and Israel (3) .....	New
PSYC	60192	Integration Practicum (1-3) .....	Revise
PSYC	60192	Integration Practicum (1-3) .....	Revise
PSYC	60292	Psychological Assessment Practicum (1-3) .....	Revise
PSYC	60395	Advanced Topics - Clinical Psychology (1-6) .....	Revise
PSYC	60792	Psychotherapy Practicum (1-3) .....	Revise

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PSYC	60895	Advanced Topics - Experimental Psychology (1-6) .....	Revise
PSYC	61496	Individual Investigation (3) .....	Inactive
PSYC	61498	Research (1-15).....	Revise
PSYC	62392	Clinical Practicum (1-3) .....	Revise
PSYC	62492	Advanced Practicum (1-3).....	Revise
PSYC	70192	Integration Practicum (1-3) .....	Revise
PSYC	70192	Integration Practicum (1-3) .....	Revise
PSYC	70292	Psychological Assessment Practicum (1-3).....	Revise
PSYC	70392	Supervised Clinical Experience (1-3) .....	Revise
PSYC	70395	Advanced Topics - Clinical Psychology (1-6).....	Revise
PSYC	70792	Psychotherapy Practicum (1-3).....	Revise
PSYC	70895	Advanced Topics - Experimental Psychology (1-6) .....	Revise
PSYC	71498	Selected Literature Review (3) .....	Inactive
PSYC	71894	College Teaching of Psychology (3).....	Revise
PSYC	72392	Clinical Practicum (1-3) .....	Revise
PSYC	72492	Advanced Practicum (1-3).....	Revise
PSYC	80391	Seminar in Clinical Psychology (3).....	Revise
PSYC	80491	Seminar in Cognitive Psychology (3) .....	Revise
PSYC	80691	Seminar in Child and Developmental Psychology (3).....	Inactive
PSYC	81091	Seminar in Learning and Biopsychology (3) .....	Revise
PSYC	81498	Research (1-15).....	Revise
PSYC	81691	Seminar in Quantitative Methods (3).....	Revise
RIS	44069	Radiologic and Imaging Sciences (1) .....	Revise
RIS	44073	Magnetic Resonance Imaging Clinical Education III (1).....	Revise
RUSS	62098	Research (1-15).....	Revise
SBS	54700	Community-Based Substance Abuse Prevention for Public Health Professionals (3).....	New
SBS	54701	Community-Based Public Health Implementation Systems (3) .....	New
SBS	60192	Practicum Experience in Social and Behavioral Sciences (1-6) to (3-6) .....	Revise
SBS	80198	Directed Research in Prevention Science (1-15).....	Revise
SOC	32005	Career Pathways in Sociology and Criminology and Justice Studies (3).....	New
SPA	33101	Hearing Science (3) to: Hearing and Speech Science .....	Revise
SPA	43402	Audiometry (3).....	Revise

**Course Revisions Effective Fall 2019 *continued***

SPA	34103	Anatomy and Physiology of Speech (3) to: Anatomy and Physiology of Speech and Hearing.....	Revise
SPA	44089	Variable Topic International Experience in Speech Pathology and Audiology (1-4).....	New
SPA	44110	Speech Science (3) .....	Inactive
SPA	44111	Neural Processes (3).....	Revise
SPA	44310	Clinical Procedures (3) to: Clinical Procedures in Speech Pathology .....	Revise
SPA	53402	Audiometry (3) .....	Revise
SPA	54089	Variable Topic International Experience in Speech Pathology and Audiology (1-4).....	New
SPA	54096	Independent Study: Speech Pathology and Audiology (2-6).....	Revise
SPA	54310	Clinical Procedures (3) .....	Inactive
SPA	64091	Seminar in Communication Disorders (1-3) .....	Inactive
SPA	64096	Individual Investigation: Speech Pathology and Audiology (1-6) .....	Revise
SPA	64191	Seminar: Neurogenic Communication Disorders (1-3) .....	Inactive
SPA	64291	Seminar: Child Language (1-3).....	Inactive
SPA	64354	Maxillofacial Anomalies (1-3) to: Pediatric Medical Issues (2) .....	Revise
SPA	64356	Pediatric and Adult Dysphagia (4) to: Adult Dysphagia (3).....	Revise
SPA	64391	Seminar: Seminar: Articulation and Phonology (1-3).....	Revise
SPA	64491	Seminar: Organic Speech Disorders (1-3).....	Inactive
SPA	64591	Seminar: Fluency Disorders (1-3).....	Inactive
SPA	64691	Seminar: Voice Disorders (1-3) .....	Inactive
SPA	64791	Seminar: Speech Science (1-3) .....	Inactive
SPA	64891	Seminar: Communication Modalities and Assistive Technology (3).....	Revise
SPA	64991	Seminar: Critical Topics in Speech Language (1-3) .....	Inactive
SPA	70753	Laboratory for Electrophysiological Techniques in Audiology (1) .....	New
SPA	70754	Laboratory for Evaluation and Management of Balance Disorders (1) .....	New
SPA	70755	Laboratory for Advanced Electrophysiological and Vestibular Measures (1) ...	New
SPA	70791	Clinical Seminar in Audiology (1) to: Fourth Year Seminar.....	Revise
SPA	74089	Variable Topic International Experience in Speech Pathology and Audiology (1-4).....	New
SPA	74191	Seminar: Neurogenic Communication Disorders (1-3) .....	Inactive

**Course Revisions Effective Fall 2019 *continued***

SPA	74291	Seminar: Child Language (1-3).....	Inactive
SPA	74354	Maxillofacial Anomalies (1-3) to: Pediatric Medical Issues (2) .....	Revise
SPA	74356	Pediatric and Adult Dysphagia (4) to: Adult Dysphagia (3).....	Revise
SPA	74391	Seminar: Articulation and Phonology (1-3) .....	Revise
SPA	74491	Seminar: Organic Speech Disorders (1-3).....	Inactive
SPA	74591	Seminar: Fluency Disorders (1-3).....	Inactive
SPA	74592	Clerkship I (1).....	Revise
SPA	74691	Seminar: Voice Disorders (1-3) .....	Inactive
SPA	74692	Clerkship II (1) .....	Revise
SPA	74791	Seminar: Speech Science (1-3) .....	Inactive
SPA	74891	Seminar: Communication Modalities and Assistive Technology (3).....	Revise
SPA	74991	Seminar: Critical Topics in Speech Language Pathology (1-3) .....	Inactive
SPA	84096	Individual Investigation - Speech Pathology and Audiology (1-6).....	Revise
SPA	84098	Research (1-15).....	Inactive
SPAN	38211	Spanish Grammar and Composition (3) .....	Revise
SPAN	38213	Spanish Reading and Conversation (3).....	Revise
SPAN	38215	Spanish Phonetics and Diction (3).....	Revise
SPAN	38424	Culture and Civilization of Latin America (3) .....	Revise
SPAN	68098	Research (1-15).....	Revise
SPED	43021	Assessment for Individuals with Moderate to Intensive Needs (3) to: Assessment for Special Education .....	Revise
SPED	53020	Assessment in Special Education (3) .....	Inactive
SPED	53100	Survey of Interpreting Profession (3) to: Survey of the Interpreting Profession .....	Revise
SPED	53103	Interpreting Processes II (3) .....	Revise
SPED	53104	Interpreting Process III (3) to: Interpreting Processes III.....	Revise
SPED	53108	Medical Interpreting (3).....	New
SPED	53109	Mental Health Interpreting (3).....	New
SPED	53192	Advanced Practicum: ASL English Interpreting (1-9) .....	Revise
SPED	63892	Early Intervention Internship (3) .....	Revise
SPED	63950	Curriculum and Intervention in Early Childhood Services (3) .....	Revise
SPED	64892	Advanced Practicum (3-4).....	Revise

**Course Revisions Effective Fall 2019 *continued***

SPED 64951	Developing IFSPs and IEPs for Young Children (3) to: Developing an Individualized Family Service Plan and Individualized Education Program .....	Revise
SPED 73300	Research Applications in Special Education (3).....	New
SPED 73950	Curriculum and Intervention in Early Childhood Services (3) .....	Revise
SRM 63098	Research (1-15).....	Revise
TECH 20001	Energy/Power (3).....	Revise
TECH 20005	Introduction to Cybersecurity (3).....	New
TECH 23010	Computer Hardware I (3) to: Computer Hardware .....	Revise
TECH 26301	Networking Hardware I (3).....	Revise
TECH 33010	Computer Hardware (3) to: Computer Hardware for Animation .....	Revise
TECH 33031	Programmable Logic Controllers (3) .....	Revise
TECH 33040	Motors and Controllers (3) to: Control Systems .....	Revise
TECH 33222	Digital Design for Computer Engineering (3).....	Revise
TECH 33223	Electronic Communication (3) .....	Revise
TECH 33320	Applied Embedded Systems I (3).....	Revise
TECH 44000	Android Development Tools for Instrument Control (3).....	New
TECH 46411	Requirements Engineering and Analysis (3) .....	Revise
TECH 50000	Quality Standards (3) to:	
60020	.....	Revise
TECH 51003	Methods and Organization in Technology Education (3) to:	
61003	.....	Revise
TECH 53222	Computer Hardware Engineering and Architecture (3) .....	Revise
TECH 55551	Introduction to Nanotechnology (3) to:	
65551	.....	Revise
TECH 57000	Sustainable Systems and Technology (3) to:	
67000	.....	Revise
TECH 57010	Ethics, Technology and the Environment (3) to:	
67010	.....	Revise
TECH 57200	Systems Engineering (3) .....	Revise
TECH 57210	Sustainable Energy I (3).....	Revise
TECH 57211	Sustainable Energy II (3) .....	Revise
TECH 61098	Research (1-15).....	Revise

**Course Revisions Effective Fall 2019 *continued***

TECH	63041	Motors and Controllers (3).....	Revise
TECH	67220	Life Cycle Design I (3).....	Revise
TECH	67221	Life Cycle Design II (3) .....	Revise
TRST	38303	Medical Spanish Translation and Interpreting (3) to:	
SPAN		.....	Revise
TRST	60031	Intercultural Communication in the Language Industry (3).....	New
VCD	28001	Advanced Photography (3) to:	
	38004	.....	Revise
VCD	28005	Color Photography (3) to:	
	48005	.....	Revise
VCD	28007	Advanced Digital Imaging (3) to:	
	48008	.....	Revise
VCD	50095	Special Topics Graphic Design/Illustration (3) .....	Revise
VCD	60009	Candidacy Review/Graphic Design and Illustration (1).....	Revise
VCD	60095	Special Topics in Graphic Design/Illustration (1-4).....	Revise
VCD	60099	M.A. Project Graphic Design and Illustration (4) .....	Revise

**Course Updates to Revisions 19 November 2018 EPC Agenda, Effective Fall 2019**

EPSY	63540	Nature and Needs of Gifted Children (3).....	New
		<i>"Children" missing from title</i>	

### Hold Policy for Courses Not Taught

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, Curriculum Services will place a hold on all courses that have not been taught for five or more consecutive years. These courses will not be inactivated and still will be displayed in the *University Catalog*. However, their status in the Banner course inventory will change from "active" to "hold." Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation and research. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

While a course is on hold, it may be offered to students. Academic units can notify Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the course is taught, the course status remains active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years will be inactivated. The dean and chair/director will be notified in advance of such action, and the course inactivation will be included on an EPC agenda.

(Source: [Curriculum Guidelines](#), page 48)

### Courses on Hold Effective for Fall 2019

ACCT 63025	Analysis and Valuation of Business Using Financial Statements (3)	Hold
ACCT 63030	International Accounting (3)	Hold
ACCT 73025	Analysis and Valuation of Business Using Financial Statements (3)	Hold
ACCT 73030	International Accounting (3)	Hold
ANTH 48220	Cultural Ecology (3)	Hold
ANTH 58220	Cultural Ecology (3)	Hold
ARCH 10102	First Year Design Studio II (3)	Hold
ARCH 45621	Current Issues in Historic Preservation (1-3)	Hold
ARCH 45701	Urban Design Studio I (3-6)	Hold
ARCH 55621	Current Issues in Historic Preservation (1-3)	Hold
ARCH 55707	Representation in Design (1-3)	Hold
ARTH 42051	European Art and Ideas: 1750-1900 (3)	Hold
ARTH 52051	European Art, 1750-1900 (3)	Hold
BMRT 21023	Financing the Business Venture (3)	Hold
BMS 60220	Human Microscopic Anatomy (5)	Hold
BMS 60550	Medical Pharmacology I (3)	Hold
BMS 60551	Medical Pharmacology II (3)	Hold

**Courses on Hold Effective for Fall 2019 *continued***

BMS	68610	Human Gross Anatomy I (4).....	Hold
BMS	68611	Human Gross Anatomy II (3) .....	Hold
BMS	70220	Human Microscopic Anatomy (5) .....	Hold
BMS	70550	Medical Pharmacology I (3) .....	Hold
BMS	70551	Medical Pharmacology II (3).....	Hold
BMS	78610	Human Gross Anatomy I (4).....	Hold
BMS	78611	Human Gross Anatomy II (3) .....	Hold
BSCI	40434	Mammalian Physiology II (3).....	Hold
BSCI	50434	Mammalian Physiology II (3).....	Hold
BSCI	70434	Mammalian Physiology II (3).....	Hold
CHEM	40478	Synthesis of Organic Liquid Crystals (3) .....	Hold
CHEM	50478	Synthesis of Organic Liquid Crystals (3) .....	Hold
CHEM	70478	Synthesis of Organic Liquid Crystals (3) .....	Hold
CLI	80370	History and Physical Rotation (4) .....	Hold
COMM	65685	Communication and Cognition (3) .....	Hold
COMM	85685	Communication and Cognition (3) .....	Hold
CS	47201	Human Computer Interaction (3) .....	Hold
CS	57201	Human Computer Interaction (3) .....	Hold
CS	65301	System Modeling and Performance Evaluation (3) .....	Hold
CS	75301	System Modeling and Performance Evaluation (3) .....	Hold
DAN	37071	Movement Notation (2).....	Hold
DAN	38010	Dance Accompaniment Laboratory II (1-4).....	Hold
DAN	47525	Student Teaching in Dance (9) .....	Hold
ECON	32070	Labor Problems (3).....	Hold
EMBA	67084	Multinational Business Management-EMBA (2) .....	Hold
ENG	85033	The Rhetorical Nature and Function of Extended Discourse (3).....	Hold
EPI	73025	Emerging Issues in Infectious Disease Epidemiology (3) .....	Hold
EPSY	65521	Adult Development (3).....	Hold
EPSY	70094	College Teaching (3).....	Hold
EPSY	75521	Adult Development (3).....	Hold
FDM	35260	Merchandising for Home Furnishings (3).....	Hold
GEOG	37050	Geography of Russia and the Commonwealth of Independent States (3).....	Hold
GEOG	62062	Behavioral Geography (3).....	Hold

**Courses on Hold Effective for Fall 2019 *continued***

GEOG72062	Behavioral Geography (3).....	Hold
GEOL 60094	College Teaching of Applied Geology (1) .....	Hold
GEOL 70094	College Teaching of Applied Geology (1) .....	Hold
HIED 86559	Advanced Student and Adult Development (3).....	Hold
HIST 31052	History of Modern France (3).....	Hold
HIST 31127	Ancient and Early Medieval Jewish History (3) .....	Hold
HIST 41077	The Great Depression in America (3) .....	Hold
HRTG 20201	Intermediate I Variable Language (3) .....	Hold
ID 24502	Studio Problems in Interior Design II (4).....	Hold
ID 24510	Textiles in the Built Environment (2).....	Hold
ID 24522	Interior Design Graphics II (3) .....	Hold
ID 34503	Studio Problems in Interior Design III (4) .....	Hold
ID 34504	Studio Problems in Interior Design IV (4) .....	Hold
ID 44512	Historic Furnishing Textiles (2).....	Hold
ID 44523	Interior Design Professional Practice (2) .....	Hold
ID 44525	Lighting Application in Interior Spaces (3).....	Hold
ID 44534	History of Interiors to 1600 (4) .....	Hold
ID 54512	Historic Furnishing Textiles (2).....	Hold
ID 54534	History of Interiors to 1600 (4) .....	Hold
JMC 40007	Reviewing the Arts (2) .....	Hold
JMC 40022	Film as Communication (3).....	Hold
JMC 40023	Non-Traditional Journalism (3) .....	Hold
JMC 50007	Reviewing the Arts (2) .....	Hold
JMC 50023	Non-Traditional Journalism (3) .....	Hold
JMC 60004	Cybermedia Law (3) .....	Hold
JMC 60010	Qualitative Research in Journalism and Mass Communication: Data Collection (3) .....	Hold
JMC 60040	Qualitative Research Methods in Journalism and Mass Communication: Data Analysis (3) .....	Hold
JMC 80004	Cybermedia Law (3) .....	Hold
JMC 80010	Qualitative Research in Journalism and Mass Communication: Data Collection (3) .....	Hold
JMC 80040	Qualitative Research Methods in Journalism and Mass Communication: Data Analysis (3) .....	Hold

**Courses on Hold Effective for Fall 2019 *continued***

MIS	64275	Strategic Global Management (3).....	Hold
MIS	74275	Strategic Global Management (3).....	Hold
MIS	84012	Scheduling and Planning (3).....	Hold
MIS	84015	Stochastic Models (3) .....	Hold
MKTG	65050	Modern Entrepreneurial Management (3) .....	Hold
MKTG	65060	Marketing Strategy and Planning (3).....	Hold
MKTG	65064	Buyer Behavior (3).....	Hold
MKTG	75050	Modern Entrepreneurial Management (3) .....	Hold
MKTG	75064	Buyer Behavior (3).....	Hold
NURS	35030	Pathophysiology: Analysis and Application of the Nursing Process (3) .....	Hold
NUTR	43521	Food Choices for Prescribed Dietary Modification (2) .....	Hold
NUTR	53521	Food Choices for Prescribed Dietary Modification (2) .....	Hold
PAS	25200	East African-Kiswahili Cultures (3) .....	Hold
PH	31005	Social Determinants of Health and Health Behavior (3).....	Hold
PH	40101	Occupational Health and Safety (3) .....	Hold
PH	40112	Institutional and Recreational Environmental, Occupational Health and Safety (3).....	Hold
PH	40200	The Built Environment (3).....	Hold
PHY	13011	College Physics I (2) .....	Hold
PHY	54600	Introduction to Biological Physics (3) .....	Hold
POL	30300	Public Policy Theory (3) .....	Hold
POL	30540	African Politics (3).....	Hold
POL	60102	American Policy Process (3) .....	Hold
POL	60108	American Political Behavior (3).....	Hold
POL	60304	Analytic Techniques of Policy-Making (3).....	Hold
POL	60511	International Political Economy (3).....	Hold
POL	60906	Political Violence (3) .....	Hold
POL	70102	American Policy Process (3) .....	Hold
POL	70108	American Political Behavior (3).....	Hold
POL	70304	Analytic Techniques of Policy-Making (3).....	Hold
POL	70511	International Political Economy (3).....	Hold
POL	70906	Political Violence (3) .....	Hold
PSYC	22221	Multicultural Psychology (3) .....	Hold
RHAB	67730	Policies and Practices for Rehabilitation Counselors of the Deaf (3).....	Hold

**Courses on Hold Effective for Fall 2019 *continued***

SOC	42559	Culture and Society (3).....	Hold
SOC	62220	Survey Research Methods (3).....	Hold
SOC	72220	Survey Research Methods (3).....	Hold
SPA	70741	Directed Observation in Audiology I (1) .....	Hold
SPA	70742	Directed Observation in Audiology II (1) .....	Hold
SPA	70743	Clerkship I (1).....	Hold
SPA	70744	Clerkship II (1) .....	Hold
SRM	65006	Contemporary Issues in Sport Management (3) .....	Hold
SRM	65034	Contemporary Sport Law (3) .....	Hold
SRM	65061	Philosophical and Social Bases of Leisure and Sport (3) .....	Hold
SRM	75006	Contemporary Issues in Sport Management (3) .....	Hold
SRM	75034	Contemporary Sport Law (3) .....	Hold
SRM	75061	Philosophical and Social Bases of Leisure and Sport (3) .....	Hold
TECH	31071	Woods Technology II (2) .....	Hold
TECH	32105	Construction Jobsite Management (3).....	Hold
TECH	66411	Wireless and Telecommunication Systems Requirements Engineering (3) .....	Hold
THEA	41801	Voice and Speech I: The Actor's Instrument (3) .....	Hold
THEA	41802	Ensemble Singing for Musical Theatre (1).....	Hold
THEA	51802	Ensemble Singing for Musical Theatre (1).....	Hold
VCD	60121	User Experience Design in Practice (3).....	Hold

**Hold Courses Inactivated Effective for Fall 2019**

ANTH	48840	Natural Selection in Perspective (3) .....	Inactive
ANTH	58840	Natural Selection in Perspective (3) .....	Inactive
ARTH	42023	The Arts of Japan (3) .....	Inactive
BMRT	21051	Fundamentals of Retailing (3).....	Inactive
BMS	60449	Medical Physiology I (4) .....	Inactive
BMS	70449	Medical Physiology I (4) .....	Inactive
BMS	78610	Human Gross Anatomy I (4).....	Inactive
BMS	78611	Human Gross Anatomy II (3) .....	Inactive
BMS	78624	Primate Ethology (3) .....	Inactive
CHEM	20284	Physiological Chemistry (4) .....	Inactive
CHEM	40575	Molecular Spectroscopy (3).....	Inactive
CHEM	50575	Molecular Spectroscopy (3).....	Inactive

**Hold Courses Inactivated Effective for Fall 2019 *continued***

CHEM60347	Chemical Crystallography (3) .....	Inactive
CHEM70347	Chemical Crystallography (3) .....	Inactive
CHEM70575	Molecular Spectroscopy (3) .....	Inactive
CI 67337	Theory and Practice of Teaching Literature-Secondary and College (3) .....	Inactive
CI 77337	Theory and Practice in Teaching Literature-Secondary and College (3) .....	Inactive
CIS 34053	Data Integration (3) .....	Inactive
COMM45960	Health Communication (3) .....	Inactive
COMM55960	Health Communication (3) .....	Inactive
CS 65208	Distributed Multimedia Languages and Systems (3) .....	Inactive
CS 66120	Evolutionary Computation (3) .....	Inactive
CS 75208	Distributed Multimedia Languages and Systems (3) .....	Inactive
CS 76120	Evolutionary Computation (3) .....	Inactive
EERT 22015	Robotics and Advanced Microsystems (3) .....	Inactive
ENG 67103	Psychoanalytic Theory and Criticism (3) .....	Inactive
ENG 77103	Psychoanalytic Theory and Criticism (3) .....	Inactive
EPI 73024	Emerging Issues in Chronic Disease Epidemiology (3) .....	Inactive
EXPH 63052	Advanced Research Design and Statistics in Exercise Physiology (3) .....	Inactive
EXPH 73052	Advanced Research Design and Statistics in Exercise Physiology (3) .....	Inactive
GEOL 43066	Optical Petrography (3) .....	Inactive
GEOL 53066	Optical Petrography (3) .....	Inactive
GEOL 63067	Carbonate Rocks (3) .....	Inactive
GEOL 64065	Sedimentology (3) .....	Inactive
GEOL 73067	Carbonate Rocks (3) .....	Inactive
GEOL 74065	Sedimentology (3) .....	Inactive
HIST 42497	Colloquium: Women in Modern Europe (3) .....	Inactive
HIST 43097	Colloquium: Medieval Russia (3) .....	Inactive
HIST 52497	Colloquium: Women in Modern Europe (3) .....	Inactive
HIST 53097	Colloquium: Medieval Russia (3) .....	Inactive
HIST 72497	Colloquium: Women in Modern Europe (3) .....	Inactive
HIST 73097	Colloquium: Medieval Russia (3) .....	Inactive
HPM 73023	Operations Management in Public Health (3) .....	Inactive
ITAL 15205	Basic Conversational Italian II (2) .....	Inactive
JMC 40035	Television Graphics (3) .....	Inactive

**Hold Courses Inactivated Effective for Fall 2019 *continued***

JMC	50035	Television Graphics (3).....	Inactive
LIS	60603	Cataloging and Classification II (3).....	Inactive
LIS	80603	Cataloging and Classification II (3).....	Inactive
MCLS	22217	Diversity in Today's Russia (3) .....	Inactive
MCLS	23217	The Francophone Experience (3) .....	Inactive
MCLS	28405	The Spanish Experience (3) .....	Inactive
MSCI	30183	Leadership Practicum (1-4) .....	Inactive
MUS	58221	Elements of Accompanying I (2).....	Inactive
MUS	83211	Seminar in Teacher Education in Music (3) .....	Inactive
PAS	42500	Black Education in America (3).....	Inactive
PHIL	61085	Metaethics (3) .....	Inactive
PSYC	70485	Reading Processes (3).....	Inactive
PWS	10515	Wallyball (1).....	Inactive
PWS	10612	Lifeguard Training (1) .....	Inactive
SOC	62435	Sociology of Sentiments and Emotions (3) .....	Inactive
SOC	72435	Sociology of Sentiments and Emotions (3) .....	Inactive
SRM	55023	Marketing and Promotions in Sport and Recreation (3).....	Inactive
TECH	65400	Evaluating Quality System Through Process Control (3) .....	Inactive
VCD	46053	Web Design and Programming Studio (3).....	Inactive
VCD	56053	Web Design and Programming Studio (3).....	Inactive



Educational Policies Council  
Minutes of the Meeting  
Monday, 19 November 2018

**Ex-Officio Members present (or represented):** Provost Todd A. Diacon; Faculty Senate Chair Pamela E. Grimm, Senior Associate Provost Melody J. Tankersley; Dean Barbara A. Broome, Kenneth J. Burhanna, John R. Crawford-Spinelli, James C. Hannon, Eboni Pringle, Nathan Ritchey, Alison J. Smith, Deborah F. Spake; Senior Associate Dean Vincent J. Hetherington; Associate Deans Mary Ann Haley (representing Dean James L. Blank); Miriam L. Matteson, Stephen A. Mitchell, Cynthia R. Stillings, Wendy A. Umberger, Manfred H. Van Dulmen, Donald R. Williams (representing Associate Dean Cathy L. Dubois), William T. Willoughby (representing both himself and Dean Mark S. Mistur); Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Deans Sonia A. Alemagno, Amy L. Reynolds, Christina L. Bloebaum; Senior Academic Program Director Maureen McFarland

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht, Robert J. Twieg; Associate Professors Ann Abraham, Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Christopher J. Fenk, Robert J. Twieg; Associate Professor Vanessa J. Earp

**Council Representatives present (or represented):** Professors Christopher Rowan, Michael W. Chunn, Paul Haridakis, Richard L. Mangrum, Said M. Shiyab; Associate Professors Ivan Bernal, Natalie Caine-Bish, Denise M. McEnroe-Petitte, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Sara Bayramzadeh, Duane J. Ehredt, James D. (Derek) Kingsley; Lecturer Mary F. Kutchin; Associate Lecturer Timothy Roberts

**Council Representatives not present (or not represented):** Professors Michael W. Chunn, Shin-Min (Simon) Song, Jonathan B. VanGeest; Associate Professors Melissa D. Zullo; Assistant Professor Yea-Jyh (Kathy) Chen; Lecturer Mary F. Kutchin; Associate Lecturer Timothy Roberts

**Observers present:** Undergraduate EPC Representative Lauren Oswald, Graduate EPC Representative Antonina Pakholkova Mohamed

**Consultants and Guests present:** Aimee J. Bell, Marie Bokowsky, J.R. Campbell, Larry G. Froehlich, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Andrew Kubeck, Julie Messina, Christa Ord, Gail Rebata, Therese E. Tillett, Don Williams, Devdatti Yogi, Catherine M. Zingrone

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Provost Todd A. Diacon called the meeting to order at 3:22p.m., on Monday, 19 November 2018, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 20 August 2018 meeting minutes**

Professor Edward Dauterich made a motion to approve the item, and Professor Michael W. Chunn seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Joint EPC Action Item 2: Revision of the Curriculum Guidelines**

Senior Associate Provost Melody J. Tankersley summarized the changes to the curriculum guidelines. She said that the goal was to make the information correct and accurate. Additionally, the guidelines would be reviewed and updated every two years. She said that the items added and removed in the current guidelines are:

- Additions:
- Timeline examples for new degree programs
  - Definitions on offering online programs
  - Correspondence courses
  - Explanation of the CIP code
  - Policy for suspending admissions
  - Links to resources
  - Glossary of Kent State acronyms and initials
  - Revised course schedule types
  - Deadlines for EPC items
  - State's policy on concentrations
  - Credit by examination
  - Repeatable for credit course designation

- Removals:
- Guidelines of EPC—now in a separate EPC guidelines document

Associate Dean Cynthia R. Stillings moved to approve, seconded by Associate Dean William T. Willoughby.

An EPC member asked if math and applied math are the same discipline. The guideline information states that a student may not declare a major and minor in the same discipline. Associate Vice President Therese E. Tillett replied that EPC has discussed in the past and determined that it is up to the college to decide.

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

**Undergraduate EPC Action Item 1: Establishment of an Arts Entrepreneurship [AENT] minor to be offered at the Kent Campus.**

Professor Dauterich motioned to approve, and Dean Eboni Pringle seconded.

Dean John R. Crawford-Spinelli explained that alumni from Kent State and other institutions provided survey feedback desiring to learn the business side of the Arts. His department worked with the College of Business Administration and the entrepreneurship faculty to establish the minor.

A guest asked if students in other majors may pursue this minor. Associate Dean Stillings responded in the affirmative; the minor is non-restricted.

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

**Undergraduate EPC Action Item 2: Revision of name of the Regional College [RE], to College of Applied and Technical Studies [AP].**

Professor Kracht made a motion to approve, and Dean Kenneth J. Burhanna seconded the motion.

Dean Nathan P. Ritchey stated that the name change would more broadly describe the college, faculty, programs and students. He said that faculty are teaching either in applied or technical programs.

EPC members did not have any questions or comments and passed the item unanimously.

**Undergraduate EPC Discussion Item 1: Cross-disciplinary course offerings to support the Design Innovation Initiative.**

Executive Director J.R. Campbell discussed the scope of the Design Innovation Initiative that supports and links to curricular practice. The Design Innovation team of 25 faculty and staff from across campus wanted to better elevate the tech resources across campus. He said they noticed the same equipment being purchased by separate colleges. In addition, sharing resources would promote cross-disciplinary education in problem-solving and experiential learning. The initiative would be a mechanism to support all academic endeavors. Executive Director Campbell explained that the team would like to create a “Design Innovation Hub” housed in the old art building. The interior structure of the building would remain with updates that include the exterior. The updates will be designed with architects with a tech design background. He said that if a tool is not somewhere else on campus, it may be housed in the hub. Other tools Executive Director Campbell anticipates for the hub will be a 3D printer and laser cutters. The desire for the Design Innovation Initiative is to use design to get students to collaborate and make sense of their majors early on.

Executive Director Campbell stated that the initiative will begin with special topics courses in the spring with instructors from different colleges. The hub is set open in August 2020.

An EPC member asked if the team is intentionally building a mechanism to encourage teamwork. Executive Director Campbell responded yes; the introduction course will be about working in cross-disciplinary teams.

**Graduate EPC Action Item 1: Establishment of an Aviation Management and Logistics [AVML] major within the Master of Science [MS] degree to be offered online-only in an accelerated delivery (18 months including summers).**

Assistant Dean Kara L. Robinson moved to approve, and Dean Willoughby seconded.

Professor Richard L. Mangrum explained that the proposed master’s degree is in response to the increased need for transportation of people and goods. Specifically, the online shopping demand is driving the expansion of transporting goods. He said there is a need for logicians to manage the aviation part of delivery.

EPC members had no questions or comments and passed the item unanimously.

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:15pm.

Respectfully submitted,



Christa N. Ord

Administrative Secretary, Curriculum Services, Office of the Provost

## **CHARGE OF THE EPC TASK FORCE**

In 2018, the EPC and the Faculty Senate approved the convening of a task force to undertake a review of the EPC, including its mission and purpose, composition and membership and logistics in how meetings are scheduled and conducted.

This charge aligns with 3342-2-07 Administrative Policy and Procedures Regarding the Educational Policies Council:

- C. Periodic review of the educational policies council. The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.

The following agreed to serve on the EPC Task Force:

<b>Name</b>	<b>Title</b>	<b>EPC Membership</b>
Sonia A. Alemagno	Dean and Professor, College of Public Health	Ex-Officio (AY2010–AY2018)
Jennifer Cunningham	Associate Professor, College of Arts and Sciences	Faculty Senate (AY2017–AY18)
Edward Dauterich	Professor, College of Arts and Sciences	Faculty Senate (AY2017–AY18)
Richard Mangrum	Professor, College of Aeronautics and Engineering	CCC (AY2010–AY2012, AY2016–AY2018)
Denise M. McEnroe-Petitte	Associate Professor, Regional College	CCC (AY2017–AY2018)
I. Richmond Nettey	Professor, College of Aeronautics and Engineering	Ex-Officio (AY2009–AY2018)
Melissa Zullo	Associate Professor, College of Public Health	CCC (AY2016–AY2018)

The Office of Curriculum Services assisted as consultants to the Task Force and organized the meetings and materials.

Members have met three times, on 25-Sep-18, 22-Oct-18 and 19-Nov-18. Meeting minutes are attached at the end of this document.

The following pages represents what the task force has identified as issues with the current EPC structure, possibly reasons for those issues and outcomes resulting from the issues.

In addition, the EPC Task Force presents recommendations for the future, including a restructured EPC membership.

<b>Issues</b>	<ul style="list-style-type: none"> <li>▪ Value of EPC is questioned</li> <li>▪ EPC is not fulfilling its responsibility for long-range academic planning</li> <li>▪ Culture of EPC is consensus, rather than deliberative</li> <li>▪ EPC members sometimes seem uninformed of their role and expectations</li> </ul>
<b>Why are these issues important?</b>	<ul style="list-style-type: none"> <li>▪ Other than EPC (and to some extent, Faculty Senate), there is no committee addressing and communicating curricular and academic policy planning at the university level</li> </ul>
<b>Possible reasons for the issues</b>	<ul style="list-style-type: none"> <li>▪ EPC committee membership is large</li> <li>▪ Sense that EPC members do not know why they are there and what their vote represents</li> <li>▪ Top-level discussions on university strategic goals and state priorities are not being communicated to EPC members</li> <li>▪ Belief among members that since the item may go to Faculty Senate, deliberation can be left to that body</li> <li>▪ Since the EPC membership includes deans – faculty in those colleges may feel they cannot question an item coming from their college (or any item that their dean approves)</li> <li>▪ As the provost approves items for agenda and runs meetings, EPC members may feel they cannot question an item if they believe the provost has already approved it</li> <li>▪ Too many items on the agenda to review and/or are listed as information and lesser action items (i.e., not up for a vote; therefore, not up for discussion)</li> </ul>
<b>Outcomes of the issues</b>	<ul style="list-style-type: none"> <li>▪ Image that EPC “rubber stamps” proposals</li> <li>▪ Decreased EPC attendance and increased proxy/designee voting</li> <li>▪ Little discussion on items</li> <li>▪ EPC members continue to exist in silos and review proposals against how the proposed may affect them/their unit only</li> <li>▪ There are times when it appears that EPC members do not <ul style="list-style-type: none"> <li>○ read the documents provided</li> <li>○ seem prepared to discuss or ask questions</li> <li>○ feel accountable</li> </ul> </li> <li>▪ Sense that EPC is inefficient and time consuming</li> <li>▪ Appearance that EPC members vote the way everyone else votes</li> <li>▪ Some seem to set a goal of seeing how fast the agenda can be completed and meeting adjourned</li> <li>▪ EPC members wait until after the meeting (or at Faculty Senate or in private) to discuss</li> <li>▪ EPC members do not seem aware of university priorities/issues when reviewing proposals</li> <li>▪ Dependence on Curriculum Services for proposal review and issue resolution</li> </ul>

<b>Task force list of potential recommendations</b>	<ul style="list-style-type: none"> <li>▪ Make EPC membership smaller, or separate into small UG/GR committees</li> <li>▪ Restructure committee membership to be less administration and more faculty</li> <li>▪ Add a reviewing committee (e.g., Executive EPC) to set agenda, approve items and bring presenters to meetings</li> <li>▪ Change EPC leadership</li> <li>▪ Have regular presentations on university strategic planning, state priorities, new federal regulations, etc.</li> <li>▪ Have presentations where colleges/divisions discuss their priorities and future initiatives</li> <li>▪ Require that the proposal's developer present and explain the proposal at the EPC meeting</li> <li>▪ Restructure EPC to provide more input to top administrators</li> <li>▪ Better define EPC's role in "long-range academic planning"</li> <li>▪ Hold training workshops each August for EPC members</li> <li>▪ Create a "possible issues" (thinking points) list for EPC members to review when reading proposal</li> <li>▪ Create a diagnostic questions list for each member to answer while reading the documents</li> <li>▪ Create an executive summary or bullet points of information so EPC members don't have to read the full documents</li> <li>▪ Require EPC members to include rationale with their vote</li> <li>▪ Send Faculty Senate minutes to EPC members</li> <li>▪ Have EPC members cast votes as a college vote</li> <li>▪ Have provost share his concerns about an item</li> <li>▪ Call on EPC members for their opinion</li> <li>▪ Change student membership from observing to voting</li> <li>▪ Clarify the no-proxy policy</li> <li>▪ Designate member alternates to attend</li> <li>▪ Stipulate that regular nonattendance leads to removal</li> <li>▪ On agenda, change information items to be discussion items</li> <li>▪ On agenda, separate action items from the information and lesser items</li> <li>▪ Create a consent calendar (one vote for several items)</li> <li>▪ Allow EPC members to vote electronically</li> </ul>
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**EPC STRUCTURE**

<b>Current Structure</b>	<b>Recommended Structure</b>
Two councils (UG/GR) that meet together, but with separate agendas	One council with one agenda
Co-chairs are the provost and chair of the Faculty Senate	Chair is a member of the Faculty Senate Executive Committee
Large membership (55 voting)	Small membership (28 voting)
Voting members are nearly half (45/55%) administrators and faculty (25 deans/assoc deans, 20 college faculty, 10 faculty senators)	Voting members are primarily (88%) faculty (20 college faculty, 2 faculty senators, 1 library faculty, 3 deans/assoc deans/provost)
Campus deans, A/A deans, department chairs and school directors are not members, but are notified of the agenda before the council meets	Campus deans, college deans*, A/A deans, department chairs and school directors are not members, but are notified of the agenda before the council meets (* 2 of 15 college/division deans are members)
Dean from University Libraries is a voting member	Faculty member from University Libraries is a voting member
Students from the UG/GR government bodies are non-voting members	Students from the UG/GR government bodies are voting members
Based on UG/GR designation, members vote only on items on their agenda	Members vote on all items on the agenda
College deans present agenda items	Proposal developers present agenda items
	Exec committee is added with small membership (5) from the EPC
	Exec members are 60/40% administrators and faculty (3 deans/assoc deans/provost, 2 faculty senators)
	Exec chair is also EPC chair (member of the Faculty Senate Executive Committee)
	Secretary to both EPC and EPC Exec is Office of Curriculum Services

CURRENT STRUCTURE	RECOMMENDED STRUCTURE																																																				
<p style="text-align: center;"><b>College/Division/Committee</b> (recommendation) ↓ <b>Provost / Graduate Studies Dean</b> (approval) ↓ <b>Campus Deans, A/A Deans, Chairs, Directors</b> (notification) ↓ <b>UG and GR EPC</b> (approval) ↓ <b>Faculty Senate</b> (approval)</p>	<p style="text-align: center;"><b>College/Division/Committee</b> (recommendation) ↓ <b>Provost / Graduate Studies Dean</b> (approval) ↓ <b>Executive EPC</b> (approval) ↓ <b>College Deans, Campus Deans, A/A Deans, Chairs, Directors</b> (notification) ↓ <b>EPC</b> (approval) ↓ <b>Faculty Senate</b> (approval)</p>																																																				
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**Note:** Kent State has 11 degree-granting colleges, of which 10 offer undergraduate degrees, and 10 offer graduate degrees: (1) Aeronautics and Engineering; (2) Architecture and Environmental Design; (3) Arts; (4) Arts and Sciences; (5) Business Administration; (6) Communication and Information; (7) Education, Health and Human Services; (8) Nursing (9) Podiatric Medicine (*graduate only*); (10) Public Health; (11) Regional (*undergraduate only*)



**EPC Task Force  
Meeting Minutes  
Tuesday, September 25, 2018**

**Members present:** Sonia Alemagno, Jennifer Cunningham, Ed Dauterich, Denise McEnroe-Petitte, Richmond Nettey, Liz Sinclair, Melissa Zullo, Therese Tillett

**Members not present:** Rick Mangrum

**Ex-Officio Members present:** Aimee Bell, Christa Ord

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Therese began the meeting by asking the members to introduce themselves and say one thing they would like to see accomplished with the EPC:

- Greater efficiency
- EPC is a time consuming process – could be automated
- Smaller counsel in a smaller setting
- Members who are devoted to this process
- All online
- More thoughtful discussion that ties it back to the mission and values of the university.
- More streamlined, hitting the points and, possibly, voted on electronically
- Real curriculum issues brought to the council
- Better communication
- Smaller council to help generate the discussions
- Efficiency, better communication and streamlined

Therese thanked everyone for volunteering. She said a review of EPC is something that has been on EPC's mind due to the decline in attendance, and it has been brought to Faculty Senate's attention as well. She explained that she briefly would go over the history of EPC, the issues that Curriculum Services has seen and the issues that the task force members have witnessed.

Therese stated that EPC was created in the 1960's to move a lot of the responsibility to the colleges to review the smaller curriculum changes. EPC took more of an overarching role in the long-range academic planning and other major issues. She explained that EPC was used as a vehicle for communication for colleges to come together and notify each other about any changes.

Over the years, colleges were getting bigger and the graduate studies dean, at the time, wanted to implement an undergraduate and graduate council (in 2008). She said that the graduate studies dean wanted more time devoted to the graduate level and then, possibly, GDAC could cease to exist.

Therese stated that after more graduate information was brought to her, a lot of things were more about operations rather than academics. It was clear that GDAC should stay active.

Therese explained that there are a lot of committees, such as UDC, Advising Deans Council and AAAC, due to so many independent issues and areas. Therese said there are overlaps in these councils, but there is so much on their agendas to go over already. Additionally, the undergraduate and graduate councils within EPC could not meet separately, because there are issues that affect both and scheduling conflicts. She explained that when the two groups were combined and assigned to meet together in the Governance Chambers, attendance and conversation decreased. Therese read some of the attendance percentages compared to the months, years and possible agenda items. The decline in EPC attendance has caused concern about meeting quorum for voting.

Member questions and discussion:

- What is the mission of EPC?
- What are the roles of URCC, GDAC and EPC, and how do they relate?
- It seems like there is always a disconnect between what goes on in URCC and GDAC and then what happens in EPC.
- In August and May, departments and colleges have many things going on.
- Is a reason for low attendance be that members have to travel to the Kent Campus?

Therese stated that, historically, EPC has always been on Mondays at 3:20 p.m., and meets a minimum three times per academic year. She said that the task force can review the months that the council meets. Faculty Senate sets the meeting date to correspondence to its meetings. Therese explained that main concerns are low attendance, apathy and the idea that EPC is not vetting things.

Therese asked what issues the members have seen:

- A lot of items could be handled outside of the meeting.
- EPC members don't debate on anything.
- EPC members ask questions that could be answered in the materials they received.
- People do not feel as if EPC is doing much.
- Not apathy, rather consensus – if people have a problem, they will speak up
- EPC is doing its job and that no one would be on EPC who did not have well-meaning for everything.
- Half of the work for EPC could be done at the college level if there is no encroachment.
- Items could stop at the college level, bypass EPC and become an information item for Faculty Senate. (EPC does not need to vet it again if the college already has.)
- Is there a way to bring the more controversial issues to EPC first and have a larger conversation?
- This is really about culture, and that EPC has a consensus culture. Faculty Senate is not of consensus. It is one where senators can represent their group and say their thoughts. Because Faculty Senate has more conversation, it is more of a deliberative model.

- If goal is to make EPC more deliberative and strategic in an academic sense, then the culture has to change to foster discussion.
- Curriculum Services de-conflicted a lot of issues before they get to EPC, and that could be why the culture is more of a consensus one.
- There are so many EPC members, there should be a review to see if they are all needed.
- Senate looks at EPC as an administrator's committee that agrees with the Provost.
- EPC members may think they do not need to attend, because things will just get done.
- It is helpful when colleges explain their proposal during EPC, as they have the expertise in their discipline. But if the proposal conflicts with another college, there should be discussion at EPC. In addition, if there is a noticeable program organizational issue, such as not enough faculty, then EPC needs to ask questions, which is not going to happen when there is a culture of consensus.
- Faculty Senate second-guesses EPC. If Faculty Senate is going to have committees, it should listen to them. It is like starting over again.
- Nothing is decided or changed at EPC – there is no action. Only when people get upset is when something is changed.
- Deans do not need to be on EPC since faculty own curriculum.
- There does not need to be so many administrators on EPC – that may make it less of a conflict between EPC and Faculty Senate.
- Administrators have always voted at EPC, and that it is a very important vote.
- Members do not speak at EPC, and they vote without knowing if they should be voting.
- Could members of the same college vote opposite and cancel each other's vote out? Should they harmonize things in their college before coming to EPC?
- Many EPC members have not reviewed the material prior to the meeting and ask questions about things that have already been answered.

Therese said that members brought up a lot of good points, and that EPC is more of an approving body. However, when you look at its responsibility, it is long-range academic planning, which may not be happening. At one time in the past, there was a provost telling college deans that they must always approve at EPC what he approved. Which makes it difficult to have a meeting. Therese explained that Curriculum Services tries to ward off issues and review things prior to moving them forward. She expressed concern that there were times when she wished members would speak up about items. Additionally, she said the Provost will state that he is unsure about some proposals, but he wants EPC to make that decision. The college needs to defend their proposal at EPC.

Task force members discussed a member's recommendation to eliminate EPC and hand things off to Faculty Senate. The member responded that they did mean all of it, but a lot of it. They said that if there is no university issue, there is no reason for it to go to EPC. Therese asked who determines there is a university issue. The member replied that the answer would be policy – management and policy gets confused. There is derailment when management messes with policy.

Therese asked the members what they thought would be their ideal committee to be approving major changes, as well as long-range academic planning.

- Call on EPC members for their opinions
- Let EPC members know that these are the things that will be discussed
- Inform EPC members the council's expectations
- Present a summary of the information from the documents – members may be confused by the paperwork, and that's why they don't read it
- Present bullet points of information, possible issues that could arise and what EPC should be focused on
- Ask curriculum committees to talk to EPC about the issues and questions they received during their process
- Present diagnostic questions about the proposal that EPC members should review

Therese asked if there should be two councils; one dedicated to undergrad and one to grad:

- Rational makes sense
- If two councils, they should all meet together and discuss all proposals
- May be better to have split meetings, but the same person could not serve on both
- Could people be on both?
- Makes sense to have an agenda that separates everything
- Make the committee smaller by having one person per college representing both undergrad and graduate

Therese asked what the taskforce should discuss at the next meeting:

- EPC membership
- EPC agenda
- Role of the chair
- Possible issue of one person representing both UG/GR bodies
- Changing the culture

## EPC Task Force Meeting Minutes Monday, 22 October 2018

**Members present:** Sonia Alemagno, Jennifer Cunningham, Ed Dauterich, Rick Mangrum, Richmond Nettey, Liz Sinclair, Melissa Zullo

**Members not present:** Denise McEnroe-Petitte, Therese Tillett

**Ex-Officio Members present:** Aimee Bell, Jennifer Kellogg, Christa Ord

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### Discussion Topic I: What is the EPC?

Jennifer Kellogg began the discussion by directing members to the attachments that have the role definitions that are included in the policy register and member guidelines of EPC.

- 1 Can the definitions be edited?
  - a This committee can recommend that definitions be revised
- 2 Will changes go to the provost?
  - a Any recommended changes will need to be approved by the provost, EPC and Faculty Senate

Jennifer Kellogg asked members what they thought about the purpose and if it is being met.

- 1 Purpose still holds
- 2 Lacking is the long-range academic planning
- 3 Lack of discussion at EPC creates an assumption of approval by the provost's office
- 4 If EPC members are unsure about the information in a proposal, they tend to want to move on

Other discussion:

- 1 Questions need to be posed to EPC members to facilitate discussion – EPC members could be asked to be aware and bring up any issues they see with a proposal
  - a May be better to constrict questions to anything that may affect another area
  - b Questioning the particulars of a college's proposal may be insulting
  - c Some questions are not appropriate for the setting, and that people may not be preparing themselves prior
  - d Unless there is a glaring issue that would affect the university, members should not question the proposing college
- 2 Communicate to members that they should be reviewing the materials before attending the meeting
  - a Ask EPC chair to communicate that it is appropriate to cut someone off when there is an indication that the person has not read the materials
  - b Colleges should be trusted in what they are proposing, and EPC members' questions should be halted if the information was already stated in the materials

- c Concern with the provost cutting off faculty members and the impression that gives
- d Recommend that the chair cut off any non-pertinent discussion
- e Someone could direct those questions to the pertinent sections of the material
- 3 The provost could discuss his concerns on proposals.
- 4 Have a smaller council so that members feel more responsible in reviewing the materials and coming prepared
  - a Size of the committee is not the issue, but the culture created by the person managing the proceedings – culture is just to approve rather than to discuss and approve
  - b Members may defer from questions thinking they are going against the provost who has already approved the proposal
- 5 Concern that the conceptual and structural long-range academic and curricular planning cannot be handled with so many campuses and locations
  - a EPC is the only body that can cover that
  - b Administrator and faculty are there representing each college
  - c Is there an undergraduate CCC of all of the colleges to fulfill the curricular planning?
    - i That is the EPC
- 6 EPC should consider the overall curricular matters and the impact on the university
  - a May be helpful to advise EPC members what curricular studies are heavily covered and to possibly consider other areas when creating new curriculum
  - b EPC is is much more reactionary rather than planning for the long-term
    - i Having information provided ahead of time of what is coming would help the council plan ahead
    - ii A Faculty Senate member could present a strategic plan for the year or review of what happened the year before
    - iii Send expectations and guidelines to new members
    - iv August meeting, which is regularly canceled, could be used for training
      - (1) Experienced members could give their perception of the council and what they would like to do with it
    - v More information needs to be filtered down from administration
      - (1) Have provost and chair outline state priorities and their expectations
        - (a) Example: discuss admissions to the university
        - (b) Example: review programs that need students and find ways to attract students to those programs
  - c Faculty Senate should communicate more with EPC
    - i Send Faculty Senate meeting minutes to EPC members for review
  - d EPC should do more assessment of the university alignment of proposals
  - e EPC chair should provide concerns to EPC members to gauge more discussion

- f If the EPC restructuring is done right, what comes from EPC will percolate up to the VP of Enrollment
- g Long-range planning of the university is more about the curriculum impact
  - i A program proposal goes to many committees and councils to be reviewed and approved – that is long-term academic planning
  - ii Some administrators may not have known they needed to do research on the need or desire for a program prior to proposing it
  - iii Administrators are taking interest in what faculty thinks, and this is the opportunity for EPC to have an impact on long-range academic planning

Jennifer Kellogg asked if there was anything on the EPC responsibilities or member expectations that are not being fulfilled currently:

- 1 Curriculum Services handles curriculum disputes very well
- 2 On the expectations [in EPC new members guidelines], it says to consult your colleagues – some do and some do not
  - a Something to bring up at the first meeting
  - b Expectation of reviewing materials should also be communicated
- 3 EPC members should be called on for their thoughts, which may help facilitate more discussion
- 4 Program development plans and suspended programs should be discussion items, rather than information, when they affect long-range academic planning
  - a All information items should be discussion items
    - i Would provide an avenue of discussion for people to talk about those items
    - ii Not beneficial for a college to go through the steps of developing a program and for it to not be supported
    - iii Discussion of information items is important, because they could affect other colleges
    - iv Discussion of information items will help with changing the culture of EPC from just approving items to discussing and approving
    - v These actions would fit with the long-range planning.

## **Discussion Topic II: Membership**

- 1 Only problem with membership is the decrease in attendance
  - a Find a way to increase attendance by possibly changing the membership size and setting
  - b Attendance decreased because of proxy voting
    - i There have been times when a person is voting for three people
    - ii Policy states proxy voting is not allowed
    - iii If proxy voting is allowed, members will not show up at all
  - c Apply Faculty Senate's tactic of if a member does not attend a number of meetings in a row, the member will be replaced
- 2 Decrease the size of the council or redefine the expectation of the council so that members understand its importance

- 3 From the information provided, it appears that Kent State's EPC is in line with other universities
- 4 Other universities have student members
  - a EPC has two non-voting student members from the undergraduate and graduate levels, but that they do not always come.
    - i Allow the students to have an alternate
- 5 Have an alternate for all the EPC members
- 6 Have one EPC member with dual role to vote for both undergraduate and graduate
  - a Some colleges may not like that if the member does not have graduate faculty status
  - b There could be an option for that if their college allowed it
- 7 One EPC, rather than two (UG/GR) would keep it simple
- 8 Some institutions have an EPC where votes are cast by college
  - a A whole different level of engagement, but it does work
  - b There could be a size problem, because there are so many academic units within the colleges
  - c Have the college CAC or CCC review the agenda items a month ahead and have their college vote
    - i It could be decided after the review if members need to meet
    - ii Dean's vote would be representative of the CAC or CCC vote
- 9 Have only faculty on EPC, because the dean already signs off before proposal leaves the college
  - a This truly would give faculty recommendation
  - b Add a level of approval, such as UDC so that the information passes through the deans
  - c EPC is not just a faculty group – that is why Faculty Senate was created
    - i Concerned that deans would not get to vote on agenda items that they have not seen prior
- 10 Other institutions reviewed do not seem to have as many deans on their EPC as Kent State
  - a Could limit the amount of deans by electing a dean representative to EPC
  - b Membership is the way it is, because deans are representative of their college
    - i Dean's perspective is different from faculty
  - c Use the UDC and GDAC for pre-EPC approval and have EPC be majority faculty
    - i Have a representative from UDC and GDAC attend EPC
    - ii Members of UDC may not have the opinion of the faculty to get the input
- 11 Needs to be more efficiency in the approval process
  - a Vote on some issues electronically
  - b Bigger items addressed at a meeting once a month
  - c Faculty make suggestions about what should be on the agenda



**EPC Task Force Meeting  
Meeting Minutes  
Monday, November 19, 2018**

**Members present:** Sonia Alemagno, Jennifer Cunningham, Ed Dauterich, Rick Mangrum, Liz Sinclair, Therese Tillett

**Members not present:** Denise McEnroe-Petitte, Richmond Nettey, Melissa Zullo

**Ex-Officio Members present:** Aimee Bell, Jennifer Kellogg, Christa Ord

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**Discussion Topic I: Identification of EPC Issues, Outcomes, Recommendations**

Issues of concern

- Consensus culture
- Value questioned

Outcomes of those issues

- Items
- Decreased attendance
- Inefficient
- Time consuming
- Rubber-stamping appearance
- Members waiting for faculty senate to discuss issues

Recommendations from EPC Taskforce

- Smaller EPC membership
- Faculty-led
- Reviewing committee
- No proxy—alternates
- Voting at the college level or electronically
- Having students be more active
- Efficiency
- More informative
- More discussion topics
- Making members accountable

**Discussion Topic II: Review of EPC Structure and Membership Options**

A Option 1: Revert to one EPC (rather than separate UG/GR), but make it a faculty body and add a notification step to administrators

1 Pros

- a EPC membership is smaller
- b Increases faculty participation

- c Notification to deans is enough
  - d Does not add extra steps
  - e No separate voting
- 2 Cons
  - a Is notification enough to keep college admin in loop/participation?
- B Option 2: Keep 2-council structure (UG/GR), but make them completely separate (i.e., do not meet together, considers items separately)
  - 1 Pros
    - a Both admin and faculty participate in process together
    - b Separate EPC bodies are smaller membership
  - 2 Cons
    - a Too many meetings
    - b Multiple people have to be at both meetings
    - c No need for deans to attend (proposals already vetted by deans)
    - d Instances where the two EPC bodies will separately review and approve the same items (Faculty Senate may receive conflicting recommendations)
- C Option 3: Keep 2-council structure (UG/GR), but make them completely separate and make them faculty bodies and create a separate, administrative/faculty EPC to which the separate UG/GR bodies would report
  - 1 Pros
    - a Both admin and faculty participate in process together
  - 2 Cons
    - a Too many meetings
    - b Multiple people have to be at both meetings
    - c No need for deans to attend (proposals already vetted by deans)
    - d Adds another step that may affect approval timeline
- D Option 4: Revert to one EPC (rather than separate UG/GR) and make it a faculty body and use Undergraduate Deans Council (UDC) and Graduate Deans Advisory Council (GDAC) to approve items before EPC
  - 1 Pros
    - a EPC is faculty led, but both admin and faculty participate in process
    - b Use existing committees
    - b EPC membership is smaller

- 2 Cons
  - a GDAC and UDC may not be the right groups and/or will be unable to take on this responsibility
  - b Admin and faculty participate separately
  - c Adds another step that may affect approval timeline
- E Option 5: Keep current EPC structure and add an EPC Exec Committee to oversee EPC
  - 1 Pros
    - a Items can be approved at the Exec level
    - b Exec can implement many of the Task Force recommendations
  - 2 Cons
    - a EPC membership is large
    - b Adds another step that may affect approval timeline
- F Option 6—Created by Task Force members from the five options above
  - 1 Revert to one EPC that combines UG/GR
    - a Membership primary comprises UG/GR faculty from the colleges and Faculty Senate
    - b Small representation from Provost's Office and College Deans Offices (provost and college deans nominate reps to EPC)
    - c Students (UG/GR) become voting members
    - d Chair is determined by Faculty Senate Exec
    - e Everyone votes on the items (i.e., no separation of items/votes based on level)
  - 2 Create Executive EPC
    - a Very small membership (e.g., 5)
    - b Members appointed by provost, colleges, Faculty Senate Exec
    - c Chair is member of Faculty Senate Exec (or from Provost's Office)
    - d Graduate dean could serve on Exec
    - e One member must be NTT faculty
    - f Possible rotation of members each academic year or every two years
    - g Exec EPC decides if EPC needs to meet and sets agenda
  - 3 Deans and other administrators would be notified, but not serve on council (except for small representation).

### Discussion III: Next Steps

Members confirmed they were ready for option 6 to go to the provost and Faculty Senate chair for review and approval.

Anticipated approval steps are:

provost/Faculty Senate chair > Faculty Senate Exec > EPC > Faculty Senate.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Dec-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_

College **AE - Architecture and Environmental Design**

Degree \_\_\_\_\_

Program Name **Master of Health Care Design M.H.C.D.** Program Banner Code **H.C.D.E.**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Revise program**

Description of proposal:

The overall curricular changes for the Master of Health Care Design are presented in this document. However, changes impact the Graduate Certificate in Health Care Facilities:

*work has* (1) Add six new courses

New courses:

- ☒ "Patient Safety and Systems Thinking" HCD 63005
- ☒ "Environments of Care and Patient Populations" 63004?
- ☒ "Healthcare Systems Workshop" HCD 60093
- ☒ "Healthcare Design Workshop" HCD 60193
- ☒ "Practical Experience" HCD 60092
- ☒ "Healthcare Design Studio" HCD 60000

Current Public Health courses to be moved from required coursework to elective courses:

- "EHS 52018 - Environmental Health Concepts In Public Health"
- "HPM 53003 - Health Care Systems"

## (2) Change titles of three courses

- ☒ from "AED 63001 - Evidence Based Design in Health Care" to "Evidence-Based Design in Healthcare"
- ☒ from "ARCH 63002 - Health Care Facilities I" to "Healthcare Facilities"
- ☒ from "ARCH 63003 - Health Care Facilities II" to "Healthcare Environmental Systems"

## (3) Reduce the number of credit hours for the following courses

- ☒ "ARCH 60198 - Master's Project in Health Care Design I" - 6 credit hours to 3
- ☒ "AED 63001 - Evidence Based Design in Health Care" - 3 credit hours to 2
- ☒ "ARCH 63002 - Health Care Facilities I" - 3 credit hours to 2
- ☒ "ARCH 63003 - Health Care Facilities II" - 3 credit hours to 2

(4) Change all the subject codes related to CAED courses in the program to "HCD".  
This will include courses with ARCH and AED subject codes.(5) Increase required number of credit hours to complete the program  
Increase from 32 to 35.

## (6) Change the admission criteria

In addition to current admission requirements, add a resume/CV to the application requirements. Also, applicants must hold an undergraduate degree in Architecture or Interior Design from a NAAB or CIDA accredited program. If the degree is obtained from a non-US institution, it will need to be evaluated by the University program coordinator to determine the applicant's eligibility. Explanation: this is more restrictive than the current eligibility which includes professionals from landscape architecture and visual communication design.

*admission  
effective  
term*

(7) name

**An overview of the changes to the curriculum impacting the Master of Health Care Design is provided in the appendix.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ No

Current total credit hours: **32** Proposed total credit hours **35**

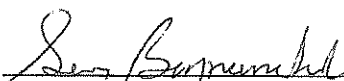
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**None.**


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

**The curricular changes involve additional elective courses from the Colleges of Public Health and Nursing based on conversations with both colleges. The proposed changes will remove two courses offered by the College of Public Health from the required courses in the degree to electives.**

**REQUIRED ENDORSEMENTS**

  
\_\_\_\_\_  
Department Chair / School Director 12 / 19 / 18

\_\_\_\_\_  
Campus Dean (for Regional Campuses proposals)    /   /   

  
\_\_\_\_\_  
College Dean (or designee) **ASSOCIATE DEAN** 12 / 19 / 18

\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)    /   /   

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

## Proposal Summary

### Revising the Master of Health Care Design

#### Description of Action, Including Intended Effect

The overall curricular changes for the Master of Health Care Design are presented in this document. However, changes impact the Graduate Certificate in Health Care Facilities:

(1) Add six new courses

New courses:

- "Patient Safety and Systems Thinking"
- "Environments of Care and Patient Populations"
- "Healthcare Systems Workshop"
- "Healthcare Design Workshop"
- "Practical Experience"
- "Healthcare Design Studio"

Current Public Health courses to be moved from required coursework to elective courses:

- "EHS 52018 – Environmental Health Concepts in Public Health"
- "HPM 53003 – Health Care Systems"

(2) Changing titles of three courses

- from "Health Care Facilities I" to "Healthcare Facilities"
- from "Health Care Facilities II" to "Healthcare Environmental Systems"
- from "Evidence Based Design in Health Care" to "Evidence-Based Design in Healthcare"

(3) Reduce the number of credit hours for the following courses

- "ARCH – 60198 - Master's Project in Health Care Design I" - 6 credit hours to 3
- "AED 63001 - Evidence Based Design in Health Care" - 3 credit hours to 2
- "ARCH 63002 - Health Care Facilities I" - 3 credit hours to 2
- "ARCH 63003 - Health Care Facilities II" - 3 credit hours to 2

(4) Change all the subject codes related to CAED courses in the program to "HCD"

This will include courses with ARCH and AED subject codes.

(5) Increase required number of credit hours to complete the program

Increase from 32 to 35.

(6) Change admission criteria

In addition to current admission requirements, add a resume/CV to the application requirements. Also, applicants must hold an undergraduate degree in Architecture or Interior Design from a NAAB or CIDA accredited program. If the degree is obtained from a non-US institution, it will need to be evaluated by the University program coordinator to determine the applicant's eligibility. Explanation: this is more restrictive than the current eligibility which includes professionals from landscape architecture and visual communication design.

(7) name

An overview of the changes to the curriculum impacting the Master of Health Care Design is provided.

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

- The proposed changes will move two courses offered by the College of Public Health from the required coursework to electives.

**Fiscal, Enrollment, Facilities and Staffing Considerations**

All aspects of these changes are in keeping with the current program considerations. No new impact.

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

The proposal was approved by the CAED CCC on December 5, 2018.

# HEALTH CARE DESIGN - M.H.C.D.

College of Architecture and Environmental Design  
Center for Architecture and Environmental Design  
Kent Campus  
330-672-2917  
CAED\_info@kent.edu  
www.kent.edu/caed

## Description

The Master of Health-Care Design degree is a post-professional program focusing on the design and performance of health care environments for professionals with a demonstrated level of competency in their respective fields. Courses from the College of Architecture and Environmental Design, the College of Public Health and the College of Nursing comprise the program, which is open to individuals with a professional degree in a design field, including architecture, interiors, landscape or urban or graphic design. The program is also designed for those professionals who want to have a deeper understanding of not just health care design, but of other drivers of health care innovations such as public policy, reimbursement, emerging technologies and what patient-centered care really means from the perspective of patients and families. The program typically takes two to three and a half years to complete, depending on course load.

Students are introduced to professionals in many different fields over the course of the program, expanding their horizons as well as their networks. Program courses provide students with background knowledge and theory, and also deal with behavioral science, health science, ethical and cultural issues in health care, codes and regulatory requirements, existing and emerging technologies and evidence-based design procedures that aid architects, administrators, planners and health care professionals to better meet the needs of end users, including patients, families and staff.

Following successful completion of coursework, students complete a master's project, which integrates learned principles and incorporates codified standards through an independently-directed design problem with the goal of improving designs for health care. There is both a written component and a design component based on a real project in a health care setting of the student's choice. Students will conduct a literature review and analysis, complete comparable site analyses, develop and conduct a research project in the setting and develop design solutions.

## Fully Offered At:

- Kent Campus

## Admission Requirements

- Accredited professional design degree for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Goal statement
- Portfolio of design work that clearly delineates the role played by the applicant in team projects

- Three letters of recommendations, with one letter from a non-academic source
- English language proficiency requirements for international students:
  - Minimum 550 TOEFL PBT score
  - Minimum 79 TOEFL IBT score
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score.

For more information about graduate admissions, please visit the Graduate Studies website. For more information on international admission, visit the Office of Global Education's admission website.

## Program Requirements

### Major Requirements

[MHCD-HCDE]

Code	Title	Credit Hours
<b>Major Requirements</b>		
AED 63001 ✓	EVIDENCE BASED DESIGN IN HEALTH CARE	3
ARCH 63002 ✓	HEALTH CARE FACILITIES I	3
ARCH 63003 ✓	HEALTH CARE FACILITIES II	3
EHS 52018	ENVIRONMENTAL HEALTH CONCEPTS IN PUBLIC HEALTH <i>move</i>	3
HPM 53003	HEALTH CARE SYSTEMS <i>move</i>	3
Major Electives, choose from the following:		5-6
ARCH 55640	DEVELOPING ENVIRONMENTS FOR OLDER ADULTS	
ARCH 60451	DEVELOPING ENVIRONMENTS FOR PATIENTS ACROSS THE LIFESPAN	
HPM 52016	PUBLIC HEALTH ADMINISTRATION	
HPM 53004	PUBLIC HEALTH POLICY, LAW AND ETHICS	
TECH 57010	ETHICS, TECHNOLOGY AND THE ENVIRONMENT	
<b>Culminating Experience</b>		
ARCH 60198	MASTER'S PROJECT IN HEALTH CARE DESIGN I	6
ARCH 60298	MASTER'S PROJECT IN HEALTH CARE DESIGN II	6
Minimum Total Credit Hours:		32

# HEALTHCARE DESIGN - M.H.C.D.

College of Architecture and Environmental Design  
Center for Architecture and Environmental Design  
Kent Campus  
330-672-2917  
[CAED\\_info@kent.edu](mailto:CAED_info@kent.edu)  
[www.kent.edu/caed](http://www.kent.edu/caed)

## Description

The Master of Healthcare Design degree is a post-professional program focusing on the design and performance of health care environments for professionals with a demonstrated level of competency in their respective fields. Courses from the College of Architecture and Environmental Design, the College of Public Health and the College of Nursing comprise the program, which is open to individuals with a professional degree in architecture or interiors. The program is also designed for those professionals who want to have a deeper understanding of not just health care design, but of other drivers of health care innovations such as public policy, reimbursement, emerging technologies and what patient-centered care really means from the perspective of patients and families. The program typically takes two years to complete, depending on course load.

Students are introduced to professionals in many different fields over the course of the program, expanding their horizons as well as their networks. Program courses provide students with background knowledge and theory, and also deal with behavioral science, health science, ethical and cultural issues in health care, codes and regulatory requirements, existing and emerging technologies and evidence-based design procedures that aid architects, administrators, planners and health care professionals to better meet the needs of end users, including patients, families and staff.

Following successful completion of coursework, students complete a master's project, which integrates learned principles and incorporates codified standards through an independently-directed design problem with the goal of improving designs for health care. There is both a written component and a design component based on a real project in a healthcare setting of the student's choice. Students will conduct a literature review and analysis, complete comparable site analyses, develop and conduct a research project in the setting and develop design solutions.

## Admission Requirements

- Accredited professional design degree for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000-point scale for conditional admission
- Resume/CV
- Official transcript(s)
- Goal statement
- Portfolio of design work that clearly delineates the role played by the applicant in team projects
- Three letters of recommendations, with one letter from a non-academic source
- English language proficiency requirements for international students:
  - Minimum 550 TOEFL PBT score
  - Minimum 79 TOEFL IBT score
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score

- Minimum 58 PTE score.

For more information about graduate admissions, please visit the Graduate Studies website. For more information on international admission, visit the Office of Global Education's admission website.

## Program Requirements

### Major Requirements

Code	Title	Credit Hours
<b>Major Requirements</b>		
HCD 63001	EVIDENCE-BASED DESIGN IN HEALTHCARE	2
HCD 63002	HEALTHCARE FACILITIES	2
HCD 63003	ENVIRONMENTAL SYSTEMS AND MATERIALS IN HEALTHCARE	2
HCD 63004	ENVIRONMENTS OF CARE AND PATIENT POPULATIONS	2
HCD 63005	PATIENT SAFETY AND SYSTEMS THINKING	2
HCD 60193	HEALTHCARE DESIGN WORKSHOP	3
HCD 60093	HEALTHCARE SYSTEMS WORKSHOP	3
HCD 60000	HEALTHCARE DESIGN STUDIO	6
HCD 60092	PRACTICAL EXPERIENCE	1

*Major*

**Certificate Electives, choose one from the following:**

ARCH 55640	DEVELOPING ENVIRONMENTS FOR OLDER ADULTS	3
HPM 52016	PUBLIC HEALTH ADMINISTRATION	3
HPM 53004	PUBLIC HEALTH POLICY, LAW AND ETHICS	3
ARCH 55640	DEVELOPING ENVIRONMENTS FOR OLDER ADULTS	3
HPM 52016	PUBLIC HEALTH ADMINISTRATION	3
HPM 53003	HEALTH CARE SYSTEMS	3
EHS 52018	ENVIRONMENTAL HEALTH CONCEPTS	3
EHS 53008	EMERGING ENVIRONMENTAL HEALTH ISSUES AND RESPONSE	3
EHS 53012	OCCUPATIONAL SAFETY AND HEALTH	3
EHS 50109	LABORATORY SAFETY AND HYGIENE	3
EHS 53014	BUILT ENVIRONMENT AND PUBLIC HEALTH	3
GERO 54032	LONG TERM CARE ADMINISTRATION	3
NURS 60020	LEGAL REGULATORY MANAGEMENT FOR NURSE ADMINISTRATORS	3
NURS 60014	LEADERSHIP IN NURSING AND HEALTH CARE MANAGEMENT	3
NURS 60024	HEALTH CARE ORGANIZATION AND BEHAVIOR	3
SBS 54634	SOCIAL DETERMINANTS OF HEALTH BEHAVIORS	3
HPM 53012	NATIONAL HEALTH REFORM	3
<b>DIRECTED ELECTIVES</b>		
<b>Culminating Experience</b>		
HCD 60198	MASTER'S PROJECT IN HEALTHCARE DESIGN I	3
HCD 60298	MASTER'S PROJECT IN HEALTHCARE DESIGN II	6

Minimum Total Credit Hours:

35



Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

## CHANGE REQUEST: TITLE AND CURRICULUM MODIFICATION

**Date of submission:** 12/15/2018

**Name of institution:** Kent State University

**Previously approved title:** Health Care Design within the master's degree

**Proposed new title:** Healthcare Design within the master's degree

**Explanation:** Removal of space between "health and "care". The proposed title change from "Master of Health Care Design" to "Master of Healthcare Design is slight and considers "health care" as one word, "healthcare". Healthcare is a noun that is more universally used and appears to be more consistent with research literature in the field of environmental design.

**Proposed implementation date of the request:** Fall 2019

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

### Primary institutional contact for the request

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

### Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]  
 Leads to endorsement: No

### Explain the rationale for title and curricular changes.

The overall curricular changes include: (1) adding six new courses, two of which will replace two of the current required courses; and (2) reducing the number of credit hours from three to two for core courses to accommodate the added credit hours by new courses while keeping the total degree credit hours below 36.

A list of new courses is provided in the comparison table later in this document.

The proposed curricular changes aim to support and strengthen the content and delivery of the program aligned with its learning objectives, listed below:

1. Employ and translate research into innovative designs
2. Recognize and employ expert knowledge, guidelines, and regulations in healthcare design and delivery
3. Design effectively in support of safety, quality, and efficiency in healthcare

4. Design empathetically to improve human-centered design experience for healthcare providers, patients and support communities.

In support of learning objective 1, the following courses will incorporate interaction with research literature and/or process and conduct (new courses are shown by an asterisk):

- "Evidence-Based Design"
- "Environments of Care and Patient Populations" \*
- "Healthcare Design Workshop" \*
- "Healthcare Design Studio" \*
- "Patient Safety and Systems Thinking" \*
- "Master's Project in Healthcare Design I"
- "Master's Project in Healthcare Design II"

In support of learning objective 2, the following courses will focus on developing the necessary knowledgebase:

- "Healthcare Systems Workshop" \*
- "Healthcare Facilities"
- "Healthcare Environmental Systems"
- "Patient Safety and Systems Thinking" \*
- "Environments of Care and Patient Populations" \*

In support of learning objective 3, the following courses will focus on the experiential learning to develop design skills:

- "Healthcare design workshop" \*
- "Healthcare Design Studio" \*
- "Practical Experience" \*
- "Master's Project in Healthcare Design II"

In support of learning objective 4, the following courses will focus on developing human-centered design skills:

- "Healthcare design workshop" \*
- "Environments of Care and Patient Populations" \*
- "Healthcare Design Studio" \*
- "Master's Project in Healthcare Design I"
- "Master's Project in Healthcare Design II"

**Describe how the title and curricular changes will affect students in the current program.**

Currently, there are no students enrolled in the program, and as such there will not be any consequence as a result of title and curricular changes. The new cohort will be enrolled for Fall of 2019, which is the effective semester for implementation of proposed changes.

**Describe any faculty, administrative or support service changes occurring along with the title and curriculum changes.**

Similar to previous program but with some additional courses.

**Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).**

Not applicable.

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

The effectiveness of the new curriculum for the Master of Health Care Design will be monitored through four measures: (1) students' performance; (2) students' feedback received in exit interviews; (3) graduation rate; and (4) job placement rate.

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

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
EVIDENCE BASED DESIGN IN HEALTH CARE	3	EVIDENCE-BASED DESIGN IN HEALTHCARE	2
HEALTH CARE FACILITIES I	3	HEALTH CARE FACILITIES DESIGN	2
HEALTH CARE FACILITIES II	3	HEALTHCARE ENVIRONMENTAL SYSTEMS	2
ENVIRONMENTAL HEALTH CONCEPTS IN PUBLIC HEALTH	3	ENVIRONMENTS OF CARE AND PATIENT POPULATIONS	2
HEALTH CARE SYSTEMS	3	PATIENT SAFETY AND SYSTEMS THINKING	2
MASTER'S PROJECT IN HEALTH CARE DESIGN I	6	MASTER'S PROJECT IN HEALTH CARE DESIGN I	3
		HEALTHCARE DESIGN WORKSHOP	3
		HEALTHCARE SYSTEMS WORKSHOP	3
		HEALTHCARE DESIGN STUDIO	6
		PRACTICAL EXPERIENCE	1
		DIRECTED ELECTIVES	variable

**Describe changes to the following because of the request (if applicable):**

- **Total number of credit hours for program completion**  
The total number of credit hours for the program is proposed to increase from 32 to 35.
- **Time to complete program**  
The expected time to complete the program will be two years. The proposed curriculum also provides a 1.5-year track option for students who wish to complete the degree in a shorter period.

Kent State University verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD  
 Executive Vice President for Academic Affairs and Provost

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Mar-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Foundations, Leadership and Administration**  
 College **EH - Education, Health and Human Services**  
 Degree **EDD - Doctor of Education**  
 Program Name **Interprofessional Leadership** Program Banner Code **TBD**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

## Description of proposal:

**The College of Education Health and Human Services proposes the development of an online Doctorate in Education (EdD) in Interprofessional Leadership with the opportunity for study in a specific cognate area. The proposed post-master's degree doctoral program will educate students to become leaders as teachers, administrators, or directors of agencies and organizations in which education is a critical component. The degree is not intended to prepare students for faculty positions in research-intensive universities, but rather as scholarly practitioners.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **NA** Proposed total credit hours **60**

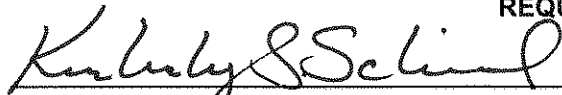
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**This degree should not impact policy or procedures in any way. Faculty, who choose to teach in the program, will do so as part of their regular load. The program will require a faculty member to coordinate it. The new degree will attract a student population disinterested in the PhD, a research degree, but interested in a practitioners' degree within which action research is embedded.**

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

**All Schools in the College were consulted and informed of this degree and its effect on their programming. College of Business**

## REQUIRED ENDORSEMENTS



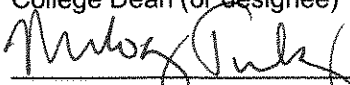
Department Chair / School Director

3 / 22 / 18


Campus Dean (for Regional Campuses proposals)

  /  /  

College Dean (or designee)

  /  /  


Dean of Graduate Studies (for graduate proposals)

4 / 24 / 18

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

  /  /

# Interprofessional Leadership Doctor of Education Degree

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FULL PROPOSAL

Submitted to: Chancellor's Council on  
Graduate Studies,  
Ohio Department of Higher Education

Submit date: *to come*

Submitted by: College of Education, Health  
and Human Services,  
Kent State University



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## I Introduction

Kent State University proposes the establishment of the Doctor in Education (Ed.D.) degree with a major in Interprofessional Leadership. The degree program will be offered online-only and in an accelerated delivery—three-to-five years, including summers—to meet the needs of working professionals. Administration will be through the School of Foundations, Leadership and Administration in the College of Education, Health and Human Services.

A program development plan was submitted to the Chancellor's Council on Graduate Studies (CCGS) in May 2016. Kent State acknowledges and appreciates the feedback from CCGS members. See Appendix A for responses to the feedback.

### A Overview of the Program.

The study of leadership proposed in the Ed.D. degree will be from a collaborative perspective that seeks to involve a diversity of expertise to achieve common goals. Given the complexity of 21st-century education and society, educators and leaders in all fields must be prepared to address problems across organizational boundaries.

The objective of the degree is to develop students as scholarly practitioners in a variety of positions such as teachers, administrators, managers, professional development experts, training and development directors and leaders of agencies and organizations in which organizational learning is a critical component.

Kent State's proposed Ed.D. degree will differ from a Ph.D. degree in a few ways:

- Coursework and fieldwork will be developed with the student's practical profession in mind. Emphasis will be on the application of theory to practice.
- An important emphasis in applying theory to practice will be organizational change with a focus on equity and social justice.
- The program will be focused on meeting the needs of professional practice, as are other professional doctoral degrees (e.g., Doctor of Audiology, Doctor of Nursing Practice).
- The program's culminating requirement will not be fashioned as the traditional dissertation, but rather as a "dissertation in practice." Students' research will be aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. Students will be prepared and guided through their organizational research using action research design, improvement science or other applied approaches.

## **B Carnegie Project for the Education Doctorate (CPED).**

The Carnegie Project for the Education Doctorate (CPED) has been a driving force in conceptualizing the 21st century Ed.D. degree. The objectives of Kent State's Ed.D. degree are based conceptually on the CPED's guiding principles,<sup>1</sup> which suggest that the professional doctorate in education:

1. Is framed around questions of equity, ethics and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation and use of professional knowledge and practice.

There are approximately 100 CPED member institutions in various stages of development and implementation of the Ed.D. degree (including Miami University, University of Findlay and Ohio State University). Most programs are designed around K-12 or higher education leadership. Some of these Ed.D. degrees have existed for many years, but have been recently redesigned to accommodate CPED guidelines. Several have designed programs that are aligned with Kent State's proposed Ed.D. degree, including Drexel University, University of Vermont, Northeastern University, University of Pittsburgh, Arizona State University, University of Missouri-St. Louis and Virginia Commonwealth University.

The University of Pittsburgh offers an Ed.D. degree with eight cognates designed to encourage collaborative and interdisciplinary functioning within educational settings. Similarly, Drexel University offers an Ed.D. degree in Educational Leadership and Management with eight concentrations (higher education, educational policy, learning technologies, athletic administration, creativity and innovation, special education leadership, human resource development and global and international education).

Virginia Commonwealth University's Ed.D. is for practicing scholars with the leadership skills that support learning organizations. The Ed.D. from University of Missouri-St. Louis is designed to develop leaders of schools, institutions, organizations and agencies. Arizona State University's Ed.D. prepares organizational leaders and community-based educators. The University of Vermont Ed.D. is focused on education and social service leadership; while the Ed.D. from Northeastern University is for educators, military, non-profit/for-profit leaders, management consultants and healthcare professionals.

<sup>1</sup> Carnegie Project on the Education Doctorate (2017). Guiding Principles for Program Design. Retrieved from [www.cpedinitiative.org/page/framework](http://www.cpedinitiative.org/page/framework).

## **II Academic Quality**

### **A Faculty**

Faculty members teaching in the program will come primarily from Kent State's College of Education, Health and Human Services and College of Business Administration. Faculty discipline areas include special education, cultural foundations, educational leadership, educational technology, curriculum and instruction, evaluation and measurement and management and information systems.

Faculty members are active in scholarship in their disciplines, have full graduate faculty status, and some have procured sizable grants for their college. These faculty members also have been actively engaged in their professional, state and national organizations, as well as in service to the community.

See Appendix B for faculty qualifications. Faculty curriculum vitae are in a separate attachment.

### **B Prospective students**

The Ed.D. degree is designed for practicing leaders, many from within the field of education, who desire to distinguish themselves from the more ubiquitous master's-prepared employee by enrolling in an advanced degree in the study of leadership. These prospective students may not be interested in a traditional Ph.D. degree, which is intended primarily to prepare graduates for a career in research and/or the professoriate. It is expected that they will find that the proposed Ed.D. degree will offer further education in leadership studies and interprofessional relations, enhance their professional practice and allow them more professional marketability.

### **C Curriculum**

Courses in the program's core emphasize the interprofessional focus while also providing students with understandings that are regarded as essential for leaders, particularly in the areas of ethical practice, social justice, systems thinking and organizational change. Students will have the opportunity to select or develop their own cognate area for specialized study.

The curriculum is designed with online lectures, seminars, field experiences and research requirements that will not only introduce relevant theory, but also emphasize the application and translation of theory into practice in particular settings. Rather than generating new knowledge and theory through research, as would happen in a traditional Ph.D. degree program, students will utilize action research, improvement science and other applied approaches to analyze and address problems of practice and to make positive change in their own professional settings. See table 1 for the program breakdown.

Table 1: Curriculum breakdown of the Ed.D. degree program

Research:	Introduces students to different research methods, with a focus on applied research approaches	12
Leadership:	Provides students with an understanding of interprofessional practice and essential understandings for functioning effectively in leadership positions	18
Cognate:	Initial cognates at the time of development are athletic training education, cultural foundations of education, curriculum and instruction, educational technology and special education	12
Capstone:	A “dissertation in practice” during which students will conduct research that culminates in a scholarly and comprehensive paper or project	18
<b>Minimum Total Credits:</b>		<b>60</b>

Applicants to the program will be required to hold a master’s degree and show evidence of professional leadership experience. Therefore, the curriculum does not include managerial-type courses as the expectation is students will have those skill-sets through previous education and career experience. Rather, the curriculum is designed to develop and deepen students’ leadership dispositions for work in collaborative, diverse and community settings. See table 2 for course requirements.

Table 2: Course requirements for the Ed.D. degree program

<b>Coursework</b>	<b>Credit Hours</b>	<b>CPED Alignment</b>
<b>Major Requirements</b>	<b>18</b>	
CULT 85535 Interprofessional Studies	3	3
EDLE 76529 Leading for Social Justice	3	1, 2
EHHS 75001 Systems Thinking in Personal and Professional Leadership <b>NEW</b>	3	3, 5, 6
EHHS 75501 Theory and Practice of Leadership <b>NEW</b>	3	1, 2
EHHS 75502 Ethical Leadership in Education <b>NEW</b>	3	1, 2, 3
MIS 74160 Leadership and Organizational Change	3	1, 2, 3
<b>Research Requirements</b>	<b>12</b>	
EVAL 75550 Introduction to Quantitative Methods in Education <b>NEW</b>	3	5, 6
EVAL 78807 Program Evaluation	3	4, 5, 6
EVAL 85516 Qualitative Research Design	3	5, 6
EVAL 85530 Practitioner Inquiry	3	4, 5, 6
<b>Cognate Area</b>	<b>12</b>	

*Students select a cognate area in consultation with their advisor.*

#### **Athletic Training Education**

ATTR 75001 Evidence Based Interventions in Athletic Training **NEW**  
ATTR 75002 Academic and Administrative Leadership in Athletic Training **NEW**  
ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training **NEW**  
ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs **NEW**

#### **Cultural Foundations of Education**

CULT 79568 Great Ideas in Education  
CULT 79575 Anthropology and Education  
CULT 89521 Multicultural Educational Practice and Policy  
CULT 89582 Social Perspectives of Education

**Curriculum and Instruction**

CI 71130 Multicultural Education

CI 77001 Fundamentals of Curriculum

CI 77002 Curriculum Leadership

CI 77010 Curriculum Evaluation

**Educational Technology**

ETEC 77434 Emerging Technologies for Instruction

ETEC 77445 Designing Instructional and Performance Solutions

ETEC 77491 Seminar: Educational Technology

ETEC 87450 Learning with Educational Technologies

**Special Education**

SPED 73204 Legal and Policy Foundations of Special Education

SPED 73300 Research Applications in Special Education **NEW**

SPED 83201 Contemporary Issues in Special Education

SPED 83301 Single-Subject Research Methods

<b>Culminating Requirement</b>	<b>18</b>	
EHHS 81099 Capstone I * <b>NEW</b>	1-9	4, 5, 6

**Minimum Total Credit Hours: 60**

- \* Students must register for EHHS 81099 for a total of 18 credit hours. It is expected that a doctoral candidate will continuously register for EHHS 81099, and thereafter EHHS 82099, each semester, including summer, until all requirements for the degree have been met. Credit hours for EHHS 82099 do not count toward the degree.

Field experiences may be embedded within major and cognate courses. This is appropriate given the nature of the program and the fact that most, if not all, students will be employed within education. Thus, course assignments will be related to the students' individual contexts.

Course descriptions are in Appendix C.

**D Culminating Academic Experience**

Students will present a professional portfolio upon the completion of coursework. The portfolio will include elements of selected coursework that best represents the student's learning prior to moving onto the culminating requirement. Students choose the artifacts to be included in the portfolio, priority being given to coursework that provides evidence of alignment to the six CPED principles and that will form the basis for dissertation research. Each portfolio artifact will be accompanied by a narrative that provides a rationale for the inclusion of the artifact. Students prepare the portfolio in an online format and defend to a committee of two faculty members from within the cognate area (either face-to-face or by video conferencing).

As previously described, the culminating requirement (capstone project) will be a "dissertation in practice." Student research will be aligned with the needs of their organizations, useful to their organizations, and intended to effect positive change in their organizations. Students are most likely to employ an applied research methodology such as action research design, improvement science or case study research.

## E Course Sequencing

The Ed.D. degree will be a cohort-designed program, starting in the summer term with students taking a maximum of five years to complete the degree (2-3 years for coursework and 1-2 years for the culminating requirement). See table 3 for the term-by-term sequence of the program.

Table 3: Course sequence for the Ed.D. degree program

<b>YEAR 1</b>		<b>YEAR 2</b>	
<b>Summer</b>		<b>Summer</b>	
CULT 85535 Interprofessional Studies	3	EVAL 75550 Introduction to Quantitative Methods	3
EHHS 75501 Theory and Practice of Leadership	3	Cognate Course 2	3
	Credit Hours: 6		Credit Hours: 6
<b>Fall Semester</b>		<b>Fall Semester</b>	
EVAL 85530 Practitioner Inquiry	3	EVAL 78807 Program Evaluation	3
Cognate Course 1	3	Cognate Course 3	3
	Credit Hours: 6		Credit Hours: 6
<b>Spring Semester</b>		<b>Spring Semester</b>	
EDLE 76529 Leading for Social Justice	3	EHHS 75502 Ethical Leadership in Education	3
EVAL 85516 Qualitative Research Design	3	Cognate Course 4	3
	Credit Hours: 6		Credit Hours: 6
<b>YEAR 3</b>		<b>YEAR 4</b>	
<b>Summer</b>		<b>Spring Semester</b>	
EHHS 75001 Systems Thinking in Personal and Professional Leadership	3	EHHS 82099 Capstone II (if needed)*	1-9
MIS 74160 Leadership/Organizational Change	3		Credit Hours: 1-9
<i>Presentation of Professional Portfolio</i>			
	Credit Hours: 6		
<b>Fall Semester</b>			
EHHS 81099 Capstone I	9		
	Credit Hours: 9		
<b>Spring Semester</b>			
EHHS 81099 Capstone I	9		
	Credit Hours: 9		

\* Credit hours do not count toward degree

## F Student Learning Outcomes

The Ed.D. degree in Interprofessional Leadership will prepare graduates to:

- Frame questions of organizational leadership, educational change and social justice to bring about solutions to complex problems of practice
- Develop and demonstrate a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry
- Construct and apply knowledge interprofessionally to make a positive difference in the lives of individuals, families, organizations and communities
- Develop and demonstrate interprofessional collaboration and communication skills to work with diverse communities and to build partnerships

- Analyze problems of practice and use multiple interprofessional frames to develop meaningful solutions
- Generate, transform and use professional knowledge in practice
- Integrate technology as a tool for teaching, learning, assessment, management, planning and communication

## **G Admission Criteria and Advising**

The proposed Ed.D. degree program will be cohort-based, admitting 25-30 students in the summer. Applicants will be reviewed holistically based their professional experience and the following requirements:

- Master's degree from an accredited college or university for unconditional admission
- Minimum 3.000 graduate GPA on a 4.000 point scale for unconditional admission
- Résumé
- Goal statement (2-4 pages, explaining how applicant's career intentions relate to and will be supported by the program, what they bring to the program, and how they intend to use the degree to affect their practice)
- Three letters of recommendation from organizational supervisors evidencing the applicant's leadership capacity and experience in the organization and/or from former professors attesting to the applicant's capacity for doctoral work
- Interview with designated program faculty (face-to-face or by video conference)
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score

Students will select a primary advisor during their first year of the program. The advisor will be from the student's proposed cognate area and—in conjunction with the college's Office of Graduate Student Services—will monitor the student's academic progress via periodic or virtual interactions.

## **H Online Instruction**

Online courses will be developed by faculty and instructional designers in the College of Education, Health and Human Services, in consultation with Kent State's Office Distance and Continuing Education. Faculty and designers will utilize the Quality Matters template and incorporate current interactive tools to ensure the quality and resourcefulness of the online courses.

Faculty who teach online courses in the proposed program are expected to participate in training offered by the Office Continuing and Distance Education to develop effective pedagogy in the online environment. During course development, faculty will be supported by instructional technologists and pedagogical professionals within both the college and at the university. Courses will be delivered with a combination of asynchronous and synchronous instruction, the latter to facilitate the cohesiveness of each cohort and the effective scholarly exchange of ideas and problem-solving processes.

See Appendix D for the Ohio Department of Higher Education change request for online delivery.

### III Program Need

Everspring, which provides technology and services for online education, conducted a Google market survey for Kent State to identify the market demand for the proposed degree nationally. The market study indicated an uncluttered market with low competition, and that interested potential students will be employed full time, self-motivated and lifelong learners who finish what they start. Thus completion rates are anticipated to be high. The majority of prospective students surveyed viewed the degree as one that would help them advance in their fields.

This data is further supported by an analysis conducted by Eduventures<sup>2</sup> that indicated:

- (a) employment opportunities in educational administration will grow at a rate similar to or exceeding that for other areas of employment;
- (b) there is a growing demand for alternative models of doctoral education, particularly to meet the needs of education practitioners; and
- (c) potential Ed.D. students show a preference for online or hybrid delivery models.

Eduventure results pointed to an increasing demand for the “executive Ed.D.” model, with flexible scheduling options and/or online/hybrid delivery modalities for working adults.

### IV Access and Retention of Underrepresented Groups

The College of Education, Health and Human Services has committed resources to serve underrepresented students in several ways. The first is a college office responsible for diversity outreach and development.<sup>3</sup> In addition, the college participates in the Holmes Scholars Program, which provides mentorship, peer support and professional development opportunities for historically underrepresented students.

A third way is through the college’s Diversity Committee whose mission includes (a) increasing recruitment efforts to increase diverse faculty while developing conditions that support their retention and success and (b) implementing professional development programs for faculty, students and staff that focus on the full scope of diversity issues.

<sup>2</sup> Eduventures Research (2011). Market assessment for doctorate of education (Ed.D.).

<sup>3</sup> Office of Diversity Outreach and Development. College of Education, Health and Human Services. Kent State University. Retrieved from [www.kent.edu/ehhs/offices/office-diversity-outreach-and-development](http://www.kent.edu/ehhs/offices/office-diversity-outreach-and-development).

Presently, graduate-level student enrollment in the College of Education, Health and Human Services is 9.7 percent underrepresented (degree seeking), compared to a university-wide average of 9.2 percent.

## **V Statewide Alternatives**

Approximately 11 Ohio universities offer an Ed.D. degree, see Appendix E for full list. Many of the programs are focused on leadership in the secondary and/or post-secondary education field.

The programs at Xavier University, Wright State University, Youngstown State University and Bowling Green State University are similar in focus to what Kent State is proposing. The difference is all are offered on-ground and require a traditional dissertation. The University of Findlay's program is offered online, but requires a traditional dissertation. Miami University's program requires a dissertation in practice, similar to Kent State's program, but its focus is on the secondary education field.

## **VI Institutional Priority**

Kent State University President Beverly Warren was formerly a dean at Virginia Commonwealth University where she initiated and developed an Ed.D. degree. As such, she values the potential contribution such a program makes to the scholarship of the academy and to the professional development of P-16 educators.

Development of the program has been a collaborative effort among faculty and administrators in the College of Education, Health and Human Services. The program will be housed in the college's School of Foundations, Leadership and Administration; however, courses and faculty (and the program's cognates) will come from that school and the college's School of Health Sciences; School of Teaching, Learning and Curriculum Studies; and School of Lifespan Development and Educational Sciences.

To coordinate and administer the Ed.D. degree, the college will appoint a full-time faculty member with the appropriate academic credentials, graduate faculty status, experience and disposition. Student services will be managed through the college's Office of Graduate Student Services.

## **VII External Support**

Kent State has received letters of support for the Ed.D. degree from the Carnegie Project for the Education Doctorate and the Kent City School District, see Appendix F. These letters speak to the value of the professional doctorate in education and related fields.

## **VIII Financial Impact**

Projected enrollment will be 20-25 part-time students for each cohort, with 100 students by year four. Since the program will be geared toward working professionals, there is no expectation of full-time student enrollment.

As the program will be online-only, there will be a limited need for facilities. However, costs for marketing and promotion toward a wider audience will be more than for a typical (on-ground) program. In addition, the college initially will need to release a course load for a graduate faculty member to coordinate the program.

Assuming the program is successful in reaching its enrollment targets, the college will hire a faculty member to act as program coordinator and two to three part- or full-time faculty members committed to teach courses in the program.

Other faculty members interested in teaching will consult with their respective school directors to determine how teaching in this program could affect their course load.

Driven by projected enrollment, the college dean has supported the employment of necessary part- or full-time faculty to teach and direct capstone projects in the program. Composition of the Capstone Advisory Committee for each student will be based on faculty interest and availability.

See Appendix G for the fiscal impact statement.

## Appendix A: Response to CCGS Feedback

### Bowling Green State University

Thank you for the supportive comments. In regards to the question/comments:

1. *"Does KSU still offer other doctoral programs in the College of Education, Health and Human Services? If so, I suggest that the proposal discuss these and their relationship to market need for this new program."*

The College of Education, Health and Human Services will continue to offer the Ph.D. degree (presently, the college offers 13 majors within the Ph.D. degree). These doctoral programs serve a different population, namely students who have the goal of moving into a research-focused faculty position in a college or university. While the addition of an Ed.D. degree may pull some students from the existing Ph.D. degree programs, faculty feel the addition of this new degree will enable them to better focus on the specific research needs of both Ph.D. and Ed.D. students.

2. *"With the growing number of graduate programs in multidisciplinary leadership in Ohio, there may be increased opportunities for collaboration across universities. The faculty in BGSU's School of Educational Foundations, Leadership, and Policy would be comfortable with such conversations should there be an interest."*

Likewise and thank you. Kent State welcomes the opportunity for interuniversity collaboration.

3. *"I noticed that 'equity and social justice' were mentioned a couple times early in the proposal as central themes for the program. I am curious about whether these themes are integrated in all coursework and in the action research capstone project."*

Equity and social justice are central tenets to the degree, as they are in the field of leadership, and faculty feel that this is reflected in the selection of courses in the program core. Students will take a range of courses in their cognate areas, but all will include components addressing issue of equity and social justice. The capstone requirement ("dissertation in practice") will require approval from the Institutional Review Board, an essential component of which is equitable distribution of opportunity for research populations.

4. *"Since the term 'interprofessional' is in the title of the program, the proposers may wish to more fully define it beyond the stated desire to attract students from multiple professions."*

Kent State's definition of "interprofessional" is centered on common issues affecting professional practice in various education and human service settings. Such issues include ethical practice, leadership in program development and evaluation, social justice, organizational change and systems thinking. Faculty address these issues through coursework centered on interprofessional collaboration on policy, research and practice.

### Cleveland State University

Thank you for the supportive comments. The concern regarding a loss of human interactions is addressed by online approaches designed to foster interaction. Instructional faculty have received, and will continue to receive, professional development on facilitating interaction during online instruction.

## Miami University

Thank you for identifying as a strength that the proposal has vision. Specific questions included:

1. *"In the proposed curriculum students are required to take seven leadership courses. As described in the proposal these courses do not appear to be very distinct. In fact, the same description appears under the titles of two different courses. How will these seven courses specifically help students develop an interprofessional leadership framework? Which of the learning outcomes do these courses address? How do they help students develop a distinctive lens for practice?" "What is the goal of including a required course on Adult Learning Theory in this degree program? It does not seem to be linked with the other courses in any clear way. How will this course address the learning goals for interprofessional leadership development?"*

The questions refer to courses that were listed in the program development plan (submitted in 2016). These courses have been removed in place of a program core focusing on interprofessional leadership and essential understandings for 21st century leaders. Please see Table 2 in the full proposal for the revised curriculum.

2. *"The research sequence does not seem to hang together either. Why is statistics required of everyone as well as Appreciative Inquiry and then qualitative and quantitative research methods. It would be helpful if there was a rationale for requiring these four inquiry courses for preparing Interprofessional leaders. How does this research sequence address the learning outcomes for the degree program? And how do these four inquiry courses integrate with the action research required in the capstone?"*

The research core has been revised to provide a grounding in both quantitative and qualitative methods, but then a focus on action research and program evaluation, as would be necessary for an improvement science approach to research. Program faculty feel that some grounding in both quantitative and qualitative methods is warranted given that the dissertation in practice will yield data to be analyzed.

3. *"The internships as described do not seem to emphasize or extend this notion of Interprofessional leadership. If the goal is to develop competencies and dispositions for this kind of collaboration and boundary crossing why is that not articulated more clearly in what the internships will emphasize? The application of theory to the practice of interprofessional leadership needs to be woven all throughout the internship experiences as well the capstone/action research projects."*

The internship requirement has been removed, and the culminating requirement is now a dissertation in practice. In keeping with CPED principles, this will address a problem of practice most likely specific to a cognate area.

4. *"Another major concern is that the proposal seems to indicate that all students take this proscribed curriculum. There appears to be no flexibility that allows for differing levels of preparation and concentration given the variety of professionals who may take this degree. Some prospective students may use statistics in their work regularly, some may employ appreciative inquiry with their staff, others may give workshops themselves on ethical and moral leadership. With no flexibility this curriculum may not be attractive or relevant for the students with diverse professional backgrounds that the degree is meant to attract." "Consider providing more flexibility in the program plan. Perhaps identify a core set of courses required of all, then different concentrations, paths, or methods for students to develop a more*

*individualized program based on the knowledge base they already possess and the knowledge they want to gain through acquiring the degree. The beauty of the proposed degree is that it hopes to attract professionals from diverse backgrounds. Given that vision, it is a jarring disconnect that the proposed curriculum is 'one size fits all.' "*

This is a concern that Kent State faculty shared upon review; however, offering an online program focusing on the needs of busy practicing professionals persuaded the faculty to retain the prescribed curriculum, but with the opportunity to pursue study in a cognate area. Initial cognate areas require 12 credit hours in special education, educational technology, curriculum and instruction, athletic training education and cultural foundations of education. It is expected that cognate opportunities will expand in the future.

## Ohio State University

Thank you for your support. Kent State looks forward to interactions within the context of CPED.

## Ohio University

Thank you for your supportive comments regarding selected aspects of the program. In regards to the question/comments:

1. *"The proposal is missing a rationale for the interprofessional framework of the program. Based on the course listing in Appendix A, the interprofessional nature of the program is centered around Educational Administration, Cultural Foundations, Educational Psychology, and Evaluation and Measurement. A rationale for such choice was not provided."*

Please see table 2 in the full proposal, which is a revised curriculum with a program core that addresses the nature of interprofessional work and what program faculty consider to be essential understandings for leaders in education, health and human services professions. These include leadership and ethical practice, an understanding of social context, systems thinking, and the leading for innovation and change.

2. *"The capstone program is not sufficiently explained in the proposal. How will the format differ from a traditional applied research dissertation or a program evaluation oriented dissertation?"*

The capstone project will be a dissertation in practice focusing on a problem of practice and using either action research or improvement science as a methodology. This may or may not lead to a variation of format, though program faculty feel the key distinction between the traditional dissertation and the dissertation in practice is the context. The dissertation in practice typically is conducted within the student's workplace, addressing a specific problem or focusing on an area of desired improvement.

3. *"The curriculum seems to focus a lot more than intended on the single field of Education. As an interprofessional leadership degree, there could have been courses based on collaboration, for example, with Business Administration, Health Care Administration, Public Affairs, Nonprofit Leadership, Communication, Marketing, Political Science, or other fields to create a more interdisciplinary program."*

The revised curriculum will provide students with the opportunity to select a cognate area within which there is flexibility for selecting electives from other disciplines.

4. *"The admission requirements indicate who are the intended target populations for the program. It would be relevant to emphasize in the criteria that the master's degree must be in a relevant professional field. Without relevant leadership, managerial, or administrative experiences or academic background in education, preferably educational leadership, it may be difficult to provide the depth required for a doctoral degree in leadership."*

Thank you. This has been noted and included in the proposal.

5. *"The target populations or constituents for the interprofessional leadership are not clearly articulated, and should be described or clarified in non-equivocal terms. Additionally, the proposal should explain why existing leadership program fail to capture the needs of the constituents that would be serviced by an interprofessional leader, earning the proposed degree in interprofessional leadership."*

The target population is now better identified as practicing professionals who are either in, or seeking to move into, leadership positions. Kent State's Ph.D. degree in Educational Leadership K-12 neither is based in problems of practice within the student's context, nor does it address the interprofessional nature of 21st century education.

6. *"The capstone project as "Dissertation in practice" sounds like an interesting concept for a scholar-practitioner oriented program. However, the proposal should explain how the capstone research will be structured, and how such structuration will be different from an applied-research dissertation. More clarification would prevent one from second guessing what the capstone research would look like."*

The key distinction between the dissertation in practice and an applied research dissertation is one of context. The dissertation in practice is focused on the researcher's own context, addressing problems of practice or desired aspects of improvement within that context. This is not necessarily the case in an applied research dissertation.

## University of Akron

Thank you for the feedback. Responses to the question/comments are below:

1. *"There is no compelling rationale provided to substantiate a 60 hour doctoral degree. In addition, the program is described as a doctor of education professional degree (EdD). Does the State of Ohio differentiate between and EdD professional degree and an EdD which is some other type of doctoral degree? Although I completely support the concept of a fully online doctoral degree, a 60-hour program does not meet the rigor doctoral level education."*

Doctoral programs in education have become increasingly varied, the professional education doctorate being one strand of this variation. Kent State's program is based on the principles of the Carnegie Project for the Education Doctorate (CPED), a now established association of colleges and universities offering such programs. To the best of Kent State's knowledge, a doctoral degree with minimum 60 credit hours beyond the master's is quite normal, if not mandated by the Ohio Department of Higher Education.<sup>4</sup>

<sup>4</sup> Ohio Department of Higher Education (July 2016). Guidelines and procedures for academic program review. Retrieved from [www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines\\_070516.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf) (page 57).

2. *"The rationale for a 4 day residency prior to their first summer term will need to be described in greater detail. How will a single 4-day experience contribute to the fidelity of a program that extends over 3 to 4 years? What if students cannot attend the residency?"*

This has been noted. After further internal discussions, the residency has been eliminated to make the program fully online.

3. *"Greater elaboration will be need to substantiate the ability of working professional to complete two fully online 7-week courses during each semester."*

This has been noted. Length of courses will be full semester.

## University of Dayton

Thank you for the positive comments. Specific concerns included:

1. *"More detail regarding the residency would be helpful. It appears that the residency consists of a 4-day experience prior to the first summer term in the program. Will this provide students with sufficient experience to qualify as a residence?"*

After further internal discussions, the residency has been eliminated to make the program fully online.

2. *"The capstone project appears related to the students' work environment. More information on how this will be managed would be interesting and valuable for the full proposal review."*

The dissertation in practice will be supervised by the student's advisor chairing a committee made up of at least one other cognate area advisor and a faculty member from outside the cognate area. A successful defense of the dissertation proposal (IRB review included) is followed by data collection and a public defense. Regular meetings with the committee will ensure appropriate progress and critical review of the student's implementation of change and/or improvement plans within his or her context.

## University of Toledo

Thank you for the feedback. Responses to the question/comments are below:

1. *"KSU's online doctoral degree program will, like all doctoral degrees, have to offer advanced theoretical and practical coursework in a diverse range of areas, areas that exist in other programs and/or departments. Attention should be given to the manner in which they will monitor coursework content, specifically in those areas that may require students to meet state standards required for licensure or other professional standards. Given the on-line nature of this program, KSU should give careful consideration to student's original action research and publication which requires high levels of faculty and advisor support; the implementation of comprehensive examinations over distance; faculty face-to-face time with cooperating professionals in field experiences; access to residential colloquia not offered on-line; and quality support during their Capstone Research Projects."*

Coursework will be monitored through the Office of Graduate Student Services in the College of Education, Health and Human Services, with due attention paid to licensure or certification requirements. Multiple faculty will be involved with the program, including several in each cognate area, thereby ensuring that appropriate attention is given to the quality of research experiences and the dissertation in practice.

Comprehensive exams are replaced with a professional portfolio in which students will present selected coursework as it applies to their own context and problems of practice.

2. *"The 4-day summer residency seems to brief and should be expanded."*

After further internal discussions, the residency has been eliminated to make the program fully online.

3. *"The required research methods courses include both "Intro to Qualitative Research" and "Intro to Quantitative Research." In addition, listed under "Statistics 1" is a course titled "Leading for Organizational and Technological Change." Without more specific course detail in these areas, it is unclear how well students will be prepared in multiple methods and multiple levels of analysis?"*

Thank you, this has been noted. The research core has been revised but still includes introductions to both quantitative and qualitative analysis so that students can handle data in the dissertation in practice. The remainder of the research core has been revised to address action research and program evaluation and improvement, as is the focus of the CPED principles.

## Appendix B: Faculty Qualifications

Faculty CV are in a separate attachment.

### Major Coursework – Faculty from the College of Education, Health and Human Services

Courses	Instructor	Terminal Degree
CULT 85535 Interprofessional Studies	Natasha Levinson Associate Professor	Ph.D., Educational Policy Studies, University of Illinois, Urbana- Champaign, 2001
EDLE 76529 Leading for Social Justice	Rosemary Gornik Assistant Professor	Ph.D., Curriculum and Instruction, Kent State University, 2003
EDLE 76529 Leading for Social Justice EHHS 75501 Theory and Practice of Leadership <b>NEW</b>	Christa Boske Associate Professor	Ed.D., Superintendency, Northern Illinois University, 2006
EHHS 75001 Systems Thinking in Personal and Professional Leadership <b>NEW</b>	Jeffrey Huston Senior Lecturer	Ed.D., Higher Education Leadership and Management, Capella University, 2017*
EHHS 75502 Ethical Leadership in Education <b>NEW</b>	Kimberly Peer Professor	Ed.D., Higher Education Administration, University of Akron, 2001
EHHS 81099 Capstone I <b>NEW</b>	<i>Program faculty</i>	
EVAL 75550 Introduction to Quantitative Methods in Education <b>NEW</b>	Jason Schenker Associate Professor	Ph.D., Evaluation and Measurement, Kent State University, 2007
EVAL 78807 Program Evaluation	Jian Li Associate Professor	Ph.D., Quantitative Research, Evaluation and Measurement, Ohio State University, 2012
EVAL 85516 Qualitative Research Design	Tricia Niesz-Kutsch Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania, 2003
EVAL 85530 Practitioner Inquiry	Alicia Crowe Professor	Ph.D., Curriculum and Instructional Leadership, Vanderbilt University, 2001

### Major Coursework – Faculty from the College of Business Administration

Coursework	Instructor	Degree
MIS 74160 Leadership and Organizational Change	Mark Whitmore Assistant Professor	Ph.D., Industrial/ Organizational Psychology, Ohio State University, 1985

Cognate Coursework – Faculty from the respective discipline will teach courses in the cognate selected by students in consultation with their advisor

\* Official transcript not received by Kent State University Office of Academic Personnel.

## Appendix C: Course Descriptions

### MAJOR COURSEWORK

#### **CULT 85535 Interprofessional Studies (3 credit hours)**

Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

#### **EDLE 76529 Leading for Social Justice (3 credit hours)**

Centers on investigating a broad research agenda on leading for social justice within educational leadership. Provides a context for candidates to establish strong connections between what it means to lead and the primary concerns for learning and equity, which are associated with increased performance and effectiveness for American education. Candidates engage in concepts such as equity audits, border culture, hegemony, moral transformation and other concepts aligned with leading 21st century schools. Such concepts encourage school leaders to reconsider the influence of wider social, political, cultural and economic contexts in creating transformative and revolutionary schools.

#### **EHHS 75001 Systems Thinking in Personal and Professional Leadership (3 credit hours) NEW**

The development of personal and professional leadership characteristics and traits through a self-examination and in-depth examination of the literature. Students will develop an understanding of the role leadership plays in complex systems through the application of systems thinking concepts. The course will focus on the importance of personal and professional leadership in systems thinking and organizational change.

#### **EHHS 75501 Theory and Practice of Leadership (3 credit hours) NEW**

Theoretical perspectives on educational leadership as a foundation for effective practice in a range of educational settings. Contemporary, evidence-based research will support the integration and synthesis of educational leadership theory in practice. Leadership theory, myths, traits, models, strategies and assessment tools for leadership will be infused for a historical and comprehensive approach to educational leadership as an essential construct in education.

#### **EHHS 75502 Ethical Leadership in Education (3 credit hours) NEW**

Education is constantly undergoing change and ethical leadership in uncertain times is paramount. Ethical elements of educational leadership in all settings in a case approach to connect ethical leadership theory to educational practice. It blends ethical theory, leadership theory and case-analysis in a critical thinking-based framework to position educational leaders to grapple with the complexities of contemporary ethical issues. Political, cultural, societal, organizational and other forces on education are evaluated through an ethical lens.

#### **EHHS 81099 Capstone I (1-9 credit hours) NEW**

Operates as a "dissertation in practice," focusing on a problem of practice and using either action research or improvement science as a methodology. Students' research is aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. The research culminates in a scholarly, comprehensive paper/project that integrates knowledge attained through coursework/research.

#### **EVAL 75550 Introduction to Quantitative Methods in Education (3 credit hours) NEW**

Introduction to purposes and practice of quantitative research related to educational services. Emphasis on elements of doing research and using products of research to support and enhance practice. Authentic examples used as illustration.

#### **EVAL 78807 Program Evaluation (3 credit hours)**

Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

#### **EVAL 85516 Qualitative Research Design (3 credit hours)**

Introduction to qualitative research approaches, design and methods. Students learn about the theoretical underpinnings, nature, characteristics and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

## MAJOR COURSEWORK *continued*

### **EVAL 85530 Practitioner Inquiry (3 credit hours)**

Students engage in practitioner research. It provides an overview of the history, theoretical, ethical and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students critique practitioner research and design their own practitioner research study.

### **MIS 74160 Leadership and Organizational Change (3 credit hours)**

Course develops students' understanding of the theories and techniques needed for the successful management of significant organizational change with emphasis on discussion, exercises and case studies.

## COGNATE COURSEWORK

### **ATTR 75001 Evidence Based Interventions in Athletic Training (3 credit hours) NEW**

Course examines implementation of evidence-based intervention constructs across the curriculum and program. Specific emphasis on designing and implementing EBP into didactic and clinical experiences in athletic training. Implementation in the development, implementation and dissemination of research is addressed. Through an extensive examination of the critical literature, students gain an understanding of how to broadly integrate these constructs in their professional practice.

### **ATTR 75002 Academic and Administrative Leadership in Athletic Training (3 credit hours) NEW**

Course addresses the key academic leadership constructs needed to navigate the higher education culture as a faculty and/or clinical faculty member. Human resources, politics, administrative processes and organizational factors related to successful higher education and clinical leadership are the focus. Leadership and advocacy strategies for professional organizations also are developed.

### **ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training (3 credit hours) NEW**

Focus includes the fundamental constructs associated with quality improvement through an academic program in athletic training. The development of inter-professional practice, engaging curriculum, creation of educational and administrative policy, and leading change within athletic training organizations. Course assists student in developing action plans for their organization pertaining to organizational improvement.

### **ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs (3 credit hours) NEW**

Focuses on the comprehensive and integrated elements in athletic training education. An in-depth analysis of curriculum design and implementation, didactic and clinical education, program assessments, and accreditation policies and standards is addressed. A framework rooted in the context of inter-professional education promote organizational and programmatic improvements related dynamic trends in healthcare education.

### **CI 71130 Multicultural Education (3 credit hours)**

Teachers will be provided with knowledge and strategies for teaching children to function effectively in a pluralistic society.

### **CI 77001 Fundamentals of Curriculum (3 credit hours)**

This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

### **CI 77002 Curriculum Leadership (3 credit hours)**

Explores the theories and practices of curriculum leadership with reference to the current politics of education and the democratic ideals of information-age, pluralistic societies. Mandated accountability reform is critically compared to invited professional renewal.

**COGNATE COURSEWORK *continued*****CI 77010 Curriculum Evaluation (3 credit hours)**

This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

**CULT 79575 Anthropology and Education (3 credit hours)**

Students explore the contributions that cultural and social anthropologists have made to the study of education broadly conceived, focusing particularly on studies addressing the interrelationships among education, culture, and forms of social inequity. Through engaging in critical readings of classic and contemporary educational ethnographies, students explore the myriad ways in which "culture" has been theoretically conceptualized as well as the implications of those conceptualizations for educational inquiry and practice.

**CULT 89521 Multicultural Educational Practice and Policy (3 credit hours)**

Interdisciplinary inquiry into issues of pluralism and its influence on professional practice in education and human service settings. Cross-cultural interaction will be analyzed; reflection on developing culturally responsive professional practice.

**CULT 89582 Social Perspectives of Education (3 credit hours)**

This course examines both classic and contemporary social theories in education. Students will become familiar with different social theories; specifically focusing on strengths and limitations of various theoretical approaches. Students will also analyze the role social theories have had upon educational research and examine different conceptual issues within various social theoretical traditions.

**CULT 79568 Great Ideas in Education (3 credit hours)**

This course explores a great idea in education from multiple disciplinary perspectives (philosophical, sociological, historical) and looks at the ways in which the idea in question has shaped or could transform educational practice at multiple levels.

**ETEC 77434 Emerging Technologies for Instruction (3 credit hours)**

Focuses on the theoretical foundations, design, and development of educational delivery systems employing leading-edge and emergent technologies. Includes presentations and activities that employ the technologies.

**ETEC 77445 Designing Instructional and Performance Solutions (3 credit hours)**

Develop knowledge of the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field in adapting and applying the process in a flexible and innovative manner, especially to large-scale projects.

**ETEC 77491 Seminar: Educational Technology (3 credit hours)**

Variable topic seminar for advanced study of specialized areas and topics. Normally designed around research and theory applied to practice.

**ETEC 87450 Learning with Educational Technologies (3 credit hours)**

Provides an overall introduction to research and practice in educational technology at the doctoral level. Includes examination of principles and examples of the effective application of technology to educational settings as well as approaches to research in the field.

**SPED 73204 Legal and Policy Foundations of Special Education (3 credit hours)**

This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Provides comprehensive overviews of Individuals with Disabilities Education Act, Every Student Succeeds Act, Americans with Disabilities Act, Vocational Rehabilitation Act, relevant sections of the Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.

**COGNATE COURSEWORK *continued*****SPED 73300 Research Applications in Special Education (3 credit hours) NEW**

In this course students apply their content, methods and research skills to develop a research project that addresses an area of special education. Focuses on techniques for answering research questions, developing curriculum, and assimilating knowledge through applied projects.

**SPED 83201 Contemporary Issues in Special Education (3 credit hours)**

This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.

**SPED 83301 Single Subject Research Methods (3 credit hours)**

Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.

## Appendix D: Change Request for Online Delivery



Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

### Change Request: Online Delivery

Institution offering the degree program: **Kent State University**

Degree designation: **Ed.D. degree in Interprofessional Leadership**

The program will satisfy the following criteria:

- ☒ The program will use Quality Matters or similar metric-driven online course design/assessment tools.
- ☒ All instructors will be trained in offering online content and online assessments.
- ☒ The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- ☒ The offering university has approved all online courses for this program as academically appropriate for graduate study.

Is this degree program subject to approval/accreditation by a governing body beyond the Ohio Department of Higher Education and the Higher Learning Commission?

- ☒ No    ☐ Yes

Does this degree program include the creation of original research or scholarship?

- ☐ No    ☒ Yes (supplementary information on next page)

Does this degree program include an experiential component?

- ☒ No    ☐ Yes

Will the program be offered in partnership with a third-party online service provider?

- ☒ No    ☐ Yes

Percentage of program content that will be completed on-line:

The degree program will be offered 100 percent online only (i.e., no on-ground delivery).

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The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Melody J. Tankersley, Ph.D.  
Senior Associate Provost and Dean of Graduate Studies  
Kent State University

## SUPPLEMENTARY INFORMATION FORM

### Original Research or Scholarship

***A. Describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas: (a) how students will gain access to required facilities and resources; (b) how students will be trained in necessary procedures; (c) how students will present their progress and (d) how the progress and quality of student projects will be assessed. Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.***

The Kent State University Libraries provide online access to thousands of journals, books and databases to students, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Regarding the provision of distance learning resources, Kent State's technology infrastructure supports both synchronous and asynchronous learning interaction with students. The College of Education, Health and Human Services employs two instructional designers who work with program faculty and the Office of Distance and Continuing Education to design courses for online delivery and to support both students and faculty in the effective implementation of online instruction and learning.

Upon completion of the program's coursework, students will present a professional portfolio that will include selected coursework that best represents the students' learning prior to moving onto their capstone requirement (dissertation in practice). Students will choose the artifacts to be included in the portfolio, priority being given to coursework that provides evidence of alignment to the six CPED principles and that will form the basis for dissertation research. Each portfolio artifact will be accompanied by a narrative that provides a rationale for the inclusion of the artifact.

The portfolio is prepared in an online format and defended in a meeting (face-to-face or video conference) with a committee of two faculty members from within the student's cognate area.

For the capstone project, students will be most likely to employ an applied research methodology such as action research design, improvement science or case study research. The capstone project will be supervised by the student's advisor from within the cognate area, and will result in a written research report to be defended orally in front of the advisor and one other faculty member from within the cognate area.

The oral defense will be in a face-to-face or video conference format.

***B. Describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas: (a) how students will select a primary mentor and members of any required oversight committee; (b) frequency of any mandatory interactions between program faculty and students; (c) opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field; and (d) career development opportunities will be provided. Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.***

Students will be assigned a faculty advisor upon program admission to the Ed.D. degree, based on areas of student interest. Frequency of meetings will be based on need and not mandated. Due to the program's cohort schedule, students will not need advising on course selection, enabling advisors to focus on discussions regarding problems of practice to be investigated during research experiences. Meetings will be held by telephone, e-mail and video conference (e.g., Skype, Zoom, WebEx).

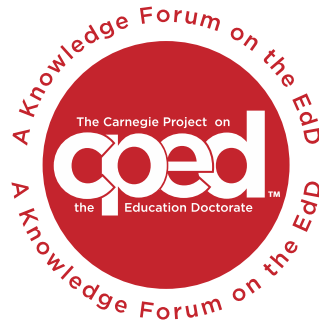
The cohort nature of the program will facilitate group cohesion and ongoing collaboration as the program progresses, particularly for students within the same cognate areas. Opportunities for students to develop and refine ideas will be facilitated through online forums within courses. Kent State uses Blackboard Learn currently as its online learning platform, and the system comes with numerous tools for facilitating both synchronous and asynchronous discussion.

As the expectation that students will be working professionals, advisor focus will be geared to helping them address problems of practice within their own working environment. This might lead to career development opportunities for some, but not all, students.

## Appendix E: Comparison of Ed.D. Degree at Ohio Institutions

Institution	Ed.D. Program	Program Characteristics
Ashland University	Leadership Studies (59 credits)	<ul style="list-style-type: none"> <li>Focus on leadership in PreK-12 schools, higher education, government, industry and human service organizations</li> <li>On-ground and hybrid online program</li> <li>Traditional dissertation</li> </ul>
Bowling Green State University	Leadership Studies (60 credits)	<ul style="list-style-type: none"> <li>Prepares graduates for faculty positions or leadership positions in educational settings, human resource institutions, business and public/private organizations</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
Miami University	Educational Leadership (60 credits)	<ul style="list-style-type: none"> <li>Focus on educational leaders working in PreK-12 contexts and institutions</li> <li>Offered on ground</li> <li>Dissertation in practice</li> <li>CPED member</li> </ul>
Ohio State University	Educational Studies (54 credits)	<ul style="list-style-type: none"> <li>Specializations in PreK-12 education and higher education administration</li> <li>Offered on-ground</li> <li>Traditional dissertation or thesis research</li> <li>CPED member</li> </ul>
Ohio State University	Kinesiology (53 credits)	<ul style="list-style-type: none"> <li>Focus on sport, physical activity, physical education, management and science</li> <li>Offered on-ground</li> <li>Traditional dissertation or thesis research</li> </ul>
Ohio University	Educational Administration (77 credits)	<ul style="list-style-type: none"> <li>Focus on scholarly work in education and related policy arenas, with special emphasis on policy and practice affecting rural schools and communities</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
University of Cincinnati	Counselor Education (60 credits)	<ul style="list-style-type: none"> <li>Focuses on prevention, community-based school and mental health services and substance use</li> <li>Offered on-ground</li> </ul>
University of Cincinnati	Special Education (51 credits)	<ul style="list-style-type: none"> <li>Prepares leaders in special education</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
University of Findlay	Education (60 credits)	<ul style="list-style-type: none"> <li>Prepares graduates for faculty positions or education administrators</li> <li>Offered online</li> <li>Traditional dissertation</li> <li>CPED member</li> </ul>
University of Toledo	Education Administration and Supervision (61 credits)	<ul style="list-style-type: none"> <li>Focus on leadership in PreK-12 education</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
Wright State University	Organizational Studies (65 credits)	<ul style="list-style-type: none"> <li>Concentrations in leading in organizations or learning in organizations</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
Xavier University	Leadership Studies (60 credits)	<ul style="list-style-type: none"> <li>Cognates in human and organizational development, community and non-profit leadership, health services, higher education or K-12 administration</li> <li>Offered on-ground</li> <li>Traditional dissertation</li> </ul>
Youngstown State University	Leadership Studies (61 credits)	<ul style="list-style-type: none"> <li>Focus on leadership in schools and health/human service organizations</li> <li>Offered on ground</li> <li>Traditional dissertation</li> </ul>

## Appendix F: Letters of Support



March 6, 2018

Dr. Steve Mitchell  
Professor, Associate Dean for Administrative Affairs and Graduate Education,  
College of Education, Health and Human Services  
407 White Hall, Kent State University, Kent, OH 44242

Dear Dr. Mitchell,

It is my pleasure to offer you this letter of support for the Kent State University College of Education, Health, and Human Services proposal for the Doctor of Education Professional Degree (EdD) in Interprofessional Leadership.

As you are aware, Kent State joined CPED in 2010 with the intent of redesigning two of its then current EdD programs utilizing the CPED Framework. Over the years, this work proved to be challenging at Kent State as it does at many institutions. At CPED, we have come to understand that reconceptualizing a doctorate into a degree that is meant to serve the needs of practitioners is not an easy task at any school of education. This is precisely why CPED created a flexible framework that would serve multiple contexts and the many needs and constraints that come with that context. I was delighted to see that your participation in CPED has resulted in a program firmly grounded in our principles and goals for preparing professional practitioners.

You have done a nice job of mapping out the components and demonstrating how these components will build towards preparing scholarly practitioners who will apply theory to practice to improve the problems they face and lead for the improvement of education. The number of credits and break down of content, core, and cognate areas are on par with other CPED institutions, as is the size of the cohort that you propose to admit. Additionally, the portfolio will provide a clear demonstration of student progress towards the end goals of the program.

**Headquartered at the University of Pittsburgh**

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5522 Posvar Hall - 230 S. Bouquet Street - Pittsburgh, PA 15260  
<http://cpedinitiative.org> info@cpedinitiative.org +1 (412) 648-7428

In terms of the dissertation in practice, what you have outlined is similar to what CPED-influenced EdD programs are doing. However, I do recommend that the content and expectations for this project be more clearly flushed out and that your faculty receive professional development training as you engage in this process. We have seen that this portion of newly designed EdD programs can derail the intent of the program as faculty revert to what they know and are comfortable with. Clear outcomes, formats, language can all support the development of a product that will be of use to students in practice and satisfy academic needs as well.

As you continue to develop this program and implement it, I remind you of the resources available on our website and within our consortium (including our On-line and Hybrid CPED Improvement Group) that can support your thinking and planning. And as always, we encourage you to engage in our convenings to share and learn with our members.

Congratulations on completing a well thought out program. It is clear that the goals of this program seek to distinguish your EdD and align it with the kinds of professional preparation found in other professional schools.

Best wishes as you and your colleagues move forward,



Jill A. Perry, PhD  
Executive Director



## KENT CITY SCHOOLS

321 North DePeyster Street

Kent, OH 44240

TEL (330) 676-7610

FAX: (330) 676-7686

www.kentschools.net

February 26, 2018

Steve Mitchell, Ph.D.

Associate Dean for Administrative Affairs and Graduate Education  
College of Education, Health and Human Services  
407 White Hall, Kent State University  
Kent, OH 44242

To whom it concerns:

I would like to submit a letter of support for developing an online Doctor of Education degree in "Interprofessional Leadership." I fully support this proposal, which is based around problems of practice and applying learned knowledge in real world settings.

As the Superintendent of Kent City Schools, I am aware that there are many leaders in education, and other fields, who might welcome the chance to complete a terminal degree and study in areas that apply directly to the things they do on a daily basis.

The study of leadership proposed in this program will be from an interprofessional perspective and will be based conceptually on the guiding principles developed by the Carnegie Project for the Education Doctorate:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

I am very excited to support this project.

Sincerely,

George Joseph  
Superintendent

**George J. Joseph**  
*Superintendent*

**Deborah A. Krutz**  
*Treasurer*

**Board of Education:**

**Pamela Ferguson**

**Dr. Marlene Dorsey**

**Brian K. Boykin**

**Ryan S. Ferrara**

**Rebekah Wright Kulis**

## Appendix G: Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment</b>				
Headcount full-time	0	0	0	0
Headcount part-time	25	50	75	100
Full-time equivalent (FTE) enrollment	13	25	38	50
<b>II. Projected Program Income</b>				
Tuition	\$ 231,750	\$ 463,500	\$ 695,250	\$ 927,000
Expected state subsidy	\$ 370,800	\$ 741,600	\$ 1,112,400	\$ 1,483,200
Externally funded stipends, as applicable	\$ —	\$ —	\$ —	\$ —
Other Income – Distance Learning Fee	\$ 1,800	\$ 3,600	\$ 5,400	\$ 7,200
<b>Total Projected Program Income</b>	<b>\$ 604,350</b>	<b>\$ 1,208,700</b>	<b>\$ 1,813,050</b>	<b>\$ 2,417,400</b>
<b>III. Program Expenses</b>				
New personnel				
Instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Non-instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Current personnel				
Instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 2-4	\$ 86,400	\$ 176,256	\$ 69,674	\$ 366,752
Non-instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Benefits for all personnel	\$ 12,960	\$ 26,438	\$ 40,451	\$ 55,013
New facilities/building/space renovation	\$ —	\$ —	\$ —	\$ —
Scholarship/stipend support	\$ —	\$ —	\$ —	\$ —
Additional library resources	\$ —	\$ —	\$ —	\$ —
Additional technology or equipment needs	\$ —	\$ —	\$ —	\$ —
Other expenses (see below)	\$ 302,175	\$ 604,350	\$ 906,525	\$ 1,208,700
<b>Total Projected Program Expenses</b>	<b>\$ 401,535</b>	<b>\$ 401,656</b>	<b>\$ 596,400</b>	<b>\$ 786,935</b>
<b>Projected Program Net</b>	<b>\$ 202,815</b>	<b>\$ 401,656</b>	<b>\$ 596,400</b>	<b>\$ 786,935</b>

<b>Other Expenses</b>				
Allocation of expenses covered by general fee	\$ —	\$ —	\$ —	\$ —
RCM overhead (estimated at 50%)	\$ 302,175	\$ 604,350	\$ 906,525	\$ 1,208,700
RCM tuition and SSI allocation to other colleges	\$ —	\$ —	\$ —	\$ —
Professional development	\$ —	\$ —	\$ —	\$ —
Supplies (office, software, duplication, printing)	\$ —	\$ —	\$ —	\$ —
Telephone, network and lines	\$ —	\$ —	\$ —	\$ —
Other info and communication pool				
<b>Total Other Expenses</b>	<b>\$ 302,175</b>	<b>\$ 604,350</b>	<b>\$ 906,525</b>	<b>\$ 1,208,700</b>

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Dec-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department

College **AS - Arts and Sciences**Degree **MS - Master of Science**Program Name **Data Science** Program Banner Code

Concentration(s) Concentration(s) Banner Code(s)

Proposal **Establish program**

Description of proposal:

**This is the required Program Development Plan to establish a new major within the Master of Science degree program in Data Science. This is a joint effort between the Departments of Mathematical Sciences and Computer Science.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: **30**Proposed total credit hours **30**

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

**This is a new program in an emerging field that requires significant knowledge in mathematics and computer science. The courses exist and cooperating programs are able to support its development.**

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

**A&S cooperating departments**

### REQUIRED ENDORSEMENTS

AM Tonge [Signature] 12/11/18  
 Department Chair / School Director

\_\_\_\_\_ \_\_\_\_\_ 1/1/18  
 Campus Dean (for Regional Campuses proposals)

Mary Ann Haley 12/14/18  
 College Dean (or designee)

\_\_\_\_\_ 1/1/18  
 Dean of Graduate Studies (for graduate proposals)

\_\_\_\_\_ 1/1/18  
 Senior Vice President for Academic Affairs and Provost (or designee)

CS/MATH  
2

# DATA SCIENCE MASTER'S DEGREE PROPOSAL

By

Department of Mathematical Sciences & Department of Computer Science

Anticipated Start Date: Fall 2020

## 1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Data science is an emerging discipline founded on the synthesis of mathematics and computer science, more exactly, from the synthesis of analysis, statistics, databases, big data, artificial intelligence, numerical analysis, graph theory, and visualization. The expression "data science" is relatively new, but the core activities of a data scientist have existed and been developing over many years. These core activities are the organizing, analyzing, understanding, and presenting of data to reveal new information and knowledge. Databases are used for storing and organizing data; statistics, numerical analysis, big data and artificial intelligence are used for analyzing and understanding data; and graph theory and visualization are used to present revealed information. Recent developments in these areas have resulted in enormous growth in data science and especially in data science applications. This explosive growth in applications is changing the world as we know it.

The focus of this program is on tools, methods, theories, and applications of data science; and the purpose of this program is to enable graduates to effectively and purposefully use data science to address societal, scientific, and industrial problems and to develop the expertise and insights that will allow them to successfully identify and respond to the rapidly evolving opportunities for fruitful applications of data science in the workplace. For the State of Ohio this will contribute to creating a cutting edge workforce for state and regional data-enabled industries, educational institutions, and government agencies.

The proposed MS program distinguishes itself as a highly research integrated academic program in line with the University's 2016 Strategic Priority (#2 Distinctive Kent State). Its curriculum blends integrative domain knowledge with fundamental mathematical and computer science skills and knowledge and requires research grade work to be performed on industrial projects with recruitment and participation by a pool of talented research active experts.

## 1. Description of the proposed curriculum including identification of any specializations intended to appear on the student transcript (see Section IV).

Mathematics and computer science are the foundations of data science and its applicability. Strong mathematics and computer science backgrounds will be required to enter the program. Development of this foundation will enable students to engage in innovative applications and/or theoretical research.

Although we expect students to enter the program with core competencies in mathematics and computer science, flexible background modules will be available to enable students with more limited prior knowledge to prepare to successfully complete the degree within 2 years.

Expected proficiency in mathematics includes the standard lower division calculus and linear algebra curriculum (the equivalent of Math 21001 Linear Algebra or Math 21002 Applied Linear Algebra and Math 22005 Analytic Geometry and Calculus III) together with courses in statistics and discrete mathematics (the equivalent of Math 20011 Decision Making Under Uncertainty and Math 31011 Proofs in Discrete Mathematics or CS 23022 Discrete Structures for Computer Science.) Expected proficiency in

computer science includes courses in data structures and database systems design (the equivalent of CS 23001 Computer Science II – Data Structures and Abstraction and CS 33007 Introduction to Database Systems Design).

Mathematics, science, or engineering majors with a good computer science background will likely have the background described above. Since we anticipate other students will be attracted to a strong and vibrant data science master's program, online instruction and support in necessary background areas will be provided in modules. The program committee will determine which, if any, modules students will be required to complete, based on their academic transcripts and/or professional experience. Required modules must be completed prior to full admission to the program.

The thirty (30) credit hour Data Science curriculum includes six core courses (18 credit hours). In the non-thesis track, students take three elective courses (9 credit hours) and an integrative experience (3 credit hours). In the thesis track, students take two elective courses (6 credit hours) and a thesis (6 credit hours). The Data Science core has three mathematics courses and three computer science courses. The elective courses are taken to develop applied and domain background from various disciplines, and the integrative credits are earned through an internship in industry, a data science project course, or a thesis focused on real-world applications.

At least six of the elective credit hours must be taken at the 60000 level. Course descriptions are in Appendix A.

REQUIRED CORE COURSES (18 HOURS)		
MATH 50015	Applied Statistics	3 Hours
MATH 50024	Computational Statistics	3 Hours
MATH 50028	Statistical Learning	3 Hours
CS 63015	Data Mining Techniques	3 Hours
CS 63016	Big Data Analytics	3 Hours
CS 63017	Big Data Management	3 Hours
<b>Core Total</b>		<b>18 Hours</b>

A first group of electives consists of courses in mathematics and computer science that complement or go beyond the core. A second group allows students to explore the applications of data science in diverse areas such as biological sciences, geography, psychology, sociology, and translation science. Elective opportunities will broaden as more data science related courses are developed in the College of Arts and Sciences and across campus.

ELECTIVE COURSES (9 HOURS, 6 HOURS FOR THESIS TRACK)		
MATH 50011	Probability Theory and Applications	3 Hours
MATH 50051	Topics in Stochastic Processes and Applications	3 Hours
MATH 50059	Stochastic Actuarial Models	3 Hours
MATH xxxxx	Advanced Computational Statistics	3 Hours
MATH xxxxx	Advanced Statistical Learning	3 Hours
CS 57206	Data Security and Privacy	3 Hours
CS 63005	Advanced Database Systems Design	3 Hours
CS 63018	Probabilistic Data Management	3 Hours
CS 63100	Computational Health Informatics	3 Hours
CS 64201	Advanced Artificial Intelligence	3 Hours

CS 64402 Multimedia Systems and Biometrics	3 Hours
CS 67302 Information Visualization	3 Hours
CS 6XXX Cloud Infrastructure	3 Hours
BSCI 60103 Biological Statistics	3 Hours
GEOG 59070 Geographic Information Science	4 Hours
GEOG 59072 Geographic Information Science and Health	3 Hours
GEOG 59075 GIS Applications for Social Problems	3 Hours
GEOG 59078 GIS and Environmental Hazards	3 Hours
GEOG 59080 Advanced Geographic Information Science	3 Hours
PSYC 61651 Quantitative Statistical Analysis I	3 Hours
PSYC 61654 Quantitative Statistical Analysis II	3 Hours
CRIM 56803 Information and Cyber Security	3 Hours
SOC 62217 Multivariate Techniques in Sociology	4 Hours
SOC 62218 Advanced Data Analysis	4 Hours
TRST XXX1 Cognitive Processing, Text Analysis and Data Sciences I	3 Hours
TRST XXX2 Cognitive Processing, Text Analysis and Data Sciences II	3 Hours
<b>Elective Total</b>	<b>6-9 Hours</b>
<b>INTEGRATIVE EXPERIENCE (3-HOURS, 6 HOURS FOR THESIS TRACK)</b>	
MATH/CS 6XXXX Data Science Research Project	3 Hours
MATH/CS6XXXX Data Science Internship	3 Hours
MATH/CS 67199 Thesis	6 Hours
<b>Integrative Experience Total</b>	<b>3-6 Hours</b>
<b>PROGRAM TOTAL</b>	<b>30 Hours</b>

**2. Description of a required culminating, or integrated learning, experience.**

The culminating experience can be fulfilled through a research project, an optional internship., or a thesis. Students must present a report or their thesis to their supervisory committee in an open forum, and the committee must approve the document and the presentation.

**3. Administrative arrangements for the proposed program: department and school or college involved.**

The M.S. in Data Science degree program will be jointly sponsored by the Departments of Mathematical Sciences and Computer Science in the College of Arts and Sciences. The program committee will consist of a coordinator from Mathematical Sciences, a coordinator from Computer Science and a third member from one of the partner disciplines. The coordinators will serve three-year renewable terms, and the partner discipline representative will serve a one-year renewable term. The partner discipline representative will rotate among departments.

The supervisory committee for each culminating experience will consist of at least one faculty member from mathematics, one from computer science, and one from mathematics, computer science, or an appropriate partner discipline.

**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.**

There is very high employment demand for highly qualified data scientists, and this field is consistently rated at the top of job rankings. Starting salaries and job satisfaction are high.

Time's Money section (<http://time.com/money/5114734/the-50-best-jobs-in-america-and-how-much-they-pay/>) reports that data scientist is the top ranked 2018 job in a list compiled by *Glassdoor* based on equal weighting of base salary, job satisfaction ratings, and number of job openings. The high demand for data scientists is noted in multiple sources, including:

"Data scientist roles have grown over 650 percent since 2012, but currently 35,000 people in the US have data science skills, while hundreds of companies are hiring for those roles - even those you may not expect in sectors like retail and finance - supply of candidates for these roles cannot keep up with demand." [<https://economicgraph.linkedin.com/research/LinkedIns-2017-US-Emerging-Jobs-Report>, 8 October 2018]

"By 2020, the number of jobs for all US data professionals will increase by 364,000 openings to 2,720,000 according to IBM." [<https://www.forbes.com/sites/louiscolombus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#1b9ec2847e3b>, 8 October 2018]

Data science jobs are particularly important in the north-east Ohio economy, with its heavy concentration of insurance, energy, and medical industries. Supporting documents are included in Appendix B. Statewide there are several programs in the related area of Business Analytics:

a) BGSU – MS in Analytics b) CWRU – Weatherhead's Master of Science in Management – Business Analytics, c) KSU – Master of Science in Business Analytics, d) OSU has a Specialized Master in Business – Business Analytics e) OSU has a full-time MBA in Data Analytics, f) Xavier University – Master of Science in Customer Analytics, g) Wittenberg University – Master of Science in Analytics, h) UC – Master of Science in Business Analytics.

These programs are not direct competitors with the proposed M.S. in Data Science program, which is based more heavily in mathematics, computer science and allied sciences than the programs listed above. It emphasizes research in data science and data science applications and will zero-in on filling industry's dire scarcity of technical workforce where advanced STEM data analytics skills are needed.

Bowling Green State University has recently established an M.S. in Data Science degree, which is a collaboration between their Departments of Mathematics and Statistics, Computer Science, and Applied Statistics and Operations Research. While there are clear commonalities with our proposed program, Bowling Green's program is differently and more tightly focused, with coursework confined to the collaborating departments.

## **5. Prospective enrollment.**

Students will be recruited from mathematics, computer science, engineering, and science programs at Kent State and other universities in the north-east Ohio region. Initially, we aim to enroll ten students. In subsequent years we aim to increase enrollment steadily to reach a program total of 40 students (20 per year) in year 4.

## **6. Special efforts to enroll and retain underrepresented groups in the given discipline.**

Kent State has extensive UG programs/scholarship programs for first-generation college students and under-represented groups. A degree in data science can readily be made accessible, with pre-requisites being completed as required or elective components of many majors, especially STEM or Business

majors. A career in data science can be highly empowering. Efforts to advertise the program to various UG groups, including PELL grant recipients, will be made. Collaborations with the Office of Diversity, and will work in collaboration with the Office of Diversity will be established. A mentorship program will be established including faculty and professionals from underrepresented groups.

#### **7. Availability and adequacy of the faculty and facilities available for the new degree program.**

**Faculty Resources:** The faculty needed for fully implementing the curriculum will be in place by fall semester 2019. Over the last several years, Mathematical Sciences and Computer Science have hired (or are hiring) six tenure track faculty with expertise in data science, with intent to develop academic programs in data science and related areas and in support of KSU's strategic priorities. A top university priority is "to drive innovation, idea generation and national distinction through top-tier academic and research programs including the recruitment and support of talented faculty and staff." The necessary tenure track hiring<sup>1</sup> has been strategically planned and has now reached critical mass. Courses have been carefully updated or have been developed in the last 1-3 years by these faculty. Program faculty are research active in data science, and some have active grants in areas related to big data. We anticipate no need for additional faculty to start this degree program

**Other Resources:** Laboratories, facilities, computing infrastructure and specialized staff: Since, 2012 the Department of Computer Science, with support from the Department of Mathematical Sciences and the College of Arts and Sciences,, has operated a Data and Computing Center with advanced storage, virtual machine, and computing resources needed to support various data and computing intensive programs. There are also three research engineers trained and with experience in science data center and virtual machine support operations. Five required labs including Big Data Intelligence Lab, Visual Analytics Lab, Data & Information Security and Privacy Research Lab, and Cloud Computing Labs are also in place. Further, the CS Networking group is working with Ohio Research Network (OARNet), so that these resources will integrate with the vast US national big-data resources - including national labs facilities, DOE and state supercomputing facilities, NSF repositories, industrial cloud service providers (Amazon, IBM, Microsoft, etc.) with extremely high bandwidth. The required equipment, network infrastructure, and specialized staff resources will be abundantly available to the proposed research intensive Data Science program and its students, researchers, and affiliates to build a premium program.

#### **8. Need for additional facilities and staff and the plans to meet this need.**

In year three, it will need to be determined if the program should be capped at forty students, or if plans should be made for further growth.

#### **9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

Advertisement, recruitment and program management costs will be borne by the two sponsoring departments from their general budget, with support from A&S.

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<sup>1</sup> The pool of faculty comprises experts ranging from mathematicians and statisticians engaged in big data research, supercomputing software/systems scientists of big data computing for climate science, and experimental nuclear physics (from Los Alamos National lab), a distinguished hire on multi-lingual unstructured corpus data analytics (from a renowned European Translation Research Lab), to scientists from related industry (Cleveland Clinic and Progressive Corp).

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Oct-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **School of Information**  
 College **CI - Communication and Information**  
 Degree **MLIS - Master of Library and Information Science**  
 Program Name **Library and Information Science** Program Banner Code **LIS**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Revise program**

Description of proposal:

**This proposal seeks to make the following revisions to the Master of Library and Information Science degree in Library and Information Science: 1.) Inactivate the School Library Media concentration within the MLIS-LIS program, 2.) Revise the program requirements, 3.) Suspend the on-ground delivery of the MLIS-LIS program.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **37**Proposed total credit hours **37**

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):

**NA**

### REQUIRED ENDORSEMENTS

Kendrick Elbert  
 Department Chair / School Director

12/17/18

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

1/1/

Amy Reynolds  
 College Dean (or designee)

12/13/18

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

✓

## Proposal Summary

### Program Updates for Master of Library and Information Science and ~~MLIS+K12 School Library Media Concentration~~

#### Description of Action, Including Intended Effect

For the Master of Library and Information Science, the MLIS major requirements will be altered as follows:

1. Require the following courses:
  - a. LIS 60010, The Information Landscape
  - b. LIS 60020, Information Organization
  - c. LIS 60030, People in the Information Ecology
  - d. LIS 60040, Information Institutions and Professions
  - e. LIS 60050, Research and Assessment in Library and Information Science
  - f. LIS 60280, Master's Portfolio in Library and Information Science
2. No longer offer the following courses as options:
  - a. LIS 60607, School Library Management
  - b. LIS 60624, Cataloging for School Libraries
3. Major electives will be listed as follows in the catalog, with major electives for School Library Media concentration removed:
 

Major Electives

Choose from the following:

  - Health Informatics (HI) Elective Courses
  - Knowledge Management (KM) Elective Courses
  - Library and Information Science (LIS) Elective Courses
  - User Experience Design (UXD) Elective Courses

4. The School Library Media concentration within the MLIS degree will be ~~eliminated~~ <sup>inactivated</sup>, as it is in the process of becoming a separate major of the MLIS (School Library Media K-12 [SLMK]). *(pending final approval)*

*5. Suspension of the on-ground delivery of this program.*

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

None

**Fiscal, Enrollment, Facilities and Staffing Considerations**

None

**Evidence of Need and Sustainability if Establishing**

N/A

### Provisions for Phase-Out if Inactivating

Beginning in Fall 2019, all students interested in the MLIS+School Library Media concentration will be directed to the new MLIS major, School Library Media K-12 [SLMK]. Current School Library Media concentration students can finish their degree according to requirements in place when they were admitted or switch to the new major, if they prefer.

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

Approval by School of Information Curriculum Committee – September 5, 2018

Approval by School of Information FAC – September 7, 2018

Approval by College of Communication and Information Graduate Curriculum Committee – ~~September 7, 2018 (TBD)~~ ~~October 19, 2018~~ December 7, 2018.

Approval by EPC – ~~October 15, 2018~~ November 19, 2018 January 28, 2019

Implementation of new program requirements – Fall 2019

# LIBRARY AND INFORMATION SCIENCE - M.L.I.S.

## **College of Communication and Information**

School of Information

314 University Library

Kent Campus

330-672-2782

**iSchool@kent.edu**

**www.kent.edu/iSchool**

## **Description**

The Master of Library and Information Science degree prepares students for professional positions in public, academic special and school libraries; archives; museums; and other types of information agencies, organizations and companies. Many M.L.I.S. graduates go on to positions in other areas of the information field besides libraries – in research, for example, or publishing, information management, competitive business intelligence and more. An accredited M.L.I.S. degree is the basic requirement for professional employment in most libraries and information centers.

~~The Library and Information Science major includes the following optional concentration:~~

~~The **School Library Media** concentration provides the opportunity for students to apply for multi-age licensure in school library media. The curriculum includes educational technology courses within the College of Education, Health and Human Services.~~

~~In addition, S students can concurrently pursue a dual degree option with either the~~

Master of Business Administration degree or the Master of Education degree  
(Educational Technology major, School Library Media concentration). Each program  
makes an independent admission decision. For further information about <sup>the</sup> dual  
degree program, see the specific program section in this catalog.

## FULLY OFFERED AT:

Online

~~Kent Campus~~

## Accreditation

American Library Association

## Admission Requirements

Bachelor's degree from an accredited college or university for **unconditional admission**

Minimum 3.000 undergraduate GPA on a 4.000 point scale for **unconditional admission**

Official transcript(s)

GRE scores if total GPA is below 3.0 in highest completed degree<sup>1</sup>

Résumé or curriculum vita

Goal statement<sup>2</sup>

Exception statement (addressing circumstances and readiness for graduate education

Writing sample<sup>2</sup>

Three letters of recommendation

English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:

Minimum 587 TOEFL PBT score (paper-based version)

Minimum 82 MELAB score

Minimum 7.0 IELTS score

Minimum 65 PTE score

For more information about graduate admissions, please visit the **Graduate Studies admission website**. For more information on international admission, visit the **Office of Global Education's admission website**.

- <sup>1</sup> In calculating the total GPA, all grades from all courses taken at relevant level (baccalaureate or master's) from all institutions are required.
- <sup>2</sup> Effective for spring 2019, a goal statement and writing sample will no longer be required and will be replaced by the following:

Student Profile Form

Application Essay

## Program Learning Outcomes

Graduates of this program will be able to:

- 1** Apply the field's foundational theories, principles, values, ethics and skills to everyday practice.
- 2** Critique and synthesize research and identify appropriate research methodologies to solve problems in the field.
- 3** Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians/information professionals and the environments they work in within the global society.
- 4** Evaluate systems and technologies relevant to a particular information context.
- 5** Identify needs and connect individuals and communities with information that engages and empowers them.

## MAJOR REQUIREMENTS

[MLIS-LIS]

### Major Requirements

<u>LIS 60010</u>	THE INFORMATION LANDSCAPE	3
<u>LIS 60020</u>	INFORMATION ORGANIZATION <sup>X</sup>	3
<del>or <u>LIS 60624</u></del>	<del>CATALOGING FOR SCHOOL LIBRARIES</del>	
<u>LIS 60030</u>	PEOPLE IN THE INFORMATION ECOLOGY	3
<u>LIS 60040</u>	INFORMATION INSTITUTIONS AND PROFESSIONS <sup>X</sup>	3
<del>or <u>LIS 60607</u></del>	<del>SCHOOL LIBRARY MANAGEMENT</del>	
<u>LIS 60050</u>	RESEARCH AND ASSESSMENT IN LIBRARY AND INFORMATION SCIENCE	3
<u>LIS 60280</u>	MASTER'S PORTFOLIO IN LIBRARY AND INFORMATION SCIENCE	1

Major Electives, choose from the following: ~~2~~ ~~6~~

~~ETEC 57400 TRENDS IN EDUCATIONAL TECHNOLOGY<sup>3</sup>~~

~~ETEC 57427 TECHNOLOGY AND LEARNING<sup>3</sup>~~

~~ETEC 67420 RESEARCH ISSUES IN EDUCATIONAL TECHNOLOGY<sup>3</sup>~~

~~ETEC 67425 MANAGING TECHNOLOGICAL CHANGE~~

~~LIS 60675 YOUTH LITERATURE IN THE DIGITAL REALM~~

Major Electives (see other page)  
Additional Requirements or Optional Concentration

21

Choose from the following:

~~15~~

~~Additional Requirements for Students Not Declaring a Concentration~~

~~School Library Media Concentration~~

Minimum Total Credit Hours:

37

<sup>1</sup> Students pursuing the School Library Media concentration should take LIS 60624 and LIS 60607.

~~Students not pursuing the School Library Media concentrations should see their~~

~~3 Taken by students pursuing the School Library Media concentration.~~

## ~~ADDITIONAL REQUIREMENTS FOR STUDENTS NOT DECLARING A CONCENTRATION~~

[MLIS-LIS]

### ~~Major Requirements~~ *Electives*

Additional Major Electives, <sup>C</sup> choose from the following:

Health Informatics (HI) Elective Courses <sup>1</sup>

Knowledge Management (KM) Elective Courses <sup>1</sup>

Library and Information Science (LIS) Elective Courses

User Experience Design (UXD) Elective Courses <sup>1</sup>

### **Minimum Total Credit Hours:**

<sup>1</sup> A maximum 6 credit hours total of Health Informatics (HI), Knowledge Management (KM) and User Experience Design (UXD) courses may be applied toward major electives.

## ~~SCHOOL LIBRARY MEDIA CONCENTRATION REQUIREMENTS~~

~~[MLIS-LIS-SLM]~~

### **Concentration Requirements**

~~LIS 60618 INFORMATION LITERACY INITIATIVES AND INSTRUCTION~~

~~LIS 60626 LIBRARY MATERIALS AND SERVICES TO TEENS~~

~~LIS 60629 LIBRARY MATERIALS AND SERVICES FOR SCHOOL-AGE CHILDREN~~

~~LIS 60630 REFERENCE SOURCES AND SERVICES FOR YOUTH~~

~~Minimum Total Credit Hours:~~

~~15~~

Move up - list below  
Major Electives

## TECHNOLOGY REQUIREMENTS

Appropriate technology and computer literacy skills are essential for each LIS course. In order to be successful in the program, all incoming students must meet the School of Information computer competencies, as well as its minimum computer hardware, software and internet access requirements. before the first day of class. For details, students should consult the school's website.

## ~~LICENSURE INFORMATION~~

~~Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education Educator Preparation website for more information on assessments specific to licensure type. Applicants interested in obtaining school library media licensure or certification outside the state of Ohio should refer to the requirements established by their state education agencies.~~

Dual Degrees

Dual Degree with M.B.A. degree in Business Administration

~~Dual Degree with M.Ed. degree in Educational Technology~~

## Dual Degree with M.B.A. degree in Business Administration

Students have the opportunity to complete a dual degree program with the M.B.A. degree in Business Administration and the M.L.I.S. degree in Library and Information Science. A separate application must be submitted for each program.



## Department of Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

### REQUEST FOR SUSPENSION OF ADMISSIONS TO OR DISCONTINUATION OF A GRADUATE PROGRAM

***Please check one:***

**✓ Suspension of Admissions (to the ON GROUND delivery of the program ONLY)**

A university may suspend admissions into a graduate degree program if:

- (1) The institution plans to reactivate admissions into the program within five years of the suspension, or
- (2) The program has existing students that need to complete their degrees prior to discontinuation of the program.

If, after suspension of admissions into a graduate degree program, the program is not reactivated within the specified period, the program will be declared permanently discontinued. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

**☐ Immediate Discontinuation**

An institution may immediately discontinue a program if there are no students currently enrolled in the program, and there is no intent to reactivate the program in the future. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

**Date of request:** DATE OF SUBMISSION

**Implementation date:** Fall 2019

**Name of institution:** KENT STATE UNIVERSITY

**Degree designation:** Master of Library and Information Science (MLIS) ON GROUND DELIVERY ONLY. We will still continue to offer the online delivery of the MLIS.

**Primary institutional contact for this request:**

Name: Melody J. Tankersley  
Title: Senior Associate Provost and Dean of Graduate Studies  
Phone: 330-672-8613  
E-mail: mtankers@kent.edu

**Please respond to the following:**

1. Provide a rationale for the suspension of admission or immediate discontinuation of the program. The suspension of the on ground delivery of the MLIS will allow the school's admission to accurately reflect the current delivery of the degree. While the option to apply for an on ground degree is available, it does not accurately reflect the reality of the course offerings. As the popularity and preference of online delivery of the MLIS has increased, the enrollment in the on ground delivery has steadily declined since 2011. In spring term 2011, about half (50.6%) of the total number students taking MLIS courses were enrolled in on ground courses. Just one year later in fall term 2012, the percentage dropped to 17%. By spring term 2016, the number of on ground class offerings dwindled and less than one percent of the total number of MLIS students taking courses were enrolled in on ground coursework. The last on

ground course for the MLIS was offered in 2016. The school no longer offers on ground courses and students cannot earn their degree in this manner.

2. Indicate number of students currently enrolled in the program. There are 485 students enrolled in the MLIS program in fall 2018. Because the school only offers classes online, all students are enrolled in the online program. Because we still list an on ground program option in our catalog, students still have the opportunity to apply that way. Most of those applications are made in error and despite the on ground admission option, the students enroll in online courses. Admissions staff have been instructing students to submit applications to the online degree only, however many students apply without contacting anyone from the department.
3. Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program. Explain plans for notifying current students and assisting them in the completion of their degrees, when applicable.  
The students can continue to earn their MLIS degree by taking online courses. They are currently taking online courses anyway.
4. Will there be a loss of faculty or staff positions? If so, indicate when the faculty or staff members were or will be informed. No loss of faculty or staff positions as a result of this decision. The online delivery of the program will continue.
5. Describe the plan for communicating the suspension of admissions or discontinuation. All marketing and admissions materials will reflect the fact that the degree is only available through online delivery.

---

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Melody J. Tankersley, PhD  
Senior Associate Provost and Dean of Graduate Studies  
Kent State University

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Foundations, Leadership and Administration**  
 College **EH - Education, Health and Human Services**  
 Degree **MED - Master of Education**  
 Program Name **Educational Leadership K-12** Program Banner Code **EDLE**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Offer program at another campus or off site**

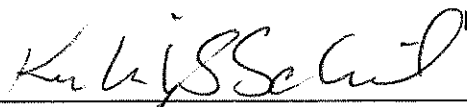
Description of proposal:

**This action will allow an off-campus cohort to be delivered at the College of Podiatric Medicine.**Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **30** Proposed total credit hours **30**


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

**Staffing is in place**

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

**College of Podiatric Medicine****REQUIRED ENDORSEMENTS**
  
 Department Chair / School Director
12 / 14 / 18

Campus Dean (for Regional Campuses proposals)

  
 College Dean (or designee)
  /  /  12 / 14 / 18

Dean of Graduate Studies (for graduate proposals)

  /  /  

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

  /  /

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Foundations, Leadership and Administration**  
 College **EH - Education, Health and Human Services**  
 Degree **PHD - Doctor of Philosophy**  
 Program Name **Educational Leadership K-12** Program Banner Code **EDLE**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Offer program at another campus or off site**

Description of proposal:

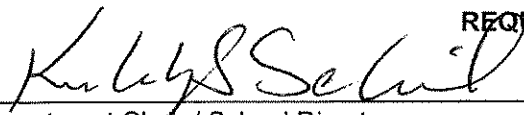
**This action will allow an off-campus cohort to be delivered at the College of Podiatric Medicine.**Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **84**Proposed total credit hours **84**

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

**Staffing is in place**

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


**College of Podiatric Medicine****REQUIRED ENDORSEMENTS**

  
 \_\_\_\_\_  
 Department Chair / School Director

12, 4, 18

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

1 1

  
 \_\_\_\_\_  
 College Dean (or designee)

12, 14, 18

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

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

1 1



## CHANGE REQUEST FORM NEW PROGRAM OFFERING AT AN EXISTING OFF-CAMPUS SITE

**Date of submission:** January 2019

**Name of institution:** Kent State University

**Primary institutional contact for this request:**

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

**Degree designation of program to be offered at the off-campus site:**

M.Ed/PhD Educational Leadership K-12

**Address of the delivery site:**

College of Podiatric Medicine  
6000 Rockside Woods Blvd,  
Independence, OH 44131

**Proposed implementation date:**

Fall Semester (August) 2019- Spring Semester (May) 2021

**Educator Preparation Programs:**

*Indicate whether the program leads to educator preparation licenses or endorsements.*

Licensure: Yes  
Endorsement: No

**Please also provide the following information to facilitate review of this request.**

**1. Describe the rationale for delivering this program at the off-campus site.**

An off-campus cohort fosters opportunities to engage in setting standards of excellence in research and the preparation of school leaders to school communities that do not have access to the Kent campus, and prefer a blended delivery format offering a combination of face-to-face and online engagement.

2. **Will the program be offered regularly/perpetually at the off-campus site? Or, is the request for a single or limited number of program offerings? Please describe in detail sufficient to allow the Chancellor's Council on Graduate Studies to understand the institution's near- and long-term plans for delivering the new off-campus program.**

Kent State University in general, and the College of Education, Health and Human Services specifically, needs a "footprint" in northeastern Ohio. The competition for degrees and licensure is significant. Offerings from university throughout the state and the country call upon us to provide educational opportunities in close proximity to prospective students. Our intention is that the program be offered regularly/perpetually at the off-campus site.

3. **Number of anticipated students for the first three years (or number of students for single/limited offerings). Provide justification.**

	2019-2021	2020-2022	2021-2023
Projected Enrollment	10-12	10-12	10-12

The Educational Leadership program has an active Advisory Council. At the last meeting on October 30, 2018, several area superintendents explained that the distance to the Kent Campus from school districts in northeast Ohio was simply too great. They encouraged us to find a location that was more central to the Northeast Ohio area. This is why we are pursuing the School of Podiatric Medicine as the "existing off-campus site." The location is perfect. In addition to a location that is far north of the Kent Campus, the School of Podiatric Medicine is adjacent to several main arteries, allowing each access from the north, west and east. Our plan is to have each superintendent "nominate educators" as potential leaders, and encourage them to pursue and M.Ed or a PhD at Kent State University. The superintendents stated that they would be willing engage in this type of advocacy because they realize the importance of "growing leaders" within their own ranks.

4. **Will the learning outcomes for the off-campus program remain the same as for on-campus delivery? If not, please justify and describe any changes.**

Yes...the program will be exactly the same.

5. **Will program review processes and student success measures remain the same as for on-campus delivery? If not, please justify and describe any changes.**

Yes...the program review processes and student success measures.

6. **Will the faculty for the off-campus program be the same as for on-campus delivery? If not, provide a list of faculty who will teach the off-campus program, along with documentation to demonstrate they are appropriately qualified.**

Given that EDLE utilizes the talents of a number of part-time instructors, the faculty will be the same educators who teach on the main campus. All have earned Graduate Faculty Status.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Todd A. Diacon  
Executive Vice President and Provost  
Kent State University

Date of Approval

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Public Health**College **PH - Public Health**Degree **MPH - Master of Public Health**Program Name **Public Health** Program Banner Code **PH**Concentration(s) **Environmental Health Sciences** Concentration(s) Banner Code(s) **EHS**Proposal **Temporarily suspend admissions**

Description of proposal:

**This proposal seeks to suspend the admission of students to the Environmental Health Sciences concentration within the Master of Public Health (MPH) Degree program. The college needs to reevaluate the demand for this program and campus offering location.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: 46 Proposed total credit hours 46

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

**None**

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

**None**

### REQUIRED ENDORSEMENTS

\_\_\_\_\_  
Department Chair / School Director

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
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)

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

## **Proposal Summary**

### **Suspension of MPH EHS Concentration in Public Health**

#### **Description of Action, Including Intended Effect**

This proposal seeks to request a suspension of admission for the Environmental Health Sciences (EHS) Concentration due to low enrollment.

The EHS program has traditionally been a low enrollment program. Due to budgetary issues this program needs to be reevaluated to determine program viability.

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

The impact of this suspension will impact a limited number of graduate students in the College of Public Health. Graduate advising is aware of this proposal and has been working with students on the defined teach out plan.

#### **Fiscal, Enrollment, Facilities and Staffing Considerations**

None

#### **Evidence of Need and Sustainability if Establishing**

None

#### **Provisions for Phase-Out if Inactivating**

Graduate students who have been impacted by the suspension have received communication from their assigned advisor.

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

Fall 2019-Fall 2021 - Suspension of the concentration



**Transmittal Memo**

**Date:** November 9, 2018

**To:** Therese Tillett, Director Curriculum Services  
Educational Policies Council (EPC)

**From:** Dr. Sonia Alemagno, Dean College of Public Health

A handwritten signature in black ink, appearing to be "SA", written over the name Dr. Sonia Alemagno.

**Re:** Changes to the Environmental Health Concentration in the MPH

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On behalf of the College of Public Health, please find the attached materials to request a suspension of admission to the Environmental Health Sciences concentration within the Master of Public Health (MPH) Degree program. The college needs to reevaluate the demand for this program and campus offering location.

**College of Public Health**

P. O. Box 5190 • Kent, Ohio 44242-0001

330-672-6500 • Fax: 330-672-6505 • [publichealth@kent.edu](mailto:publichealth@kent.edu) • [www.kent.edu/publichealth](http://www.kent.edu/publichealth)

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department

College **PR - Provost**Proposal **Revise Policy**Proposal Name **Course Repeat Policy**

Description of proposal:

**The EPC Ad Hoc Committee for Academic Policies recommends to the EPC a revision to the course repeat policy to allow all repeated undergraduate courses to be eligible for recalculation of the GPA for graduation. Currently, only lower-division courses are eligible. Students may repeat an undergraduate course only two times (maximum three attempts of the same course).**

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

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

**Members of the EPC Ad Hoc Committee consulted with colleagues in their college.**

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### REQUIRED ENDORSEMENTS

 \_\_\_\_\_  
 Department Chair / School Director

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 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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 \_\_\_\_\_  
 Executive Vice President for Academic Affairs and Provost (or designee)

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# Revision of Course Repeat Policy

## Proposal Summary

### SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends to the EPC a revision to the course repeat policy to allow all repeated undergraduate courses to be eligible for recalculation of the GPA for graduation. Currently, only lower-division courses are eligible. Students may repeat an undergraduate course only two times (maximum three attempts of the same course).

### BACKGROUND INFORMATION

The EPC Ad Hoc Committee is charged with reviewing academic policies that create barriers for student success (see end of document for committee membership and philosophy). Over the past semester, members discussed Kent State's course repeat policy, sought feedback from others, read literature and research on the matter and reviewed course repeat policies at 38 universities, including those that are considered peer, benchmark and aspirational.

The current course repeat policy allows students to repeat the same undergraduate course a maximum of two times (three attempts total). What grades apply to the GPA for repeated coursework depends on the level of the course. For lower-division courses (00000-20000 levels), only the highest grade earned in the course is counted in the GPA for graduation. For upper-division courses (30000-40000 levels), all grades earned in the course are counted in the GPA for graduation.

A policy that extends grade forgiveness for certain repeated courses but not for others creates negative consequences for students, as well as confusion. Data analysis shows that it is much harder to improve a GPA near the end of a program. By that time, students have amassed credit hours and are now taking upper-division courses in their major. If they fail or earn a below-acceptable grade for a course at this point, repeating the course and earning a better grade has minimum impact on their GPA for graduation and may even make it worse (see next page for examples of actual Kent State students). Their choices now are either to:

- (1) Continue to repeat upper-division courses to see incremental increases in their GPA, or
- (2) Repeat lower-division courses, which will have a more significant impact on their GPA for graduation, but will be unhelpful to the student's learning in their major.

The revised policy supports students who may take longer to learn a subject or, for a myriad of other reasons, did not do well in their first attempt of a course.

This revised policy to include upper-division courses in the GPA recalculation is for graduation only. The revision affects neither the student's transcript, which includes all course attempts and grades, nor the GPA used for class standing and institutional honors. In addition, all grades may be counted for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. Credit hours for a repeated course will apply only once toward meeting program requirements.

### THREE EXAMPLES OF ACTUAL STUDENTS UNDER CURRENT POLICY

1. A Kent State student completed all the requirements for his degree except for major GPA. He had earned D+ and F grades in two upper-division (UD) courses, which he repeated and earned C and D grades, respectively. However, his GPA decreased further due to the current policy, see table 1. The student left Kent State without graduating.

Table 1: 2.250 major GPA required for graduation

	Major GPA Credits	Quality Points	Major GPA
Before student earned D+, F grades in two UD courses	58	142.1	<b>2.450</b>
After student earned D+, F grades in the two courses	64	146.0	<b>2.281</b>
<b>Under Current Course Repeat Policy</b>			
Student repeated UD courses and earned C, D grades, and all grades (D+/C, F/D) counted in GPA	70	155.0	<b>2.214</b>
<b>Under Proposed Course Repeat Policy</b>			
Student repeated UD courses, earned C, D grades, and the grades replaced D+, F grades in GPA	64	151.1	<b>2.360</b>

2. A Kent State student completed all the requirements for his degree except for the major GPA. He had failed two upper-division (UD) courses, which he repeated and earned B- and D+ grades. However, his GPA decreased further due to the current policy, see table 2. The student left Kent State. He returned five years later to earn a complete degree (not his original degree).

Table 2: 2.250 major GPA required for graduation

	Major GPA Credits	Quality Points	Major GPA
Before student earned F grades in two UD courses	40	99.5	<b>2.487</b>
After student earned F grades in the two courses	46	99.5	<b>2.163</b>
<b>Under Current Course Repeat Policy</b>			
Student repeated UD courses and earned B-, D+ grades, and all grades (F/B-, F/D+) counted in GPA	52	111.5	<b>2.144</b>
<b>Under Proposed Course Repeat Policy</b>			
Student repeated UD courses, earned B-, D+ grades, and the grades replaced F grades in GPA	46	111.5	<b>2.423</b>

3. A Kent State student completed all requirements for her degree except for the major GPA. She failed an upper-division (UD) major course that was not required but counted in the major GPA. To graduate, she repeated a lower-division course that she has already passed. If she had repeated the UD course and earned less than a B grade, she would not have met the major GPA to graduate, see table 3.

Table 3: 2.000 major GPA required for graduation

	Major GPA Hours	Quality Points	Major GPA
Before student earned F grade in UD course	34	71.8	<b>2.111</b>
After student earned F grade in the course	37	71.8	<b>1.940</b>
<b>Under Current Course Repeat Policy</b>			
If student repeated UD course and earned D grade, and both F and D counted in GPA	40	74.8	<b>1.870</b>
If student repeated UD course and earned C grade, and both F and C counted in GPA	40	77.8	<b>1.945</b>
<b>Under Proposed Course Repeat Policy</b>			
If student repeated UD course and earned D grade, and the D replaced F grade in GPA	37	74.8	<b>2.021</b>

The revised policy is not for the high-achieving students who are consistently above average each semester. This policy serves the students who are on the cusp of meeting the required GPA to graduate (between a 2.000 and 2.490 GPA, see table 4) and then do poorly in one or more courses in their later semesters. There are few options for students towards the end of their program to rectify a low GPA to graduate.

Table 4: Fall 2018 students with junior/senior status (60+ KSU credit hours), all campuses

<u>Overall GPA</u>			<u>Major GPA*</u>		
<u>GPA Range</u>	<u>Headcount</u>	<u>Percent</u>	<u>GPA Range</u>	<u>Headcount</u>	<u>Percent</u>
0.00 to 1.74	15	0.2%	0.00 to 1.74	368	4.0%
1.75 to 1.99	102	1.0%	1.75 to 1.99	165	1.8%
2.00 to 2.24	383	3.8%	2.00 to 2.24	286	3.1%
2.25 to 2.49	659	6.6%	2.25 to 2.49	439	4.8%
2.50 to 2.74	1,118	11.2%	2.50 to 2.74	725	7.9%
2.75 to 2.99	1,410	14.1%	2.75 to 2.99	963	10.5%
3.00 to 4.00	6,280	63.0%	3.00 to 4.00	6,211	67.8%

\* 25%+ of major credits completed based on primary major

## OTHER OPTIONS CONSIDERED

EPC Ad Hoc Committee members considered several options to the current policy. Those options included creating another GPA, limiting the number of courses that can be repeated and adding a restriction to what grades or courses can be recalculated in the GPA.

However, most members considered these others options too complicated, challenging and confusing to explain and implement. In addition, most of the options could not be automated, which would mean that students would have to submit a petition for their record to be updated manually—a labor-intensive administrative process that could create problems for clearing students for graduation in a timely manner.

## POSSIBLE CONCERNS WITH THE PROPOSAL

***Students will take the same course over and over to achieve a better grade. They will fill the course before other students are able to register for the course for the first time.***

Per a current policy—which is not changing—students are unable to register for the same course after the third time (i.e., maximum two repeats of same course).

Back in 2008 when the course repeat policy was revised to allow a GPA recalculation for any repeated lower-division course, there was a concern that students would continually repeat lower-division courses. However, a subsequent five-year data study showed that the average number of course attempts was 2.15 (1 first attempt and 1.15 repeats). The majority (88%) of lower-division courses that were repeated were repeated only once, see table 5.

Table 5: Five-year data review of lower-division course repeats (2008-2013)

<u>Number of Repeats</u>	<u>Courses</u>	<u>Percent</u>
1	33,836	87.5%
2	4,028	10.4%
3+	652	1.7%

Please note that this data is from a time before students were limited to repeat a course a maximum of two times.

This data is remarkably similar to student data under the pre-2008 course repeat policy. In fact, the data showed that while more students took advantage of the post-2008 course repeat policy in comparison to the pre-2008 policy, students were using it for fewer courses.

***Students who are overly concerned about their GPA will repeat courses they have passed just to move from an acceptable grade to one that is marginally higher.***

In the past several years, there have been tighter federal aid regulations that result in financial consequences for course repeats, especially when the student earned a passing grade (D or better) in the course. The students who are incurring the time, expense and threat to their financial aid to repeat courses are doing so out of necessity in order to earn their degree.

That account is evidenced in the data. In a five-year analysis of the current policy for lower-division courses, the majority (60%) of grades in the first attempt of a repeated lower-division course was a failed grade, see table 6.

Table 6: Five-year data review of lower-division course repeats (2008-2013)

Grade in 1 <sup>st</sup> Attempt	Number of Courses	Percent
A, A-	379	1.0%
B+, B, B-	479	1.4%
C+, C, C-	3,643	9.6%
D+, D	9,475	25.2%
F, NF, SF	22,554	59.8%
S, U	90	0.2%
Other	475	1.1%

***Reviewing students for admission to graduate programs may become more challenging if the transcript is not an accurate reflection of student performance.***

The Kent State student transcript is an accurate reflection of a student's performance since all course attempts and their respective grades are and will continue to be displayed. The vast majority of colleges and universities have a grade forgiveness policy. Therefore, graduate schools review the student's full undergraduate transcript and, typically, recalculate a GPA during the admission process for a graduate program, at Kent State and elsewhere.

***Allowing upper-division grade recalculation conflicts with the university's desire to promote itself as a more rigorous institution and to attract stronger students.***

A counterargument can be made that encouraging students who did poorly the first time in an upper-division course to repeat the course and show proficiency, reflected by a better grade, demonstrates Kent State's priority to ensure that students have the education, experiences and support they need to graduate. Upholding academic rigor and providing students the time to master material do not run counter to each other.

The current policy is punitive to students who did well in a repeated upper-division course because the poor grade in their previous attempt remains in their GPA for graduation. Therefore, instead of being encouraged to repeat an upper-division course (most likely in their major), students are advised to repeat a lower-division course (most likely not in their major) to improve their GPA to graduate.

***Will this proposed revision to the policy override any program requirements to graduate?***

Changes to the university's course repeat policy will not change or override any minimum grades required in a program's courses or the minimum GPA required to graduate from the program. The policy revision will affect how the GPA is calculated to graduate from a program.

***Can a department refuse to accept grades in course repeats or refuse to allow students to repeat courses for a program?***

It is the prerogative of the program faculty to determine minimum grades for coursework and to require a specific GPA to graduate from that program. If a student meets those requirements through a course repeat, the university has an obligation to graduate the student.

Program faculty can develop a progression policy (e.g., advanced study, professional phase) for students to continue in the program and include a limitation on repeating specific courses as a criterion for them to continue.

**EFFECT ON CURRENT STUDENTS**

If the policy is approved for the fall 2019 semester, the GPA for graduation for any current student will remain unchanged, unless the student attempts to repeat a course in fall 2019 or later.

- Scenario 1: Student has repeated an upper-division course prior to fall 2019. Both grades (initial attempt and repeat) remain in the student's GPA for graduation.
- Scenario 2: Student has attempted an upper-division course prior to fall 2019. The student repeats the course in fall 2019 or later. The student's GPA for graduation will include only the highest grade from the two attempts.
- Scenario 3: Student has repeated an upper-division course prior to fall 2019. The GPA for graduation includes both grades. The student repeats the course a second time in fall 2019 or later. The student's GPA for graduation will be recalculated to include only the highest grade from the three attempts.

**ALTERNATIVES AND CONSEQUENCES**

Academic policies that involve GPA pose true dilemmas for a university. The GPA should uphold the integrity and reputation of the degree. In addition, a university's mission is to educate students and help them succeed. Allowing students to repeat a course to be able to master the material, and have their GPA reflect that student learning, does not need to conflict with university integrity. Universities that give students another chance at a course to demonstrate their knowledge, but don't forgive the original grade—resulting in the student having to continually take courses just to meet the required GPA to graduate—raise the question of how the university is fulfilling its mission.

**SPECIFIC RECOMMENDATION AND JUSTIFICATION**

It is recommended that effective for fall 2019, revisions to the course repeat policy as outlined on the following pages be approved to continue the goal of removing obstacles and supporting student graduation on a timely basis.

**TIMETABLE AND ACTIONS REQUIRED**

Educational Policies Council.....	28 January 2019
Faculty Senate.....	11 February 2019
Proposed implementation.....	Fall 2019 Semester

## REVISED COURSE REPEAT POLICY

Students must register and pay tuition and any applicable fees when repeating a class. All course attempts and grades appear on the student transcript, including grades not calculated in the GPA. A student's Kent State GPA will not be affected by repeating courses at another institution.

The university is not obligated to offer courses so that students can repeat them. If students plan to repeat a course, they are to work with their advisor to identify resources for academic support. Repeating courses could affect students' financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration.

Students may repeat courses taken at Kent State University subject to the following provisions:

### **Undergraduate Courses**

Students may repeat undergraduate courses (00000-40000 levels) no more than two times (a maximum of three attempts per course). The university will use only the highest grade and the credit hours associated with that highest grade in all attempts of the same course in the calculation of the overall undergraduate GPA, program GPA, credit hour totals and requirements for students' program.

Additional conditions for the repeating of undergraduate courses:

- After the third attempt (second repeat), the student is restricted from registering for the course again.
- Withdrawal from a course is counted as an attempt.
- Courses designated as "repeatable for credit" (see section below) are exempt from the three-attempt limit.
- Recalculation of the student's GPA occurs automatically at the end of the semester in which the student completes the repeated course.
- All grades for all attempts at a course are used in the GPA calculation for determining institutional honors (e.g., summa cum laude) and class standing (e.g., dean's list). These GPA calculations are independent of the overall GPA as it appears on the student transcript.
- All grades for all attempts may be counted for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions.

### **Graduate Courses**

Students may repeat graduate courses (50000-80000 levels), and the university will use all grades (passed and failed) in the calculation of the overall graduate GPA. Earned credit for a course applies only once toward meeting program requirements and credit hour totals.

### **Repeatable-for-Credit Courses**

Some undergraduate and graduate courses are identified as "repeatable for credit" in the course description. Typically, a repeatable-for-credit course offers a different instructional experience and learning outcomes each time students take the course (e.g., internship, special topics, applied music). For those courses, students earn credit for each successful attempt, and the university uses all grades (passed and failed) for all attempts in the calculation of the GPA.

Students repeating a repeatable-for-credit course should consult the University Catalog and their advisor because some academic programs have a limit on the total number of credit hours that may be applied for these types of courses.

## ORIGINAL COURSE REPEAT POLICY

Students may repeat for credit any course they have failed. They may repeat a course already passed for additional credit if the course is identified as repeatable for credit in the course description (e.g., special topics, internship, individual investigation). Some academic units place a limit on the total number of credits that may be earned toward a program for a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.

The university is not obligated to offer courses so that students can repeat them. In some instances, repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration.

### **Undergraduate Courses**

Students may repeat the same or designated equivalent undergraduate course no more than two times (a maximum of three attempts per course). If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support. After the second repeat (third attempt), students will be restricted from registering for the course again. Withdrawal from a course is counted as an attempt.

Students may repeat undergraduate lower-division (00000, 10000 and 20000 levels) courses, and the university will use only the course with the highest grade in the calculation of the undergraduate overall and major grade point average (GPA), the requirements for the student's program and cumulative credit totals.

Lower-division course repeat with GPA recalculation is subject to the following provisions:

1. The course must be repeated at Kent State University.
2. The course may not be repeated for a pass/fail grade.
3. All grades will appear on the official transcript.
4. Recalculation of the students' GPA will occur automatically at the end of the semester in which students complete the repeated course.
5. All eligible courses will be included in the recalculation.
6. Courses taken as part of a completed associate degree may be repeated under this policy.
7. All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.
8. All grades for attempts of a course will be used in GPA calculation for determining institutional honors and class standing. All grades may be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the overall GPA as it appears on the student transcript.
9. This policy does not apply to courses that are designated in the course description as repeatable for credit.
10. This policy was effective with the spring 2008 semester.

Students may repeat undergraduate upper-division (30000 and 40000 levels) courses to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt count toward graduation. All grades earned (passed or failed) are counted in the undergraduate overall and major GPA.

### **Graduate Courses**

Students may repeat graduate (50000-80000 levels) courses with approval of the academic dean to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the graduate overall GPA.

## MARK-UP OF REVISIONS TO COURSE REPEAT POLICY

Legend: Added | ~~Removed~~ | ~~Moved From~~ / Moved To

Students must register and pay tuition and any applicable fees when repeating a class. All course attempts and grades appear on the student transcript, including grades not calculated in the GPA. A student's Kent State GPA will not be affected by repeating courses at another institution. Students may repeat for credit any course they have failed. They may repeat a course already passed for additional credit if the course is identified as repeatable for credit in the course description (e.g., special topics, internship, individual investigation). Some academic units place a limit on the total number of credits that may be earned toward a program for a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.

The university is not obligated to offer courses so that students can repeat them. If students plan to repeat a course, they are to work with their advisor to identify resources for academic support. ~~In some instances,~~ Repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration.

~~The course must be~~ Students may repeated courses taken at Kent State University subject to the following provisions:

### **Undergraduate Courses**

Students may repeat ~~the same or designated equivalent~~ undergraduate courses (00000-40000 levels) no more than two times (a maximum of three attempts per course). ~~If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support. The university will use only the highest grade and the credit hours associated with that highest grade in all attempts of the same course credit hours in the calculation of the overall undergraduate GPA, program GPA, credit hour totals and requirements for students' program.~~

#### Additional conditions for the repeating of undergraduate courses:

- After the ~~second repeat~~ (third attempt (second repeat)), ~~the students will be~~ is restricted from registering for the course again.
- Withdrawal from a course is counted as an attempt.
- ~~This policy does not apply to~~ Courses that are designated ~~in the course description~~ as repeatable for credit (see section below) are exempt from the three-attempt limit.
- ~~Students may repeat undergraduate lower-division (00000, 10000 and 20000 levels) courses, and the university will use only the course with the highest grade in the calculation of the undergraduate overall and major grade point average (GPA), the requirements for the student's program and cumulative credit totals.~~

~~Lower-division course repeat with GPA recalculation is subject to the following provisions:~~

- ~~The course may not be repeated for a pass/fail grade.~~
- ~~All grades will appear on the official transcript.~~
- Recalculation of the students' GPA will occur s automatically at the end of the semester in which students complete s the repeated course.
- ~~All eligible courses will be included in the recalculation.~~
- ~~Courses taken as part of a completed associate degree may be repeated under this policy.~~
- ~~All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.~~
- All grades for all attempts of a course are ~~will be~~ used in the GPA calculation for determining institutional honors (e.g., summa cum laude) and class standing (e.g., dean's list). These GPA calculations are independent of the overall GPA as it appears on the student transcript.

- All grades for all attempts may be counted ~~also~~ for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. ~~These computations are independent of the overall GPA as it appears on the student transcript.~~
- ~~This policy was effective with the spring 2008 semester.~~

~~Students may repeat undergraduate upper-division (30000 and 40000 levels) courses to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt count toward graduation. All grades earned (passed or failed) are counted in the undergraduate overall and major GPA.~~

## Graduate Courses

Students may repeat graduate courses (50000-80000 levels) ~~courses with approval of the academic dean to meet specific graduation requirements~~, and the university will use only the credit hours earned in the highest-graded attempt count toward graduation. ~~All~~ grades earned (passed and or failed) in the calculation of for graduate courses are counted in the overall graduate ~~overall~~ GPA. Earned credit for a course applies only once toward meeting program requirements and credit hour totals.

## Repeatable-for-Credit Courses

Some undergraduate and graduate courses are identified as “repeatable for credit” in the course description. Typically, a repeatable-for-credit course offers a different instructional experience and learning outcomes each time students take the course (e.g., internship, special topics, applied music). For those courses, students earn credit for each successful attempt, and the university uses all grades (passed and failed) for all attempts in the calculation of the GPA.

Students repeating a repeatable-for-credit course should consult the University Catalog and their advisor because some academic programs have a limit on the total number of credit hours that may be applied for these types of courses.

## EPC Ad Hoc Committee for Academic Policies

**REPORTS TO:** Educational Policies Council and provost

**CHARGE:** The committee will review academic policies and practices; determine the policies and practices that create obstacles for student progress toward graduation and/or do not support the quality of a Kent State University education; and make recommendations of new and revised policies that promote student success.

### Philosophy

The EPC Ad Hoc Committee has agreed that any policy it recommends would be:

1. Upholding the integrity, quality and standards of a Kent State education;  
*The policy should connect with Kent State's mission and core values.*
2. Aligned with the university's strategic priority of "Students First";  
*Kent State should demonstrate its commitment to educate and graduate students by providing the best opportunities for students to be successful.*
3. Consistent across all programs, colleges and campuses to the greatest extent possible; and  
*Students regularly change programs and declare multiple programs spanning departments, schools and colleges on all campuses and locations.*
4. Easy to explain, demonstrate and put into words.  
*The policy should be clear enough that students, faculty, advisors and administrators can understand and articulate it to each other.*

### Fall 2018 Membership

Chair: Melody Tankersley, Senior Associate Provost and Dean of Graduate Studies

Vice-Chair: Therese Tillett, Associate Vice President, Curriculum Planning and Administration

- Stavros Atsas, Analyst, Office of Graduation Planning Systems
- Stephanie Belovich, Associate Professor, College of Podiatric Medicine
- Jessie Carduner, Associate Professor, Department of Modern and Classical Language Studies
- Liz Driscoll Dewitt, Senior Advisor II, Ashtabula Campus
- Sue Emens, Assistant Dean, Geauga Campus
- Pam Evans, Associate Professor, College of Architecture and Environmental Design
- Jill Folk, Associate Professor, Department of Psychological Sciences
- Bill Hauck, Assistant Professor, School of Fashion Design and Merchandising
- Lynette Johnson, Associate University Registrar
- Morgan Marshall, Undergraduate Student Government, Communication Studies Major
- Steve Mitchell, Associate Dean, College of Education, Health and Human Services
- Kim Peer, Associate Professor, School of Health Sciences
- Eboni Pringle, Dean, University College
- Amy Quillin, Student Ombuds, Division of Student Affairs
- Lock Reynolds, Associate Professor, Department of Economics
- Mark Rhodes, Graduate Student Senate, Geology Major
- Matt Rollyson, Assistant Dean, College of Communication and Information
- Valerie Rose, Financial Aid Coordinator, Office of Student Financial Aid
- Liz Smith, Associate Professor, Department of History
- Linnea Stafford, Senior Information Officer, Office of Institutional Research
- Cynthia Stillings, Associate Dean, College of the Arts
- Andrew Tonge, Chair, Department of Mathematical Sciences
- Don White, Professor, Department of Mathematical Sciences
- Gina Zavota, Associate Professor, Department of Philosophy
- Melissa Zullo, Associate Professor, College of Public Health

## Course Catalog Update

<< Return to Search Results

### Course Catalog Update Information:

STU0004

Reference Number: CCU013948

Date: 22-OCT-18

Level: 3.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Xiaoyu Zheng

Requested Effective Term: 201980

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10040

Course Title: Introductory Statistics Plus

Title Abbreviation: Introductory Statistics Plus

### Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 5 to 5

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 5 to 5

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

### Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

### Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** (Learning Outcomes equivalent to MATH 10041) An introduction to statistical thinking and statistical methods with a review of basic algebra. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom. This course also provides just-in-time remediation to help students achieve the same learning outcomes as MATH 10041. No credit earned for this course if a student already earned credit for MATH 10041.

**Prerequisites (edited):** ALEKS Math score between 25 and 34; or minimum C grade in MATH 00021.

**Corequisites (edited):**

Registration is by special approval only: No

### Content Information

### Content Outline:

Content Hours per Course Topic	Topic Description
5	Data collection; design of experiments
5	organizing and summarizing data
10	Numerically summarizing data
5	Description of the relation between two

	variables
10	Probability
10	Sampling distributions; normal distributions
10	Confidence interval about a single parameter
12	Hypothesis testing
8	Reviews and Exams

Display/Hide Delimited Course Outline

**Total Contact Hours: 75**

**Textbook(s) used in this course:** Gould, R., Ryan, C., and Rebecca Wong. (2017). Essential Statistics, Exploring the World through Data, 2nd ed. New York: Pearson. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

**Writing Expectations:** Coherent argument in the solution of statistical problems.

**Instructor(s) expected to teach:** All Math faculty

**Instructor(s) contributing to content:** Reed, Tonge

**Proposal Summary****Explain the purpose for this proposal:**

To allow some students who placed into remedial coursework, and still need MATH 10041, to complete the equivalent course in one semester. Math department currently offers a pilot version of this course in the form of Corequisite model, students who placed into MATH 00022, are registered in two separate courses: MATH 10041 (4 hours) and a linked MATH 00095 (1-hour special topics). This proposal is to permanently combine of these two courses into one 5-credit hour course.

**Explain how this proposal affects program requirements and students in your unit:**

No effect.

**Explain how this proposal affects courses, program requirements and student in other units:**

Students needing MATH 10041 that would have been placed in MATH 00022 will take this course, MATH 10040, in a single semester instead of MATH 00022 and MATH 10041 taken over two semesters. Students will progress faster to degree completion.

**Explain how this proposal affects enrollment and staffing:**

Enrollments will increase at the same rate as decreased remedial enrollment. No effect on staffing.

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

Regional Campuses.

**Curriculum Services Information:**

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

**Comments (500 Character Maximum):**

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

**Comments:**

Date	User	Comment
11/6/2018	Xiaoyu Zheng	
11/1/2018	Mary Ann Haley	Returning per your request.

**History:**

Date	User	Status
12/5/2018	Mary Ann Haley	Approved
11/6/2018	Andrew M. Tonge	Approved
11/6/2018	Xiaoyu Zheng	Submitted
11/1/2018	Mary Ann Haley	Returned For Edit
10/30/2018	Andrew M. Tonge	Approved
10/30/2018	Xiaoyu Zheng	Submitted

## Kent Core Course Proposal Questionnaire

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

**Date:** November 6, 2018

**Department/School:** Mathematical Sciences

**Course ID:** 10040      **Credit Hours:** 5

**Course Title:** Introductory Statistics Plus

**Prerequisite(s):** ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

**Select Kent Core Category:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> <b>Composition</b>                                       | <input type="checkbox"/> <b>Humanities and Fine Arts</b> | <input type="checkbox"/> <b>Social Sciences</b> |
| <input checked="" type="checkbox"/> <b>Mathematics and<br/>Critical Reasoning</b> | <input type="checkbox"/> <b>Humanities</b>               | <input type="checkbox"/> <b>Basic Sciences</b>  |
|   | <input type="checkbox"/> <b>Fine Arts</b>                | <input type="checkbox"/> <b>Additional</b>      |

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

- a. Acquire critical thinking and problem-solving skills.**

Students will work collaboratively on the analysis of data, solving problems based on real-world situations. The exchange of ideas will promote critical thinking and will help them to acquire an understanding of the core concepts of probability and statistics.

- b. Apply principles of effective written and oral communications.**

Students will present written and oral reports of their investigations for evaluation and feedback.

- c. Broaden their imagination and develop their creativity.**

This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers. Tackling problems arising from real-world situations will require creative interpretations.

- d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. The entire course introduces mathematics in practical situations. Thus, students can better relate the mathematics learned to similar real-world situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

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

The understanding of statistics and statistics thinking is necessary for accurate evaluation of many forms of information – and so for its responsible use.

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

The course promotes students' conceptual understanding through collaborative work on the analysis of data to solve problems based on real-world situations. The exchange of ideas will promote critical and independent thinking, important for the development of informed and responsible viewpoints.

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

Not routinely covered in this course.

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

Evaluation of some types of misinformation through the close examination of statistical reports heightens awareness of the ethical reporting of information.

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

The use and interpretation of statistics is important in a broad spectrum of disciplines.

**j. Strengthen quantitative reasoning skills.**

This is a primary goal of the course.

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

The use and interpretation of statistics supports that understanding of some basic concepts in many disciplines.

**2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)**

This course sharpens and strengthens skills in arithmetic and basic algebra. It develops students' understanding of how to design experiments, collect, organize and summarize data. It teaches the fundamentals of probability and applies them to teach basic concepts of sampling and statistical inference.

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

This course engages the student in developing an understanding of statistics, a field that originated in the 18<sup>th</sup> century and matured throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries as a cornerstone of inductive reasoning and the scientific method.

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

Yes. The Scale Up lab on the third floor of Mathematical Sciences Building. Students will have access to computers and be sitting at round tables to promote collaborative learning.

5. **Has this course been offered previously?**

Currently being offered as a pilot as MATH 10041+ MATH 00095.

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

MATH 10040 builds from a lower pre-requisite level but achieves the same ultimate learning outcomes as MATH 10041, Introductory Statistics, which fulfills the Kent Core. Creation of MATH 10040 aligns with the Ohio Math Initiative's Math Pathways focus on establishing co-requisite courses offering variable entry points for math gateway courses. Co-requisite courses are designed to increase student success and accelerate student progress toward graduation by moving students out of math remediation as much as possible. Instead taking an extra semester of math remediation, students are placed directly into college level "co-requisite" courses incorporating extra support. This approach provides students with a shortened one or two semester pathway to completion of their mathematics requirement, aligned to the needs of their majors. Institutions in many states have deployed co-requisite courses and have achieved very significant gains in student success in their math courses, in completion of math gateway courses, and in acceleration toward graduation. MATH 10040 is a co-requisite course achieving the same learning outcomes as MATH 10041, but open to many more students who are not adequately prepared for MATH 10041. MATH 10040 provides additional background and extra time to help such students be successful. Students may not receive credit for this course if they already earned credit for MATH 10041.

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

## Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MATH 10041 Introductory Statistics (4) and MATH 10040 Introductory Statistics Plus (5)

Department/School: Mathematical Sciences

Proposed Kent Core Category: ☐ Composition ☐ Humanities and Fine Arts ☐ Social Sciences  
 (please check appropriate box) ☒ Mathematics and ☐ Humanities ☐ Basic Sciences  
 Critical Reasoning ☐ Fine Arts ☐ Additional

*A sample syllabus must accompany the plan.*

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study.  Recognize the limitations of observational studies and common sources of bias in surveys and experiments.  Recognize that association is not causation.  Given a research question, formulate null and alternative hypotheses.  Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion.	Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study.  Recognize the limitations of observational studies and common sources of bias in surveys and experiments.  Recognize that association is not causation.  Given a research question, formulate null and alternative hypotheses.  Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion.	Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts;	Overall student grades will be monitored to track student performance in the course.  We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.
Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance.	Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance.	Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance.		

MATH  
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I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
	Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion and chi-square test for independence).	Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion and chi-square test for independence).		
Apply principles of effective written and oral communication	Summarize univariate and bivariate data by employing appropriate graphical, tabular, and numerical methods and describe the attributes of or relationships between the data. These include: frequency distributions; box plots; scatter plots; correlation coefficients; regression analysis; and measures of center, variation, and relative position.			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens				

MAT.  
29**Kent Core Learning Outcomes Assessment Plan**

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance				
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills	<p>Compute the probability of compound events, independent events, and disjoint events, as well as conditional probability.</p> <p>Compute probabilities using discrete and continuous distributions, especially applications of the normal distribution.</p> <p>Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem.</p> <p>Summarize the relationship between the confidence level, margin of error, and sample size.</p>	<p>Compute the probability of compound events, independent events, and disjoint events, as well as conditional probability.</p> <p>Compute probabilities using discrete and continuous distributions, especially applications of the normal distribution.</p> <p>Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem.</p> <p>Summarize the relationship between the confidence level, margin of error, and sample size.</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.</p>

MATI  
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I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Understand basic concepts of the academic discipline	<p>Summarize univariate and bivariate data by employing appropriate graphical, tabular, and numerical methods and describe the attributes of or relationships between the data. These include: frequency distributions; box plots; scatter plots; correlation coefficients; regression analysis; and measures of center, variation, and relative position.</p> <p>Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study.</p> <p>Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem.</p> <p>Given a research question, formulate null and alternative hypotheses.</p> <p>Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion.</p> <p>Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion).</p>		<p>Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts;</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.</p>

MATT  
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Please note:

We will use the final exam to assess strengths and weakness in our students and analyze causes of the weakness and adjust course materials, delivery, or assignments as deemed appropriate.

The final exam is written by the course coordinator on the Kent campus and critiqued and proofread by a committee of at least three other faculty members, at least two of whom represent regional campus faculty. Two completely different versions will be prepared and made available to all faculty, including regional campus and College Credit Plus faculty.

A separate entity, perhaps a subcommittee of the USC, will collect, compile, and analyze the data, returning it to course coordinators and the chair of the USC. Data will be requested during final exam week and the compilation will be completed before the first week of the subsequent semester.

## ASSURANCES:

By submitting this proposal, we assure that:

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

*AKA Torre*

*11-13-18*

Department Chair/School Director (or designee) Signature

Date

# SYLLABUS

## MATH 10040 – Introductory Statistics PLUS

(5 Credit Hours)

**Catalog Information:** (Learning Outcomes equivalent to MATH 10041) An introduction to statistical thinking and statistical methods with a review of basic algebra. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10041. No credit earned for this course if a student already earned credit for MATH 10041.

**Prerequisite:** ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

**Text:** Gould, R., Ryan, C., and Rebecca Wong. (2017). *Essential Statistics, Exploring the World through Data, 2<sup>nd</sup> ed.* New York: Pearson. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

**Note:** The class meets two days a week for 100 minutes each day and one day a week for 50 minutes. The course is activity based and designed according to the Guidelines for Assessment and Instruction in Statistics Education. (GAISE).

Foundational Material spread throughout the course (15 days)

Introduction to Data (2 days)

- Classifying and storing data
- Organizing categorical data
- Sampling methods and design of experiments

Picturing Variation with Graphs (2 days)

- Visualizing variation with numerical data
- Summarizing important features of a numerical distribution
- Visualizing variation in categorical variables
- Summarizing categorical distributions
- Interpreting graphs

Numerical Summaries of Center and Variation (2.5 days)

- Summaries of symmetric distributions
- The empirical rule and z-scores
- Summaries for skewed distributions
- Comparing measures of center
- Using boxplots for displaying summaries

## (MATH 10040 Syllabus, continued)

### EXAM 1

#### Regression Analysis: Exploring Association between Variables (1.5 days)

- Visualizing variability with scatterplots
- Measuring Strength of Association with Correlation
- Modeling linear trends - Least-squares regression
- Evaluating the linear model

#### Modeling Variation with Probability (4 days)

- What is Randomness?
- Finding theoretical Probabilities - sample space, basic probability, addition rule, multiplication rule, mutually exclusive events, independent events
- Associations in categorical variables including conditional probability
- Law of large numbers

### EXAM 2

#### Modeling Random Events: The Normal and Binomial Models (3 days)

- Probability distributions – discrete and continuous
- The Normal model and its applications
- The Binomial Model and its applications

#### Survey Sampling and Inference (3.5 days)

- Learning about the world through surveys
- Measuring the quality of a survey
- Sampling distributions, Central Limit Theorem for sample proportions
- Estimating the population proportion with confidence intervals

### EXAM 3

#### Hypothesis Testing for Population Proportions (4.5 days)

- Main ingredients of hypothesis testing
- Hypothesis testing in four steps
- Characterizing p-values
- Hypothesis testing in four steps – the one proportion z-test

#### Inferring Population Means (4 days)

- Sampling distribution of means
- Central Limit Theorem for sample means

## (MATH 10040 Syllabus, continued)

- Answering questions about the mean of a population
- Hypothesis testing for means
- Overview of analyzing means

EXAM 4

REVIEW

FINAL EXAM

## MATH 10040    INTRODUCTORY STATISTICS PLUS Fall 2019

**INSTRUCTORS:****OFFICE:****PHONE:****E-MAIL:****OFFICE HOURS:****CLASS TIMES:**

**COURSE GOALS:** In this course we will emphasize statistical literacy and develop statistical thinking, use real data, stress conceptual understanding, foster active learning in the classroom, use technology extensively, and use assessments to improve and evaluate your learning. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10041. For more detailed learning outcomes, please see the Learning Outcomes on the Blackboard site in the Course Information folder.

**KENT CORE REQUIREMENT:** This course may be used to satisfy the Kent Core Requirement. Kent Core courses as a whole are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

**COURSE PREREQUISITE:** You are expected to have successfully completed (with a grade of C or better) MATH 00021 here at Kent or an ALEKS Math score between 25 and 34. If you do not satisfy these prerequisites, the Registrar may de-register you from this course.

**BLACKBOARD website:** We have a Blackboard site for this course, which you can enter via flashline under the "My Courses" tab.

**"FLIPPED PEDAGOGY."** In this course we expect you to read and study the textbook or e-text BEFORE coming to each class. You will be quizzed before EVERY CLASS MEETING on these readings. Don't worry. The quizzes will be very straightforward and not tricky. If you have spent sufficient time reading and thinking about the material, you will do well on them. Class time will be spent working on problems and activities either in a group or individually. We hope this course organization will help you "learn by doing" and develop a strong understanding of statistical reasoning.

**TEXT.** *Essential Statistics, Exploring the World Through Data, 2<sup>nd</sup> edition* by Robert Gould, Colleen Ryan, and Rebecca Wong. Published by Pearson. You have already paid for electronic access to this text when you paid your tuition bill. You will have access to the e-text via a link on our Blackboard Course. You may choose to purchase a printed, 3-hole punch version of the text at the bookstore for \$26. 65. This companion print option is not required and is an optional purchase, available to those who would like a printed texted. You will be expected to read the text on a regular basis. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

**SOFTWARE.**

**MyMathLab.** Homework will be completed on the software, MyMathLab (MML) that accompanies the text. You can access MyMathLab via our Blackboard course.

**Learning Catalytics.** This is polling software that is available within MyMathLab at *no extra cost to you*. You need to complete a reading quiz on Learning Catalytics before every class.

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**StatCrunch.** This is the statistical package that comes with MyMathLab. We will be doing some class activities on StatCrunch and some homework assignments require its use.

**CALCULATOR:** You need a graphing calculator for class activities and homework assignments. I will be using a TI\*84 plus for in-class demonstrations and suggest you purchase one of these if you do not currently own a graphing calculator. Please bring the calculator to class *every day*.

**ATTENDANCE POLICY:** I expect you to attend every class. If, however, you miss a class due to unforeseen circumstances, *it is your responsibility to obtain notes from a group member and complete the daily group assignment on your own*. Acceptable reasons for missing class include illness and injury (with documentation), disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event. Absences for these reasons are considered "excused." Please notify me, in advance if at all possible, if you need to miss class. I do not allow make-ups on quizzes for unexcused absences.

#### **ASSIGNMENTS:**

**Daily Reading Quizzes.** Before each class, you need to read sections of the textbook or e-text as indicated by the reading guides as given in the "Reading Guides" folder in the "Course Content" folder in our Blackboard course. **YOU WILL HAVE A SHORT READING QUIZ ON THESE MATERIALS BEFORE EACH CLASS.** These are due at 11:00 AM each class day. You can access these "Learning Catalytics" reading quizzes via the homework link on MyMathLab. The reading guides tell you what I will ask on the quizzes. The emphasis is on the vocabulary. Makeups or extensions on these are rarely permitted and only considered if you have a WRITTEN university acceptable excuse for missing class that day.

**Daily Group Assignment.** During most class periods, you will work with your group on an activity. Each activity requires a write-up that will be submitted during class via Blackboard. Some may be completed paper and pencil and submitted in your table's folder. If your group does not finish the activity in class, you may submit it via Blackboard by midnight the night before the next class. These will be graded. If you are absent and have a university-acceptable excuse, you may complete the activity **individually** with PAPER AND PENCIL and bring it to the next class.

**MyMathLab Homework Assignments.** You will be assigned homework problems on MyMathLab after each class period. These are to be completed individually and will be graded by the software. If you score an 85% or better on an assignment and submit it on time, you will receive 3 points for that assignment. If you score less than 85%, you will earn 0 points for that assignment. MML homework assignments are due at midnight on the class day *after* they are assigned, unless otherwise noted. Assignments submitted after due dates have an automatic 15% point reduction. **I will accept no late assignments once the exam has been given on the chapter.** Exceptions to these deadlines are: a) documented illness, b) death in the immediate family, or c) involvement in a university-sponsored event (sports team, choir, etc.).

**Weekly Quizzes.** You will have 10 quizzes during the semester, generally once a week during weeks when no exam is scheduled. These weekly quizzes will be completed with paper and pencil and will be more involved than the daily reading quizzes. You need to be present the entire class period in order to earn the points for the quiz. Some of these may be group quizzes.

**Exams.** You will have four in-class exams and a comprehensive final. All exams are paper and pencil exams.

**FINAL EXAM:** The final exam is a **block final**, which means all Introductory Statistics classes take it at the same time. Please make a note NOW of the day and date: **Tuesday, December 11, from 3:15 – 5:30 p.m. in a room TBA.** The final is a cumulative exam.

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**MAKE-UP EXAMS:** Given only under extraordinary circumstances with written verification of a university-accepted excuse (documented illness, death in immediate family, university-sponsored event). Please notify me **IN ADVANCE**, if possible, if an exam is to be missed.

<b>GRADING:</b>		<b>Grading Scale (in percents)</b>			
Cellphone (clicker) daily reading quizzes (about 20 of them)	75		A	93–100	A- 90–92
4 Exams @ 100 points apiece	400	B+	87–89	B 83–86	B- 80–82
Weekly Quizzes (Group or Individual)	100				
Daily group assignment (20 @ 5 points ea.)	100	C+	77–79	C 73–76	C- 70–72
MML HW assignments	75	D+	67–69	D 60–66	F 0–59
Final Exam	250				
<b>Total Points Possible</b>	<b>1000</b>	There will be NO CURVE			

**CHEATING AND PLAGIARISM:** University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy [here](#) and/or ask.

**STUDENTS WITH DISABILITIES:** University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

**CELL PHONES:** Out of courtesy to your classmates and to us, please turn your cell phones OFF during class, except when we are using them for class activities. If you are expecting an emergency call, please set it to *vibrate*.

**REGISTRATION REQUIREMENT:** The last day to add a full term class or change sections of a class is **midnight on Wednesday, August 29**. The last day to drop any or all courses that meet the full semester before grade of "W" is assigned is **midnight on Wednesday, September 5**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

**WITHDRAWAL DEADLINE:** The official withdrawal deadline for this course is Wednesday, October 31, at midnight.

**COMMUNICATON:** Please check your university kent.edu email on a regular basis.

## Course Catalog Update

<< Return to Search Results

### Course Catalog Update Information:

STU0004

Reference Number: CCU013951

Date: 22-OCT-18

Level: 3.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Xiaoyu Zheng

Requested Effective Term: 201980

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10050

Course Title: Quantitative Reasoning Plus

Title Abbreviation: Quantitative Reasoning Plus

Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 5 to 5

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 5 to 5

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

### Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** (Learning Outcome Equivalent to MATH 10051) In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem-solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using quantitative reasoning by writing coherent statements and paragraphs. This course also provides just-in-time remediation to help students achieve the same learning outcomes as MATH 10051. No credit earned for this course if a student already earned credit for MATH 10051.

**Prerequisites (edited):** ALEKS Math score between 25 and 34; or minimum C grade in MATH 00021.

**Corequisites (edited):**

Registration is by special approval only: No

### Content Information

#### Content Outline:

Content Hours per Course Topic	Topic Description

25	Numeracy
22	Mathematical Modeling
18	Basic Probability and Statistics
10	Reviews and Exams

Display/Hide Delimited Course Outline

**Total Contact Hours: 75****Textbook(s) used in this course:** Quantway College Co-Requisite, a program of the Carnegie Foundation for the Advancement of Teaching, Carnegie Math Pathways project.**Writing Expectations:** On a daily basis students will be completing activities where they must communicate their ideas orally then in writing for submission to be graded. There will also be longer writing assignments such as a term paper or three short papers.**Instructor(s) expected to teach:** All Math faculty**Instructor(s) contributing to content:** Ellen Mulqueeney**Proposal Summary****Explain the purpose for this proposal:**

To allow some students who placed into remedial coursework, and still need MATH 10051, to complete the equivalent course in one semester instead of two semesters. Math department currently offers a pilot version of this course in the form of Corequisite model, some students who placed into MATH 00022, are registered in two separate courses: MATH 10051 (4 hours) and a linked MATH 00095 (1-hour special topics). This proposal is to permanently combine of these two courses into one 5-credit hour course.

**Explain how this proposal affects program requirements and students in your unit:**

No effect.

**Explain how this proposal affects courses, program requirements and student in other units:**

Students needing MATH 10051 that would have been placed in MATH 00022 will take this course, MATH 10050, instead of MATH 00022 and MATH 10051, which are taken over two semesters. Students will progress faster to degree completion.

**Explain how this proposal affects enrollment and staffing:**

Enrollments will increase at the same rate as decreased remedial enrollment. No effect on staffing.

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

Regional Campuses.

**Curriculum Services Information:**

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

**Comments (500 Character Maximum):**

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

**Comments:**

Date	User	Comment
11/6/2018	Xiaoyu Zheng	
11/1/2018	Mary Ann Haley	Returning per your request.

**History:**

Date	User	Status
12/5/2018	Mary Ann Haley	Approved

11/6/2018	Andrew M. Tonge	Approved
11/6/2018	Xiaoyu Zheng	Submitted
11/1/2018	Mary Ann Haley	Returned For Edit
10/30/2018	Andrew M. Tonge	Approved
10/30/2018	Xiaoyu Zheng	Submitted

## Kent Core Course Proposal Questionnaire

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

**Date:** November 6, 2018

**Department/School:** Mathematics

**Course ID:** Math 10050

**Credit Hours:** 5

**Course Title:** Quantitative Reasoning Plus

**Prerequisite(s):** ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

**Select Kent Core Category:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Composition                                   | <input type="checkbox"/> Humanities and Fine Arts | <input type="checkbox"/> Social Sciences |
| <input checked="" type="checkbox"/> Mathematics and Critical Reasoning | <input type="checkbox"/> Humanities               | <input type="checkbox"/> Basic Sciences  |
|  | <input type="checkbox"/> Fine Arts                | <input type="checkbox"/> Additional      |

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

- a. Acquire critical thinking and problem-solving skills.

In this course students will be asked to examine current issues such as medical testing, students will then have to make decisions on whether or not to pursue further testing based on the information reported.

- b. Apply principles of effective written and oral communications.

On a daily basis students will be completing activities where they must communicate their ideas orally then in writing for submission to be graded.

- c. Broaden their imagination and develop their creativity.

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

- d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.

Students will be investigating topics currently in the news such as the garbage problem in the Pacific Ocean as a result of the Tsunami in Thailand in 2004. This will engage students to think about topics they may have not considered as containing any mathematical importance.

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

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

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

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

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

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

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

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

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

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

**j. Strengthen quantitative reasoning skills.**

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

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

Students will have the opportunity to use a variety of mathematical strategies, breaking difficult questions into component parts, and looking at questions from various viewpoints in diverse settings

- 2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)**

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

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

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

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

Yes. Reallocation of new classrooms developed in the redesigned space of the former Math Emporium in the second floor of the library, replacing some Basic Algebra sections by MATH 10050 sections. The Students will access to computers and be sitting at round tables to promote collaborative learning.

5. **Has this course been offered previously?**

Yes, as a pilot. Currently being offered as MATH 10051+ MATH 00095

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

MATH 10050 builds from a lower pre-requisite level but achieves the same ultimate learning outcomes as MATH 10051, Quantitative Reasoning, which fulfills the Kent Core. Creation of MATH 10050 aligns with the Ohio Math Initiative's Math Pathways focus on establishing co-requisite courses offering variable entry points for math gateway courses. Co-requisite courses are designed to increase student success and accelerate student progress toward graduation by moving students out of math remediation as much as possible. Instead taking an extra semester of math remediation, students are placed directly into college level "co-requisite" courses incorporating extra support. This approach provides students with a shortened one or two semester pathway to completion of their mathematics requirement, aligned to the needs of their majors. Institutions in many states have deployed co-requisite courses and have achieved very significant gains in student success in their math courses, in completion of math gateway courses, and in acceleration toward graduation. MATH 10050 is a co-requisite course achieving the same learning outcomes as MATH 10051, but open to many more students who are not adequately prepared for MATH 10051. MATH 10050 provides additional background and extra time to help such students be successful. Students may not receive credit for this course if they already earned credit for MATH 10051.

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

## Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MATH 10051 Quantitative Reasoning (4) and MATH 10050 Quantitative Reasoning Plus (5)

Department/School: Mathematical Sciences

Proposed Kent Core Category: ☐ Composition ☐ Humanities and Fine Arts ☐ Social Sciences

(please check appropriate box) ☒ Mathematics and ☐ Humanities

Critical Reasoning ☐ Fine Arts ☐ Basic Sciences ☐ Additional

*A sample syllabus must accompany the plan.*

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
<p>Acquire critical thinking and problem-solving skills.</p> <p>Understand basic concepts of the academic discipline.</p> <p>Strengthen quantitative reasoning skills.</p>	<p><b>1. Numeracy:</b> The successful Quantitative Reasoning student should be able to demonstrate these competencies:</p> <p>1.1 Solve real-world problems requiring the use and interpretation of ratios in a variety of contexts: Parts to whole comparisons, converting decimals to percentages and vice versa, quantifying risks by calculating and interpreting probabilities, rates of change, and margins of error.</p>	<p>Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project</p>	<p>Overall student grades will be monitored to track student performance in the course. We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.</p> <p>We will use the final exam to assess strengths and weakness in our students and analyze causes of the weakness and adjust course materials, delivery, or assignments as deemed appropriate.</p>
<p>Understand basic concepts of the academic discipline.</p>	<p>1.2 Solve real-world problems relating to rates of change, distinguishing between and utilizing models that describe absolute change and relative change including growth and decay.</p>	<p>Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project</p>	
<p>Acquire critical thinking and problem-solving skills.</p>	<p>1.3 Compare and contrast statements which are proportional and those that are not by applying proportional reasoning appropriately to real-</p>	<p>Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes,</p>	

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Understand basic concepts of the academic discipline.	world situations such as scaling, dimensional analysis and modeling.	unit exams, writing assignments, daily class activities, and an end-of-term project	
Strengthen quantitative reasoning skills.		Assessments may include Preview	
Apply principles of effective written and oral communications.	1.4 Demonstrate numerical reasoning orally and/or by writing coherent statements and paragraphs.	Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Engage in independent thinking, develop their own voice and become informed, responsible citizens			
Acquire critical thinking and problem-solving skills.	<b>2. Mathematics Modeling:</b> The successful Quantitative Reasoning student should be able to demonstrate these competencies:	Assessments may include Preview	
Strengthen quantitative reasoning skills.	2.1 Create and use tables, graphs, and equations to model real-world situations including: using variables to represent quantities or attributes, estimating solutions to real-world problems using equations with variables, identifying pattern behavior, identifying how changing parameters can affect results, and identifying limitations in proposed models.	Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Apply principles of effective written and oral communications.			
Broaden their imagination and develop their creativity.			
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.	2.2 Model financial applications such as credit card debt, installment savings, loans, etc. and calculate income taxes.	Assessments may include Preview	
Develop competencies and values vital to responsible uses of information and technology		Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Acquire critical thinking and problem-solving skills.	2.3 Create basic linear and exponential models for real-world problems and be able to choose which one is most appropriate for a given context and describe the limitations of the proposed models.	Assessments may include Preview	
Understand basic concepts of the academic discipline.		Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Strengthen quantitative reasoning skills.			
Apply principles of effective written and oral communications.			
Acquire critical thinking and problem-solving skills.	2.4 Use basic logarithm properties to address questions (regarding time periods etc.) arising in real-world situations modeled exponentially.	Assessments may include Preview	
Understand basic concepts of the academic discipline.		Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	

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24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

Acquire critical thinking and problem-solving skills.	2.5 Explain and critique models orally and/or by writing coherent statements and paragraphs	term project Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Apply principles of effective written and oral communications.			
Acquire critical thinking and problem-solving skills.	<b>3. Probability and Statistics:</b> The successful Quantitative Reasoning student should be able to demonstrate these competencies: 3.1 Critically evaluate statistics being presented in the media, journals, and other publications including evaluating the research methodology, critiquing how the author(s) came to their conclusions, identifying sources of bias, and identifying confounding variables. Students will be able to critically evaluate sampling strategy, the impact of sample size, correlation versus causation, and any inferences made.	Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Strengthen quantitative reasoning skills.			
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.			
Increase their awareness of ethical implications of their own and others' actions			
Acquire critical thinking and problem-solving skills.	3.2 Summarize and interpret datasets with regard to shape, center, and spread. Use both graphical and numerical information. Use statistics appropriate to the shape. Students will be able to compare two or more datasets in light of this type of information.	Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Apply principles of effective written and oral communications.			
Develop competencies and values vital to responsible uses of information and technology	3.3 Create visual representations of real-world data sets such as charts, tables, and graphs and be able to describe their strengths, limitations, and deceptiveness.	Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Understand basic concepts of the academic discipline.	3.4 Calculate probabilities and conditional probabilities in real-world settings, and employ them to draw conclusions.	Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Acquire critical thinking and problem-solving skills.			
Apply principles of effective written and oral communications.	3.5 Justify decisions based on basic statistical (probabilistic) modeling orally and/or by writing coherent statements and paragraphs. *	Assessments may include Preview Next Lesson (PNL) exercises, Out-of-class Exercises (OEC), quizzes, unit exams, writing assignments, daily class activities, and an end-of-term project	
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance			

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**Kent Core Learning Outcomes Assessment Plan**

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

**ASSURANCES:**

By submitting this proposal, we assure that:

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

*ANT*

11-13-18

Department Chair/School Director (or designee) Signature

Date

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## SYLLABUS

### MATH 10050– Quantitative Reasoning Plus (5 Credit Hours)

**Catalog Information** (Learning Outcomes equivalent to MATH 10051) In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem-solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using quantitative reasoning by writing coherent statements and paragraphs. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10051. No credit earned for this course if a student already earned credit for MATH 10051.

**Prerequisite:** ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

**Course Materials:** Quantway College Co-Requisite, a program of the Carnegie Foundation for the Advancement of Teaching, Carnegie Math Pathways project.

#### Numeracy (25 days)

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

#### Mathematical Modeling (22 days)

##### *General function knowledge*

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

##### *Linear Functions*

- Recognize when a linear function can be used for modeling real-world data and find the equation that represents this relationship.

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- Find an equation for the regression curve and use this equation to predict values of the dependent variable for given values of the independent variable
- Write linear function to model real-world situations
- Apply and interpret linear models to make decisions

### *Exponential/log functions*

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

### *Basic Probability and Statistics (18 days)*

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

### *EXAMS and Reviews (10 days)*

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**MATH 10050****QUANTITATIVE REASONING PLUS****INSTRUCTOR:****OFFICE HOURS:****E-MAIL:**

This course may be used to satisfy a Kent Core Requirement. Kent Core courses are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

**COURSE PREREQUISITE:**

You are expected to have successfully completed (with a grade of C or better) MATH 00021 here at Kent or ALEKS Math score between 25 and 34. If you do not satisfy these prerequisites, the Registrar may de-register you from this course.

**COURSE MATERIALS:**

All students are required to purchase the textbook and the access code for the Quantway College Materials, this product is only available from the campus bookstore. Additionally, students will need at a minimum a scientific calculator. While not mandatory use of your own laptop in class is encouraged.

**CLASS WEBSITE (Blackboard):**

Through <http://flashline.kent.edu> (click on "Student Tools & Courses" tab, then the "Blackboard Single Sign On" link near top left.) OR click on the "Blackboard" Icon on the top right toolbar on the flashline homepage. From here you will be able to access Quantway and log into your pathways account.

**COURSE DESCRIPTION:**

In the broadest sense mathematics should provide students the needed quantitative tools, logical reasoning and problem-solving skills, and a sense that quantitative modeling can be used to describe and understand developments in many areas of daily living. Since critical thinking is the primary objective and outcome for our course, in each area of concentration (numeracy, mathematical modeling, and probability and statistics) students will need to read and glean information from the problem situation, convert the information into a usable form, perform any needed routine calculations, make or draw a conclusion, and then communicate the result via explanation using quantitative reasoning by writing coherent statements and paragraphs. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10051.

**SUGGESTED INSTRUCTIONAL METHODS:**

Multiple instructional methods will be used to **ACTIVELY** engage students in the learning process.

**"FLIPPED PEDAGOGY."** Flipping the classroom" is an active-learning technique in which students learn the basics of the course content by preparing for class. In this course, you are expected to complete assigned exercises BEFORE coming to each class. The students and instructor then spend class time interacting with and elaborating on that content, deepening learning and making it "stick". Much of our class time will be spent working on problems and engaging in activities either in a group or individually. This daily work will encourage students to think, reflect, discuss, and write about mathematical ideas and concepts in context. This course organization will help you **"learn by doing"** and develop a strong understanding of algebraic modeling and quantitative reasoning.

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**LEARNING OUTCOMES:**

- Use and interpret ratios in a variety of contexts; quantify risk by calculating and interpreting probabilities.
- Solve real world problems relating to rate of changes and differentiating when to use models that utilize absolute change and models that use relative change.
- Gain knowledge of mathematics as a practical tool in examining the world of finance through a realistic study of simple and compound interest and loans, credit cards, and budgeting.
- Interpret and make inferences from statistical graphs, tables, and chart regarding shape, center and spread.
- Understand how statistics are used in analyzing polls.
- Investigation of sampling methods and graphs with applications in scientific studies including the use of spreadsheet.
- Critically evaluate statistical studies and can describe the strengths, limitations, and deceptiveness.
- Understand the basics of probability.
- Investigation of linear modeling including piecewise models, linear systems, and regression.
- Estimating solutions to real world problems using equations with variables. And identifying how changing parameters can affect results
- Investigation of exponential modeling with applications in personal finance.
- Use basic logarithm properties to address the questions such as regarding times periods arising in real-world situations modeled exponentially.

**TENATIVE CLASS SCHEDULE**

DATE	SECTION – TOPIC	ACTIVITY
<b>Week 1-2</b>		
	CoReq N.1; Introduction to Quantitative Reasoning , N.1	Class introduction; Logging into the Carnegie hub; Forming groups (some type of ice breaker activity); Problem situation Vacation puzzle
	CoReg N.2, N.2; estimating with large numbers, recognize and compare proportional relationships,	Writing principle Syllabus activity; Millions, Billions, Or Trillions (social)
	(QLRA assessment), Coreq N.3	
<b>LAST DAY TO ADD WEDNESDAY AUGUST 29<sup>th</sup></b>		
<b>Week 3</b>		
	N.3; interest rates, estimation skills recognize and compare proportional relationships, scaling factors, unit conversions.	A trillion dollars of student loans (finance)
	<b>CoReq N.4</b>	
	<b>N.4; percentages, ratios, absolute and relative change, rates and probability</b>	Computing and interpreting percentages (social, health, finance)
<b>Week 4</b>		

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	CoReq N.5	
	N.5; proportions, percentages, rates CPI, inflation; <b>Mid-module quiz (N.1-N.4)</b>	The national debt: How big is it? (social, financial)
	CoReq N.7	
<b>Week 5</b>		
	N.7; relative change, growth indexes	An index for your salary (financial)
	CoReq N.8/N.9	Conditional probability
	N.8; specificity and sensitivity, screening tools, probability	Screening tools – How effective are they? (health and risk),
<b>Week 6</b>		
	N.9; conditional probability, two-way tables, specificity and sensitivity, screening tools	A closer look at screening tools (health and risk);
	Review; <b>“NEWS OF THE DAY” (or Project for Module N)</b>	
	<b>Module N Assessment</b>	
<b>Week 7</b>		
	CoReq M.1	
	M.1; use variables, introduction to models, construct and use equations, estimating solutions; CoReq M.2	Mathematical models: What’s best? (social)
	M.2; linear models, slopes, intercepts, trendlines, tables, graphs, equations from a verbal description, spreadsheets, scatterplots 2	Linear models (social)
<b>Week 8</b>		
	CoReq M.3	
	<b>Fall Break</b>	
<b>Week 9</b>		
	M.3; linear models with real world data with fluctuations, spreadsheets, scatterplots, trendlines	Data is trendy (health, environment)
	CoReq M.4	
	M.4; piecewise models; CoReq M.5	Four equations.... Two models

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	<b>Mid-Module Quiz (M.1 – M.4)</b>	
<b>Week 10</b>		
	M.5: Developing mathematical modeling skills M.6; Exponential; equations and logarithmic operations; <b>Mid-Module Quiz (M.1 – M.4)</b>	Modeling a new type of growth (social); How long does that take? (finance)
	M.7 Exponential models and assumptions	A trust in social security (finance)
	CoReq M.8	
<b>Week 11</b>		
	M.8; multivariable models, formula, weighted averages	Multiple variables weighing on your mind? (social)
	Review; “NEWS OF THE DAY”	
	<b>Module M Assessment</b>	
<b>LAST DAY TO WITHDRAW WEDNESDAY OCTOBER 31<sup>st</sup> @ MIDNIGHT</b>		
<b>Week 12</b>		
	CoReq S.1	
	S.1; bar charts, pie charts, spreadsheets	Interpreting charts and graphs (finance)
	CoReq S.2	
<b>Week 13</b>		
	S.2; Evaluating and interpreting graphics, research questions, population and samples	Measuring success (social)
	S.3 observational versus experimental studies, bias, lurking variables, correlation versus cause	Statistical analysis process (health and risk)
	Finish lesson S.3; S.4; parameters versus statistics, margin of error, sample size, interval estimates	
<b>Week 14</b>		
	Finish lesson S.4; <b>Mid-Module Quiz (S.1-S.3)</b>	Sampling and error
	S.5; center, spread and standard deviation. Mean of grouped data	Exploring climate data (environmental)
	Finish Lesson S.5	
<b>Week 15</b>		
	S.6; shapes of distributions, normal distribution and z-scores	Exploring climate variability (environmental)
	Finish lesson S.6	

	Review	
<b>Week 16</b>		
	<b>Module 5 assessment</b>	
	<b>QLRA Assessment; Review for Final Exam</b>	
<b>Finals Week</b>	<b>SEE FINAL EXAM SCHEDULE FOR THE DATE AND TIME OF YOUR FINAL EXAM</b>	

**ATTENDANCE POLICY:**

Excellence attendance is mandatory for your success in the course. A significant portion of your grade is based on your preparation for and participation in each class. **Failure to attend and participate in class can cause you to fail this course.** According to the university policy 3 – 01.2 “Administrative policy regarding class attendance and class absence, students may be excused from class for **PROPERLY DOCUMENTED** “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.”

**STUDENTS IN THIS COURSE MUST**

- Document absences in hard copy form, no phone or email excuses will be accepted.
- Submit excuses in a timely manner: All excuses for anticipated absences must be submitted before the anticipated absence, or in the case of an unanticipated absence, on the first day of the student’s return to class.
- Assume all responsibility for getting assignments and submitting work. Even when the absence is excused it is still your responsibility to catch up and submit the required work. Please note, the instructor is not your accountability “buddy”, get the information from a trusted group member.

**COURSE GRADES**

<b>Prep for Next Lesson; PNL exercises</b>	<b>9%</b>
<b>Daily class participation, completion of daily workbook activity (5% each module)</b>	<b>15%</b>
<b>Out of class exercises; OCE exercises</b>	<b>15%</b>
<b>News of the Day articles/presentations</b>	<b>15%</b>
<b>Module exams (3 @ 10% each)</b>	<b>30%</b>
<b>Final assessment</b>	<b>16%</b>
<b>QLRA assessment (BONUS, based on improvement from initial assessment)</b>	<b>Up to 2%</b>

**SUGGESTED DAILY PARTICIPATION POINTS:**

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You will earn the full 5% for each module by satisfying the following requirements. Everyone will start each module with 100 participation points. Failure to complete any of the requirements below will result in a subtraction of points as indicated in parentheses below:

- coming to class each day (10 points, if unexcused)
- completing the PNL exercises in your workbook before each class (2 points)
- completing the daily lesson in your workbook during class (2 points)
- refraining from using your cell phone during class (2 points)
- submitting any take home assessments on time when collected in class (10 points)
- completing the "Making Connections" prompts in writing after each lesson and submitting when collected in class (2 points)
- participating in classroom discussions (2 points)

#### GRADING SCALE:

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	60-66	F	0-59

#### SOCIAL MEDIA POLICY:

Being physically in the room while class is in session but being on your phone or social media is not being present in class, it is considered disruptive and as such you will forfeit the day's class points. When you are in class put your phone away, set it to silence, and close your social media. **BE PRESENT!**

#### LATE OR INCOMPLETE WORK:

Follow the course calendar however it is subject to changes. Any changes in due dates will be announced in class. Late work will NOT be counted for credit without an official accepted excusal form (see attendance policy).

#### MAKE-UP EXAMS:

Given only under **EXTRAORDINARY CIRCUMSTANCES** with written verification of a university-accepted excuse (documented illness, death in immediate family, university-sponsored event, see attendance policy). Please notify me IN ADVANCE, if possible, if an exam is to be missed.

#### CHEATING AND PLAGIARISM:

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy [here](#) or ask me.

#### STUDENTS WITH DISABILITIES:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to plan for

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necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

**REGISTRATION REQUIREMENT:**

The last day to add a full-term class or change sections of a class is midnight on Sunday. The last day to drop any or all courses that meet the full semester before grade of "W" is assigned is midnight on Monday September 3<sup>rd</sup>. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in Flash Fast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

**WITHDRAWAL DEADLINE:**

The official withdrawal deadline for this course is Wednesday October 31<sup>st</sup> at midnight.

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU013953

Date: 22-OCT-18

Level: 3.00 of 3.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Xiaoyu Zheng

Requested Effective Term: 201980

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10675

Course Title: Algebra for Calculus Boost

Title Abbreviation: Algebra for Calculus Boost

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 5 to 5

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 5 to 5

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** (Learning Outcomes equivalent to MATH 10775 and MATH 11010) Algebra for Calculus includes an extensive and rich immersion into the structure of functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). Operations with functions including addition, subtraction, multiplication, division, composition, and inversion. Functions are studied as a tool to analyze rates of change in real-world scenarios. The emphasis is on linear, polynomial, exponential, and rational functions, with an extensive problem-solving component. A two-week review of intermediate algebra skills is included in the course, as is extra time studying quadratic functions, absolute value functions, systems of equations, and extended time on logarithms. No credit earned for this course if a student already earned credit for MATH 12001 or MATH 10775 or MATH 11010.

**Prerequisites (edited):** ACT Math score of at least 22; or SAT Math score of at least 530; or ALEKS Math score between 35 and 44; or minimum C grade in MATH 00022.

**Corequisites (edited):**

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description

9	Review of Intermediate Algebra Skills
11	Reasoning about and representing quantitative relationships
9	Formalizing relationships between quantities: Functions
12	Exponential and logarithmic functions
2	Systems of Equations
11	Polynomial and Power functions
8	Rational Functions and an introduction to limit
13	Reviews and Exams

Display/Hide Delimited Course Outline

**Total Contact Hours: 75****Textbook(s) used in this course:** Carlson, M., Oerhrman, M., & Kevin Moore. (2018). PreCalculus: Pathways to Calculus, A Problem-Solving Approach. Plymouth, MI: Hayden-McNeil, Macmillan Learning.**Writing Expectations:** Students will be expected to write homework and exams.**Instructor(s) expected to teach:** All Math faculty**Instructor(s) contributing to content:** Reed, Tonge**Proposal Summary****Explain the purpose for this proposal:**

The Ohio Department of Higher Education expects that all students enrolling in any of its 37 institutions of higher learning have an opportunity to complete a college-level mathematics course in one academic year. Previously, students who were underprepared for college-level mathematics were placed into remedial coursework. Many students took as much as a full year to complete their remedial requirements, even if they successfully passed all the remedial courses. Needless to say, success rates of those courses, even if at 70%, have a cumulative effect, with a resultant small percentage of students entering, much less succeeding in, a college-level mathematics course. MATH 10675, Algebra for Calculus Boost, will accept students who place into our MATH 10773 course, Algebra for Calculus Stretch I. The two-semester MATH 10773+MATH 10774 (Algebra for Calculus Stretch I and II) sequence will be eliminated. The first two weeks of the MATH 10675 reviews the intermediate algebra skills of MATH 00023 and students take a 20-question "Gateway" exam to show mastery of these skills. During the subsequent weeks, the students study precisely the same concepts and skills that do the regular MATH 10775 students. The learning outcomes and final exam of MATH 10675 are exactly the same as MATH 10775 and MATH 11010. Math department currently offers a pilot version of this course in the form of Corequisite model, students who placed into MATH 00023 are registered in two separate courses: MATH 10775 (4 hours) and a linked MATH 00095 (1-hour special topics) course. This proposal is to permanently combine of these two courses into one 5-credit hour course.

**Explain how this proposal affects program requirements and students in your unit:**

No effect.

**Explain how this proposal affects courses, program requirements and student in other units:**

Students who placed into two-semester sequence MATH 10773 (3 hours) + MATH 10774 (3 hours), and students who placed into CoRequisite courses MATH 10775 (4 hours) and MATH 00095 (1 hour), will take this one-semester MATH 10675 (5 hours), Algebra for Calculus Boost. MATH 10773, 10774 and 00095 will be eventually eliminated. Students will progress faster to degree completion.

**Explain how this proposal affects enrollment and staffing:**

Enrollment for MATH 10773, 10774 and 10775 will decline as enrollments for this course increases. The current teaching staff of MATH 10773, 10774 and 10775 will teach this course.

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

Regional Campuses.

**Curriculum Services Information:**

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

**Comments (500 Character Maximum):**

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

**Comments:**

Date	User	Comment
11/6/2018	Xiaoyu Zheng	
11/1/2018	Mary Ann Haley	Returning per your request.

**History:**

Date	User	Status
12/5/2018	Mary Ann Haley	Approved
11/6/2018	Andrew M. Tonge	Approved
11/6/2018	Xiaoyu Zheng	Submitted
11/1/2018	Mary Ann Haley	Returned For Edit
11/1/2018	Alison J Smith	Returned To Prior Approver
11/1/2018	Mary Ann Haley	Approved
10/30/2018	Andrew M. Tonge	Approved
10/30/2018	Xiaoyu Zheng	Submitted

## Kent Core Course Proposal Questionnaire

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

**Date:** November 6, 2018

**Department/School:** Mathematical Sciences

**Course ID:** 10675      **Credit Hours:** 5

**Course Title:** Algebra for Calculus Boost

**Prerequisite(s):** ACT Math score of at least 22; or SAT Math score of at least 530; or ALEKS Math score between 35 and 44; or minimum C grade in Math 00022.

**Select Kent Core Category:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Composition                                   | <input type="checkbox"/> Humanities and Fine Arts | <input type="checkbox"/> Social Sciences |
| <input checked="" type="checkbox"/> Mathematics and Critical Reasoning | <input type="checkbox"/> Humanities               | <input type="checkbox"/> Basic Sciences  |
|  | <input type="checkbox"/> Fine Arts                | <input type="checkbox"/> Additional      |

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

- a. Acquire critical thinking and problem-solving skills.

One primary objective of this course is problem solving.

- b. Apply principles of effective written and oral communications.

Students will work in small groups and explain their work to their peers, then explain to the entire class as well.

- c. Broaden their imagination and develop their creativity.

This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers.

- d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.

Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. The entire course introduces mathematics in practical situations. Thus, students can better relate the mathematics learned to similar real-world situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

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

Familiarity with number facts is critical for understanding information in the modern world.

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

The course takes a reasoning and sense-making approach to mathematics and de-emphasizes memorization and blind adherence to rules and procedures. Since reasoning is emphasized, students learn to depend upon themselves to critique quantitative situations and critically evaluate information given.

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

Not routinely covered in this course.

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

Not routinely covered in this course.

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

The use of algebra to model various situations arises in a number of contexts.

- j. Strengthen quantitative reasoning skills.**

This is a primary goal of the course.

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

The use of algebra to model various situations arises in a number of contexts.

- 2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)**

This course will prepare students who are planning to take trigonometry or calculus with necessary algebra background, focusing on the understanding and sense-making needed to be successful in trigonometry or calculus.

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

Algebra has its roots in antiquity. Algebra as a separate discipline emerged in the 16<sup>th</sup> century, and has been an object of research and study continuously since then.

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

Yes. Enrollments for MATH 10773 and MATH 10774 will decline as enrollments for this course increases.

- 5. Has this course been offered previously?**

Yes. Currently being offered as a pilot MATH 10775 + MATH 00095.

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

MATH 10675 builds from a lower pre-requisite level but achieves the same ultimate learning outcomes as MATH 10775, Algebra for Calculus Plus and MATH 11010, Algebra for Calculus, which fulfill the Kent Core. Creation of MATH 10675 aligns with the Ohio Math Initiative's Math Pathways focus on establishing co-requisite courses offering variable entry points for math gateway courses. Co-requisite courses are designed to increase student success and accelerate student progress toward graduation by moving students out of math remediation as much as possible. Instead taking an extra semester of math remediation, students are placed directly into college level "co-requisite" courses incorporating extra support. This approach provides students with a shortened one or two semester pathway to completion of their mathematics requirement, aligned to the needs of their majors. Institutions in many states have deployed co-requisite courses and have achieved very significant gains in student success in their math courses, in completion of math gateway courses, and in acceleration toward graduation. MATH 10675 is a co-requisite course achieving the same learning outcomes as MATH 10775 and MATH 11010, but open to many more students who are not adequately prepared for MATH 10775. MATH 10675 provides additional background and extra time to help such students be successful. Students may not receive credit for this course if they already earned credit for MATH 11010 or MATH 10775.

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

## Kent Core Learning Outcomes Assessment Plan

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Course number, title (credit hours): MATH 11010 Algebra for Calculus (3) and MATH 10775 Algebra for Calculus (4) and MATH 10675 Algebra for Calculus Boost (5)

Department/School: Mathematical Sciences

Proposed Kent Core Category: ☐ Composition ☐ Humanities and Fine Arts ☐ Social Sciences  
 (please check appropriate box) ☒ Mathematics and ☐ Humanities ☐ Basic Sciences  
 Critical Reasoning ☐ Fine Arts ☐ Additional

*A sample syllabus must accompany the plan.*

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
<p>Acquire critical thinking and problem solving skills</p>	<p>Analyze functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). In addition to showing procedural fluency, the student can articulate reasons for choosing a particular process, recognize function families and anticipate behavior, and explain the implementation of a process</p>	<p>Analyze functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). In addition to showing procedural fluency, the student can articulate reasons for choosing a particular process, recognize function families and anticipate behavior, and explain the implementation of a process.</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams; Common set of 10 – 15 questions administered as part of the final exam assessing student mastery of key concepts.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p>
<p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p>	<p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p>	<p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p>	<p>Kent campus sections will administer the Pre-Calculus Concept assessment, a validated instrument to assess student readiness for Calculus. We will administer this as a pre- and post-test to assess growth of student learning.</p>	<p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.</p>
<p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p>	<p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p>	<p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p>	<p>Kent campus sections will administer the Pre-Calculus Concept assessment, a validated instrument to assess student readiness for Calculus. We will administer this as a pre- and post-test to assess growth of student learning and report average growth scores.</p>	<p>Kent campus sections will administer the Pre-Calculus Concept assessment, a validated instrument to assess student readiness for Calculus. We will administer this as a pre- and post-test to assess growth of student learning and report average growth scores.</p>
<p>Purposefully create equivalencies and indicate when they are valid.</p>	<p>Purposefully create equivalencies and indicate when they are valid.</p>	<p>Purposefully create equivalencies and indicate when they are valid.</p>	<p>Purposefully create equivalencies and indicate when they are valid.</p>	<p>Purposefully create equivalencies and indicate when they are valid.</p>

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
	<p>Recognize opportunities to create equivalencies in order to simplify workflow.</p> <p>Determine parameters of a model given the form of the model and data.</p> <p>Determine a reasonable applied domain for the model as well as articulate the limitations of the model.</p> <p>Anticipate the output from a graphing utility and make adjustments, as needed, in order to efficiently use the technology to solve a problem.</p> <p>Use technology to verify solutions to equations and inequalities which are difficult to obtain algebraically and know the difference between approximate and exact solutions.</p> <p>Use technology and algebra in concert to locate and identify exact solutions.</p> <p>Recognize when a result is applicable and use the result to make sound logical conclusions and provide counter-examples to conjectures.</p>	<p>Recognize opportunities to create equivalencies in order to simplify workflow.</p> <p>Determine parameters of a model given the form of the model and data.</p> <p>Determine a reasonable applied domain for the model as well as articulate the limitations of the model.</p> <p>Anticipate the output from a graphing utility and make adjustments, as needed, in order to efficiently use the technology to solve a problem.</p> <p>Use technology to verify solutions to equations and inequalities which are difficult to obtain algebraically and know the difference between approximate and exact solutions.</p> <p>Use technology and algebra in concert to locate and identify exact solutions.</p> <p>Recognize when a result is applicable and use the result to make sound logical conclusions and provide counter-examples to conjectures.</p>		
Apply principles of effective written and oral communication				
Broaden their imagination and develop their creativity				

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**Kent Core Learning Outcomes Assessment Plan**

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens				
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance				
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills		Review intermediate algebra skills necessary to succeed in the course	Students will take a mastery 20-question Gateway Exam on intermediate algebra skills. No partial credit is given on the exam. Students who score 17 or better will earn 100 points. Students who take the exam at least three times and still do not earn a grade of 17 or	Overall student grades will be monitored to track student performance in the course. We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In

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**Kent Core Learning Outcomes Assessment Plan**

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
	<p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p> <p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p> <p>Purposefully create equivalencies and indicate when they are valid.</p> <p>Recognize opportunities to create equivalencies in order to simplify workflow.</p> <p>Interpret the function correspondence and behavior of a given model in terms of the context of the model.</p> <p>Create linear models from data and interpret slope as rate of change.</p> <p>Determine parameters of a model given the form of the model and data.</p> <p>Determine a reasonable applied domain for the model as well as articulate the limitations of the model.</p> <p>Recognize when a result is applicable</p>	<p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p> <p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p> <p>Purposefully create equivalencies and indicate when they are valid.</p> <p>Recognize opportunities to create equivalencies in order to simplify workflow.</p> <p>Interpret the function correspondence and behavior of a given model in terms of the context of the model.</p> <p>Create linear models from data and interpret slope as rate of change.</p> <p>Determine parameters of a model given the form of the model and data.</p> <p>Determine a reasonable applied domain for the model as well as articulate the limitations of the model.</p> <p>Recognize when a result is applicable</p>	<p>higher will earn a percent score, based on the number correct.</p> <p>Homework assignments; Performance on in-class activities; Quizzes and exams; Common set of 10 – 15 questions administered as part of the final exam assessing student mastery of key concepts.</p>	<p>addition, we will report mastery of individual learning outcomes based on final exam items.</p>

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**Kent Core Learning Outcomes Assessment Plan**

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
<p>Understand basic concepts of the academic discipline</p>	<p>and use the result to make sound logical conclusions and provide counter-examples to conjectures.</p> <p>Analyze functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). In addition to showing procedural fluency, the student can articulate reasons for choosing a particular process, recognize function families and anticipate behavior, and explain the implementation of a process</p> <p>Convert between different representations of a function. Perform operations with functions including addition, subtraction, multiplication, division, composition, and inversion.</p> <p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p> <p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p> <p>Use correct, consistent, and coherent notation throughout the solution process</p>	<p>and use the result to make sound logical conclusions and provide counter-examples to conjectures.</p> <p>Analyze functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). In addition to showing procedural fluency, the student can articulate reasons for choosing a particular process, recognize function families and anticipate behavior, and explain the implementation of a process</p> <p>Convert between different representations of a function. Perform operations with functions including addition, subtraction, multiplication, division, composition, and inversion.</p> <p>Recognize function families as they appear in equations and inequalities and choose an appropriate solution methodology for a particular equation or inequality and can communicate reasons for that choice.</p> <p>Demonstrate an understanding of the correspondence between the solution to an equation, the zero of a function, and the point of intersection of two curves.</p> <p>Use correct, consistent, and coherent notation throughout the solution process</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams; Common set of 10 – 15 questions administered as part of the final exam assessing student mastery of key concepts.</p> <p>Kent campus sections will administer the Pre-Calculus Concept assessment, a validated instrument to assess student readiness for Calculus. We will administer this as a pre- and post-test to assess growth of student learning.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.</p> <p>Kent campus sections will administer the Pre-Calculus Concept assessment, a validated instrument to assess student readiness for Calculus. We will administer this as a pre- and post-test to assess growth of student learning and report average growth scores.</p>

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I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
	to a given equation or inequality.  Distinguish between exact and approximate solutions and which methods results in which kind of solutions.  Solve for one variable in terms of another. Solve systems of equations using substitution or elimination.	to a given equation or inequality.  Distinguish between exact and approximate solutions and which methods results in which kind of solutions.  Solve for one variable in terms of another. Solve systems of equations using substitution or elimination.		

Please note:

We will use the final exam to assess strengths and weakness in our students and analyze causes of the weakness and adjust course materials, delivery, or assignments as deemed appropriate.  
A separate entity, perhaps a subcommittee of the USC, will collect, compile, and analyze the data, returning it to course coordinators and the chair of the USC. Data will be requested during final exam week and the compilation will be completed before the first week of the subsequent semester.

## ASSURANCES:

By submitting this proposal, we assure that:

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

*AMJ*

Department Chair/School Director (or designee) Signature

Date

11-03-18

## Kent Core Learning Outcomes Assessment Plan

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

## SYLLABUS

### MATH 10675- Algebra for Calculus Boost

**Catalog Description:** (Learning Outcomes equivalent to MATH 10775 and MATH 11010)

Algebra for Calculus includes an extensive and rich immersion into the structure of functions. Routine analysis includes discussion of domain, range, zeros, general function behavior (increasing, decreasing, extrema, etc.). Operations with functions including addition, subtraction, multiplication, division, composition, and inversion. Functions are studied as a tool to analyze rates of change in real-world scenarios. The emphasis is on linear, polynomial, exponential, and rational functions, with an extensive problem-solving component. A two-week review of intermediate algebra skills is included in the course, as is extra time studying quadratic functions, absolute value functions, systems of equations, and extended time on logarithms. No credit earned for this course if a student already earned credit for MATH 12001 or Math 10775 or Math 11010.

**Prerequisite:** ACT Math score of at least 22; or SAT Math score of at least 530; or ALEKS Math score between 35 and 44; or minimum C grade in Math 00022.

**Text:** Carlon, M., Oerhrman, M., & Kevin Moore. (2018). *PreCalculus: Pathways to Calculus, A Problem-Solving Approach*. Plymouth, MI: Hayden-McNeil, Macmillan Learning.

75 days

#### Review of Intermediate Algebra Skills – 9 days

- Integer and rational exponents
- Polynomial operations
- Factoring
- Rational expressions
- Complex rational expressions

#### Reasoning about and representing quantitative relationships - 11 days

- Quantities and co-variation of quantities
- Change in quantities, constant rate of change
- Linear relationships
- Proportionality
- Average rate of change
- Distance formula and circles
- Absolute Value

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**Formalizing relationships between quantities: Functions – 9 days**

- Modeling relationships with functions
- Domains of functions
- Function notation – use and interpretation using tabular, symbolic, and graphical approaches
- Composition of functions
- Inverses of functions
- Difference quotients

**Exponential and logarithmic functions – 12 days**

- Percent change
- Comparing linear and exponential behavior
- One-unit growth and decay factors, initial values
- Partial and n-unit growth and decay factors
- Compound interest
- The number  $e$  and continuous growth and decay
- Logarithmic functions – the inverse of exponentials
- Graphing exponential functions
- Solving exponential and logarithmic equations

**Systems of Equations – 2 days**

- Modeling with systems of linear equations
- Solving systems of 2 linear equations: graphical, substitution, and elimination methods

**Polynomial and Power Functions – 11 days**

- Changing rates of change and concavity
- Transformations of polynomial functions
- Quadratic functions – finding roots and max/mins, both in context and skill/drill practice
- Roots and end behavior of polynomial functions
  - Review of division of polynomials
  - Hand graph polynomial functions
- Solving polynomial inequalities

**Rational Functions and an introduction to limit - 8 days**

- Domains of rational functions
- Vertical asymptotes
- End behavior of rational function and horizontal asymptotes
- Graphing rational functions and introducing limits

62 class lessons  
Pre and Post (Pre-Calculus Concept) Assessment – 2 days  
Gateway exam – 1 day  
Unit exams – 4 days  
Review for final exam – 1 day  
Holidays – 5 days  
**TOTAL: 75 days**

**INSTRUCTOR:**

**OFFICE:**

**PHONE:**

**E-MAIL:**

**OFFICE HOURS**

Other times by appointment. The department offers special Pathways Tutoring times with Pathways instructors as tutors. Please see the tutoring schedule on Blackboard.

**COURSE GOALS:** The purpose of this course is to develop conceptual understanding and fluency with algebraic techniques necessary for success in Calculus. We will study the notions of rate of change, average rate of change, elementary functions and graphs, including polynomial, rational, exponential, and logarithmic functions. For more detailed learning outcomes, click [here](#).

**KENT CORE REQUIREMENT:** This course may be used to satisfy the Kent Core Requirement. The Kent Core is the foundation of the university's mission to prepare students to live in today's complex, global society. It broadens intellectual perspectives, fosters ethical and humanitarian values and prepares students for responsible citizenship and productive careers.

**COURSE PREREQUISITE:** You are expected to have successfully completed (with a grade of C or better) MATH 00022 here at Kent or have ALEKS math score between 35 and 44, or ACT Math score of at least 22, or SAT Math score of at least 530. If you do not satisfy these prerequisites, the Registrar may de-register you from this course.

**MATERIALS NEEDED:**

**TEXT:** Carlson, M., Oehrtman, M., Moore, K. (2016). *Pathways to Calculus, A Problem-Solving Approach. Student Workbook, 7<sup>th</sup> edition*. Published by Hayden-McNeil and available at the KSU bookstore for about \$95. With this workbook, you will have access to an online text and an online homework system. Be sure to purchase the correct package. Pages of the workbook will be checked and/or collected daily, so you need to bring the workbook with you to class EVERY CLASS DAY, beginning the first day of class. I don't believe this new 6th edition is available anywhere except at the bookstore. Please **don't** purchase an earlier edition if you find it online.

**CALCULATOR:** You need a **graphing calculator** for class activities and homework assignments. I will be using a TI\*83 plus or TI\*84 plus for in-class demonstrations and suggest you purchase one of these if you do not currently own a graphing calculator. Please bring the calculator to class **every day**.

**CLICKER:**

**ESSENTIAL WEBSITES:**

**BLACKBOARD:** We have a Blackboard site for this course, which you can enter via flashline. Click on the "Blackboard" icon in the upper right or click on the "Student Tools and Courses" tab, then "Blackboard Single Sign-on" in the upper left corner.

**RATIONAL REASONING:** Buying the workbook gives you access to the **online text** at the website <http://www.rationalreasoning.net>. The text includes videos to watch as part of the readings.

**IMATHAS homework site:** Homework will be completed on the software that accompanies the text. When you register on the Rational Reasoning site, you will automatically have an account created on IMathAS. There's a link to it on the Rational Reasoning site or you could go to it directly at <https://imathas.rationalreasoning.net>. Use the same login and password as you did for the Rational Reasoning site. Our course ID is and the enrollment code is

**ATTENDANCE:** You are expected to attend every class session. If you miss a class due to unforeseen circumstances, it is your responsibility to obtain notes from another class member and complete assignments in a timely manner. Acceptable reasons for missing class include illness and injury (with documentation), disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event. Absences for these reasons are considered "excused." Please notify me, in advance if at all possible, if you need to miss class. I do not allow make-ups on quizzes for unexcused absences.

**FLIPPED PEDAGOGY.** In this course we expect you to read and study the e-book and view videos BEFORE coming to each class. You will a "pre-class" assignment on IMathAS due at 8:00 PM THE EVENING BEFORE EVERY CLASS. Each of these assignments is worth 5 points. NO LATE PASSES are available with these pre-class assignments. Class time will be spent working on problems, experiments, and engaging activities either in a group or individually. We hope this course

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organization will help you “learn by doing” and develop a strong understanding of algebraic reasoning. In order to maximize your learning while working with your group, you need to:

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- **Speak with Meaning**  
What you say should carry meaning *to others*. Reference quantities – NO pronouns. Explain and justify your approach.
- **Exhibit Intellectual Integrity**  
Base your conjecture on a logical foundation; don't pretend to understand when you don't.
- **Strive to Make Sense**  
Persist in making sense of your peer's thinking.
- **Respect the Learning Process of Others**  
Allow others the opportunity to think, reflect and construct. When assisting your peers, pose questions to help them construct meaning rather than show them how to get the answer.

**HOMEWORK:** You will complete regular homework assignments on IMathAS, the computer software that accompanies our text. You need to keep a notebook showing all work for these assignments and should schedule about 1½ hours daily to complete the work. You may work each problem as many times as you like. Online homework assignments are due at midnight the class day *after* they are assigned, but it is in your best interest to have them completed before the next class, so that you can ask questions about them. In addition to the daily homework assignments, you will have a weekly review assignment due every Sunday night at midnight. I will accept *no* late assignments once the exam has been given on the unit. Exceptions to these deadlines are: a) documented illness, b) death in the immediate family, or c) involvement in a university-sponsored event (sports team, choir, etc.). I will assign periodic paper and pencil homework.

**Late Passes on IMathAS.** I'm allowing each student 10 late passes on IMathAS. This means that you may submit an IMathAS assignment late without asking me for special permission. The trick is, though, that you must click on the “Use Late Pass” **WITHIN 48 HOURS** of the due date of an assignment. Once you have used your 10 late passes, that's it, unless of course there extenuating circumstances as mentioned in the ATTENDANCE paragraph above. Any late pass NOT USED will be worth a bonus point toward your homework total.

**PRE-CLASS ASSIGNMENTS:** You will a “pre-class” assignment on IMathAS due at 8:00 PM THE EVENING BEFORE EVERY CLASS. Each of these assignments is worth 5 points. NO LATE PASSES are permitted on these.

**QUIZZES:** You will have a paper and pencil quiz about once a week, except if an exam is scheduled that week. You need to be present the *entire class period* in order to earn your points for any in-class quiz. Some of the quizzes may be group quizzes.

**FINAL EXAM:** The final exam is a **block final**, which means all Algebra for Calculus PLUS BOOSTER classes take it at the same time. Please make a note NOW of the day and date: **from 3:15 – 5:30 p.m. in a room TBA.** The final is a cumulative exam.

**MAKE-UP EXAMS:** Given only under extraordinary circumstances with written verification of a university-accepted excuse (documented illness, death in immediate family, university-sponsored event). Please notify me IN ADVANCE, if possible, if an exam is to be missed.

GRADING:		Grading Scale		
Gateway Exam	100		A 93–100	A– 90–92
4 Unit Exams @ 100 points apiece	400	B+ 87–89	B 83–86	B– 80–82
Homework (Includes Pre-Class assignments)	100	C+ 77–79	C 73–76	C– 70–72
Quizzes @ 5 or 10 points apiece	75	D+ 67–69	D 60–66	F 0–59
Quiz on Mod 6	50			
Clicker questions	25			
Final Exam	250			
<b>Total Points Possible</b>	<b>1000</b>	<b>There will be NO CURVE</b>		

**In order to continue on to MATH 11012 (Intuitive Calculus) or MATH 11022 (Trigonometry), you need to earn a grade of C or better in this course.**

**CHEATING AND PLAGIARISM:** University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy

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**STUDENTS WITH DISABILITIES:** University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

**CELL PHONES:** Out of courtesy to your classmates and to me, please turn your cell phones OFF during class and put them away. If you are expecting an emergency call, please set your phone to *vibrate*. If you have your cell/smart phone out during a quiz or exam, you will receive no credit for that quiz or exam.

**REGISTRATION REQUIREMENT:** The last day to add a full term class or change sections of a class is *midnight on* . The last day to drop any or all courses that meet the full semester before grade of "W" is assigned is midnight on . University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

**WITHDRAWAL DEADLINE:** The official withdrawal deadline for this course is at midnight.

**COMMUNICATON:** Please check your university kent.edu email on a regular basis.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-May-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **MCLS**  
 College **AS - Arts and Sciences**  
 Degree **BA - Bachelor of Arts**  
 Program Name **French Literature, Culture and Translation** Program Banner Code **FLCT**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Revise program**

Description of proposal:

**Change program name to B.A. in French. Reduce total credit hours from 39 to 32. Decrease number of required major courses for all B.A. students; reduce number of required survey literature courses (WIC) from three to two; increase French electives in B.A. The number of electives that must be at the 40000 level remains 6 hours.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: **39** Proposed total credit hours **32**

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

**Teacher licensure candidates will need only 32 hours in the major, as was the case before the B.A. hours were increased in 2012. This will leave licensure candidates more room for their Ed minor courses and student teaching. We also anticipate that reducing the hours in the B.A. to 32 will make it easier for students to double major or add a minor or certificate to their program and still complete the B.A. in a timely fashion. (Many of our majors double-major.) Students who wish to take more than the required hours in French may still do so. The redesign of our B.A. to fewer hours with greater flexibility in required courses and electives will benefit students and also make it easier to staff the courses.**

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

N/A

### REQUIRED ENDORSEMENTS



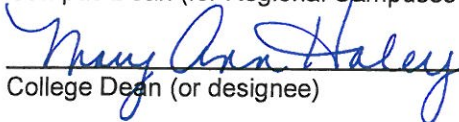
Department Chair / School Director

10/31/18

Campus Dean (for Regional Campuses proposals)

1/1/

College Dean (or designee)


12/14/18

Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

## Proposal Summary

### Revise the Bachelor of Arts Degree Program in French Literature, Culture and Translation [BA FLCT]

#### Description of Action, Including Intended Effect

1. Reduce number of required courses.
2. Increase electives.
3. Decrease total credit hours in the major from 39 to 32.
4. Change name from B.A. in French Literature, Culture, and Translation to B.A. in French (as it was prior to 2012).

The intended effect of reducing credit hours and moving courses around in the required and elective categories is to offer a more flexible major and to enable students to graduate on time, including those who add a second major, minor, or certificate to their B.A. in French, and teacher licensure candidates in French.

Changing the name back to B.A. in French will distinguish the B.A. program from the reactivated and revised B.S. in Translation – French Concentration. The current title is confusing to students, parents, and advisers. The name is too long and, at the same time, too narrow, as it implies we do not also offer courses in French language, linguistics, history, and so forth. A move back to the more general title better reflects the broad range of courses offered in the B.A. and will make clearer the difference between the B.A. and the B.S. programs.

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

French majors will, if these changes are approved, have more room in their schedules to add other programs (second bachelor's, minor, certificate) to their study plan. Thus, a potential indirect, positive impact might be that more French majors will combine a French B.A. with a second program of study, thus increasing enrollments in programs in other departments and colleges. Further, the reduction in credit hours in the B.A. will give teacher licensure candidates in French more room in their schedule to complete the Education Minor required for licensure.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

Since the revision of the B.A. in French in 2012, we have seen a steady decline in the number of majors in our program. We hope that the reduction in overall credit hours and the increase in flexibility for meeting the course requirements will reverse the decline and increase enrollments, thus enabling us to make more cost-effective use of our current fiscal, physical, and human resources. The reduction in required courses to be replaced with more electives will allow for greater flexibility in staffing.

#### Evidence of Need and Sustainability if Establishing: N/A

**Provisions for Phase-Out if Inactivating:** N/A

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

1. Approval MCLS Curricular Committee, Fall 2018
2. Approval of Arts & Sciences Curriculum Committee, Fall 2018
3. Approval of EPC, Fall 2018
4. OBR Approval for name change, Spring 2019
5. Catalog changes, AY 2019-2020

# FRENCH LITERATURE, CULTURE AND TRANSLATION - B.A.

## College of Arts and Sciences

Department of Modern and Classical Language Studies  
109 Satterfield Hall  
Kent Campus  
330-672-2150  
mcsls@kent.edu  
www.kent.edu/mcsls

## Description

The Bachelor of Arts degree in French Literature, Culture and Translation provides opportunity for students to study the language, literature and culture of France and Francophone countries. Students gain a respectable measure of competence in reading, writing and oral/aural skills in the French language and basic knowledge of translation techniques. To help gain proficiency, students can attend a weekly French coffee hour. A conversation course sometimes involves speaking to people in France live via teleconferencing.

Kent State offers a study-abroad program in France during the academic year. Students can also take upper-division French courses abroad, either through Kent's own year-long program with the University of Bordeaux or with any accredited study abroad program offered by another university. Such programs may be for one semester, one academic year, or one summer. They most benefit students who have already acquired a strong command of the language here before leaving, however.

## Fully Offered At:

- Kent Campus

## Admission Requirements

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.

**Freshman Students on the Kent Campus:** The freshman admission policy on 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 Admissions Office at the Kent Campus may defer the admission of students who do not meet admissions criteria but who demonstrate areas of promise for successful college study. Deferred applicants may begin their college coursework at one of seven regional campuses of Kent State University. For more information on admissions, including additional requirements for some academic programs, visit the admissions website for new freshmen.

**Freshman Students on the Regional Campuses:** Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, as well as the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

## English Language Proficiency Requirements for International Students:

All international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning a minimum 525 TOEFL score (71 on the Internet-based version), minimum 75 MELAB score, minimum 6.0 IELTS score or minimum 48 PTE score, or by completing the ESL level 112 Intensive Program. For more information on international admission, visit the Office of Global Education's admission website.

**Transfer, Transitioning and Former Students:** For more information about admission criteria for transfer, transitioning and former students, please visit the admissions website.

## Program Learning Outcomes

Graduates of this program will be able to:

1. Perform tasks at intermediate high and advanced low levels of proficiency as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Proficiency, in ACTFL terms, is understood to describe a range of qualities rather than an absolute norm and will vary according to task type, language function, topic, skill (listening, speaking, reading, writing) and so forth.
2. Contribute to most informal and some formal conversations with sufficient accuracy, clarity and precision to convey their intended message without misrepresentation or confusion.
3. Read a wide variety of and complex texts written for native speakers of French and not edited or adapted for non-native speakers.
4. Compose routine social correspondence and write cohesive summaries, narratives and descriptions of a factual nature in French.
5. Demonstrate a historical knowledge of French history and culture and understand the diverse nature of culture throughout the ages.
6. Discuss cultural differences, distinguishing between fact, opinion and stereotypes.
7. Communicate effectively and sensitively to diverse ethnic and cultural groups.
8. View concepts, issues, events and themes from the perspectives of diverse ethnic and cultural groups.
9. Esteem diversity.
10. Maintain an ongoing assessment of their own cultural values and behaviors.

## University Requirements

All students in a bachelor's degree program at Kent State University must complete the following university requirements for graduation.

**NOTE:** University requirements may be fulfilled in this program by specific course requirements. Please see Program Requirements for details.

Destination Kent State: First Year Experience	1
Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
Diversity Domestic/Global (DIVD/DIVG)	2 courses
Students must successfully complete one domestic and one global course, of which one must be from the Kent Core.	
Experiential Learning Requirement (ELR)	varies
Students must successfully complete one course or approved experience.	
Kent Core (see table below)	36-37
Writing-Intensive Course (WIC)	1 course

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Students must earn a minimum C grade in the course.	
Upper-Division Requirement	39 (or 42)
Students must successfully complete 39 upper division (numbered 30000 to 49999) credit hours to graduate. Students in a B.A. and/or B.S. degree in the College of Arts and Sciences must complete 42 upper-division credit hours.	
Total Credit Hour Requirement	120
Some bachelor's degrees require students to complete more than 120 credit hours.	

## Kent Core Requirements

Kent Core Composition (KCMF)	6
Kent Core Mathematics and Critical Reasoning (KCMR)	3
Kent Core Humanities and Fine Arts (KHFA/KFA) (min one course each)	9
Kent Core Social Sciences (KSS) (must be from two disciplines)	6
Kent Core Basic Sciences (KBS/KLAB) (must include one laboratory)	6-7
Kent Core Additional (KADI)	6
Total Credit Hours:	36-37

## Program Requirements

### Major Requirements

Two from these three courses

Code	Title	Credit Hours
<b>Prerequisite Requirements<sup>1</sup></b>		
FR 13201	ELEMENTARY FRENCH I	
FR 13202	ELEMENTARY FRENCH II	
FR 23201	INTERMEDIATE FRENCH I	
FR 23202	INTERMEDIATE FRENCH II	
<b>Major Requirements (courses count in major GPA)</b>		
FR 33211	FRENCH CONVERSATION	3
FR 33212	FRENCH COMPOSITION	3
FR 33214	FRENCH COMPOSITION EXTENDED	2
FR 33215	FRENCH PHONETICS AND DICTION	3
FR 33233	TRANSITION PRACTICE FRENCH	1
FR 33335	INTRODUCTION TO FRENCH THEATRE (ELR) (WIC) <sup>2</sup>	3
FR 33336	INTRODUCTION TO FRENCH POETRY (ELR) (WIC) <sup>2</sup>	3
FR 33337	INTRODUCTION TO FRENCH LITERARY PROSE (ELR) (WIC) <sup>2</sup>	3
FR 33421	FRENCH CIVILIZATION	3
FR 43213	FRENCH COMPOSITION ADVANCED	3
FRST 30230	APPROACHES TO TRANSLATION	3
MCLS 30000	GLOBAL LITERACY AND CULTURAL AWARENESS <sup>3</sup>	3
or MCLS 30420	FOREIGN LANGUAGES AND CULTURE STUDIES	
<b>Major Electives: choose from the following</b>		
FR 43091	FRENCH SEMINAR	3
FR 43092	VARIABLE TITLE WORKSHOP IN FRENCH	3
FR 43096	INDIVIDUAL INVESTIGATION	3
FR 43216	CONTEMPORARY FRENCH CULTURE	3
FR 43230	ADVANCED TRANSITION PRACTICE FRENCH	3
FR 43240	BUSINESS AND SPECIAL TEXTS FRENCH (ELR)	3

FR 43358	THE TWENTIETH-CENTURY FRENCH NOVEL	
FR 43359	TWENTIETH-CENTURY FRENCH SHORT STORY	
FR 43360	THE TWENTIETH-CENTURY FRENCH THEATRE	
<b>Additional Requirements (courses do not count in major GPA)</b>		
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
Kent Core Additional		6
College General Requirement (must be from Kent Core Basic Sciences)		3
College General Requirement (must be from Kent Core Social Science)		3
General Electives (total credit hours depends on earning 120 credit hours, including 42 upper-division credit hours)		38
Minimum Total Credit Hours		120

Students who fulfill the language requirement in fewer than 14 credit hours as a result of starting their French studies in a course higher than FR 13201 will complete remaining credit hours with general electives. 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 for placement and advising information prior to enrolling in their first French course. Students entering the university with substantial knowledge of French should consider taking the College-Level Examination Program through which they may receive up to 14 credit 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).

A minimum C grade must be earned to fulfill writing intensive requirement.

French teaching licensure candidates completing an education minor should take MCLS 30420.

One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). The course may not be from the student's major.

One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied Conflict Management (CACM), Geography (GEOG), Criminology and Justice Studies (CRIM), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

Three FR courses at the 30000 or 40000 level, only one of which may be from the 30000 level.

## Graduation Requirements

Minimum Major GPA  
2.000

Minimum Overall GPA  
2.000

- All students in the French ~~Literature, Culture and Translation~~ major must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test and the French Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Website and the Language Testing International (LTI) website, the exclusive licensee of ACTFL.
- Some courses in the Department of Modern and Classical Language Studies are offered on a rotating basis, and course availability may change at any time. Visit the department's website for course offering projections and advising with course planning.

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## Roadmap – BA French

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

Semester One		Credits
<a href="#">FR 33211</a>	FRENCH CONVERSATION	3
<a href="#">FR 33212</a>	FRENCH COMPOSITION	3
<a href="#">FR 33214</a>	FRENCH COMPOSITION EXTENDED	2
<a href="#">UC 10097</a>	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Two		
<a href="#">FR 33215</a>	FRENCH PHONETICS AND DICTION	3
<a href="#">FR 33335</a>	INTRODUCTION TO FRENCH THEATRE (ELR) (WIC)	3
or <a href="#">FR 33336</a>	or INTRODUCTION TO FRENCH POETRY (ELR) (WIC)	
or <a href="#">FR 33337</a>	or INTRODUCTION TO FRENCH LITERARY PROSE (ELR) (WIC)	
<a href="#">MCLS 20000</a>	GLOBAL LITERACY AND CULTURAL AWARENESS	3
or <a href="#">MCLS 30420</a>	or FOREIGN LANGUAGES AND CULTURE STUDIES	
or <a href="#">MCLS 20091</a>	or SEM: VARIABLE CONTENT SEMINAR IN GLOBAL LITERACY (with French adviser approval)	
Kent Core Requirement		3
Kent Core Requirement		3
Credit Hours		15
Semester Three		
<a href="#">FR 33335</a>	INTRODUCTION TO FRENCH THEATRE (ELR) (WIC)	3
or <a href="#">FR 33336</a>	or INTRODUCTION TO FRENCH POETRY (ELR) (WIC)	
or <a href="#">FR 33337</a>	or INTRODUCTION TO FRENCH LITERARY PROSE (ELR) (WIC)	
<a href="#">FR 33421</a>	FRENCH CIVILIZATION	3
Kent Core Requirement		3
General Electives		6
Credit Hours		15
Semester Four		
<del><a href="#">FR 33335</a></del>	<del>INTRODUCTION TO FRENCH THEATRE (ELR) (WIC)</del>	<del>3</del>
or <del><a href="#">FR 33336</a></del>	or <del>INTRODUCTION TO FRENCH POETRY (ELR) (WIC)</del>	
or <del><a href="#">FR 33337</a></del>	or <del>INTRODUCTION TO FRENCH LITERARY PROSE (ELR) (WIC)</del>	
Major Elective		3
Kent Core Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
Credit Hours		15
Semester Five		

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<del>FR 33231</del>	<del>TRANSLATION PRACTICE: FRENCH</del>	<del>1</del>
<del>FR 43213</del>	<del>FRENCH COMPOSITION ADVANCED</del>	<del>3</del>
<del>TRST 30230</del>	<del>APPROACHES TO TRANSLATION</del>	<del>3</del>
Major Elective		<b>3</b>
College General Requirement		3
General Electives		9
<b>Credit Hours</b>		<b>15</b>
<b>Semester Six</b>		
Major Elective		3
College General Requirement		3
Kent Core Requirement		3
Kent Core Requirement		3
General Elective		3
<b>Credit Hours</b>		<b>15</b>
<b>Semester Seven</b>		
General Electives		15
<b>Credit Hours</b>		<b>15</b>
<b>Semester Eight</b>		
Note: ACTFL Oral Proficiency Interview, ACTFL Written Proficiency Test and Departmental Outcomes Assessment Test should be taken in this semester.		
Kent Core Requirement		3
Kent Core Requirement		3
General Electives		9
<b>Credit Hours</b>		<b>15</b>
<b>Minimum Total Credit Hours:</b>		<b>120</b>
Plan of Study Grid		

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Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

## CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

**Date of submission:** 14 May, 2018

**Name of institution:** Kent State University

**Previously approved title:** French Literature, Culture, and Translation

**Proposed new title:** French

**Proposed implementation date of the request:** Fall 2019

**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. Tillet  
**Title:** Executive Director of Curriculum Services  
Office of the Provost  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

### Educator Preparation Programs:

Leads to licensure: Yes (when combined with a minor in Education)  
Leads to endorsement: No

### Explain the rationale for name and curricular changes.

Several years ago, in an effort to cut down on the number of undergraduate programs in the Department of Modern and Classical Language Studies, the undergrad translation major was put on hold and translation courses were added to the various foreign language B.A.s. Since then the undergraduate translation major has been revived, so there is no longer any reason to incorporate translation courses in the French major. (Spanish has already made this change, moving to a more flexible version of what they had before.)

This change is also being made to increase student success. Most French majors double-major in some other field. When we added 6 hours to the degree, many students who had planned to major in French (with some other major) found that they did not have enough time in their schedule to do so if they wanted to graduate on time. So they have been opting for a French minor instead, or simply do not take a degree in the program.

**Is the Classification of Instructional Programs (CIP) code changing? If yes, explain why.**  
*Contact Therese Tillet to discuss response to this question.*

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No.

**Describe how the name and curricular changes will affect students in the current program.**

The curricular changes – reducing the number of hours required for the French major – will make it easier for students to complete a French major along with their other major (and minors). It will facilitate student success, in other words.

**Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.**

None.

**Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).**

Not applicable.

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

Since the previous revisions to the B.A. in French in 2012, which included an increase in credit hours from 33 to 39, the number of students enrolled in the B.A. in French program at Kent has dropped by more than half, as this chart from Institutional Research shows:

Count of Students Program	Semester			Grand Total
	201180	201780	201880	
Undergraduate	43	13	11	67
Bachelor of Arts	28	13	11	52
French	28			28
French Lit,Culture,Translation		13	11	24

The department expects to see a reversal in this downward slide after these proposed revisions are implemented. The effectiveness of the new curriculum will be measured by continued monitoring of enrollment trends.

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

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
FR 33211 Conversation	3	FR 33211 Conversation	3
FR 33212 Composition	3	FR 33212 Composition	3
FR 33214 Composition Extended	2	FR 33214 Composition Extended	2
FR 33215 Phonetics and Diction	3	FR 33215 Phonetics and Diction	3
FR 33231 Translation Practice: French	1	(no replacement)	
FR 33335 Theater, FR 33336 Poetry, and	9	Two out of FR 33335, FR 33336, FR 33337	6

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FR 33337 Prose			
FR 33421 Civilization	3	FR 33421 Civilization	3
FR 43213 French Composition-Advanced	3	Moved to electives	
TRST 30230 Approaches to Translation	3	(no replacement)	
MCLS 20000 Global Literacy or MCLS 30240 Foreign Languages and Culture Studies	3	MCLS 20000 Global Literacy, or MCLS 30240 Foreign Languages and Culture Studies, or MCLS 20091 with French adviser's approval	3
Major Electives, choose from the following:	6	Major Electives, choose from the following:	9
		Three FR courses at the 30000 or 40000 level, only one of which may be from the 30000 level.	
FR 43091 French Seminar			
FR 43093 Variable Title Workshop in French			
FR 43096 Individual Investigation			
FR 43216 Contemporary French Culture			
FR 43230 Advanced Translation Practice: French			
FR 43240 Business and Special Texts: French			
FR 43368 The Twentieth-Century French Novel			
FR 43369 Twentieth-Century French Poetry			
FR 43370 The Twentieth-Century French Theater			

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

Respectfully,

Todd A. Diacon, Ph.D.  
Executive Vice President for Academic Affairs and Provost

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Establishment of eight Design Innovation [DI] courses to support the new Design Innovation Initiative

DI	10010	Survey of Design Innovation Nodes (3) .....	page 2
DI	20020	Be Smarter than Your Smartphone (3).....	page 5
DI	20100	Introduction to Design Innovation (3).....	page 8
DI	30100	Challenge-Based Innovation (3) .....	page 11
DI	49095	Special Topics in Design Innovation Studio (1) .....	page 14
DI	49900	Design Innovation Workshop (1-4).....	page 16
DI	49995	Special Topics in Design Innovation (1) .....	page 18
DI	49999	Design Innovation Grand Challenges Studio Project (3) .....	page 20



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

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### Course Catalog Update Information:

STU0004

Reference Number: CCU014329

Date: 12-DEC-18

Level: 3.00 of 2.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: J.R. Campbell

Requested Effective Term: 201980

Campus: Kent

College: HC-Honors College

Department: HONR-Honors College

Course Subject: Design Innovation-DI

Course Number: 10010

Course Title: Survey of Design Innovation Nodes

Title Abbreviation: DI Nodes

### Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

### Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Develop awareness and actively utilize the wide array of shared-resource laboratories and environments across Kent State University's eight campus system that are connected as part of the Design Innovation (DI) Ecosystem. Explore the context of maker-communities, emerging technologies and social innovation resources while working in collaborative cross-disciplinary teams to tackle projects that intentionally connect the capabilities of multiple DI Nodes.

**Prerequisites (edited):** None

**Corequisites (edited):**

Registration is by special approval only: No

### Content Information

Content Outline:

Content Hours per Course Topic	Topic Description

30	DI NODES: visits and lectures (with discussions on the role of making in problem-solving and knowledge generation)
3	Big Ideas at the Intersections Between Disciplines
5	The Challenge Proposal
5	Guiding Questions: Methods to answer complex questions
2	DI Node Proposal Pitch Presentations

[Display/Hide Delimited Course Outline](#)

**Total Contact Hours:** 45

**Textbook(s) used in this course:** None

**Writing Expectations:** 3 - 5 page proposal paper

**Instructor(s) expected to teach:** Course will always be co-taught by at least two faculty members from different academic units. Variable depending on course topic.

**Instructor(s) contributing to content:** J.R. Campbell and the Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

This course exposes and connects the existing shared-resources at Kent State across the entire Design Innovation Ecosystem and builds collaboration capabilities for students in support of design innovation practices. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world. The Grand Challenges studio is designed to tackle significant and meaningful challenges, attract industry and agency support, attention from the press and public and yield greater enrollment.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the design innovation initiative create collaborative cross-disciplinary problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective and-or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

### Curriculum Services Information:

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

### Comments (500 Character Maximum):

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

**Comments:**

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

**History:**

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

[<< Return to Search Results](#)

### Course Catalog Update Information:

STU0004

Reference Number: CCU014330

Date: 12-DEC-18

Level: 3.00 of 2.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: J.R. Campbell

Requested Effective Term: 201980

Campus: Kent

College: HC-Honors College

Department: HONR-Honors College

Course Subject: Design Innovation-DI

Course Number: 20020

Course Title: Be Smarter Than Your Smartphone

Title Abbreviation: DI Smartphone

### Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

### Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** This course uses the development of the smart phone to illustrate the multi-disciplinary nature of design and innovation. It provides an understanding of the technologies that make the smartphone possible. Specifically, the course covers the role of research and design in product development, the changed in patterns and nature of our communications through smartphones, and the implications for businesses, markets and society. The aim of this course is to introduce the multidisciplinary nature of innovation using the smartphone as an example. It presents the complexities, challenges, and opportunities that the smartphone has created.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

### Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
7.50	To understand the basics of the science and technologies that have come together to make the smart phone possible: - What tech came together - Making it happen: How wifi works - Making it happen: How LCDs work
18	To gain an appreciation of how the smartphone came to exist and what its effect have been on society in terms of technology, communications, and business: - Innovation: what is it? - How can we outsmart our phone? - Creative Thinking - Universal Design - Activity: Universal message for the future - Design Models - Activity: Create language w lemon battery - Design Research - Activity: Unexpected storytelling from photo - Product Design - Activity: Product from a made-up word - Visual Design and Usability - Activity: Make something ask someone to use
7.50	To understand the role smartphones have had in changing how people function within society: - Marketing Myopia - Porter's Five Forces - Disruptive Innovation
12	To use the example of the smartphone's birth and effects to appreciate the multidisciplinary nature of design thinking and innovation: - Unintended Consequences of Innovations - When Good Design Becomes Too Easy - Challenges Marketing Innovations - Fashion Wearables - What comes next? Panel Discussion - Presentations: Collage for students

[Display/Hide Delimited Course Outline](#)

**Total Contact Hours: 45**

**Textbook(s) used in this course:** There is no textbook required for this course. Readings will be assigned in the form of articles or book chapters that can be obtained from the instructors, the library, or on the web.

**Writing Expectations:** Variable depending on content and delivery of projects.

**Instructor(s) expected to teach:** Course will always be co-taught by at least two faculty members from different academic units. Variable depending on course topic.

**Instructor(s) contributing to content:** John West, PhD, Liquid Crystal Institute; Kendra Lapolla, MFA, The Fashion School; David Robins, PhD, School of Visual Communication Design; Tatiana Stettler, PhD, College of Business Administration

### Proposal Summary

#### Explain the purpose for this proposal:

To support introductory analysis of and in design innovation practices through the investigation of a significant disruptive and pervasive technology. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world. The Grand Challenges studio is designed to tackle significant and meaningful challenges, attract industry and agency support, attention from the press and public and yield greater enrollment.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the design innovation initiative create collaborative cross-disciplinary problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective and-or a disciplinary elective for those programs that allow it to be counted.

**Explain how this proposal affects enrollment and staffing:**

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

**Curriculum Services Information:**

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

**Comments (500 Character Maximum):**

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

**Comments:**

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

**History:**

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

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### Course Catalog Update Information:

STU0004

Reference Number: CCU014331

Date: 12-DEC-18

Level: 3.00 of 2.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

<b>Basic Course Data</b>		
Change type: Establish		
Faculty member submitting this proposal: J.R. Campbell		
Requested Effective Term: 201980		
Campus: Kent		
College: HC-Honors College		
Department: HONR-Honors College		
Course Subject: Design Innovation-DI		
Course Number: 20100		
Course Title: Introduction to Design Innovation		
Title Abbreviation: Intro to DI		
Slash Course and Cross-list Information:		
<b>Credit Hours</b>		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 2 to 2		
Contact Hours: Lab - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
<b>Attributes</b>		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LLB-Combined Lecture and Laboratory 2. LEC-Lecture 3.		
Credit by Exam: N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
Current Prerequisite/Corequisite/Catalog Description:		
<b>Catalog Description (edited):</b> This course blends analytical skills, intuition and creative thinking to develop practical solutions to real world problems. Gain a high-level understanding of the design process through team-based projects tackling challenges. Design thinking, methods and strategies offer novel ways to discover market opportunities, experiment to validate concepts and mitigate risk, and deliver value to all. This will be a reflective lecture and small project-based course that addresses the programmatic, technical, business, social and human factors of design in a way that leads to innovation(s) in the development of integrated solutions. Learn how to engage with end users, effectively frame problems, identify potential solutions, build prototypes to test assumptions and learn what works (and doesn't). Then dive into a range of ways large and small to bring design innovation into your daily life.		
Prerequisites (edited): None		
Corequisites (edited):		
Registration is by special approval only: No		
<b>Content Information</b>		

**Content Outline:**

Content Hours per Course Topic	Topic Description
20	Using Design Thinking, Principles and Methods to Innovate and Find Opportunities
10	Exploring Ideas – Becoming aware of skills in lateral thinking – asking questions – looking at things differently – listening – structured play – provisional decision making – iteration
15	Prototyping to Learn
15	Challenge-based Innovation
15	Strategies in Building the Design Innovation Mindset

[Display/Hide Delimited Course Outline](#)
**Total Contact Hours: 75**

**Textbook(s) used in this course:** There is no textbook required for this course. Readings will be assigned in the form of articles or book chapters that can be obtained from the instructors, the library, or on the web.

**Writing Expectations:** None

**Instructor(s) expected to teach:** Course will always be co-taught by at least two faculty members from different academic units.

**Instructor(s) contributing to content:** J.R. Campbell

**Proposal Summary****Explain the purpose for this proposal:**

This course addresses design thinking and methods, building collaboration capabilities for students in support of design innovation practices. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world.

**Explain how this proposal affects program requirements and students in your unit:**

Helps support the design innovation initiative by building the mind- and skill-sets needed to engage in collaborative cross-disciplinary problem-based learning.

**Explain how this proposal affects courses, program requirements and student in other units:**

Serves as a free elective and/or a disciplinary elective for those programs that allow it to be counted.

**Explain how this proposal affects enrollment and staffing:**

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

**Curriculum Services Information:**

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

**Comments (500 Character Maximum):**

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

**Comments:**

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

**History:**

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

[<< Return to Search Results](#)

### Course Catalog Update Information:

STU0004

Reference Number: CCU014332

Date: 12-DEC-18

Level: 3.00 of 2.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: J.R. Campbell

Requested Effective Term: 201980

Campus: Kent

College: HC-Honors College

Department: HONR-Honors College

Course Subject: Design Innovation-DI

Course Number: 30100

Course Title: Challenge Based Innovation

Title Abbreviation: Challenge Based Innov

### Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 2 to 2

Contact Hours: Lab - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Other - Minimum Hours/Maximum Hours:

### Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LLB-Combined Lecture and Laboratory 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Challenge Based Innovation (CBI) is a project and problem-based learning course, where multidisciplinary student teams and their instructors collaborate with faculty researchers, community and industry partners to discover novel solutions for the future of humankind. The projects are an elaborate mixture, proposed by cross-disciplinary faculty teams and derived from using research to tackle messy or complex problems to meet societal, human-driven needs. The multidisciplinary student teams act as catalysts in creating novel solutions to pressing problems.

**Prerequisites (edited):** DI\_20100: Introduction to Design Innovation OR permission of instructors

**Corequisites (edited):**

Registration is by special approval only: No

### Content Information

#### Content Outline:

Content Hours

per Course Topic	Topic Description
20	Defining, analyzing, reframing the problem
10	Further research, consultation and site visits
10	Developing a collaborative plan for addressing the problem
20	Iterative prototyping to develop knowledge and solutions
7.50	Proposing solutions
7.50	Integrating solutions into the community or venue

[Display/Hide Delimited Course Outline](#)

**Total Contact Hours:** 75

**Textbook(s) used in this course:** There is no textbook required for this course. Readings will be assigned in the form of articles or book chapters that can be obtained from the instructors, the library, or on the web.

**Writing Expectations:** None

**Instructor(s) expected to teach:** Course will always be co-taught by at least two faculty members from different academic units.

**Instructor(s) contributing to content:** J.R. Campbell and the Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

This course addresses design thinking and methods, synthesizing and mastering collaboration capabilities for students in support of design innovation practices. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the design innovation initiative create collaborative cross-disciplinary problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective and-or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

### Curriculum Services Information:

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

### Comments (500 Character Maximum):

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

**Comments:**

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

**History:**

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

[<< Return to Search Results](#)

### Course Catalog Update Information:

STU0004

Reference Number: CCU014446

Date: 17-JAN-19

Level: 1.00 of 2.00

Currently On The Worklist Of: Alison Smith, alisonjs

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

Change type: Establish

Faculty member submitting this proposal: J.R. Campbell

Requested Effective Term: 201980

Campus: Kent

College: HC-Honors College

Department: HONR-Honors College

Course Subject: Design Innovation-DI

Course Number: 49095

Course Title: Special Topics in Design Innovation Studio

Title Abbreviation: DI Special Topics Studio

### Slash Course and Cross-list Information:

### Credit Hours

Minimum Credit/Maximum Credit: 1 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 2 to 6

### Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: Repeat

Course Limit:

OR Maximum Hours:

Course Level: Undergraduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Analysis and cross-disciplinary problem-solving of significant and current issues in design innovation not covered in existing design innovation courses. This studio course is offered when opportunities and resources permit; the topic is announced when the course is scheduled.

**Prerequisites (edited):** DI\_20100: Introduction to Design Innovation OR permission of instructors

**Corequisites (edited):**

Registration is by special approval only: No

### Content Information

Variable Contact Hours: 90

Description: 30 - 90

Textbook(s) used in this course: Variable depending on course topic.

**Writing Expectations:** Writing Expectations: Variable depending on course topic.

**Instructor(s) expected to teach:** Course will always be co-taught by at least two faculty members from different academic units. Variable depending on course topic.

**Instructor(s) contributing to content:** J.R. Campbell & Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

Permits offering of onetime courses in design innovation studio format, as well as piloting of a course before its formal addition as a catalog course. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the subject of design innovation as an emerging set of processes and mindset (collaborative, inter-cross-disciplinary) that lead to more robust breakthroughs through problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

### Curriculum Services Information:

**Approved by EPC:**

**Curriculum Bulletin:**

**Cross-list Banner Code:**

**OBR Course Level:**

**OBR Program Code:**

**OBR Subsidy Code:**

**CIP Code:**

**Term Start:**

**Term End:**

### Comments (500 Character Maximum):

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

### Comments:

Date	User	Comment
1/17/2019	James R Campbell	No comments available.

### History:

Date	User	Status
1/17/2019	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

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Basic Course Data		
<b>Change type:</b> Establish		
<b>Faculty member submitting this proposal:</b> J.R. Campbell		
<b>Requested Effective Term:</b> 201980		
<b>Campus:</b> Kent		
<b>College:</b> HC-Honors College		
<b>Department:</b> HONR-Honors College		
<b>Course Subject:</b> Design Innovation-DI		
<b>Course Number:</b> 49900		
<b>Course Title:</b> Design Innovation Workshop		
<b>Title Abbreviation:</b> DI Workshop		
<b>Slash Course and Cross-list Information:</b>		
Credit Hours		
<b>Minimum Credit/Maximum Credit:</b> 1 to 4		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b> 1 to 4		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b> 1 to 4		
Attributes		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> Repeat	<b>Course Limit:</b>	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Undergraduate	<b>Grade Rule:</b> F-Satisfactory/unsatisfactory (S/U)	
<b>Rationale for an IP grade request for this course (if applicable):</b>		
<b>Schedule Type(s):</b> 1. WSP-Workshop 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
Prerequisites & Descriptions		
<b>Current Prerequisite/Corequisite/Catalog Description:</b>		
<b>Catalog Description (edited):</b> This course supports brief, intensive and interactive activities that address a narrowly defined range of problems in which the content is practical and concentrates on the acquisition of specific information and skills related to practices in design innovation. The variable credit format allows for intensive challenges that might occur in short periods, and that it might be focused on a single problem.		
<b>Prerequisites (edited):</b> DI_20100: Introduction to Design Innovation OR permission of instructors		
<b>Corequisites (edited):</b>		
<b>Registration is by special approval only:</b> No		
Content Information		
<b>Variable Contact Hours:</b> 60		
<b>Description:</b> Variable Contact Hours: up to 60 Description: 15 hours of variable content per credit hour, depending on course topic		
<b>Textbook(s) used in this course:</b> Variable depending on course topic.		
<b>Writing Expectations:</b> Variable depending on course topic.		
<b>Instructor(s) expected to teach:</b> Course will always be co-taught by at least two faculty members from different academic units. Variable depending on course topic.		

**Instructor(s) contributing to content:** Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

Permits offering of one-time focused workshops in support of design innovation practices. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the design innovation initiative create collaborative cross-disciplinary problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective and-or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

### Curriculum Services Information:

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

### Comments (500 Character Maximum):

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

### Comments:

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

### History:

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

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<b>Basic Course Data</b>		
Change type: Establish		
Faculty member submitting this proposal: J.R. Campbell		
Requested Effective Term: 201980		
Campus: Kent		
College: HC-Honors College		
Department: HONR-Honors College		
Course Subject: Design Innovation-DI		
Course Number: 49995		
Course Title: Special Topics in Design Innovation		
Title Abbreviation: DI Special Topics		
Slash Course and Cross-list Information:		
<b>Credit Hours</b>		
Minimum Credit/Maximum Credit: 1 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 1 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
<b>Attributes</b>		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): Analysis and cross-disciplinary problem-solving of significant and current issues in design innovation not covered in existing design innovation courses. This course is offered when opportunities and resources permit; the topic is announced when the course is scheduled.		
Prerequisites (edited): DI_20100: Introduction to Design Innovation OR permission of instructors		
Corequisites (edited): None		
Registration is by special approval only: No		
<b>Content Information</b>		
Variable Contact Hours: 45		
Description: Variable Contact Hours: up to 45 Description: 15 hours of variable content per credit hour, depending on course topic		
Textbook(s) used in this course: Variable depending on course topic.		
Writing Expectations: Variable depending on course topic.		
Instructor(s) expected to teach: Course will always be co-taught by at least two faculty members from different academic units. Variable depending on course topic.		

**Instructor(s) contributing to content:** J.R. Campbell & Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

Permits offering of one-time courses in design innovation, as well as piloting of a course before its formal addition as a catalog course. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the subject of design innovation as an emerging set of processes and mindset (collaborative, inter-cross-disciplinary) that lead to more robust breakthroughs through problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the Design Innovation Initiative.

### Curriculum Services Information:

**Approved by EPC:**

**Curriculum Bulletin:**

**Cross-list Banner Code:**

**OBR Course Level:**

**OBR Program Code:**

**OBR Subsidy Code:**

**CIP Code:**

**Term Start:**

**Term End:**

### Comments (500 Character Maximum):

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

#### Comments:

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

#### History:

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted



Name: Jennifer S Kellogg  
Organization: Curriculum Services

Submission Date: 1/17/2019



## Course Catalog Update

[<< Go back to Course Catalog Update form](#)

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<b>Basic Course Data</b>		
<b>Change type:</b> Establish		
<b>Faculty member submitting this proposal:</b> J.R. Campbell		
<b>Requested Effective Term:</b> 201980		
<b>Campus:</b> Kent		
<b>College:</b> HC-Honors College		
<b>Department:</b> HONR-Honors College		
<b>Course Subject:</b> Design Innovation-DI		
<b>Course Number:</b> 49999		
<b>Course Title:</b> Design Innovation Grand Challenges Studio Project		
<b>Title Abbreviation:</b> DI Grand Challenges		
<b>Slash Course and Cross-list Information:</b>		
<b>Credit Hours</b>		
<b>Minimum Credit/Maximum Credit:</b> 3 to 3		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b> 6 to 6		
<b>Attributes</b>		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> Repeat	<b>Course Limit:</b>	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Undergraduate	<b>Grade Rule:</b> B-Standard letter	
<b>Rationale for an IP grade request for this course (if applicable):</b>		
<b>Schedule Type(s):</b> 1. STU-Studio 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
<b>Current Prerequisite/Corequisite/Catalog Description:</b>		
<b>Catalog Description (edited):</b> A cross disciplinary project-based capstone course that collaboratively focuses on a single grand challenge. Challenges range from those identified by Grand Challenges.org, "solving global health and development problems for those most in need" to one of the "Grand Challenges for Engineering", to one from the list regularly updated by the National Science Foundation, to a pressing challenge identified by the faculty. Taught by a multidisciplinary team of primary instructors with input from industry leaders with complementary expertise, the collaborative effort of students, faculty members, industry partners and-or community leaders, focuses on developing robust multi-perspective, actionable solutions considering multiple criteria including but not limited to technical, socio-cultural and economic dimensions. Outcomes range from early designs, to physical prototypes or policy solutions with an understanding of how to take them to a next phase. Travel component may be included.		
<b>Prerequisites (edited):</b> DI_20100: Introduction to Design Innovation and DI_30100: Challenge Based Innovation; OR by permission of instructors.		
<b>Corequisites (edited):</b>		
<b>Registration is by special approval only:</b> No		
<b>Content Information</b>		
<b>Content Outline:</b>		
<b>Content Hours</b>		

per Course Topic	Topic Description
90	Collaborative Grand Challenges Studio

[Display/Hide Delimited Course Outline](#)

**Total Contact Hours:** 90

**Textbook(s) used in this course:** None

**Writing Expectations:** None

**Instructor(s) expected to teach:** Course will always be co-taught by faculty from different academic units. Variable depending on course topic.

**Instructor(s) contributing to content:** Mark Mistur and Design Innovation Curricular Task Force

### Proposal Summary

#### Explain the purpose for this proposal:

This course serves as a capstone-like experience in supporting design innovation mindset. The Design Innovation Initiative seeks to amplify Kent State distinction that is designed to engage students as world changers, with flexible creative purpose driven minds – preparing them to be leaders in a rapidly changing world. The Grand Challenges studio is designed to tackle significant and meaningful challenges, attract industry and agency support, attention from the press and public and yield greater enrollment.

#### Explain how this proposal affects program requirements and students in your unit:

Helps support the design innovation initiative create collaborative cross-disciplinary problem-based learning for students from any major.

#### Explain how this proposal affects courses, program requirements and student in other units:

Serves as a free elective and-or a disciplinary elective for those programs that allow it to be counted.

#### Explain how this proposal affects enrollment and staffing:

Will be offered only when faculty resources permit and student demand is sufficient. Interdisciplinary teaching means a commitment on the part of the colleges (revenue units) to loaning faculty to this enterprise for financial return.

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

The Design Innovation Team includes faculty and administrative leadership members from seven colleges that have expressed support for the design innovation initiative.

### Curriculum Services Information:

<b>Approved by EPC:</b>	<b>Curriculum Bulletin:</b>
<b>Cross-list Banner Code:</b>	<b>OBR Course Level:</b>
<b>OBR Program Code:</b>	<b>OBR Subsidy Code:</b>
<b>CIP Code:</b>	<b>Term Start:</b>
	<b>Term End:</b>

### Comments (500 Character Maximum):

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

### Comments:

Date	User	Comment
12/12/2018	James R Campbell	No comments available.

**History:**

Date	User	Status
12/17/2018	Alison J Smith	Approved
12/17/2018	Alison J Smith	Approved
12/12/2018	James R Campbell	Submitted

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Aug-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Agribusiness**  
 College **RE - Regional College**  
 Degree **BS - Bachelor of Science** Minor  
 Program Name **Agribusiness** Program Banner Code **AGRI**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

## Description of proposal:

**Establishment of an Agribusiness Minor to serve students in the Bachelor of Business Administration in Business Management program who wish to pursue agricultural related employment.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **120** **23** Proposed total credit hours **23**

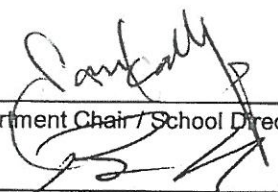
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**None**

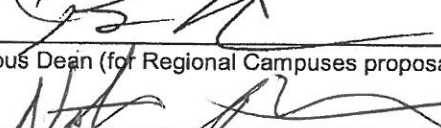
Units consulted (other departments, programs or campuses affected by this proposal):

**None**

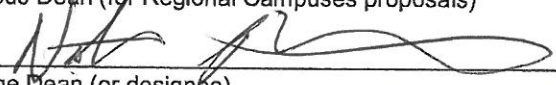
### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director

12/11/18

  
 Campus Dean (for Regional Campuses proposals)

10/2/18

  
 College Dean (or designee)

12/14/18

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

## Proposal Summary

### Establishment of an Agribusiness Minor

#### Description of Action, Including Intended Effect

Establish an Agribusiness Minor within the Bachelor of Science in Agribusiness (BS AGRI) Program. This will allow the numerous Bachelor of Business Administration in Business Management degree students, and other interested students, an opportunity to broaden their education into the Agribusiness area.

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

None. All of the AGRI courses for the minor are already offered on the Tuscarawas Campus, and will be made available in a Distance Learning format once approved. No additional courses or faculty need be added.

#### Fiscal, Enrollment, Facilities and Staffing Considerations

None. Adequate faculty, staff, and facilities already exist.

#### Evidence of Need and Sustainability if Establishing

Agribusiness is a major employer in Northeast Ohio. Exposing more students to the subject by establishing and offering a minor will drive future enrollment in the program.

#### Provisions for Phase-Out if Inactivating

Not applicable.

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

10/02/18: Review by Tuscarawas Faculty Council  
 10/04/18: Approval by Tuscarawas Campus Dean  
 10/24/18: Review by Regional College Curriculum Committee  
 10/31/18: Approval by Regional College Dean  
 Late Fall Semester: Review by Curriculum Services  
 Late Fall Semester: Approval by Provost  
 Early Spring Semester: Approval by Educational Policy Council

# AGRIBUSINESS - MINOR

Regional College  
rcdean@kent.edu  
www.kent.edu/regional-college

## Graduation Requirements

Minimum Minor GPA  
2.000

## Description

The Agribusiness minor gives students an overview of the major concepts, theories, and methods of the discipline of Agribusiness.

## Fully Offered at:

- Tuscarawas Campus

## Admission Requirements

Admission to a minor is open to students declared in a bachelor's degree, the A.A.B. or A.A.S. degree or the A.T.S. degree (not Individualized Program major). Students declared only in the A.A. or A.S. degree or the A.T.S. degree in Individualized Program may not declare a minor. Students may not pursue a minor and a major in the same discipline.

## Minor Requirements

[AGRI]

Code	Title	Credit Hours
<b>Major Requirements (courses count in major GPA)</b>		
ACTT 11000	ACCOUNTING I: FINANCIAL <sup>1</sup>	4
ACTT 11001	ACCOUNTING II: MANAGERIAL <sup>1</sup>	4
AGRI 20000	ECONOMIC PERSPECTIVES ON FOOD AND AGRICULTURE	3
AGRI 30000	FARM BUSINESS MANAGEMENT	3
AGRI 31000	AGRIBUSINESS MANAGEMENT	3
BMRT 11009	INTRODUCTION TO MANAGEMENT TECHNOLOGY	3
ECON 22060	PRINCIPLES OF MICROECONOMICS (KSS)	3
Minimum Total Credit Hours:		23

<sup>1</sup> ACTT 11000 is equivalent to ACCT 23020; and ACTT 11001 is equivalent to ACCT 23021.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Dec-18** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **ENOL**  
 College **RE - Regional College**  
 Degree \_\_\_\_\_  
 Program Name **Enology** Program Banner Code **C154**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**Create a Certificate program in Enology using the existing Associate of Applied Science in Enology degree**

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):  
**None**

Units consulted (other departments, programs or campuses affected by this proposal):  
**Regional College Curricular Committee**

### REQUIRED ENDORSEMENTS

EDWARD T. REEDS 12/11/18  
 Department Chair / School Director

Diana Stocher 12/11/18  
 Campus Dean (for Regional Campuses proposals)

[Signature] 12/11/18  
 College Dean (or designee)

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

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

# Enology - Certificate

## Regional College

[rcdean@kent.edu](mailto:rcdean@kent.edu)

[www.kent.edu/regional-college](http://www.kent.edu/regional-college)

## Description

The Associate of Applied Science degree in Enology provides students with the practical experience and technological skills of winemaking. The degree program emphasizes hands-on field experiences and laboratory practicum at local vineyards and wineries.

### Fully Offered At:

- Ashtabula Campus

## Admission Requirements

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.

Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, and the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

For more information on admissions, contact the Regional Campuses admissions offices.

## Program Learning Outcomes

Graduates of this program will be able to:

1. Understand winemaking principles and practices, including calculations necessary for accurate, precise and safe additions to the wine.
2. Identify and safely use crush, storage, fermentation, transfer, sanitation, refrigeration and bottling equipment found in a winery.
3. Perform introductory microbiology methods for winery sanitation and bottle sterilization.
4. Properly handle and eliminate waste products from the winery with regard to environmental and safety regulations.
5. Understand the role of both good and bad microorganisms frequently encountered in the winemaking process, including how to deal with each.
6. Understand the principles of sensory evaluation used in commercial winemaking, including a beginning mastery of discerning flavors to establish tasting benchmarks.

## Gainful Employment Disclosure

### Program Requirements

#### Certificate Requirements

Course List		
Code	Title	Credit Hours
<a href="#">ENOL 14600</a>	INTRODUCTION TO ENOLOGY	3
<a href="#">ENOL 14800</a>	WINERY SANITATION	3
<a href="#">ENOL 16000</a>	WINERY EQUIPMENT OPERATION	2
<a href="#">ENOL 21000</a>	INTRODUCTION TO WINE MICROORGANISMS	3
<a href="#">ENOL 24600</a>	INTERMEDIATE ENOLOGY - HARVEST AND CRUSH	2
<a href="#">ENOL 24700</a>	INTERMEDIATE ENOLOGY - POSTHARVEST	2
<a href="#">ENOL 25792</a>	FALL WINE PRODUCTION FIELD WORK (ELR)	3
<a href="#">ENOL 25992</a>	CELLAR OPERATIONS FIELD WORK (ELR)	2
<a href="#">ENOL 26800</a>	WINE AND MUST ANALYSIS	3
Minimum Total Credit Hours:		23

### Graduation Requirements

#### Minimum Certificate GPA

2.000

## Notice of Intent to Offer an Educational Program

### Enology ~~Technology~~ – Undergraduate Certificate

Kent State University *Pos Sec.*

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on [www.ifap.ed.gov](http://www.ifap.ed.gov) explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)*
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.

Kent State University Ashtabula currently grants an Associate of Applied Science (AAS) in Enology. The Associate of Applied Science in Enology first offered classes in Fall 2011. Since its inception, we have granted seventeen degrees in this major, and fifteen of the graduates are employed in the industry. (The other two are accomplished home winemakers that are not seeking employment in the industry.) This proposed Certificate of Enology Technology is based on the coursework from the AAS.

Kent State University Ashtabula is a partner institution in the Viticulture and Enology Science and Technology Alliance (VESTA). VESTA is a collaborative effort of higher education institutions supported in part by a grant from the Advanced Technical Education (ATE) program of the National Science Foundation. VESTA provides education opportunities to address the technical workforce needs of the grape and wine industry through introductory and advanced courses in viticulture and enology. One of the benefits of partnering with VESTA is that it provides KSUA with the opportunity to gather information and receive feedback from other colleges and universities and industry professionals from across the country. Other partner institutions successfully offer both the Certificate in Enology Technology and the Associate of Applied Science in Enology. Students can use the Certificate as a pathway to employment in this industry.

In addition, Kent State University Ashtabula receives many inquiries from potential enology students who have already completed a bachelor degree in a different field, who are looking for a career change. Some of these potential enology students are able to leverage their previous

bachelor degree coursework to earn the AAS in Enology. However, many times, they are missing some coursework in the AAS that they are not interested in completing as a post-undergraduate student to receive an AAS, and they are seeking to only earn the certificate. At this time, when we receive these inquiries, we must refer the students to other partners in the VESTA partnership so that they can complete the Certificate at a VESTA partner institution that offers it. If the student is not interested in completing the coursework through another VESTA partner school, they take classes locally, and then stop out of the program which adversely affects our completion rates. On average, we receive 4-6 of these inquiries annually.

Kent State University Ashtabula meets annually with an advisory committee of the AAS in Enology degree. The 15 industry professionals on this committee have recommended the creation of the Enology Technology Certificate. As employers of our AAS graduates, they see value in having employees with the technical training that will be provided by the Certificate.

The Ohio Grape Industries Committee reported in its Economic Impact Report that in 2016 there were 265 in the state of Ohio, a significant increase (51%) from the number of wineries reported in 2012 (175 wineries). [<http://www.findohiowines.com/wp-content/uploads/2018/02/Ohio-2016-Economic-Impact-Report-FINAL.pdf>] As of November 2018, that number has continued to rise, with 295 wineries operating in Ohio. As the industry continues to grow, it needs an increased supply of well-trained workers. This need can be met by the Certificate of Enology Technology and our existing AAS in Enology.

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.

Kent State University Ashtabula has partnered closely with the grape and wine industry in Ohio to design our program to meet the local and regional market needs. In addition to the Advisory Committee members, Kent State University Ashtabula works with other winery owners and managers to establish sites for students to complete Field Experience hours. We are able to leverage the partnerships for the AAS in Enology to assist us in designing the Certificate in Enology Technology. The Certificate in Enology Technology uses the same admission requirements, prerequisites, and course content as the AAS degree. The length of the Certificate program was reviewed by faculty and industry members to validate its usefulness to future employers.

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.

A wage analysis specific to the Certificate of Enology Technology was not completed because we are currently offering the AAS in Enology and meeting the industry needs. The purpose of this proposal is to provide an option for concentrated study in Enology. However, in 2017, the Ohio Grape Industries Committee released the 2016 Economic Impact Report. This report

indicates that there were 1,045 full-time equivalent winery workers for a total payroll of approximately \$17.2 million in 2016. (In 2012, the total number of full-time equivalent employees was 924.) There was no equivalent job listed in the May 2017 Ohio Occupational Employment and Wage Estimates chart. The national information for these jobs is skewed by the higher salaries in California and Washington. This discrepancy makes it difficult to provide comparable Bureau of Labor Statistics information for Ohio.

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.

The Associate of Applied Science in Enology has an active advisory committee made up of 15 industry professionals from various grape growing regions in Ohio. The advisory committee has recommended the creation of the Certificate in Enology Technology in order to help meet industry needs for qualified cellar operators and winemakers.

8. Date of the first day of class. Include both:
  - a. The first day the program was or will be offered by the institution, and  
First day of Fall semester 2019
  - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.  
First day of Title IV fund disbursement for Fall semester 2019

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Dec-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_Department **VIN**College **RE - Regional College**

Degree \_\_\_\_\_

Program Name **Viticulture** Program Banner Code **VIN - C155**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Establish program**

Description of proposal:

**Create a Certificate program in Viticulture using the existing Associate of Applied Science in Viticulture degree**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):

**None**

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

**Regional College Curricular Committee**

### REQUIRED ENDORSEMENTS

EDWARD I. REBERS  
Department Chair / School Director

12/11/18

[Signature]  
Campus Dean (for Regional Campuses proposals)

12/11/18

[Signature]  
College Dean (or designee)

12/14/18

\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

# Viticulture - Certificate

## Regional College

[rcdean@kent.edu](mailto:rcdean@kent.edu)

[www.kent.edu/regional-college](http://www.kent.edu/regional-college)

## Description

The Certificate in Viticulture provides students with the practical experiences and technological skills of the cultivation of grapes for making wine. This program emphasizes hands-on experiences and internships at local vineyards and wineries in Ohio.

Certificate Completers are qualified for positions in the commercial winemaking industry as a viticulturist, vineyard manager and assistant vineyard manager.

### Fully Offered At:

- Ashtabula Campus

## Admission Requirements

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.

Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, and the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

For more information on admissions, contact the Regional Campuses admissions offices.

## Program Learning Outcomes

Graduates of this program will be able to:

1. Identify and safely use planting, cultivating, spraying and harvesting equipment found in a vineyard
2. Identify the various parts of a grapevine and describe the sequential growth cycle of grapevines
3. Properly prune grapevines, including calculations regarding the appropriate balanced pruning formula
4. Identify and treat major pest, weed and fungus infestations in a vineyard, including preventative treatments

5. Perform random sample on vines to predict crop yield and maintain vine balance
6. Collect fruit samples and perform lab analyses regarding harvest parameters
7. Make decisions regarding vineyard management practices, including planting, pruning, harvest, nutrition, planning and winterization

## Gainful Employment Disclosure

## Program Requirements

### Requirements

Course List		
Code	Title	Credit Hours
<a href="#">VIN 11100</a>	INTRODUCTION TO VITICULTURE AND VINEYARD ESTABLISHMENT	3
<a href="#">VIN 11392</a>	WINTER VITICULTURE FIELDWORK (ELR)	2
<a href="#">VIN 11492</a>	SPRING VITICULTURE FIELDWORK (ELR)	2
<a href="#">VIN 11592</a>	SUMMER/FALL VITICULTURE FIELDWORK (ELR)	2
<a href="#">VIN 21100</a>	INTEGRATED PEST MANAGEMENT	2
<a href="#">VIN 21300</a>	REGIONAL VINEYARD MANAGEMENT	2
<a href="#">VIN 29300</a>	SOILS FOR VITICULTURE	3
<a href="#">BSCI 16001</a>	HORTICULTURAL BOTANY	3-4
or <a href="#">VIN 11200</a>	BOTANICAL VITICULTURE	
Minimum Total Credit Hours:		19-20

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## Graduation Requirements

**Minimum Certificate GPA**

2.000

## Notice of Intent to Offer an Educational Program ~~Viticulture Technology~~ – Undergraduate Certificate Kent State University ~~Post Sec.~~

Gainful Employment Electronic Announcement #5 dated 1 June 2011 and posted on [www.ifap.ed.gov](http://www.ifap.ed.gov) explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**
2. OPEID: **00305100**
3. Program name(s) and program CIP code(s) supported by this documentation: *(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)*
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.

Kent State University Ashtabula currently grants an Associate of Applied Science (AAS) in Viticulture. The Associate of Applied Science in Viticulture first offered classes in Fall 2011. Since its inception, we have granted twelve degrees in this major, and all twelve graduates are employed in the industry. This proposed Certificate of Viticulture Technology is based on the coursework from the AAS.

Kent State University Ashtabula is a partner institution in the Viticulture and Enology Science and Technology Alliance (VESTA). VESTA is a collaborative effort of higher education institutions supported in part by a grant from the Advanced Technical Education (ATE) program of the National Science Foundation. VESTA provides education opportunities to address the technical workforce needs of the grape and wine industry through introductory and advanced courses in viticulture and enology. One of the benefits of partnering with VESTA is that it provides KSUA with the opportunity to gather information and receive feedback from other colleges and universities and industry professionals from across the country. Other partner institutions successfully offer both the Certificate in Viticulture Technology and the Associate of Applied Science in Viticulture. Students can use the Certificate as a pathway to employment in this industry.

In addition, Kent State University Ashtabula receives many inquiries from potential viticulture students who have already completed a bachelor degree in a different field, who are looking for a career change. Some of these potential viticulture students are able to leverage their previous bachelor degree coursework to earn the AAS in Viticulture. However, many times, they are

missing some coursework in the AAS that they are not interested in completing as a post-undergraduate student to receive an AAS, and they are seeking to only earn the certificate. At this time, when we receive these inquiries, we must refer the students to other partners in the VESTA partnership so that they can complete the Certificate at a VESTA partner institution that offers it. If the student is not interested in completing the coursework through another VESTA partner school, they take classes locally, and then stop out of the program which adversely affects our completion rates. On average, we receive 3-5 of these inquiries annually.

KSUA meets annually with an advisory committee of the AAS in Viticulture degree. The 15 industry professionals on this committee have recommended the creation of the Viticulture Technology Certificate. As employers of our AAS graduates, they also see value in having employees with the technical training that will be provided by the Certificate.

The Ohio Grape Industries Committee and the Ohio Wine Producers Association are actively seeking to promote and encourage the planting and creation of new vineyards in Ohio. According to the Ohio Grape Industries Committees 2016 Economic Impact Report [<http://www.findohiowines.com/wp-content/uploads/2018/02/Ohio-2016-Economic-Impact-Report-FINAL.pdf>], grape production in Ohio has dropped from 1,900 acres in 2012 to 1,500 acres in 2016. This primarily is a result of the unfavorable winter weather conditions that occurred in 2014 and 2015, producing significant vineyard loss. However, as grape production has lagged, wine production in Ohio has increased, forcing Ohio wineries to rely on grape producers in other states, which increases the cost of the finished product. As the Ohio industry continues to focus on increasing the number of acres of grapes grown in Ohio, a Certificate program in Viticulture Technology will assist in training potential new vineyard owners and vineyard workers. The Ohio wine industry will then be able to rely less on grapes produced outside the state, increasing vineyard profits.

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.

Kent State University Ashtabula has partnered closely with the grape and wine industry in Ohio to design our program to meet the local and regional market needs. In addition to the Advisory Committee members, Kent State University Ashtabula works with other vineyard owners and managers to establish sites for students to complete Field Experience hours. We are able to leverage the partnerships for the AAS in Viticulture to assist us in designing the Certificate in Viticulture Technology. The Certificate in Viticulture Technology uses the same admission requirements, prerequisites, and course content as the AAS degree. The length of the Certificate program was reviewed by faculty and industry members to validate its usefulness to future employers.

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.

A wage analysis specific to the Certificate of Viticulture Technology was not completed because we are currently offering the AAS in Viticulture and meeting the industry needs. The purpose of this proposal is to provide an option for concentrated study in Viticulture. However, in 2017, the Ohio Grape Industries Committee released the 2016 Economic Impact Report. This report indicates that there were 383 full-time equivalent vineyard workers for a total payroll of approximately \$7.9 million in 2016. The Ohio May 2017 Occupational Employment and Wage Estimates released by the Bureau of Labor Statistics indicates that the mean wage for Agricultural Managers is \$82,660; the mean wage for Agricultural Equipment Operators is \$36,460.

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.

The Associate of Applied Science in Viticulture has an active advisory committee made up of 15 industry professionals from various grape growing regions in the Ohio. The advisory committee has recommended the creation of the Certificate of Viticulture Technology in order to help meet industry needs for qualified viticulture workers.

8. Date of the first day of class. Include both:
  - a. The first day the program was or will be offered by the institution, and  
First day of Fall semester 2019
  - b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.  
First day of Title IV fund disbursement for Fall semester 2019

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Academic Engagement and Degree Completion**  
 College **UC - University College**  
 Proposal **Revise Policy**  
 Proposal Name **Revise University Readiness Standards**

## Description of proposal:

**The State of Ohio has made revisions to the Statewide Remediation Free Standards. As a public institution in the State of Ohio, we are required to comply with their revisions. The attached policy revision ensures we are in compliance.**

**Text and cut score updates were made to the section of Foreign Language , Math , English and Reading to ensure compliance with state standards, as well as ensuring incoming students are set for academic success when attempting the first class in the sequence of these respective departments.**

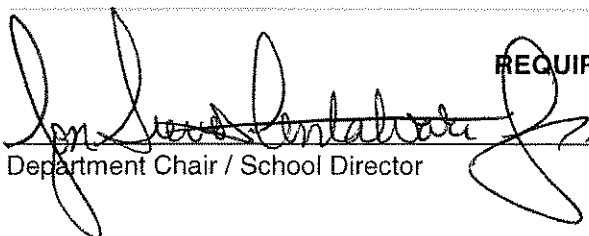
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

**These are simple text and cut score changes which when approved will be parlayed to advising offices and respective departments in preparation for Fall 2019 registration of New Freshman, Transfer students and continuing students.**

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


**Department of English, Department of Math, Department of Chemistry, Stark Campus, University College and Academic Engagement and Degree Completion collaborated on these revisions.**

### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director

12/3/18

Campus Dean (for Regional Campuses proposals)

  
 College Dean (or designee)

1/1/18

12/11/18

Dean of Graduate Studies (for graduate proposals)

1/1/18

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

1/1/18

## Proposal Summary for a Policy Revision of the University Readiness Standards 2019-2020

**Subject Specification:** : This policy revision ensures Kent State University is in compliance with the Ohio Remediation Free Standards, as well as meeting our students' academic success needs.

**Background Information:** In 2012 the State of Ohio enacted the Ohio Remediation Free Standards as a way to mainstream more students into college level mathematics, English and reading based courses. Over the past year, revisions have been made to the Ohio Remediation Free Standards. To ensure compliance with these state mandate revisions, the changes to the policy (attached) are being proposed.

**Alternatives and Consequences:** For the state mandated compliance changes, there are no alternatives. We are required to comply. Changes to text and cut scores were determined by the respective academic departments. These changes broaden the ability for students to test college level coursework and even place at into a higher-level course (i.e., ENG 21011 versus only ENG 11011). The changes include:

- 1) Discontinuation of the English Department's Writing Challenge and the activation of using Accuplacer Writeplacer (state approved tool) for students to reassess or challenge their placement.
- 2) With the enactment of the 3 mathematics' pathways and their respective "plus" and "boost" courses, the score denoting a student's readiness to complete a college level math course have been changed from a 45 to a 35 for Algebra intensive majors and a 25 for non-Algebra intensive majors.
- 3) Foreign language altered text to be more inclusive of options to "waive" foreign language placement.
- 4) Addition of Accuplacer Next Generation Reading Comprehension cut scores (state mandate) as a reaction to the "sunsetting" of Accuplacer Classic.

**Specific Recommendation and Justification:** Approval of these changes ensure we meet state standards, and the evolving needs of our incoming and continuation students as it relates to their placement into Math, English, foreign language, Chemistry and reading courses.

**Timetable and Actions Required:** These changes should be reflected in the 2019-2020 University Catalog.

## University Readiness Standards and Placement Assessment REVISIONS FOR 2019 UNIVERSITY CATALOG – MARKED-UP COPY

In 2012, the Ohio Department of Higher Education established uniform statewide standards and college testing thresholds for remediation-free status for undergraduate students. Students meeting these standards and thresholds are deemed remediation-free and are eligible to enroll in college-level courses in the respective subjects. These standards and thresholds do not replace Kent State's placement assessment policies.

Tests	Mathematics	English	Reading
ACT	22	18	22
SAT	530	480 Evidence-Based Reading and Writing	480 Evidence-Based Reading and Writing
Accuplacer Classic	55 College-Level Mathematics	88 Sentence Skills or 5 Writeplacer	80
Accuplacer Next Generation	263 Quantitative Reasoning, Algebra and Statistics or 263 Advanced Algebra and Functions	263 Writing or 5 Writeplacer	<u>250</u> <del>263</del> Reading
GED	165+ <del>(one or more content areas)</del>	<u>166+</u> <del>n/a</del>	<u>166+</u> <del>n/a</del>
MapleSoft T.A.	Algebra 50% of items correct	n/a	n/a
ALEKS	46	n/a	n/a
PlaceU	18	n/a	n/a

### Kent State University Placement Assessment

Kent State University uses ACT, SAT, GED and/or placement assessment(s) to determine appropriate course placement in mathematics, English, foreign language, general chemistry and critical and core reading strategies. Any required placement assessments must be completed before a student registers for classes. This is to ensure student readiness and correct course placement. Students who are required to complete the ALEKS chemistry 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) will 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 transcripts (including College Credit Plus and dual enrollment credit), Advanced Placement (AP), International Baccalaureate (IB) and military transcript(s) for review and consideration of transfer credits [in order to be exempt from taking some or all placement assessments](#).

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.

**Time Limits:** ACT, SAT, ALEKS mathematics and Accuplacer scores are accepted for two years from the date of the assessment and can be used for placement in mathematics, English and critical and core reading strategies. ALEKS chemistry scores are accepted only for the semester in which students are registered for CHEM 10060 and CHEM 10062. Placement assessment scores provided through WebCape can be used for one year from the date of assessment.

## University Readiness Standards and Placement Assessment REVISIONS FOR 2019 UNIVERSITY CATALOG – MARKED-UP COPY

### MATHEMATICS PLACEMENT

All undergraduate degree programs require the successful completion of the Kent Core Mathematics and Critical Reasoning requirement. Some programs may require specific mathematics course(s). Placement into mathematics courses is determined by a student's score on the ALEKS placement assessment and/or the ACT or SAT score. Not all students need to take the ALEKS placement assessment, and students should check their Next-Steps Checklist in FlashLine for that determination. However, all students scoring below 22 on ACT mathematics or ~~below 520 (on tests taken prior to March 2016) or~~ below 530 ~~550 (on tests taken after March 2016)~~ on SAT mathematics need to take ALEKS. Upon completing the initial assessment online, students have free access to work in the ALEKS Learning Module. They may then retake ALEKS in a proctored environment in an attempt to improve their placement score.

Students who achieve the scores below will be deemed remediation free in mathematics at Kent State University.

Assessment	Score
ACT Mathematics	22+
<del>SAT Mathematics (taken before March 2016)</del>	<del>520+</del>
SAT Mathematics <del>(taken March 2016 and after)</del>	530+
ALEKS	<u>35+</u> <del>45+</del>
GED Mathematical Reasoning College Ready	165+

### 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 evidence-based reading and writing. In the event students do not have ACT or SAT scores and are attending a Kent State University regional campus, they will take Accuplacer reading comprehension and Writeplacer. This assessment is available on site only. Students who have taken Accuplacer sentence skills, Writeplacer or reading comprehension at another institution within two years of their initial start date ~~at Kent State University~~ may opt to transfer those scores to Kent State University.

Students enrolled at a Kent State University regional campus 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. Students who ~~take Writeplacer and~~ wish to challenge their writing placement do so using the Accuplacer Writeplacer ~~must take the Writing Challenge~~.

#### Kent Campus Students

Assessment	Score	Placement
ACT English	0-25	ENG 11011
	26+	ENG 21011
<del>SAT Writing (taken before March 2016)</del>	<del>0-590</del>	<del>ENG 11011</del>
	<del>600+</del>	<del>ENG 21011</del>
SAT Evidence-Based Reading and Writing	200-590	ENG 11011
<del>(taken March 2016 and after)</del>	600+	ENG 21011
Accuplacer: <del>Reading Comprehension and</del> Writeplacer	<u>7+</u>	<u>ENG 21011</u>
<u>(challenge to ACT/SAT placement)</u>	<u>Any Score</u>	<u>ENG 11011</u>

University Readiness Standards and Placement Assessment  
 REVISIONS FOR 2019 UNIVERSITY CATALOG – MARKED-UP COPY

Assessment	Score	Placement
GED Reasoning Through Language Arts College Reading	165+	ENG 11011

### Regional Campus Students

Assessment	Score	Placement
ACT English	0-17 18-25 26+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011
<del>SAT Writing (taken before March 2016)</del>	<del>0-420 430-590 600+</del>	<del>ENG 01001 and ENG 11002 ENG 11011 ENG 21011</del>
SAT Evidence-Based Reading and Writing <del>(taken March 2016 and after)</del>	200-470 480-590 600+	ENG 01001 and ENG 11002 ENG 11011 ENG 21011
Accuplacer Reading Comprehension and Writeplacer	0-79 and 0-4 80+ and 4 <del>5-6+</del> <u>7+</u>	ENG 01001 and ENG 11002 ENG 11011 ENG 11011 <u>ENG 21011</u>
GED Reasoning Through Language Arts College Reading	165+	ENG 11011

### FOREIGN LANGUAGE PLACEMENT

All students intending to take a foreign language course at Kent State University must complete the Foreign Language Placement Questionnaire online in FlashLine, or via a link provided on the student's Next Steps Checklist. Completion of the questionnaire will determine if the student will need to complete a foreign language placement assessment. All students should begin foreign language study in the appropriate course, which may be determined in one of the following ways:

1. University-approved proficiency or placement examination; or
2. Documentation of previously earned college credits in a foreign language through coursework, Credit by Exam (CBE), Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP).

**Foreign Language Requirements:** Generally, foreign language requirements are met by passing the highest level course in the language requirement or a course beyond the highest level in the requirement ~~(or, alternatively, a native speaker waiver, a higher level course or through one or more alternative credit options such as CLEP, AP, CBE, IB, retroactive credit or transfer credit)~~. Students should review the University Catalog and consult with their academic advisor(s) to determine specific language requirements for their college and program. Some students may begin their university foreign language experience beyond the Elementary I level without receiving credit for the previous course(s) and, thus, may complete the requirement with fewer credit hours and fewer courses than specified in their language requirement. In this case, the credit hours not used for the language requirement may be still required for graduation, but may be applied toward coursework in the student's major or minor or as electives.

University Readiness Standards and Placement Assessment  
 REVISIONS FOR 2019 UNIVERSITY CATALOG – MARKED-UP COPY

**Foreign Language Proficiency Waiver:** Students able to demonstrate foreign language proficiency comparable to the highest course in their foreign language requirement may be able to have their language requirement waived. Students should review the University Catalog and consult with their academic advisor(s) and the Department of Modern and Classical Language Studies to verify eligibility.

1. International students who were educated through high or secondary school in a language other than English. Foreign language waivers will be granted to international students who have (a) TOEFL, IELTS, MELAB, PTE Academic score recorded in their Kent State University academic record; (b) completed English-as-second-language courses at Kent State; or (c) provided documentation that they attended a secondary or high school in a country in which courses were taught in a language other than English (e.g., high school transcripts or diploma in the original language along with a certified English translation).
2. American Council on the Teaching of Foreign Languages (ACTFL) exams. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) certificate confirming oral proficiency of at least an intermediate low level. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) certificate confirming oral and writing proficiency of at least an intermediate low level. The tests are administered by Language Testing International. Students are responsible for the costs of the exam(s) and for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).
3. Common European Framework of Reference for Language (CEFR) Ratings. A proficiency waiver will be granted through Elementary II of a foreign language to students who provide an official (European) CEFR certificate confirming oral proficiency of at least the B1.1 level. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official CEFR certificate confirming oral and writing proficiency of at least the B1.2 level. Students are responsible for providing the Department of Modern and Classical Language Studies with a copy of the certificate(s).
4. Defense Language Proficiency Test (DLPT). A proficiency waiver will be granted through Elementary II of a foreign language to students who were tested during military service and provide an official DLPT certificate confirming oral proficiency of at least ILR 1. A proficiency waiver will be granted through Intermediate II of a foreign language to students who provide an official DLPT certificate confirming oral proficiency of at least ILR 1+.
5. Alternative proficiency measures. Students may have proficiency in a language for which no standardized test exists. In this case, students should contact the Department of Modern and Classical Language Studies to arrange for assessment by an approved native speaker of that foreign language (e.g., teacher, professor or certified translator), with the assessment method approved in advance by a department administrator.

**Native-speaker waiver:** ~~Eligible students should contact the Department of Modern and Classical Language Studies if they wish to apply for a native-speaker waiver. The department considers native speakers of another language to be those students who have been born, raised and educated through high school in a culture in which a language other than English is the dominant language. Students wishing to obtain a native speaker waiver for their language requirement~~

## University Readiness Standards and Placement Assessment REVISIONS FOR 2019 UNIVERSITY CATALOG – MARKED-UP COPY

~~must provide one or more of the following types of documentation as requested by the administrator in the Department of Modern and Classical Language Studies granting the waiver:~~

- ~~1. Diploma from foreign secondary or high school where the language of instruction was a language other than English;~~
- ~~2. Transcript/official list of courses from secondary or high school showing language(s) taught;~~
- ~~3. Letter from foreign education official certifying graduation and language of instruction;~~
- ~~4. Official test results showing intermediate mid proficiency in the ACTFL Oral Proficiency Interview and Writing Proficiency Test;~~
- ~~5. Assessment by approved native speaker of foreign language (e.g., teacher, professor or certified translator), with this assessment method approved in advance by a department administrator; and/or~~
- ~~6. TOEFL score on file with Kent State University.~~

### GENERAL CHEMISTRY PLACEMENT

All students registered for CHEM 10060 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 term (fall, spring, summer). Any student not [learning and/or mastering 90 of the 90 topics](#) ~~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.

### CORE AND CRITICAL READING STRATEGIES PLACEMENT

Kent State University regional campuses offer two courses to help students develop reading strategies to successfully complete college-level coursework — RC 00003 and RC 00006. A student placed into RC 00003 must take RC 00006 the following term. Both courses require a minimum C grade. Students who have taken the Accuplacer reading comprehension at another institution within two years of their initial start date may opt to transfer that score to Kent State University.

Assessment	Score	Placement
ACT Reading	0-13	RC 00003
	14-19	RC 00006
	20+	No Course
<del>SAT Writing (taken before March 2016)</del>	<del>0-350</del>	<del>RC 00003</del>
	<del>360-460</del>	<del>RC 00006</del>
	<del>470+</del>	<del>No Course</del>
SAT Evidence-Based Reading and Writing <del>(taken March 2016 and after)</del>	300-380	RC 00003
	390-470	RC 00006
	480+	No Course
Accuplacer <a href="#">Classic</a> Reading Comprehension	0-50	RC 00003
	51-79	RC 00006
	<del>80-120</del> <del>80+</del>	No Course
<a href="#">Accuplacer Next Generation Reading Comprehension</a>	<a href="#">200-221</a>	<a href="#">RC 00003</a>
	<a href="#">222-254</a>	<a href="#">RC 00006</a>
	<a href="#">255-300</a>	<a href="#">No Course</a>
GED Reasoning Through Language Arts College Ready	165+	No Course



**Department of  
Higher Education**

John R. Kasich, Governor  
John Carey, Chancellor

## INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

**Date of submission:** *To come*

**Name of institution:** Kent State University

**Primary institutional contact for this request:** Therese E. Tillett,  
Associate Vice President of Curriculum Planning and Administration,  
Office of the Provost  
330-672-8558 / ttillet1@kent.edu

**Name of program:** Unmanned Aircraft Systems–Design and Integration major  
Bachelor of Science degree

**Classification of Instructional Program (CIP):** 15.0801 Aeronautical/Aerospace Engineering Technology/Technician.  
A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, manufacturing and testing aircraft, spacecraft and their systems. Includes instruction in aircraft/spacecraft systems technology, design and development testing, prototype and operational testing, inspection and maintenance procedures, instrument calibration, test equipment operation and maintenance and report preparation.

**Proposed start date:** Fall 2020  
*Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.*

**Type of request:** ☐ New degree designation  
☒ New program within an existing degree (e.g., major, minor, concentration)

**Delivery options:**

- ☒ Campus-based
- ☐ Online/hybrid delivery
- ☐ Flexible or accelerated delivery
- ☐ Offering the program at a new offsite location
- ☐ Offering the program at an existing offsite location
- ☐ Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

**The institution will be seeking specialized accreditation for the program:**

☐ No      ☒ Yes

Kent State will be seeking accreditation from the Aviation Accreditation Board International (AABI). Presently, AABI accredits Kent State's undergraduate Aeronautics major.

**Provide a brief description of the request.**

Kent State University seeks to establish a B.S. degree in Unmanned Aircraft Systems–Design and Integration. This proposed major will be one of two degree programs in unmanned aircraft systems (the second proposed major—in operations—will be sent separately). The degree program will be offered by the College of Aeronautics and Engineering on the Kent Campus.

The Unmanned Aircraft Systems–Design and Integration major will focus on the details of constructing and implementing unmanned aircraft systems and developing and incorporating unmanned aircraft into the national economy and infrastructure.

**Explain the academic unit's rationale for making the request.**

An unmanned aircraft system (UAS), sometimes called a drone, is an aircraft without a human pilot onboard; instead, the UAS is controlled from an operator on the ground. While unmanned aerial vehicles have been used in military since the mid-1800s, the first non-military drone use began only a decade ago. Since then, the unmanned/autonomous aircraft has become the disruptive technology in aviation. Government agencies have used drones for disaster relief, border surveillance and wildfire fighting, while corporations began using drones to inspect pipelines and spray pesticides on farms. In 2013, Amazon announced the company would seek ways to integrate drones into their delivery operations.<sup>1</sup> Other companies, such as Uber, are working to provide on-demand autonomous air mobility services to transport people.<sup>2</sup>

NASA is leading a nationwide effort to enable UAS integration into the national airspace.<sup>3</sup> The *Wall Street Journal* reports that U.S. regulators expect the number of commercial drones to quadruple over the next five years, with approximately 450,000 drones operating in domestic airspace by 2022.<sup>4</sup>

The technologies behind UAS require that employees have a background in computer science and hardware, electronics, UAS construction and integration, sensor integration, manufacturing and aerodynamics.

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<sup>1</sup> McNeal, G. (2014, July 11). Six things you should know about Amazon's Drones. Forbes Media. Retrieved from [www.forbes.com/sites/gregorymcneal/2014/07/11/six-things-you-need-to-know-about-amazons-drones/#795f4ac16777](http://www.forbes.com/sites/gregorymcneal/2014/07/11/six-things-you-need-to-know-about-amazons-drones/#795f4ac16777).

<sup>2</sup> Holden, J. & Goel, N. (2016, October 27). Fast forwarding to a future of on-demand urban air transportation. UBER Elevate. Retrieved from [www.uber.com/elevate.pdf](http://www.uber.com/elevate.pdf).

<sup>3</sup> National Aeronautics and Space Administration. Unmanned aircraft system traffic management. Retrieved from <https://utm.arc.nasa.gov/index.shtml>.

<sup>4</sup> Pasztor, A. (2018, March 18). FAA projects fourfold increase in commercial drones by 2022. *Wall Street Journal*. Retrieved from [www.wsj.com/articles/faa-projects-fourfold-increase-in-commercial-drones-by-2022-1521407110](http://www.wsj.com/articles/faa-projects-fourfold-increase-in-commercial-drones-by-2022-1521407110).

Currently, there are no institutions in Ohio offering a bachelor's degree in UAS. Regionally, universities offering similar degree programs include Lewis University (Ill.), Purdue University (Ind.), Indiana State University and Kansas State University.

Kent State has offered an undergraduate UAS minor since 2013. Enrollment in the basic UAS introductory course (which provides FAA Part 107 remote UAS pilot certification) has seen continuous increases in enrollment and has since doubled over the past three offerings.

**Indicate whether additional resources (e.g., faculty, staff, facilities, technology) will be needed to support the proposed request.**

Due to the existing UAS undergraduate minor, the base infrastructure and coursework for the proposed major is in place, which allows the college to leverage several courses already in existence and offered for Kent State's B.S. degree in Aeronautics.

Courses specific to unmanned aircraft will need to be created for the new degree program. The college will hire one or two tenure-track faculty members for the program.

Kent State's airport and the air traffic control simulator on the Kent Campus will be used for unmanned operations and research. The college has plans—currently in the design and fundraising phase—for a new wing to its Kent Campus building that will include a multi-story atrium to serve as an indoor flight facility. The degree program will also require a well-developed electronics laboratory to provide hands-on instruction and laboratory experience for students.

To support the program, the college will need to increase its drone inventory, which consists currently totally of rotary-wing assets, in addition to procuring fixed-wing platforms. While the total inventory will hinge upon student enrollment, the desired fleet will number 10-15 aircraft.



## INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

**Date of submission:** *To come*

**Name of institution:** Kent State University

**Primary institutional contact for this request:** Therese E. Tillett,  
Associate Vice President of Curriculum Planning and Administration,  
Office of the Provost  
330-672-8558 / ttillet1@kent.edu

**Name of program:** Unmanned Aircraft Systems–Operations major  
Bachelor of Science degree

**Classification of Instructional Program (CIP):** 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General.  
A program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. Includes instruction in the technical, business, and general aspects of air transportation systems.

**Proposed start date:** Fall 2020  
*Start date is contingent upon final approval from the Ohio Department of Higher Education and the Higher Learning Commission.*

**Type of request:** ☐ New degree designation  
☒ New program within an existing degree (e.g., major, minor, concentration)

**Delivery options:**

- ☒ Campus-based
- ☐ Online/hybrid delivery
- ☐ Flexible or accelerated delivery
- ☐ Offering the program at a new offsite location
- ☐ Offering the program at an existing offsite location
- ☐ Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

**The institution will be seeking specialized accreditation for the program:**

☐ No    ☒ Yes

Kent State will be seeking accreditation from the Aviation Accreditation Board International (AABI). Presently, AABI accredits Kent State's undergraduate Aeronautics major.

**Provide a brief description of the request.**

Kent State University seeks to establish a B.S. degree in Unmanned Aircraft Systems–Operations. This proposed major will be one of two degree programs in unmanned aircraft systems (the second proposed major—in design and integration—will be sent separately). The degree program will be offered by the College of Aeronautics and Engineering on the Kent Campus.

The Unmanned Aircraft Systems–Operations major will focus on the operational, safety and policy aspects surrounding the development and integration of unmanned aircraft into the national economy and infrastructure.

**Explain the academic unit's rationale for making the request.**

An unmanned aircraft system (UAS), sometimes called a drone, is an aircraft without a human pilot onboard; instead, the UAS is controlled from an operator on the ground. While unmanned aerial vehicles have been used in military since the mid-1800s, the first non-military drone use began only a decade ago. Since then, the unmanned/autonomous aircraft has become the disruptive technology in aviation. Government agencies have used drones for disaster relief, border surveillance and wildfire fighting, while corporations began using drones to inspect pipelines and spray pesticides on farms. In 2013, Amazon announced the company would seek ways to integrate drones into their delivery operations.<sup>1</sup> Other companies, such as Uber, are working to provide on-demand autonomous air mobility services to transport people.<sup>2</sup>

NASA is leading a nationwide effort to enable UAS integration into the national airspace.<sup>3</sup> The *Wall Street Journal* reports that U.S. regulators expect the number of commercial drones to quadruple over the next five years, with approximately 450,000 drones operating in domestic airspace by 2022.<sup>4</sup>

The success of these products have also exposed concerns regarding safety, privacy and public policy. The Federal Aviation Administration requires commercial certification for small UAS pilots who operate drones commercially (FAR Part 107). Airspace incursions increase the vulnerability of passenger aircraft near airports. Recently, the University of Dayton released video showing the damage a consumer drone can do to an airplane wing.<sup>5</sup>

All these recent events define a need in the national economy for users who can lead, operate and influence this rapidly expanding industry. Graduates with the proposed B.S. degree in Unmanned Aircraft Systems–Operations will fill this need.

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<sup>1</sup> McNeal, G. (2014, July 11). Six things you should know about Amazon's Drones. Forbes Media. Retrieved from [www.forbes.com/sites/gregorymcneal/2014/07/11/six-things-you-need-to-know-about-amazons-drones/#795f4ac16777](http://www.forbes.com/sites/gregorymcneal/2014/07/11/six-things-you-need-to-know-about-amazons-drones/#795f4ac16777).

<sup>2</sup> Holden, J. & Goel, N. (2016, October 27). Fast forwarding to a future of on-demand urban air transportation. UBER Elevate. Retrieved from [www.uber.com/elevate.pdf](http://www.uber.com/elevate.pdf).

<sup>3</sup> National Aeronautics and Space Administration. Unmanned aircraft system traffic management. Retrieved from <https://utm.arc.nasa.gov/index.shtml>.

<sup>4</sup> Pasztor, A. (2018, March 18). FAA projects fourfold increase in commercial drones by 2022. *Wall Street Journal*. Retrieved from [www.wsj.com/articles/faa-projects-fourfold-increase-in-commercial-drones-by-2022-1521407110](http://www.wsj.com/articles/faa-projects-fourfold-increase-in-commercial-drones-by-2022-1521407110).

<sup>5</sup> University of Dayton (13 September 2018). Risk in the sky? Retrieved from [www.youtube.com/watch?v=7gt8aETPRE](http://www.youtube.com/watch?v=7gt8aETPRE).

Currently, there are no institutions in Ohio offering a bachelor's degree in UAS. Regionally, universities offering similar degree programs include Lewis University (Ill.), Purdue University (Ind.), Indiana State University and Kansas State University.

Kent State has offered an undergraduate UAS minor since 2013. Enrollment in the basic UAS introductory course (which provides FAA Part 107 remote UAS pilot certification) has seen continuous increases in enrollment and has since doubled over the past three offerings.

**Indicate whether additional resources (e.g., faculty, staff, facilities, technology) will be needed to support the proposed request.**

Due to the existing UAS undergraduate minor, the base infrastructure and coursework for the proposed major is in place, which allows the college to leverage several courses already existing and offered for Kent State's B.S. degree in Aeronautics. Coursework for this program will include theory of flight, weather, safety, human factors, aviation law and security and policy

Courses specific to unmanned aircraft will need to be created for the new degree program. The college will hire one or two tenure-track faculty members for the program.

Kent State's airport and the air traffic control simulator on the Kent Campus will be used for unmanned operations and research. The college has plans—currently in the design and fundraising phase—for a new wing to its Kent Campus building that will include a multi-story atrium to serve as an indoor flight facility. The degree program will also require a well-developed electronics laboratory to provide hands-on instruction and laboratory experience for students.

To support the program, the college will need to increase its drone inventory, which consists currently totally of rotary-wing assets, in addition to procuring fixed-wing platforms. While the total inventory will hinge upon student enrollment, the desired fleet will number 10-15 aircraft.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Nov-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2020**

Approved by EPC \_\_\_\_\_

Department **Health Sciences**  
 College **EH - Education, Health and Human Services**  
 Degree **BS - Bachelor of Science**  
 Program Name **Sports Medicine and Athletic Training** Program Banner Code **SMAT**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

## Description of proposal:

**The purpose of this proposal is to submit the Initial Inquiry to establish a new Bachelor of Science Sports Medicine and Athletic Training major to respond to mandates issues by the Commission on Accreditation of Athletic Training Education. This major is designed to prepare students for careers and/or graduate school in a broad array of sports-related, medically-oriented professions, including but not limited to athletic training, sports medicine specialists, emergency care professions, rehabilitation specialists, biomechanists, orthotists/prosthetists/pedorthotists, and kinesiologist/kinesiotherapist, physical therapist, sports medicine physician, durable medical equipment sales and design, and sports psychologist.**

Does proposed revision change program's total credit hours? ☒ Yes ☐ NoCurrent total credit hours: **0**Proposed total credit hours **120**

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

**The current undergraduate major in athletic training is being phased out because all professional programs will be required to be delivered at a master's level by the year 2020. Faculty, staffing, facilities, etc. will transition from the existing BS ATTR program to the proposed one.**


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

**Biological Sciences, Chemistry, Exercise Science, Integrated Health Studies, Nutrition, Physics, Psychology**

### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director 11 / 30 / 18

Campus Dean (for Regional Campuses proposals) \_ / \_ / \_

  
 College Dean (or designee) 12 / 3 / 18

Dean of Graduate Studies (for graduate proposals) \_ / \_ / \_

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



**Department of  
Higher Education**

John R. Kasich, Governor  
John Carey, Chancellor

## INITIAL INQUIRY REQUEST TO OFFER A NEW PROGRAM

**Date of submission:** December 18, 2018

**Name of institution:** Kent State University

**Primary institutional contact for this request:** Therese E. Tillett  
Associate Vice President of Curriculum Planning and Administration,  
Office of the Provost  
330-672-8558  
ttillet1@kent.edu

**Name of program:** Sports Medicine major, Bachelor of Science degree

**Assigned Classification of Instructional Program (CIP) code:** 51.2311 Kinesiotherapy/Kinesiotherapist. A program that prepares individuals, under the direction of physicians, to treat the effects of disease, injury, and congenital disorders through therapeutic exercise and education. Includes instruction in human anatomy, human physiology, kinesiology, biomechanics, therapeutic exercise and adapted physical education, human growth and development, motor learning and performance, testing and measurement, first aid and cardiopulmonary resuscitation, psychology, rehabilitation procedures, patient assessment and management, and professional standards and ethics.

**Proposed start date:** Fall 2020  
*Start date is contingent upon submission of full proposal and approvals from Ohio Department of Higher Education and Higher Learning Commission*

**Type of request:** ☐ New degree designation  
☒ New program within an existing degree (e.g., major, minor, concentration)

**Delivery options:**

- ☒ Campus-based
- ☐ Online/hybrid delivery
- ☐ Flexible or accelerated delivery
- ☐ Offering the program at a new offsite location
- ☐ Offering the program at an existing offsite location
- ☒ Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

**The institution will be seeking specialized accreditation for the program:**

- ☒ No    ☐ Yes

**Provide a brief description of the request.**

Kent State University seeks to establish a B.S. degree in Sports Medicine. The degree program will be offered on the Kent Campus by the School of Health Sciences in the College of Education, Health and Human Services.

Sports medicine degrees are designed to develop research skills and integrate theory to practice through experiential learning activities, including laboratories and internships. The core content in most sports medicine programs focus on cognitive content and applied skills related to the human body, human performance and human movement.

The program will be designed to prepare students for careers and/or graduate studies in a broad array of sports-related, medically-oriented professions, including, but not limited, to athletic trainer, emergency care specialist, rehabilitation specialist, biomechanist, orthotist, prosthetist, pedorthotist, kinesiologist, kinesiotherapist, physical therapist, sports psychologist, sports medicine physician and durable medical equipment seller and designer.

*Sports medicine professionals treat amateur athletes, those who want better results from their exercise program, people who have suffered injuries and are trying to regain full function and those with disabilities who are trying to increase mobility and capability. Many careers in this field require advanced degrees and certification.<sup>1</sup>*

The College of Education, Health and Human Services currently offers four undergraduate sports-related majors: Athletic Training, Exercise Science, Physical Education and Sports Administration. In 2015, the Commission on Accreditation of Athletic Training Education announced the elevation of accredited athletic training programs from the bachelor's to the master's level, to become effective in 2022. Kent State University was approved to offer the master's degree in athletic training in fall 2018 and will inactivate the bachelor's degree in athletic training in the near future.

The B.S. degree in Sports Medicine will focus on the knowledge and skills that are required for sports medicine and athletic training professionals with specific coursework in anatomy, physiology, kinesiology, biomechanics, chemistry, physics, basics of sports medicine, strength and conditioning, first aid, pathologies of injury and illness, pathologies of general medical conditions, pharmacology, therapeutic intervention in health care (including modality application and rehabilitation), healthcare organization and management, emergency medical skills, documentation and record keeping in health care and psychology.

Students completing this program will gain experience in direct patient care and patient care skills, preparing them for their specific career path. Direct patient care skills taught and evaluated include, but are not limited to, first aid and CPR, assessment of biomechanics, gait analysis, goniometry, manual muscle testing, postural assessment, palpation, auscultation, emergency management, and obtaining medical and family histories through patient encounters.

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<sup>1</sup> Explore Health Careers (2018). Liaison International. Sports medicine overview. Retrieved from <https://explorehealthcareers.org/field/sports-medicine>.

According to a ranking of the top sports medicine bachelor's degree programs in the United States,<sup>2</sup> the University of North Carolina, Chapel Hill, ranks at the top, offering programs that include athletic training. Ranked second, the University of Illinois, Urbana Champaign, focuses on the kinesiology core with specific emphasis on movement science.

The third-ranked program in sports medicine is housed at the University of Georgia and "brings together a blend of research in the fields of physical activity, exercise science and sports medicine" through hands-on training along with the didactic instruction.

Fourth-ranked, the University of Minnesota, Twin Cities, anchors its kinesiology program in the "biological sciences, social sciences and the physical properties of human movement."

The fifth-ranked sports medicine program, at Rutgers, offers a hands-on degree where courses in human anatomy, exercise science, sport psychology, neuromechanical kinesiology and others provide the framework for the diverse professions in sports medicine.

See appendix A for the top 10 ranking of sports medicine programs.

Although numerous professional organizations—including American Kinesiology Association (AKA), National Athletic Trainers' Association (NATA) and National Strength and Conditioning Association (NSCA)—represent the professions within sports medicine, the American Academy of Sports Medicine (ACSM) is the professional organization with the broadest reach of professional disciplines and considered the global authority for sports medicine and exercise science. Job postings on the ACSM website<sup>3</sup> represent the far-reaching scope of sports medicine and reflects both academic and industry needs for sports medicine-trained professionals (e.g., athletic trainers; fellowships in cognitive neuroscience, motor behavior and family medicine; assistant professor of kinesiology; instructor in biomechanics; and assistant/associate professor of health and human performance).

### **Explain the academic unit's rationale for making the request.**

Sports medicine is a growth industry, encompassing an "interdisciplinary team of professionals including physicians..., physician assistants, physical therapists, occupational therapists, athletic trainers, nurses and others."<sup>4</sup> Explore Health Careers calls it a fast-growing field because sports medicine doctors, trainers and other professionals treat both athletes and non-athletes, which expands the scope of their practices and the number of people they serve.<sup>5</sup>

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<sup>2</sup> College Choice (2018). Best sports medicine degrees. Retrieved from [www.collegechoice.net/rankings/best-sports-medicine-degrees](http://www.collegechoice.net/rankings/best-sports-medicine-degrees).

<sup>3</sup> American College of Sports Medicine. (2019). Career center. Retrieved from <https://careers.acsm.org/jobs>.

<sup>4</sup> Study.com (n.d.). Sports medicine career options and employment outlook. Retrieved from [https://study.com/sports\\_medicine\\_career.html](https://study.com/sports_medicine_career.html).

<sup>5</sup> Explore Health Careers (n.d.). Liaison International. Sports medicine overview. Retrieved from <https://explorehealthcareers.org/field/sports-medicine>.

The Occupational Information Network (O\*NET) from the U.S. Department of Labor assigns a “bright outlook” forecast for many occupations under sports medicine, including sports medicine physicians, athletic trainers, physical therapists, orthotists and prosthetists, fitness trainers and equipment salespersons.<sup>6</sup>

Kent State has offered a Sports Medicine undergraduate minor for many years. The program has averaged 20 enrolled students each semester for the past five years, which is notable as the program is more than 30 credit hours, much larger than the typical minor.

The proposed Sports Medicine major will fill a gap at Kent State by focusing on direct patient care skills and knowledge that are specific to a student’s desired profession under the sports medicine umbrella. The program also will be the optimal choice for students who wish to seek admission into the master’s degree in athletic training and other graduate programs related to sports medicine.

**Indicate whether additional resources (e.g., faculty, staff, facilities, technology) will be needed to support the proposed request.**

Currently, there are five full-time faculty members teaching in the athletic training program. The B.S. degree in Athletic Training will be phased out with the implementation of the new Sports Medicine degree program. With this shift, faculty will continue to support the undergraduate program by teaching all sports medicine courses. Therefore, establishment of this new major will not have negative impact on these faculty members.

The School of Health Services has developed a transition plan to phase out the Athletic Training major and phase in the Sports Medicine major.

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<sup>6</sup> National Center for O\*NET Development (n.d.). Occupations for sports medicine. Retrieved from [www.onetonline.org/find/result?s=sports%20medicine&a=1](http://www.onetonline.org/find/result?s=sports%20medicine&a=1).

## APPENDIX A: College Choice: Best Sports Medicine Degrees

(Source: [www.collegechoice.net/rankings/best-sports-medicine-degrees](http://www.collegechoice.net/rankings/best-sports-medicine-degrees))

Rank	Institution	Administrating Unit	Undergraduate Major (Concentrations)
1	University of North Carolina, Chapel Hill	Department of Exercise and Sport Science	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2017</i></li> <li><a href="#">Exercise and Sport Science</a> (General, Fitness Professional, Sport Administration)</li> </ul>
2	University of Illinois at Urbana-Champaign	Department of Kinesiology and Community Health	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2012</i></li> <li>Community Health</li> <li><a href="#">Kinesiology</a></li> </ul>
3	University of Georgia	Department of Kinesiology	<ul style="list-style-type: none"> <li>Athletic Training</li> <li><a href="#">Exercise and Sport Science</a></li> <li>Health and Physical Education</li> <li>Sport Management</li> </ul>
4	University of Minnesota, Twin Cities	School of Kinesiology	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2014</i></li> <li><a href="#">Kinesiology</a></li> <li>Recreation Administration</li> <li>Sport Management</li> </ul>
5	Rutgers, State University of New Jersey	Department of Kinesiology and Health	<ul style="list-style-type: none"> <li><a href="#">Exercise Science</a></li> <li>Sport Management</li> </ul>
6	Texas A&M University	Department of Health and Kinesiology	<ul style="list-style-type: none"> <li>Community Health</li> <li>Health Education (Allied Health, School Health)</li> <li><a href="#">Kinesiology</a> (Dance Science, Motor Behavior, Basic Exercise Physiology, Applied Exercise Physiology,</li> <li>Sport Management</li> <li>University Studies (Dance, Sports Conditioning)</li> </ul>
7	Michigan State University	Department of Kinesiology	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2018</i></li> <li><a href="#">Kinesiology</a></li> </ul>
8	Truman State University	Department of Health and Exercise Sciences	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2017</i></li> <li><a href="#">Exercise Science</a> (Pre-Medical Sciences, Applied/Pre-Athletic Training, Sport/Recreation Management, Physical Education/Health)</li> <li>Health Science (Individualized, Pre-Medical Sciences, Community, Worksite and Public Health, Pre-Occupational Therapy/Pre-Athletic Training)</li> </ul>
9	University of Northern Iowa	School of Kinesiology, Allied Health and Human Services	<ul style="list-style-type: none"> <li>Athletic Training <i>discontinued 2018</i></li> <li>Health Promotion</li> <li>Leisure, Youth and Human Services</li> <li><a href="#">Movement and Exercise Science</a> (Exercise Science, Sports Psychology)</li> </ul>
10	State University of New York, Cortland	Department of Kinesiology	<ul style="list-style-type: none"> <li>Athletic Training</li> <li>Coaching</li> <li><a href="#">Exercise Science</a></li> <li>Fitness Development</li> <li>Sport Studies</li> </ul>

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Nov-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **OCAT**  
 College **RE - Regional College**  
 Degree **AAS - Associate of Applied Science**  
 Program Name **Occupational Therapy Assistant Technology** Program Banner Code **OCAT**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Revise program**

**Description of proposal:**

This proposal seeks to offer a hybrid format for students in the OCAT program. Currently, the program at the Ashtabula campus accepts up to 28 students per year in a traditional format program. The proposal will allow students to complete didactic coursework asynchronously online and lab coursework will be presented in a condensed format, with students choosing between a weekend and a weekday section. Clinical requirements will remain unchanged.

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **85** Proposed total credit hours **85**


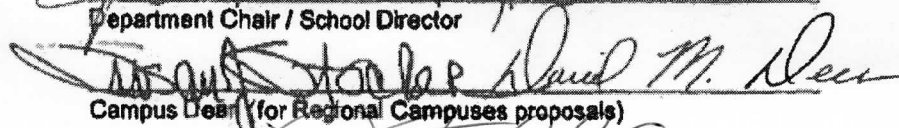
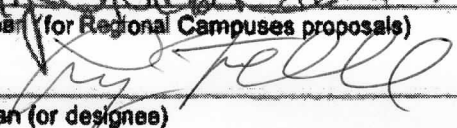
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There is no anticipated impact on other programs. It is anticipated that this option will increase enrollment in the OCAT program, by reducing the required time on-campus for lectures and offering weekday and weekend options for students. This hybrid option will appeal to traditional and nontraditional students by allowing more flexibility. OCAT faculty will need to complete professional development related to delivery of online/hybrid teaching methods, but this need can be met with current KSU offerings.

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

Other departments will not be affected by this proposal. The OCAT department at the East Liverpool campus was consulted; they will not offer the hybrid program at this time.

**REQUIRED ENDORSEMENTS**

 Department Chair / School Director	<u>12/21/18</u>
 Campus Dean (for Regional Campuses proposals)	<u>12/14/18</u>
 College Dean (or designee)	<u>12/14/18</u>
_____ Dean of Graduate Studies (for graduate proposals)	<u>   /   /   </u>
_____ Senior Vice President for Academic Affairs and Provost (or designee)	<u>   /   /   </u>



**Department of  
Higher Education**

**John R. Kasich**, Governor  
**John Carey**, Chancellor

## Change Request: 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 hybrid delivery model.<sup>1</sup> The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

**Date of submission:** December 26, 2018

**Name of institution:** Kent State University

**Degree program to be offered using online or hybrid delivery:**

Occupational Therapy Assistant Technology major  
within the Associate of Applied Science degree

**Primary institutional contact for the request**

**Name:** Therese E. Tillet

**Title:** Associate Vice President of Curriculum Planning and Administration  
Office of the Provost

**Phone:** 330-672-8558

**Email:** tillet1@kent.edu

**Proposed start date:** Summer 2020

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

Approved by the Educational Policies Council,  
subcommittee of the Faculty Senate on 28 January 2019

**Institution has Higher Learning Commission approval for online or hybrid delivery:**

Yes (see Appendix A)

**Educator preparation program that leads to licensure or endorsement:**

No

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<sup>1</sup> 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.

**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.

## CURRICULUM

**1. Will the online or hybrid program be offered instead of or in addition to the onsite program?**

The hybrid (online/on-ground) A.A.S. degree in Occupational Therapy Assistant Technology will be offered in addition to the on-ground program.

The degree program is offered at Kent State's Ashtabula Campus (since 2005) and East Liverpool Campus (since 1990). At implementation, the hybrid program will be offered at the Ashtabula Campus only. In the near future, both the East Liverpool Campus and the Ashtabula Campus will offer the hybrid program.

For fall 2018, there were 97 students enrolled in the degree program, with 57 students admitted to the Ashtabula Campus and 40 students admitted to the East Liverpool Campus.

**2. Indicate whether the online or 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 hybrid program will be equivalent to the on-ground program. Admission criteria, course requirements and student learning outcome remain the same. Courses will be offered per the typical schedule, but students in the hybrid cohort will complete their lab hours in condensed weekend or weekday formats, while completing their didactic coursework online asynchronously.

**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.**

Interactions between instructors and students and among students will be both synchronous and asynchronous. Lecture content and discussions will be presented in asynchronous formats, while lab coursework will be primarily synchronous and face-to-face. Faculty will schedule regular office hours for synchronous interaction (face-to-face and online) with students as well.

**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.**

Students will receive information about expectations and services in the program's information packet at admissions and in advising sessions. After acceptance into the program and prior to matriculation, students in the hybrid cohort will participate in an orientation session, which will detail the requirements and competencies for successful completion of the hybrid program. The program's student handbook will include this information as well. Examples of support include contacts for program faculty, campus and Kent State helpdesk and academic service; and information about Kent State's learning management system (Blackboard Learn).

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

Program faculty will utilize the same evaluation system for the hybrid program as is done with the on-ground program. Faculty measure program learning outcomes through the university assessment system (Kent State uses the higher education assessment and accreditation software Taskstream). Students will be assessed on clinical competencies for each fieldwork course, using standardized and non-standardized assessment tools. Additional outcomes are assessed upon graduation, including student satisfaction and employment. In addition, students will complete an evaluation for each course in the program.

Program faculty consider the existing mechanisms appropriate for the hybrid program. Faculty will compare results of data related to effectiveness and quality of the program to prior results for the traditional program to understand any significant differences, and prepare appropriate action plans for any deficient areas.

**6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, 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).**

All courses identified below are currently existing, approved courses in the Occupational Therapy Assistant Technology program. Students in the on-ground program will take only three courses fully online or hybrid (AHS 12005, OCAT 10000 and OCAT 20001).

Major Requirements		Online	Hybrid	On-ground	Comments
OCAT 10000	Foundations in Occupational Therapy	■		■	
OCAT 10001	Occupational Therapy Practice Skills II		■	■	On-campus lab
OCAT 10002	Therapeutic Techniques I: Psychosocial		■	■	On-campus lab
OCAT 10003	Occupational Therapy Practice Skills Laboratory			■	On-campus lab
OCAT 10092	Therapeutic Techniques: Fieldwork IA			■	Off-campus
OCAT 20000	Therapeutic Techniques II: Physical Dysfunction I		■	■	On-campus lab
OCAT 20001	Occupational Therapy Management and Leadership Skills		■		Approx. 3 on-campus meetings
OCAT 20003	Occupational Therapy Practice Skills III		■	■	On-campus lab
OCAT 20004	Therapeutic Techniques III: Developmental Disabilities		■	■	On-campus lab
OCAT 20006	Therapy Techniques IV: Physical Dysfunction II		■	■	On-campus lab
OCAT 20092	Therapeutic Techniques: Fieldwork IB			■	Off-campus
OCAT 20192	Clinical Applications I			■	Off-campus
OCAT 20292	Clinical Applications II			■	Off-campus
Additional Requirements		Online	Hybrid	On-ground	Comments
AHS 12005	Concepts in Lifespan Development	■			
or NURS 20950	Human Growth and Development for Health Professionals	■	■	■	
AHS 12010	Professionalism in Healthcare	■		■	
AHS 22002	Clinical Kinesiology	■		■	
AHS 22003	Clinical Kinesiology Laboratory			■	On-campus lab
BSCI 11010	Foundational Anatomy and Physiology I		■	■	
BSCI 11020	Foundational Anatomy and Physiology II		■	■	
PSYC 11762	General Psychology	■	■	■	
PSYC 21211	Psychology of Everyday Life	■	■	■	
or PSYC 40111	Abnormal Psychology	■		■	
UC 10097	Destination Kent State: First Year Experience	■	■	■	
Kent Core Composition		■	■	■	
Kent Core Mathematics and Critical Reasoning		■	■	■	
Kent Core Humanities and Fine Arts		■	■	■	

## FACULTY AND ADMINISTRATION

- 7 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or 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.**

Academic Program Director Julie Mirabell, a licensed occupational therapist, will be the lead administrator for the proposed hybrid program. The program director is responsible for all aspects of the program, including operational, administrative, instructional, managerial, financial, continuous review and analysis, planning, development and general effectiveness of the program.

Throughout her 12 years with this program, Ms. Mirabell has completed significant professional development in the area of education from the American Occupational Therapy Association, and many hours of individual and small-group instruction with instructional designers at Kent State. Topics included Blackboard Learn training, proctored testing options and strategies and options for asynchronous delivery of lecture content. Ms. Mirabell currently is enrolled in Kent State's [Online Teaching Orientation and Refresher](#) course.

Ms. Mirabell has also completed three Quality Matters workshops/conferences and will incorporate the Quality Matters standards into the development of the program and course design.<sup>2</sup>

- 8 Describe faculty members' responsibilities to the online or hybrid program. In your response, indicate how faculty members' responsibilities to the online or 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 hybrid program? Will these faculty members participate in only the online or hybrid program or will they participate in the on-ground program as well.**

Program faculty will continue to teach their current assigned load. Presently, with the on-ground delivery, faculty teach one lecture and two lab sections for each major course including a lab. In the hybrid program, faculty will deliver the lecture content online. For the lab components, one lab section will meet on two or three weekends each semester per course, while the second lab section will meet one weekday each week.

These multiple options provide choices for students who have time constraints with life and job responsibilities. Approximately 60 percent of the students in the program currently are enrolled part-time.

Faculty will implement a combination of traditional and online office hours to meet the advising needs of students in both cohorts. There will be no impact on faculty research and scholarship and participation in faculty committees. No additional faculty will be needed, as the total number of students and teaching load hours remains the same.

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<sup>2</sup> Quality Matters. MarylandOnline, 2013. Retrieved from [www.qualitymatters.org](http://www.qualitymatters.org).

- 9 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 full-time faculty teaching in the hybrid cohort will be required to complete Kent State's [Online Teaching Orientation and Refresher](#) course or an alternate offering of similar content prior to summer 2020 implementation of the proposed hybrid program.

A full-time instructional designer at the campus will provide technical support for the design, production and management of the program's courses. Staff from Kent State's Office of Continuing and Distance Education will help guide and support the program developers throughout the design process. Additionally, faculty will be offered on-going professional development in the area of best practices for presentation of online curriculum.

- 10 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.*

The tables below lists instructors teaching major courses for the program. Additional course requirements (e.g., biology, psychology) are taught by faculty from their respective disciplines for this program and other programs at Kent State. See Appendix B for faculty CV.

\* Number of courses instructor will teach each year (on-ground and online).

#### Faculty at the Ashtabula Campus

Instructor	Faculty Rank	Academic credential	Courses instructor teach	Online experience teaching/ professional development	Courses taught*
Julie Mirabell, OT/L <i>Academic Program Director</i>	Adjunct Instructor (part-time)	M.S., Occupational Therapy, Western Michigan University, 1996	OCAT 10001 OCAT 20006	Online Teaching Orientation and Refresher course (2018); three Quality Matters workshops	2
Janine Ricketts, OTR/L	Lecturer (full-time)	M.S., Occupational Therapy, D'Youville College, 1999	OCAT 10002 OCAT 20000 OCAT 20003 OCAT 20004	Online Teaching Orientation and Refresher course; two years teaching online Allied Health Science courses; Quality Matters Peer reviewer certification	4
Megan Shumaker, OT/L	Lecturer (full-time)	B.S., Occupational Therapy, Cleveland State University, 2000 *	OCAT 10000 OCAT 10003 OCAT 10092 OCAT 20092 OCAT 20192 OCAT 20292	Quality Matters conference (2018); website documents-accessibility training (2016); Kaltura training session (2016); SafeAssign resources for students and faculty ( 2015); Camtasia Studio 7 presentation (2014)	7 <i>primarily fieldwork/ clinical education</i>
Dorothea Thompson, OTR/L, CLT	Adjunct Instructor (part-time)	M.S., Occupational Therapy, University of Findlay, 2004	OCAT 20001	Nine years teaching OCAT 20001 in hybrid format; Camtasia Studio 7 presentation (2014, 2017)	1

\* Credential not on file in Kent State Office of Academic Personnel

#### Faculty at the East Liverpool Campus

Instructor	Faculty Rank	Academic credential	Courses instructor teach	Online experience teaching/ professional development	Courses taught*
Brandy Britenbaugh, OTR/L	Lecturer (full-time)	M.O.T., Occupational Therapy, University of Findlay, 2006	OCAT 10001 OCAT 10002 OCAT 20000 OCAT 20003 OCAT 20006	Quality Matters workshop (upcoming 2019)	5
Anthony Mucci, COTA/L	Adjunct Instructor (part-time)	B.A., Health Science, University of Cincinnati, 2017	OCAT 10000 OCAT 10003	Online Teaching Orientation and Refresher course (2018)	2
Nannette Sullivan, COTA/L <i>Clinical Coordinator</i>	Adjunct Instructor (part-time)	B.S. Health Administration, University of Phoenix, 2008	OCAT 20001 OCAT 10092 OCAT 20092 OCAT 20192 OCAT 20292	SafeAssign resources for students and faculty ( 2015); one year teaching hybrid major course	5 <i>primarily fieldwork/ clinical education</i>
Kathleen Swoboda, OTR/L <i>Academic Program Director</i>	Associate Lecturer (full-time)	L.S.M., Liberal Studies, Kent State University, 2011	OCAT 20004	SafeAssign resources for students and faculty ( 2015); Camtasia Studio 7 presentation (2014, 2017)	1

## APPENDICES

### Appendix Description

- A Online approval from the Higher Learning Commission
- B Faculty curriculum vitae

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

Respectfully,

Todd A. Diacon  
 Executive Vice President for Academic Affairs and Provost

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date \_\_\_\_\_ Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_  
 College **RE - Regional College**  
 Degree **BRIT - Bachelor of Radiologic Imaging Sciences**  
 Program Name \_\_\_\_\_ Program Banner Code \_\_\_\_\_  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Offer program at another campus or off site**

**Description of proposal:**

**This proposal seeks approval for the online delivery of the CT and MRI concentrations to be offered on the Ashtabula and Salem Campuses. The rotation of the CT and MRI concentrations will alternate between campuses and will be dependent upon enrollment demands. The core courses, common to both concentrations will be shared by both campuses. The Salem Campus will continue to offer the 4 concentrations on-ground.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: **120** Proposed total credit hours **120**

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

**No added facilities are needed as the courses are online. Staffing considerations include filling open positions for MRI with one full-time faculty and additional adjunct faculty.**

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

**Ashtabula and Faculty Council  
 Salem Campus Faculty Council  
 Regional College Curriculum Committee  
 EPC**

### REQUIRED ENDORSEMENTS

*Jan Gibson* *Salem* *Neil Schroeder* *Ashtabula* 12/12/18  
 Department Chair / School Director

*David M. Rees* *Salem* 12/11/18  
 Campus Dean (for Regional Campuses proposals)

\_\_\_\_\_  
 College Dean (or designee) 1/1/

NA  
 Dean of Graduate Studies (for graduate proposals) 1/1/

\_\_\_\_\_  
 Senior Vice President for Academic Affairs and Provost (or designee) 1/1/



**Department of  
Higher Education**

**John R. Kasich**, Governor  
**John Carey**, Chancellor

## Change Requests: New Program Offering at an Existing Campus Online Delivery

**Date of submission:** December 20, 2018

**Name of institution:** Kent State University

**Name of program:** Bachelor of Radiologic Imaging Sciences Technology (BRIT) degree, Radiologic Imaging Sciences major, Computed Tomography (CT) and Magnetic Resonance Imaging (MRI) concentrations

**Name of campus at which program is offered:**  
Salem Campus (on-ground)

**Name of additional campus at which program will be offered:**  
Ashtabula Campus (online only) and Salem Campus (on-ground)

**Proposed start date:** Fall 2019

**Primary institutional contact for the request:**

**Name:** Therese E. Tillett  
**Title:** Associate Vice President for Curriculum Planning and Administration  
Office of the Provost  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

**Date that the request received final approval from the appropriate institutional committee:**  
Final approval by the Educational Policies Council, a committee of the Faculty Senate, on *date to come*.

**Institution has Higher Learning Commission approval for online delivery:**  
Yes (see Appendix A)

**Program is educator preparation and leads to teacher licensure or endorsement:**  
Not applicable.

**Brief description of the program.**

The bachelor's degree in radiologic imaging sciences at Kent State is an accredited program designed for students pursuing medical imaging positions in hospitals, surgical centers, clinics, physician offices and other healthcare facilities.

The major comprises four concentration areas:

1. **Computed Tomography:** separate curriculum for (1) graduates of an associate degree in radiologic technology and (2) graduates of a hospital-based program certificate program and Associate of Technical Study degree.
2. **Diagnostic Medical Sonography:** separate curriculum for (1) graduates of an associate degree in radiologic technology and (2) graduates of a hospital-based certificate program and Associate of Technical Study degree and (3) freshman entry or Associate of Science degree graduates.
3. **Magnetic Resonance Imaging:** separate curriculum for (1) graduates of an associate degree in radiologic technology and (2) graduates of a hospital-based certificate program and Associate of Technical Study degree.
4. **Radiation Therapy:** separate curriculum for (1) graduates of an associate degree in radiologic technology and (2) graduates of a hospital-based certificate program and Associate of Technical Study degree and (3) freshman entry or Associate of Science degree graduates.

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

The BRIT degree program is offered on-ground at the Salem Campus. With this request, Kent State will offer online-only Computed Tomography (CT) and Magnetic Resonance Imaging (MRI) concentrations for graduates of an associate degree in radiologic technology.

The Ashtabula Campus will be the administrator of the online-only program, and will serve as the admitting campus for first-time Kent State applicants who are declaring the online program. Salem Campus will continue to offer the major and all its concentrations on-ground, as well as offer online courses to support the online program.

Offering the CT and MRI concentrations online aligns with the goals and offerings at the Ashtabula Campus. The mission of the campus is to provide for the diverse educational and cultural needs of the community. The campus is committed to expanding its health sciences and human services programs. In those fields, the campus offers associate degrees in nursing, human services, radiologic technology, respiratory therapy technology, physical therapist assistant technology and occupational therapy assistant technology; as well as a complete bachelor's degrees in respiratory care.

Presently, there are 23 colleges and universities in Ohio, including Kent State (at Ashtabula and Salem campuses), that offer an associate degree accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). By offering the CT and MRI concentrations fully online, graduates of these associate degree programs in Ohio and other states, as well as working registered radiologic technologists, will be able to complete their bachelor's degree in a more flexible manner, without having to relocate or compromise their employment.

## **SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM**

### **Academic and Administrative Leadership and Services**

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

There are no anticipated changes needed. As the Ashtabula Campus is an established regional campus of Kent State University, there is a dean/chief administrator officer who reports to the university provost, and a full range of support personnel who are supervised by an assistant dean 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, registrar, financial aid, advisement, bursar and tutoring.

The program director for the associate degree program in radiologic technology at the Ashtabula Campus will oversee the online BRIT degree at the campus. All curricular and academic aspects of the BRIT degree will be coordinated between the Salem and Ashtabula campuses.

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

There are no additional resources required to implement this degree program. The Ashtabula Campus has a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, accessibility services and library.

#### **1.3 Describe changes (if any) that will be needed in the campus' existing academic student services (e.g., advising, tutoring, counseling, placement services) to accommodate the new program. If such services are not available at the campus, 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, labs, study areas, social areas, technology and other learning environments) that will be needed to accommodate the new program; provide a timeline for implementing the changes.**

As the two concentrations for the BRIT degree will be offered fully online, no classroom or laboratory facilities will be required.

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

There are no additional library resources required to implement this degree program. All Kent State campuses house a full academic library with access to computers, information literacy

instruction, interlibrary loan, OhioLINK and KentLink (the latter provides students access to all Kent State libraries on the eight campuses).

**1.6. If a full-service library is not available on campus, 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

**2.1 Using the chart below, list the program that is being added for delivery at the campus. If general education courses are being added as part of this request, include that as a separate program area.**

Degree, Major, Concentration	Available		Comments for Chancellor's Staff
	Full	Partial	
BRIT degree, Radiologic Imaging Sciences major, Computed Tomography and Magnetic Resonance Imaging concentrations (completer programs)	✓		Two of the major's four concentration areas will be offered online-only through Ashtabula Campus. Full program will continue to be offered on-ground at the Salem Campus.

**2.2 Indicate whether alternative 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 locations.**

Delivery	Available	Offering Campus
Online BRIT degree program, CT and MRI concentrations (completer programs)	✓	Ashtabula Campus
On-ground BRIT degree program	✓	Salem Campus

## SECTION 3: CURRICULUM

**3.1 Will the online or blended/hybrid program be offered instead of or in addition to the on-ground program?**

The online program will be offered in addition to the on-ground program. Graduates of an associate degree in radiologic technology can pursue either the CT or MRI concentration on-ground at the Salem Campus or online through the Ashtabula Campus.

**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.**

Admission, course and graduation requirements are unchanged with the online offering. Only the course delivery method and administrative campus are different.

**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.**

Program instructors will use Blackboard and Blackboard Collaborate virtual learning systems to provide course content to students and prompt interactions. Tools used for asynchronous interactions include assignments, discussion boards, e-mail correspondence, exams, recorded lectures and videos. Synchronous interactions will be facilitated through live webcasts, live video conferencing and real-time collaboration.

**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.**

Students are referred to the campus' Student Academic Services Office for assistance with the courses, and they can obtain assistance from the campuses educational technology designers and HelpDesk for assistance with using the technology. Program faculty are available via phone, email, Skype and WebEx to students for additional assistance with program materials and competencies. The program director also is available to assist and advise students via phone and e-mail.

In addition, Kent State's Online Technology Help Center provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

The Academic Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities. For example, the office has employed scribes to assist during live online meetings, and recorded lectures have been closed-captioned for hearing-impaired students.

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

Courses within the BRIT degree have a set of learning objectives, student outcomes and competencies that are the same for all students, who are evaluated by their instructors through course assignments and assessments. Students who successfully demonstrate competency within these objectives are permitted to take advanced courses within the program.

Students complete online surveys to evaluate their course instructors, as well as their courses at the end of each semester. Near program end, students complete an exit survey. Program faculty review graduate pass rates on the national certification examination and their employment placement.

**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.)**

Below is the curriculum for the CT and MRI concentrations for graduates of an associate degree in radiologic technology. All courses listed below are required currently in the approved program with minor revisions approved for fall 2019.

		Online	On-ground	Hybrid	Comment
<b>Major Requirements (14 credit hours)</b>					
RIS 34084 Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I	2	✓	✓		
RIS 34086 Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy II	2	✓	✓		
RIS 44083 Pathophysiology for Medical Imaging	3	✓	✓		
RIS 44088 Leadership in Medical Imaging	1	✓	✓		
RIS 44096 Individual Investigation: Medical Imaging	3	✓	✓		
RIS 44098 Research in Medical Imaging	3	✓	✓		
<b>Computed Tomography Concentration Requirements (17 credit hours)</b>					
RIS 44004 Computed Tomography Clinical Education I	2	✓	✓		off-site clinical
RIS 44021 Patient Management in Computed Tomography	2	✓			
RIS 44030 Computed Tomography Image Production I	2	✓	✓		
RIS 44047 Computed Tomography Procedures I	2	✓	✓		note 2
RIS 44048 Computed Tomography Procedures II	2	✓	✓		
RIS 44054 Computed Tomography Clinical Education II	2	✓	✓		off-site clinical
RIS 44062 Computed Tomography Image Production II	2	✓	✓		
RIS 44068 Computed Tomography Techniques	2	✓	✓		
RIS 44069 Computed Tomography Clinical Education III	1	✓	✓		off-site clinical
<b>Magnetic Resonance Imaging Concentration Requirements (17 credit hours)</b>					
RIS 44003 Magnetic Resonance Imaging Clinical Education I	2	✓	✓		off-site clinical
RIS 44031 Patient Management in Magnetic Resonance Imaging	2	✓			
RIS 44044 Magnetic Resonance Imaging Procedures I	2	✓	✓		
RIS 44045 Magnetic Resonance Imaging Procedures II	2	✓	✓		
RIS 44051 Magnetic Resonance Equipment and Image Acquisition I	2	✓	✓		
RIS 44052 Magnetic Resonance Equipment and Image Acquisition II	2	✓	✓		
RIS 44063 Magnetic Resonance Imaging Clinical Education II	2	✓	✓		
RIS 44066 Magnetic Resonance Imaging Techniques	2	✓	✓		
RIS 44073 Magnetic Resonance Imaging Clinical Education III	1	✓	✓		off-site clinical
<b>Additional Requirements (89 credit hours – most earned through AAS degree in Radiologic Technology)</b>					
BSCI 11010 Foundational Anatomy and Physiology I or BSCI 21010 Anatomy and Physiology I	3-4		✓ ✓	✓	note 1
BSCI 11020 Foundational Anatomy and Physiology II or BSCI 21020 Anatomy and Physiology II	3-4		✓ ✓	✓	note 1
CHEM 10050 Fundamentals of Chemistry or CHEM 10055 Molecules of Life	3	✓ ✓	✓ ✓	✓	
HED 14020 Medical Terminology	3	✓	✓		
MATH 11009 Modeling Algebra or MATH 11010 Algebra for Calculus	3-4	✓ ✓	✓ ✓		
PSYC 11762 General Psychology	3	✓	✓	✓	
UC 10097 Destination Kent State: First Year Experience	1	✓	✓	✓	
Kent Core Composition	6	✓	✓	✓	
Kent Core Humanities and Fine Arts	9	✓	✓	✓	
Kent Core Social Sciences	3	✓	✓	✓	
Kent Core Additional	6	✓	✓	✓	
General Electives	46	✓	✓	✓	
<b>Minimum Total Credit Hours: 120</b>					

Note 1. Students complete the anatomy and physiology courses as part of their associate degree.

Note 2. Course credit hours increase, from 1 to 2, effective fall 2019.

## **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.**

Gail Schroeder, R.T.(R), is the program director of radiologic technology at the Ashtabula Campus and will be responsible for the administration and coordination of the online program in consultation with the senior program director for radiology programs at the Salem Campus. Ms. Schroeder was certified in Quality Matters in 2013 and has taught and developed online courses. See Appendix B for Ms. Schroeder'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.**

Program faculty for the online program at the Ashtabula Campus will be responsible for the content of courses and methods of instruction and will adhere to Quality Matters criteria. Course load will be assigned based on credit hours. Additional faculty will be hired to fill any open positions for the online concentrations.

**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 members have completed or will be completing Quality Matters certification prior to fall 2019 implementation of the proposed online program. In addition, faculty will be encouraged to complete the [Online Teaching Orientation and Refresher](#) course and to review the online classroom examples and ideas as listed on Blackboard Learn. BRIT program directors at both the Ashtabula and Salem campuses will oversee the design, production and management of the online courses.

Full-time instructional designers at the Ashtabula and Salem campuses will provide technical support for the design, production and management of the program's courses. Staff from Kent State's Office of Continuing and Distance Education will help guide and support the program developers throughout the design process. Additionally, faculty will be offered on-going professional development in the area of best practices for presentation of online curriculum.

**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.**

Please note that the courses listed below in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (e.g., biology, chemistry, psychology, mathematics, Kent Core), first-year orientation (UC 10097 Destination Kent State: First Year Experience) and general electives, which are offered—on-ground and online—on all Kent State University campuses.

Faculty CV are in Appendix C. **Missing: RIS 44004, RIS 44021, RIS 44054, RIS 44069, RIS 44031**

\* Experience teaching distance education courses and/or professional development in distance learning.

\*\* Number of courses instructor will teach each year at all campuses.

Instructor, Title	Degree title, institution, year	Course(s) instructor teach	DL experience*	Courses taught **
Stacy Beck, R.T.(R) Associate Lecturer	M.P.H., Public Health, Kent State University, 2004	TBD	Quality Matters certified	X
Kelly Dragomir, R.T.(R)(CT) Associate Lecturer	M.A., Biology, Kent State University, 2018	CT coursework RIS 44030, RIS 44047 RIS 44048, RIS 44062 RIS 44068	Developed hybrid and online courses; advanced badge in orientation to online teaching; Quality Matters certification (Jan. 2019)	5
Christine Gialousis, R.T (R)(CT)(M)(MR) Adjunct (part time)	B.S.A.S., MAJOR, Youngstown State University, DEGREE	Major coursework RIS 44088	Developed fully online course; Quality Matters certified	1
Victoria Migge, R.T.(R)(T) Senior Lecturer	M.S., Health Service Administration, University of St. Francis, 2004	Major coursework RIS 44096	Developed fully online course; Quality Matters certification (Jan. 2019)	1
Cynthia Peterson, R.T. RDMS, RVT Senior Lecturer	M.P.H., Public Health, Kent State University, 2008	Major coursework RIS 44083, RIS 44098	Developed hybrid and online courses; Quality Matters certification (Jan. 2019)	2
Open Position, Full Time	Master’s degree in related field required	MRI coursework RIS 44044, RIS 44045 RIS 44051, RIS 44052 RIS 44066		
Open Position Adjunct (part time)	Master’s degree in related field required	Major coursework RIS 34084, RIS 34086		
Open Position, Adjunct (part time)	Master’s degree in related field required	MRI coursework RIS 44003, RIS 44063 RIS 44073		

**4.5 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.**

Historically, the on-ground CT and MRI completer concentrations have had small enrollment. In fall 2018, there eight students enrolled in the CT concentration, 11 in the MRI concentration.

It is anticipated that enrollment will be larger with the online offerings. When enrollment increases substantially, the Ashtabula Campus will assess additional staffing and faculty needs.

## **SECTION 5: MARKET/WORKFORCE NEED**

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

There are few accredited bachelor's degree programs in this discipline. In addition to the on-ground program offering at Kent State's Salem Campus, other similar programs are offered on-ground at Ohio State University (BS degree in Radiologic Sciences and Therapy) and online at the University of Cincinnati (Bachelor of Radiation Science Technology degree).

The Ashtabula Campus conducted a survey of students, graduates and employers on the feasibility of offering the BRIT degree. The data indicated that approximately 63.3 percent of all groups combined preferred the CT concentration, 44.2 percent of all groups combined preferred the MRI concentration, and 43.3 percent of all groups combined preferred the Diagnostic Medical Sonography (DMS) concentration.

From the student respondents, 97 percent had a personal interest for this type of bachelor's degree on the Ashtabula Campus. Nearly 79.5 percent of the students were within the 20 to 40 year old age group. Of the counties represented, the majority of students were from Ashtabula, Cuyahoga and Lake. Other students were from Trumbull, Geauga and Lorrain counties.

With the changes in insurance reimbursement rates, employers have expressed a need for graduates credentialed in CT, MRI and DMS.

See Appendix D for a feasibility study for an online BRIT degree program conducted by the Ashtabula Campus.

**5.2 Indicate the projected enrollments for the program over the next three years.**

2019-2020	2020-2021	2021-2022
40	58	80

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

The Radiologic Technology Advisory Committee at the Salem Campus met on November 8, 2018, and agreed with the offering of the online CT and MRI programs. The committee members also were in favor of continuing the on-ground programs at the Salem Campus.

The Radiologic Technology Advisory Committee at the Ashtabula Campus met on November 28, 2018, and agreed with the offering of the online CT and MRI programs.

## APPENDICES

Appendix	Description
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- |   |   |
|---|---|
| A | Higher Learning Commission approval letter for distance education at Kent State |
| B | Program Director Gail Schroeder curriculum vitae                                |
| C | Program faculty curriculum vitae  |
| D | Feasibility study for an online BRIT degree program                             |

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### Commitment to Program Delivery at Campus

Kent State University is dedicated to the online-only delivery of the BRIT degree in Radiologic Imaging Sciences (Computed Tomography and Magnetic Resonance Imaging concentrations) administered by the Ashtabula Campus, as well as the on-ground-only delivery of the degree program (all concentrations) offered at the Salem Campus. If the university decides in the future either to eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete the program.

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

Todd A. Diacon, PhD  
Executive Vice-President for Academic Affairs and Provost  
Kent State University



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, 18 March 2019  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Tuesday, 12 March 2019

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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, 15 March 2019, to ensure that the materials are available at the meeting for review.

## **JOINT EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEMS**

1. Minutes of meeting on 28 January 2019  
[Attachment 1](#)

## **UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEM**

#### **EPC Ad Hoc Committee for Academic Policies** *(presented by Senior Associate Provost Melody Tankersley)*

1. Revision of the Institutional Honors policy (for the bachelor's degree) and Distinction policy (for the associate degree) to recognize high-achieving students who have earned the necessary credit hours for a Kent State degree, but who do not have the required Kent State credit hours per the current eligibility requirements.  
Effective Fall 2019 | [Attachment 2](#)

### **LESSER ACTION ITEMS**

#### **College of Aeronautics and Engineering**

1. Revision of course requirements for the Aerospace Engineering [AERS] major within the Bachelor of Science [BS] degree. Revision includes increasing the credit hours for AERN 25200, from 2 to 3. Minimum total credit hours to program completion increase, from 121 to 122.  
Effective Fall 2019

**UNDERGRADUATE EPC *continued*****LESSER ACTION ITEMS *continued*****College of the Arts*****School of Art***

2. Revision of course requirements for the Ceramics [CERM] minor. Revision includes replacing ARTS 35601 with ARTS 35604. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019
3. Revision of course requirements for the Sculpture and Expanded Media [SEM] minor. Revision includes replacing ARTS 35601 with ARTS 35604. Minimum total credit hours to program completion are unchanged at 18.  
Effective Fall 2019

**AGENDA UPDATES****22 January 2019 EPC Agenda****College of Education, Health and Human Services/ *School of Teaching, Learning and Curriculum Studies***

1. Establishment of undergraduate licensure non-degree programs. Correct non-degree level is undergraduate [NDUL] (not graduate).
  - Early Childhood Generalist (Grades 4-5) Endorsement Preparation [ECEG]
  - Middle Childhood Generalist Science (4-6) Endorsement Preparation [MCGS]
  - Middle Childhood Generalist Social Studies (4-6) Endorsement Preparation [MGSS]

**Regional College**

2. Establishment of Database Design and Administration concentration for the Information Technology major within the B.S.I.T. degree. Correct concentration code is DDAA (not DAA).

**University College**

3. Revision of University Readiness Standards policy. Correct Accuplacer Next Generation Reading Comprehension scores are 222-249 (not 222-254) for placement into RC 00006, and 250 (not 255) for placement out of a developmental reading course.

**GRADUATE EDUCATIONAL POLICIES COUNCIL****INFORMATION ITEM****College of Education, Health and Human Services*****School of Foundations, Leadership and Administration***

1. Temporary suspension of admission for the online offering of the College Teaching [C813] post-master's certificate. The on-ground offering of the certificate will continue to be offered.  
Effective Fall 2019 | [Attachment 3](#)

**LESSER ACTION ITEM****College of Communication and Information**

1. Revision of admission requirements for the Communication and Information [CCI] major within the Doctor of Philosophy [PHD] degree. Revision includes removing the GRE.  
Effective Spring 2020

**AGENDA UPDATES****22 January 2019 EPC Agenda****College of Business Administration**

1. Revision of Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Clarification that new Business Analytics [BA] concentration will be offered online. Correct course revisions include adding MIS 54091, MIS 54183, MIS 54186 and MIS 54445 as electives (not MIS 64091, MIS 64183, MIS 64186 and MIS 64445).

**College of Business Administration/ *Department of Accounting***

2. Revision of admission requirements was omitted for the Accounting [ACCT] major within the Master of Science in Accounting [MSA] degree. Revision includes decreasing the minimum accounting major GPA—from, 3.500 to 3.200—to waive the GMAT requirement.  
Admission changes effective Spring 2020

**College of Business Administration/ *Department of Management and Information Systems*****College of Nursing**

3. Revision of dual degree program [DMBN] of the Master of Business Administration [MBA] and Master of Science in Nursing [MSN] degrees. Correct minimum total credit hours to program completion decrease, from 64 to 58 (not unchanged at 65).

## COURSE REVISIONS

### Course Revisions Effective Fall 2019

*The following courses were inadvertently omitted from the 28 January 2019 agenda:*

ARTS	35603	Glass Blowing (3).....	New
ARTS	35604	Sculpture and Kiln-Formed Glass (3).....	New
ASTU	10101	The Foundation of the United States Air Force I (1) to: Heritage and Values.....	Revise
ASTU	20101	Evolution of United States Air Force and Space Power I (1) to: Team and Leadership Fundamentals.....	Revise
ASTU	30101	Leadership Studies I (3) to: Leading People/Effective Communication.....	Revise
ASTU	40101	Defense Studies I (3) to: Leading National Security/Leadership Responsibilities .....	Revise
DAN	37272	Kent Dance Ensemble (2).....	New
ECON	52068	Industrial Organization and Public Policy (3) to: Industrial Organization: Firms and Strategy.....	Revise
ECON	52072	Economics of Labor Markets (3) to: Labor Economics: Work and Pay .....	Revise
ECON	52081	Urban Economics (3) to: Urban Economics: Cities and Housing.....	Revise
ECON	52085	Public Finance (3) to: Public Economics: Government and Policy.....	Revise
MGMT	34165	Dynamics of Leadership (3).....	Revise

### Course Revisions Effective Spring 2020

LIS	60401	Leadership in Libraries and Information Centers (3).....	New
LIS	60664	Music Information and Librarianship (3).....	New
RC	20195	Special Topics (1-3) .....	New
UXD	60118	Accessibility Evaluation and Universal Design (3) .....	New

## AGENDA UPDATES

### 19 November 2018 EPC Agenda

ARTS	35600	Glass Blowing (3).....	Inactive
<i>Incorrectly reported as a revision</i>			
ARTS	35601	Sculptural and Kiln Formed Glass (3) .....	Inactive
<i>Incorrectly reported as a revision</i>			

### 28 January 2019 EPC Agenda

ACCT	53009	Accounting Data Analytics (3).....	New
<i>Incorrectly reported as ACCT 53012</i>			

**28 January 2019 EPC Agenda *continued***

ANTH 58220	Cultural Ecology (3) to: Cultural Ecology and Sustainability .....	Revise
<i>Incorrectly listed course number. ANTH 48220 listed twice.</i>		
AS 10096	Science Experience .....	New
<i>Omitted credit hours</i>		
BMS 78610	Human Gross Anatomy I (4) .....	Inactive
<i>Inactivation is withdrawn. Course put back on hold list.</i>		
BMS 78611	Human Gross Anatomy II (3) .....	Inactive
<i>Inactivation is withdrawn. Course put back on hold list.</i>		
COMM45092	Internship in Communication Studies (3-6) to: (3) .....	Revise
<i>Incorrectly reported as originally 3 credits</i>		
CPHY 62242	Characterization of Soft Materials (4) to: Characterization of Soft Matter (3) .....	Revise
<i>Incorrectly reported as changing from 3 credits to 4 credits.</i>		
CPHY 72242	Characterization of Soft Materials (4) to: Characterization of Soft Matter (3) .....	Revise
<i>Incorrectly reported as changing from 3 credits to 4 credits.</i>		
DAN 37271	Dance Ensemble (2) .....	Inactive
<i>Incorrectly reported as a revision</i>		
DI 49995	Special Topics in Design Innovation (1-3) .....	New
<i>Incorrectly reported as 1 credit</i>		
MATH10773	Algebra for Calculus Stretch I (3) .....	Inactive
<i>Inactivation is withdrawn</i>		
MATH77098	Research (1-15) to: Research I .....	Revise
<i>Incorrectly reported new title as Research II</i>		
MGMT 44392	Business Consulting and Practicum (3) .....	Revise
<i>Incorrectly reported as CIS</i>		
MIS 64098	Capstone Project in Business Analytics (3) to:	
64099	.....	Revise
<i>Number revision not reported</i>		
NURS 60607	Clinical Nursing and Education Issues in Specialty Area (1) .....	New
<i>Incorrectly reported as a revision</i>		
RIS 44069	Computed Tomography Clinical Education III (1) .....	Revise
<i>Incorrectly reported title as Radiologic and Imaging Sciences</i>		
SPA 44110	Speech Science (3) .....	Inactive
<i>Inactivation is withdrawn</i>		
SPED 53118	Medical Interpreting (3) .....	New
<i>Incorrectly reported as 53108</i>		
SPED 53119	Mental Health Interpreting (3) .....	New
<i>Incorrectly reported as 53109</i>		



Educational Policies Council  
Minutes of the Meeting  
Monday, 28 January 2019

**Ex-Officio Members present (or represented):** Provost Todd A. Diacon; Faculty Senate Chair Pamela E. Grimm, Senior Associate Provost Melody J. Tankersley; Deans James L. Blank, Christina Bloebaum, Barbara A. Broome, Kenneth J. Burhanna, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Nathan P. Ritchey, Allison J. Smith; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy Dubois, Miriam L. Matteson, Stephen A. Mitchell, Cynthia R. Stillings (representing John R. Crawford Spinelli), Wendy A. Umberger, Manfred H. van Dulmen, William Willoughby; Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Deans Sonia A. Alemagno, Deborah Spake; Senior Academic Program Coordinator Maureen McFarland

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Christopher J. Fenk, Robert J. Twieg; Associate Professors Ann Abraham, Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Darci L. Kracht; Associate Professor Vanessa J. Earp

**Council Representatives present (or represented):** Professors Michael W. Chunn, Paul Haridakis, Richard L. Mangrum, Christopher Rowan Jonathan B. VanGeest; Associate Professors Ivan Bernal, Natalie Caine-Bish, Denise M. McEnroe-Petitte, Jooyoun Park Timothy Roberts, Geoffrey Steinberg, Jonathan Swoboda, Melissa D. Zullo; Assistant Professors Sara Bayramzadeh, Yeah-Jyh Chen; Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Professors Said Shiyab, Simon Song; Assistant Professor Lindsay C. Baran, Duane J. Ehredt, Derek Kingsley

**Observers not present:** Lauren Oswald, Antonina Pakholkova Mohamed

**Consultants and Guests present:** Md Amiruzzaman, Aimee J. Bell, Thomas W. Brewer, James (J.R.) Campbell, Alicia R. Crowe, Keiran J. Dunne, Larry G. Froehlich, Janice J. Gibson, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Javed I. Khan, Mark L. Lewis, Austin C. Melton Jr., Onyebuchi (Felix) Offodile, Christa N. Ord, Amy B. Quillin, Gail M. Rebata, Beverly M. Reed, Matthew M. Rollyson, Augustine S. Samba, Gail M. Schroeder, Hollie B. Simpson, Linnea A. Stafford, Therese E. Tillett, Catherine M. Zingrone

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Provost Todd A. Diacon called the meeting to order at 3:22p.m., on Monday, 28 January 2019, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 19 November 2018 meeting minutes.**

Associate Dean Cindy R. Stillings made a motion to approve the item, and Professor Edward Dauterich seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Joint EPC Discussion Item 1: Revision of the structure of the Educational Policies Council.**

Professor Dauterich stated that the EPC Task Force was formed to review the EPC responsibilities and activities. Issues that arose to the committee were:

- EPC members appear uninformed.
- The culture of EPC seems to be a consensus rather than a time of debating or deliberating on the agenda topics.
- More focus on long-range academic planning is needed.

Professor Dauterich said the recommendation of the committee was to change the structure of EPC. This recommendation has been reviewed and endorsed by the Faculty Senate Executive Committee and the Provost. Additionally, Professor Dauterich explained that the committee would need to meet to work on the changes the EPC and Faculty Senate bylaws.

Co-Chair Pamela E. Grimm asked for the thoughts on the Task Force recommendations from members that were not on the committee.

Members agreed that all of the recommended changes were well thought and what they would have chosen.

**Graduate EPC Action Item I: Revision of name for the Health Care Design [HCDE] major within the Master of Health Care Design [MHCD] degree. Major name changes to Healthcare Design [HCD], and degree name changes to Master of Healthcare Design [MHD].**

Associate Dean William T. Willoughby motioned to approve, and Associate Dean Stephen A. Mitchell seconded.

Associate Dean Willoughby explained that the decision to change the name came from current usage of healthcare as one word. The program was revised to be more aligned with a design focus. Assistant Professor Sara Bayramzadeh added that the program credit hours were increased, from 32 to 35, because a design studio was added. The credit hours were distributed more appropriately among program courses.

Co-Chair Grimm asked about the motivation to move two public health courses from required to elective. Assistant Professor Bayramzadeh replied that the public health courses took away from the focus on design. However, the health concentration can help students with that focus. Associate Dean Willoughby added that the college will continue to work with the colleges of Nursing and Public Health.

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

**Graduate EPC Action Item 2: Establishment of an Interprofessional Leadership [INLD] major and establishment of a Doctor of Education [EDD] degree. The cohort-based program will be offered online-only in an accelerated delivery (five years with summers).**

Associate Dean Wendy A. Umberger made a motion to approve, and Senior Associate Dean Vincent J. Hetherington seconded.

Associate Dean Mitchell stated that the degree program will be 100 percent online. This program is one of only two programs within the state. He said the anticipation of the Ed.D. degree is to attract a new audience who are more interested in focusing on areas of problems of practice. This focus would allow those students to develop solutions to their working environments and evaluate their programs. This program is aligned with the principles of the Carnegie Project for the Education Doctorate.

Associate Dean Mitchell explained that the program will begin each cohort in the summer. Motivation behind that is many are working professions in educational environments. Summers may be the best time for them to start the program. The cohorts would include 25-30 students. Courses will take approximately three years to complete. There are 12 credit hours of research courses (practitioner focused), 18 credit hours of leadership courses and five cognate areas. Additionally, admission requirements will include master's degree, three reference letters, goals statement, résumé and, possibly, an interview.

An EPC member asked offering more cognate areas, to which Associate Dean Mitchell replied that it is a possibility. Some areas in the college wanted to take a wait-and-see approach before implementing cohorts in the cognate areas. He does foresee growth in the different cognate areas.

Co-chair Grimm asked if the cohorts would have a staggered start, or if there was a possibility to have more students in the program at one time. Associate Dean Mitchell responded that it would depend on how the first cognate finishes. He said that he would anticipate 100 students in the program by the third or fourth year.

Co-chair Grimm asked if the program would take students away from the current Ph.D. degree. Associate Dean Mitchell explained that admission to the Ph.D. degree may decrease slightly as some students may fit better with the Ed.D. degree, but the expectation is that graduate enrollment as a whole will increase.

An EPC member asked if there is enough faculty with online teaching experience to offer the degree fully online. Associate Dean Mitchell replied in the affirmative, and said that instructional workshops in online pedagogy will continue to be offered.

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

**Graduate EPC Information Item 1: Program development plan to establish a Data Science major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.**

Associate Professor Gus Samba, from the College of Business Administration stated his college offers a M.S. degree in Business Analytics that that is similar to this proposed major. He said the College of Business Administration was unaware of this proposal until seeing the agenda item. He requested an explanation from on how this program is different.

Associate Dean Manfred H. Van Dulmen said the College of Arts and Sciences had a meeting with different colleges across Kent State to ensure that the programs are aligned, but also distinct so students know what program they need. They reviewed other colleges where data science and business analytics co-exist. He said it is a model that has worked for other institutions. Additionally, he explained that the College of Arts and Sciences wants to be aligned, but also sensitive to any possible similarities between programs.

Professor Austin Melton from the Department of Computer Science stated he noticed that programs throughout Kent State utilize various applications, but his department understands the background for data science is both mathematics and computer science. He said that this program requires prospective students to have more of a mathematics and computer science background than any other program at Kent State to be admitted. Students will be doing research in data analytics and data science. He said that his department believes that is what makes this program unique from others. Furthermore, he said the Department of Computer Science would like to work with the College of Business Administration to make sure students have the best opportunity.

Javed Khan, chair of the Department of Computer Science, stated that the students in the program will work with statistical science and databases and manage and process data. He said there are different domain areas that he was unsure if the program could delve into specifically. However, students can take courses from those colleges. The admissions requirements for students are to have basic computing knowledge and a strong mathematics background. Chair Khan explained that even if students come with a strong mathematics background, they may not be prepared for computer science. He said that the College of Arts and Sciences will broaden the admission requirements to allow for some remedial information to be taught. Additionally, he said data science is a huge spectrum, and that entry requirement and the job market distinguishes the program.

Associate Professor Samba said that he understands the proposal on the table is preliminary and would like to collaborate with them on courses.

Co-chair Grimm said the difference with the programs was unclear. She encouraged the departments to work together to discuss the programs common needs and the ways they are different.

Senior Associate Provost Melody J. Tankersley said that delineating the programs is imperative in seeing differences. She said there was a meeting last week focusing on ensuring programs did not overlap. There are graphic sheets being worked on that will show program focuses and the jobs to which they will lead. Furthermore, the meeting led her to believe there was no concern for program overlap.

Co-chair Grimm stated there is a need to review programs and the differences. She would like to see more consensus from areas with similar programs.

Provost Diacon stated that when these problems arise, EPC will discuss the actions as it is doing for this program.

**Undergraduate EPC Action Item 1: Revision of the course repeat policy to allow all repeated undergraduate courses to be eligible for GPA recalculation for graduation.**

Professor Dauterich made a motion to approve, which Dean Eboni Pringle seconded.

Senior Associate Provost Tankersley explained that the proposal requests that all repeated undergraduate courses are eligible for GPA recalculation for graduation—lower and upper division. The current repeat policy allows students to repeat any 00000, 10000 or 20000 level courses, and the highest grade is used to recalculate GPA for graduation. All repeated upper division (30000 or 40000 levels) undergraduate course attempts are included in the GPA for graduation.

Senior Associate Provost Tankersley explained that the current policy encourages students to repeat lower division, non-major related courses to improve their GPA for graduation. There is no incentive to repeat upper division courses as all attempts remain in the GPA. She said the inclusion of upper division courses for grade replacement will help students raise their GPA for graduation. The transcript will include all course attempts and repeating will not affect class standing or institutional honors. There is no advantage to students applying for graduate programs, because graduate programs recalculate GPA's with all grades. The current policy says that a student may only self-register for repeat twice per course. That will not change.

An EPC member asked if other aspirational colleges implement this into their policy. Associate Vice President Therese E. Tillett replied that every university has a forgiveness policy and all were completely different. There is no standard. Policies from Kent State's peer, aspirational and benchmark universities were reviewed, and none divided course repeat allowances by lower and upper division. Kent State was the only one.

An EPC member expressed concern about the policy in terms of the nursing program. She said that the policy directly conflicts with the policies of the college and agreements the college made with hospital partners. There are accreditation along with safety issues that are of concern with students repeating a nursing course. Senior Associate Provost Tankersley countered that this change will not affect Nursing's dismissal policy. Associate Vice President Tillett reiterated that the limit for course repeat is two times and that has been in the repeat policy since 2015. She said that colleges that include course repeat information in their dismissal policy will not be affected by this change.

An EPC member asked if students would still be able to repeat courses with which they already received an A or B grade. Senior Associate Provost Tankersley explained that the EPC Ad Hoc committee reviewed data on the amount of repeats of A- and B-graded courses, and there were not many. She added that some of the data was taken from a time when there was no limit on course repeat attempts, and that may have elevated the number.

Assistant Dean Matthew M. Rollyson stated that he is a member of the Ad Hoc Committee that has proposed this revision. He said colleges see students wanting to raise their GPA, but they have to repeat a lower division, non-major course. He explained that one of the main reasons the committee wanted to include upper division courses is so that students have the opportunity to raise their GPA and master information pertinent to their major.

An EPC member asked if the motivation behind the proposal is to increase revenue because he did not see how repeating a course will help students with mastery. Senior Associate Provost Tankersley clarified that there are already courses that can be repeated for GPA recalculation. However, the inclusion of upper division courses with GPA recalculation will allow students to choose courses that make the most sense to repeat. The current policy forces students to repeat lower division courses as those would make the most impact on GPA.

Dean Pringle added that the EPC Ad Hoc Committee believes allowing repeated upper division courses for GPA recalculation will give students incentive to repeat major courses and show proficiency. She said it allows for students to show they have learned more, something newer and are grasping the material better than the previous attempt. Furthermore, the GPA recalculation with upper division repeat will help students become more eligible for graduation.

An EPC member reiterated a previous statement that repeating upper division courses to increase GPA was never a plausible option. This proposed revision to the policy will allow students to improve their GPA and aligns more with proficiency.

Another EPC member stated that there are upper division, major courses that should be repeated rather than some lower division courses. Students will have more motivation to repeat an upper division course if it will help their GPA. He believes this policy change will help overall.

Co-Chair Grimm believed the original motivation for course repeat policy was for students in their freshman year, who may have had a tough transition from high school to college and should not be penalized. She wondered how that could be said for juniors and seniors. Another concern she had was for graduating students with marginal GPAs and how that may look to employers. She wondered if the student should have been advised into another major. Is this an advising issue? Additionally, she expressed concern for the use of extra financial resources this could affect.

Provost Diacon stated that he had concern for the use of financial resources and churning, but his concern was eliminated with the limitation of repeats. He said many of the students that have a difficult time in upper division courses are also working 40 or more hours a week. Furthermore, this change would benefit those students and recognize life can obstruct academic success.

Co-Chair Grimm asked for clarification that it is two repeats per course. Provost Diacon confirmed that was correct.

Associate Dean Cindy Stillings, another member of EPC Ad Hoc Committee, explained that research showed that not many employers look at transcripts. Anyone could put a GPA on their résumé and, most likely, no one will look at the transcript to confirm. She said this policy revision is about getting the student to graduation. When students hit the upper division level, they could have a bad semester due to issues such as mental health. Then, students are forced to repeat lower division courses that are not going to benefit them as much as repeating the courses that show mastery in their field. She said this allows the policy to be student-first.

Provost Diacon stated that if students repeat a course and do not do well again, they will receive the grade they deserve. However, if they do better, than they have demonstrated competency.

Co-Chair Grimm explained her view from experience that students that have a difficult semester due to outside circumstances will withdraw for the semester. Another instance may be a student misses a substantial amount of classes due to health reasons and will submit documentation. She questioned why that was not enough. Dean Pringle replied that the mechanisms that Co-Chair Grimm described were about timing. If students are able to recognize that they are going to face significant challenges inhibiting academic success, withdrawal from the course is a good mechanism. However, if students are close to the end of the semester, it is much more difficult to withdraw. Additionally, course repeat desires to target a course at a time rather than a whole semester.

An EPC member added that some students do not understand or realize that they have health issues while taking a course. They may have already failed by the time they understand what is happening. He said in those cases, the course repeat would be helpful to them.

Another EPC member expressed concern for the approval from a program's accrediting body for course repeats. Associate Vice President Tillett explained that specific department policies can be written so to prevent students from repeating certain courses. She said that this would be part of a program's progression policy.

Co-chair Grimm asked for clarification on the ability of program exceptions to the course repeat policy. Senior Associate Provost Tankersley explained that program's progression policies may say "To continue to be actively enrolled and graduate from this program, these are the requirements."

An EPC member cautioned that the course repeat policy should be specific about when exceptions to the policy should be made. For example, accreditation or practice standards that would be negated by this policy versus requiring it unjustly.

An EPC member stated that he was concerned that course attempts and competency were being confused. He said he remembers many students that were very successful, but needed to repeat a course for more proficiency. Additionally, he advised against the notion that a student is less competent if they have to repeat a course rather than a student that took a course once.

Provost Diacon added that accreditation requirements can often be misinterpreted.

With no other comments, concerns or questions, the item passed with one nay vote.

**Undergraduate EPC Action Item 2: Inclusion of three new courses in the Kent Core mathematics and critical reasoning category: MATH 10040 Introductory Statistics Plus (5); MATH 10050 Quantitative Reasoning Plus (5); and MATH 10675 Algebra for Calculus Boost (5). In addition, MATH 12001 is removed from the Kent Core mathematics and critical reasoning category (course is being inactivated).**

Professor Dauterich motioned to approve, and Dean James L. Blank seconded the motion.

Dean Alison J. Smith stated that three mathematics courses are replacing three other mathematics courses. There are no net changes in the Kent Core courses. Professor Mark Lewis corrected those statements: one course is being replaced and the other two courses are not replacing anything, but the pathway is being modified. MATH 10675 will be replacing non-Kent Core MATH 10773 in the future (MATH 10773 will be last offered in spring 2019). MATH 10774 will be inactivated in the future. MATH 10040 and MATH 10050 are corequisite courses that will run in parallel with MATH 10041 and MATH 10051, respectively, but have a different entry points. This will allow students to register for MATH 10040 and MATH 10050 courses without having to take MATH 10022.

Associate Professor Beverly M. Reed explained that they are condensing a two semester sequence, Basic Algebra II and Statistics, into one. The same is being done with Quantitative Reasoning and Basic Algebra II. The total credit hours for the two courses will be reduced by one. The current way is 2 credit hours one semester and 4 credit hours the next semester for a total of 6 credit hours. The new model will be one semester with 5 credit hours. The outcomes for MATH 10040 and MATH 10050 will be the same as MATH 10041 and MATH 10051, respectively. Both MATH 10041 and MATH 10051, are remaining active. This allows a different avenue for a student not ready for MATH 10041 or MATH 10051.

Provost Diacon asked for explanation of the change. Associate Dean Mary Ann Haley stated that the state of Ohio has changed its standards on remediation-free mathematics. The state wants students to complete a college-level math course as early as possible because it is a great predictor for success overall. The longer students take with the gateway mathematics course, the less likely they are to continue and be retained.

These are not new courses in the math sense and are not replacing existing courses. Rather, an alternative pathway to the same end with built-in remediation. Students will either take MATH 10040 or MATH 10041, they cannot take both. The new courses have remediation built into it so that students will complete the course in one semester, rather than having one semester of remediation and a second semester of a college-level course.

Co-Chair Grimm asked if the learning outcomes of MATH 10040 and MATH 10041 are the same, to which Dean Haley replied in the affirmative. Co-Chair Grimm asked if the remediation in MATH 10040 is an additional credit hour. Dean Haley replied yes, but that it is built into the course.

Provost Diacon explained that the state has been removing the remedial math education. That is the purpose for the corequisites. The student is getting the credit-bearing course and getting the extra needed help. Prior, students had to pass a remedial course, receive no credit toward a degree and then go into the college-level math course.

An EPC member asked how many hours per week a student will be in a five-credit hour course. Associate Dean Haley replied that it depends on the course. For Algebra, students will be in class 50 minutes, five days a week. The Statistics and the Quantitative Reasoning courses are three days a week at 100 minutes and one day a week at 50 minutes. Scheduling on the regional campuses will be slightly different. This pathway was piloted and the exact same final exam was given in Algebra with the core class. The results of the exams given to the regular course and the course with remediation built-in were very similar.

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

**Undergraduate EPC Action Item 3: Revision of name and course requirements for the French Literature, Culture and Translation [FLCT] major within the Bachelor of Arts [BA] degree. Name is reverted to French [FR].**

Dean Blank motioned to approve, and Professor Dauterich seconded.

Department Chair Keiran Dunne stated that the curricula for the French and Translation programs merged in 2012 and the B.S. degree program was suspended. The Translation program was with a non-language specific core allowing concentrations in individual languages. It was removed from suspension and began admitting students again. The B.A. degree program was raised to 39 credit hours. The proposal is designed to reduce the credit hours to 32 by removing a couple of courses to give students more flexibility and choice in electives. Decreasing the number of credit hours will make it easier for students to pursue double majors and minors and also graduate in a timely fashion.

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

**Undergraduate EPC Action Item 4: Establishment of Design Innovation [DI] courses to support the new Design Innovation Initiative.**

Dean Kenneth J. Burhanna made a motion to approve, and Dean Mark S. Mistur seconded the motion.

Dean Smith stated that the Honors College will house the design innovation courses. This is in line with the Honors College admission, because these courses provide a direct route for high-achieving students who are headed for departmental honors thesis.

Executive Director James (J.R.) Campbell explained that part of the goal for the Design Innovation Initiative is to be able to offer credit-bearing courses. The courses will stimulate co-taught, cross-disciplinary and problem solving strategies in using design thinking and collaboration practices as the core purpose courses. The courses are not based on one specificity. They use challenge-based context for cognitive, team-based problem solving. The hope is to have a number of different programs cross and possibly used as electives in the future. There are shared resources delineated across the university that have agreed to be connected to this initiative as design innovation nodes. Through that, shared resources are going to be internalized and made more visible to students.

Courses such as “Be Smarter than your Smart Phone” and “Introduction to Design Innovation” have been piloted and co-taught. After those courses, students would move onto a middle-level, challenge-based course that will be setup by collaborative, interdisciplinary faculty. Finally, the last course will be a grand challenge opportunity sponsored by outside entities. The old art building will be renovated for the innovation hub. There are very few opportunities for students to take what they learn in a disciplinary manner and use that in collaboration with students from other disciplines. Amplifying the experience of opportunity and shared resources gives a start to that process.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 5: Establishment of an Agribusiness [AGRI] minor to be offered at the Tuscarawas campus.**

Dean Broome moved to approve, and Dean James C. Hannon seconded.

Interim Dean Nathan Richey stated that the intent of the B.S. degree in Agribusiness is to try to capture the large number of graduates that are employed in the agriculture industry, but may not have a degree in agriculture. This minor is designed for students in other bachelor's degrees to find a complimentary minor.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 6: Establishment of an Enology [C154] post-secondary certificate, to be offered at the Ashtabula Campus.**

Associate Lecturer Mary Kutchin made a motion to approve, and Dean Christina Bloebaum seconded the motion.

Interim Dean Richey stated that the Enology associate degree program helps students to turn grapes into wine. This certificate is designed to be a pathway into that degree. There are a lot of people who are interested in enology, including vineyard owners and post-undergraduates. The goal is to develop what the state has recommended in terms of pathways.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 7: Establishment of a Viticulture [C155] post-secondary certificate, to be offered at the Ashtabula Campus.**

Associate Professor Ann Abraham moved to approve, and Dean Mark S. Mistur seconded.

Interim Dean Ritchey stated that viticulture was the same concept as enology, but with a focus on the management side. With no questions or comments, the item passed unanimously.

**Undergraduate EPC Action Item 8: Revision of the University Readiness Standards policy.**

Professor Dauterich motioned to approve, and Dean Barbara A. Broome seconded.

Dean Eboni Pringle explained that the proposal is coming from the state of Ohio. In 2012, the state decided that four-year, public institutions should be remediation free. The standards help to decide if students are ready for college-level courses. The state required adding the revisions into the catalog. The changes will include placement for mathematics, foreign language, college writing and reading. The University College administers placement, but the subject-matter experts are in each of those departments.

Co-chair Grimm asked if it possible to state “software designated by the state of Ohio” rather than the software name if it changes so the policy does not have to be changed. Dean Pringle replied that could be reviewed, but she believes that the state of Ohio would like the tool stated.

EPC members had no further questions or comments and passed the item unanimously.

**Undergraduate Lesser Action Item 5: Revision of instructional delivery for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree.**

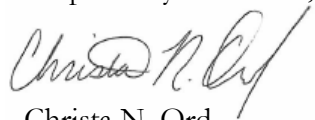
Associate Professor Larry Froehlich clarified that the Radiologic and Imaging Sciences [RIS] major will be offered online and on-ground at Salem and online only at Ashtabula.

Therese asked if the admitting campus will be Ashtabula. Associate Professor Froehlich replied, yes.

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With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:45pm.

Respectfully submitted,



Christa N. Ord  
Administrative Secretary, Curriculum Services,  
Office of the Provost

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Mar-19**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **EPC Ad Hoc Committee**College **PR - Provost**Proposal **Revise Policy**Proposal Name **Graduation with Institutional Honors and Distinction policies**

Description of proposal:

**The EPC Ad Hoc Committee for Academic Policies recommends to the EPC a revision to the honors policies for baccalaureate and associate degree students to recognize high-achieving students who have earned the necessary credit hours for a Kent State degree, but who do not have the required Kent State credit hours for honors designation per the current eligibility requirements.**

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

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

**Members of the EPC Ad Hoc Committee consulted with colleagues in their college and with student government bodies on the eight campuses.**

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### REQUIRED ENDORSEMENTS

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

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# Revision of Institutional Honors Policy

## Proposal Summary

### SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends a revision to the honors policies for baccalaureate and associate degree students. The goal of the revision is to recognize high-achieving students who have earned the necessary credit hours for a Kent State degree, but who do not have the required Kent State credit hours for honors designation per the current eligibility requirements.

Please note that this proposal pertains only to the university-wide honors bestowed upon students at graduation (e.g., *magna cum laude*), and not to an honors recognition given by the Honors College or by individual departments.

### BACKGROUND INFORMATION

A request for the EPC Ad Hoc Committee to review Kent State's honors policy—specifically the requirement that students must have 60 Kent State credit hours to be eligible—was made by advisors who work with transfer students and by transfer students themselves.

*From the recommendation of a Kent State alumnus, I recently investigated the process of distinguishing graduates with institutional honors. Upon investigation, it is very disheartening as a transfer student to learn of the requirements that are set forth. As a transfer student who has spent the past two years (four semesters) diligently completing courses at Kent State University to complete my baccalaureate degree, it is very sad to know that the University does not recognize students who took minimally fewer credits hours at the institution.*

*To know that as a student with a 4.00 GPA who took 58 credit hours at Kent State University I and possibly other students are underrecognized (and feel underappreciated) is shocking, especially one week prior to my graduation. However, I guess one positive from this is learning this information now and not being surprised during commencement when my academic performance is neglected.*

— Correspondence from a Kent State graduate who earned an unadjusted 4.000 GPA, but was ineligible for *summa cum laude* because he did not have 60 Kent State credit hours.

Discussion of Kent State's institutional honors policy brought forth strong and conflicting viewpoints among EPC Ad Hoc members and from student groups and colleagues with whom EPC Ad Hoc members consulted for feedback.

On the one side was the opinion that the 60-credit hour requirement ensures that students applying for honors have completed at least half their degree program at Kent State. To lower or eliminate that requirement would be unfair to native Kent State students because those students will have all their grades calculated for an honors determination; whereas, students who transfer in many courses will not have their transfer grades factored into determining honors.

On the other side was the opinion that many high-performing students will have been high performing at all the institutions they attended. For these students, it is unfair for Kent State not to recognize their achievements. They may have started their studies at another institution, but they chose to earn their bachelor's degree from Kent State. To honor students who came later to Kent State would not remove or diminish the honor bestowed upon students who began here.

No matter the perspective, those on both sides agreed that the current eligibility restriction for honors is not transfer friendly. With the enrollment forecast of a shrinking high school population—Ohio high school graduates are expected to decline by 13,000 in the next 15 years—the university has set a strategic focus on enrolling other student groups, most prominently, transfer students.

*Kent State considers my transfer courses valid enough to accept as credits toward earning a degree, but the grades I earned are not valid toward earning honors? How is that fair? I worked really hard to earn a 3.8 at Stark State before I came to Kent State. Now, I'm starting over at Kent State with my GPA.*

— Correspondence from a new Kent State student

Kent State has 68 active and pending transfer partnerships and agreements with community colleges to allow associate-to-baccalaureate articulation with Kent State's programs. The university is developing a dual admission partnership with Cuyahoga Community College to facilitate a seamless entry to specific Kent State bachelor's degrees for Tri-C graduates. The Regional College is working with Eastern Gateway Community College to tap that community college's large online student population to enroll in one of the college's online bachelor's degrees after they earn their associate degree at Eastern Gateway.

While the majority of these partnerships and agreements have an associate-to-bachelor's sequencing plan that calls for students to complete 60 credit hours at Kent State, several have less, including Lorain County Community College (58 credit hours), Stark State College (55 credit hours) and North Central State College (55 credit hours). The articulation agreement with Lakeland Community College for the construction management program is structured so that students will need only 30 credit hours to earn their Kent State bachelor's degree. Students who follow these plans will be ineligible for honors the moment they enroll at Kent State.

*I am writing you today to gain clarification or better understanding regarding graduation and academic recognition for students of the University Partnership program. My daughter will be graduating from Kent State (through the UP program) early in December. My daughter started off her academic career at LCCC [Lorain County Community College] and completed her 2 years there with a 3.9 GPA. She earned a 3.66 GPA for her Kent State coursework but, as I understand, Kent State does not recognize the portion of her GPA earned for her LCCC coursework.*

*Additionally, as I was told by her today, she is not eligible for Cum Laude recognition on her degree because she has to have a minimum of 60 credits taken on Kent State's campus. If true, this is very disenfranchising. You provide a Partnership program and, essentially, make the Partnership students feel like second-class citizens by not affording them the opportunity to share in the same academic recognition.*

— Correspondence from a parent whose daughter will earn a Kent State degree with 42 Kent State credits and 79 transfer credits.

In addition to developing the numerous associate-to-baccalaureate transfer agreements, Kent State also offers several baccalaureate completer programs for students who hold a specific credential and/or have amassed college credit. The College of Nursing's B.S.N. degree program for registered nurses is 59 Kent State credit hours. The Regional College's B.S. degree in Respiratory Care for respiratory therapists is 57 Kent State credit hours. (Both are 120 credit hours including transfer credit hours.)

In academic year 2018-19, new transfer students to the Kent Campus came with an average of 58 transfer credit hours. Of that transfer population, nearly 30 percent had more than 60 transfer credit hours (see Appendix A). A five-year review of Kent State baccalaureate graduates revealed that students graduating with less than 60 Kent State credit hours has steadily increased, from 166 graduates in 2013 to 211 graduates in 2017. These graduates had, on average, 47 Kent State credit hours (see Appendix B).

The 60-credit requirement for honors eligibility not only affects transfer students but also College Credit Plus students who complete college courses in high school and are admitted to Kent State as new students (not transfer). In fall 2014, 33.2 percent of new freshmen on the Kent Campus had transfer college credit. Just four years later, that number has increased nearly 10 points to 42.9 percent. In fall 2018, new freshmen arrived on the Kent Campus with an average of 16 transfer credit hours, a full semester (see Appendix C). Two of Kent State's top feeder colleges for transfer students had the third and fourth highest student enrollment in the College Credit Plus program: Cuyahoga Community College (4,653 students) and Stark State College (4,429 students)<sup>1</sup>.

### **Recommendation 1: Revision to the Eligibility Requirement**

Based on these factors, the EPC Ad Hoc Committee recommends that, in addition to keeping the 60-credit requirement for honors eligibility, a separate eligibility be established for students who do not meet the 60 mark but have a minimum 3.500 transfer GPA at the point of admission to Kent State. This recommendation was inspired by the Latin honors policy at Sam Houston State University in Texas.<sup>2</sup>

Example of the EPC Ad Hoc recommendation in practice:

Step 1: At graduation, student has a 3.500 Kent State GPA\* required for *cum laude* honors.

Step 2: Did the student earn 60+ credit hours at Kent State?

Yes: Student receives *cum laude* honors.

No: Go to step 3.

Step 3: Did the student earn a 3.500+ transfer GPA\*\*?

Yes: Student receives *cum laude* honors.

No: Student does not receive honors.

<sup>1</sup> Ohio Department of Higher Education (November 2018). College Credit Plus Annual Report 2017-2018. Retrieved from [www.ohiohighered.org/content/college\\_credit\\_plus\\_about](http://www.ohiohighered.org/content/college_credit_plus_about).

<sup>2</sup> Sam Houston State University (n.d.). Latin Honors. Retrieved from [www.shsu.edu/dept/registrar/graduation/commencement/latin-honors.html](http://www.shsu.edu/dept/registrar/graduation/commencement/latin-honors.html).

- \* The Kent State GPA for honors is calculated from all original grades for undergraduate courses earned at Kent State, including those forgiven and/or recalculated under other policies.
- \*\* The transfer GPA is calculated from all grades for undergraduate transfer courses awarded college credit at Kent State and completed prior to the student's most recent admission to Kent State.

The EPC Ad Hoc Committee recommends this additional step since it will allow students' previous coursework to be considered when determining their eligibility for honors. The Kent State GPA criteria to earn honors is not changing, and all students still will need to meet those criteria to earn honors. What this step does is provide a way to honor students who have performed well at both Kent State and their previous institutions.

Committee members realize that there may be a concern that that this revision will create an influx of graduates standing at commencement to be recognized for honors status (indeed, that is what prompted the university to increase the GPA criteria to earn honors several years ago). However, based on a review of past graduates, this recommendation most likely will result only in a small increase of those being honored. From a five-year review of bachelor's degree graduates (see Appendix D), an average 0.50 percent of total graduates (14 students) had less than 60 Kent State credit hours and a 3.5+ honors GPA and a 3.5+ transfer GPA for spring graduation (average 0.63 percent or nine students for fall graduation). No matter the minimum impact overall, the policy revision will be very meaningful to the individual graduates receiving this honor.

### **Other Options Considered for Credit-Hour Eligibility**

EPC Ad Hoc members considered several other options to the one being proposed. They included (1) removing the credit-hour requirement for eligibility; (2) lowering the credit-hour requirement for eligibility; (3) calculating all grades earned in all courses at all previous institutions for eligibility; and (4) creating a separate honors designation for students who do not meet the 60-credit hour requirement.

1. Remove the credit-hour requirement for eligibility. Many EPC Ad Hoc members were in favor of this option. If 30 Kent State credit hours is all students need to earn a bachelor's degree, then it should be all that is needed to be eligible for honors. A review of Kent State's 33 comparison universities showed that 10 (30%) have no requirement, compared to 11 (33%) who have the same 60-credit requirement as Kent State (see Appendix E). Those who do not have a credit-hour requirement include Clemson University, Ohio University and Georgia State University. However, based on feedback from various people who felt strongly that the policy should not benefit transfer students over native students, members did not see the faculty committees approving this option.
2. Lower the credit-hour requirement for eligibility. EPC Ad Hoc members discussed lowering the credit hours from 60 to a number between 59 and 31. Eight (24%) of Kent State's comparison universities follow this practice (e.g., Virginia Commonwealth University requires students to have 45 university credit hours, see Appendix E). However, some EPC Ad Hoc members felt that 60 credit hours—half the total of a baccalaureate—is explainable, and any other number seemed arbitrary. A five-year review of Kent State baccalaureate graduates with 30-59 Kent State credit hours showed that the vast majority of these graduates earned exactly 33 Kent State credit hours (see Appendix B).

3. Calculate all grades earned in all courses at all previous institutions for eligibility.  
This option would alleviate the supposed bias issue because the student's full academic work—at Kent State and elsewhere—would be reviewed. However, Kent State's current processes and systems make this review unattainable. Presently, staff review and the system is programmed to process only the courses that the university accepts for college credit. To revise would constitute an administrative and financial burden.
4. Create a separate honors designation for students who don't meet the 60-credit hour requirement. While this option would allow the university to uphold the current eligibility requirement for honors, it would perpetuate the main criticism that Kent State treats transfer students secondary when recognizing their achievements. In addition, College Credit Plus students, who are admitted as new students (even though they may transfer in many credit hours), would be caught between the two designations. EPC Ad Hoc members could not find another college or university in the country that had a separate distinction for transfer students earning a baccalaureate.

## **Recommendation 2: Revision to the Policy Name**

The EPC Ad Hoc Committee recommends a revision to the policy's name, from Institutional Honors to Latin Honors, to signify a change in the policy. "Latin Honors" was chosen as it was the most used title—along with "Graduation Honors" (or "Honors at Graduation")—among Kent State's 33 peer, aspirant, benchmark and Ohio public universities (see Appendix E).

The committee believed that "Graduation Honors" does not distinguish clearly between the honors awarded by the university and the honors awarded by the Honors College or by individual departments – all bestowed at graduation.

Latin Honors is the title used by Miami University, Ohio State University and all but one of Kent State's aspirational universities. No other university comparable to Kent State uses the title "Institutional Honors."

## **Recommendation 3: Revision to the Honors Policy for the Associate Degree**

Associate degree students who hold a minimum 3.500 unadjusted GPA at Kent State are eligible to graduate with distinction if they have earned a minimum 32 credit hours at Kent State. EPC Ad Hoc members recommend lowering the minimum credit hours to 30, which will align the policy with the one for a bachelor's degree (i.e., half of the total credit hours for the degree).

Students must have 15 Kent State credit hours to earn an associate degree. The committee does not recommend creating an eligibility policy for students with 15 to 29 Kent State credit hours.

Based on a review of past graduates, this recommendation will not result in a large increase of those being distinguished. From a five-year review of associate degree graduates (see Appendix F), only one percent of graduates (55 out of 5,624 total students) earned 30-31 Kent State credit hours; and, of those 55 students, only 13 total in the five years had a Kent State unadjusted GPA of 3.500 or higher. No matter the minimum impact to the university, the policy revision will be very meaningful to the individual graduates receiving the distinction.

## ALTERNATIVES AND CONSEQUENCES

The alternative is status quo, and the consequences will be a continuation of graduating students with a worthy Kent State GPA who feel disheartened that the university will not recognize their academic achievements. Many of these graduates feel that they are being treated like “second-class citizens” – leading to less-engaged alumni. The current policy is misaligned with the university’s strategic goal to increase and support a transfer student body.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends that, effective for Kent State’s December 2019 graduation, revisions to the honors policies as outlined on the following pages be approved to recognize high-achieving graduates with transfer coursework.

### *What changes are proposed for recognition at the bachelor’s degree level?*

- Policy name
  - From Institutional Honors to Latin Honors
- Inclusion of students with more transfer credits
  - Students with less than 60 Kent State credit hours will be eligible for honors if they have a 3.500 transfer GPA at the point of their most recent admission

### *What changes are proposed for recognition at the associate degree level?*

- Decrease of minimum Kent State credit hours for eligibility
  - From 32 to 30 credit hours

### *What stays the same for recognition at both degree levels?*

- Minimum Kent State GPA for each honors designation
- Method for calculating and determining Kent State GPA for honors

## TIMETABLE AND ACTIONS REQUIRED

Educational Policies Council .....March 2019

Faculty Senate .....April 2019

Proposed implementation .....December 2019 Graduation

### Appendix Description

- A Data review on transfer credit hours
- B Data review of baccalaureate graduates with 30-59 Kent State credit hours
- C Data review of new students with transfer credit hours
- D Data review of baccalaureate graduates and eligibility for honors
- E Comparison of baccalaureate honor policies at 33 universities
- F Data review of associate degree graduates and eligibility for distinction
- G Information about the EPC Ad Hoc Committee for Academic Policies

## Current Policy: Graduation with Institutional Honors

Candidates for bachelor's degrees who demonstrate high levels of scholarship throughout their undergraduate years graduate with institutional honors. Graduation with institutional honors is conferred on students who earn a baccalaureate with a GPA of at least:

- 3.500 *cum laude*
- 3.700 *magna cum laude*
- 3.900 *summa cum laude*

Institutional honors are based solely on the GPA earned in all coursework taken at Kent State University, including original grades forgiven and/or recalculated under other policies. A minimum of 60 credit hours must be earned at Kent State University to qualify. For the purposes of computing the final GPA and determining honors awards, the GPA is extended to three decimal places and not rounded up.

Honor citations are inscribed on diplomas as follows: *cum laude*, *magna cum laude* and *summa cum laude*. Honors candidates will be distinguished at the commencement ceremony based on all their institutional academic work completed prior to those courses taken during their final term of enrollment.

## Revised Policy: Graduation with Latin Honors

Candidates for bachelor's degrees who demonstrate high levels of scholarship throughout their undergraduate years will graduate with Latin honors. To graduate with this recognition at Kent State University, students must achieve one of the following criteria:

- Earn a minimum 60 credit hours at Kent State and earn a minimum 3.500 Kent State GPA; or
- Earn at least 30 but fewer than 60 credit hours at Kent State and earn a minimum 3.500 Kent State GPA and earn a minimum 3.500 transfer GPA

There are three levels of Latin honors at graduation with a bachelor's degree:

- *Cum Laude* (Latin for "with honor") — Student has earned a Kent State GPA of 3.500 to 3.699.
- *Magna Cum Laude* (Latin for "with great honor") — Student has earned a Kent State GPA of 3.700 to 3.899.
- *Summa Cum Laude* (Latin for "with highest honor") — Student has earned a Kent State GPA of 3.900 to 4.000.

The Kent State GPA for determining Latin honors is calculated from all grades earned in undergraduate courses at Kent State University, including original grades forgiven and/or recalculated under other policies. The transfer GPA is calculated from all grades earned in undergraduate transfer courses that were awarded college credit by Kent State and completed prior to the student's most recent admission to Kent State. The GPA for both is extended to three decimal places and not rounded up.

Because grades in courses taken in the student's final term are not official until after commencement, Latin honors candidates will be recognized at the commencement ceremony based on all their Kent State academic work completed prior to those courses. However, the final term grades will be used in determining honors posted to the transcript and the diploma. Honor citations are inscribed on diplomas as follows: *cum laude*, *magna cum laude* and *summa cum laude*.

## **Current Policy:** Graduation with Distinction

Candidates for associate degrees who demonstrate high levels of scholarship through their coursework will graduate “with distinction.” “With distinction” is awarded when students achieve a minimum 3.500 GPA for all undergraduate coursework at Kent State University.

In order for students to be considered for graduation “with distinction” and have it inscribed on their diploma, a minimum 32 credit hours must be completed at Kent State University.

The students’ unadjusted GPA at the time the associate degree is conferred (which should be unadjusted by the application of the academic forgiveness policy or course repeat policies) will be used in determining “with distinction.”

## **Revised Policy:** Graduation with Distinction

Candidates for associate degrees who demonstrate high levels of scholarship throughout their coursework will graduate “with distinction.” To graduate with this recognition, students must achieve the following criteria:

- Earn a minimum 30 credit hours at Kent State University, and
- Earn a minimum 3.500 Kent State University GPA

A Kent State GPA is calculated from all grades earned in undergraduate courses at Kent State University, including original grades forgiven and/or recalculated under other policies. The GPA used to determine the “with distinction” designation is extended to three decimal places and not rounded up.

Because grades in courses taken in the student’s graduation term are not official until after commencement, those grades will not be calculated into the GPA for recognizing candidates at the commencement ceremony. However, the final term grades will be used in determining the “graduated with distinction” recognition posted to the transcript and the diploma.

## APPENDIX A

### Data review on transfer credit hours Academic Years 2009 – 2018

#### Average of Transfer Credit Hours

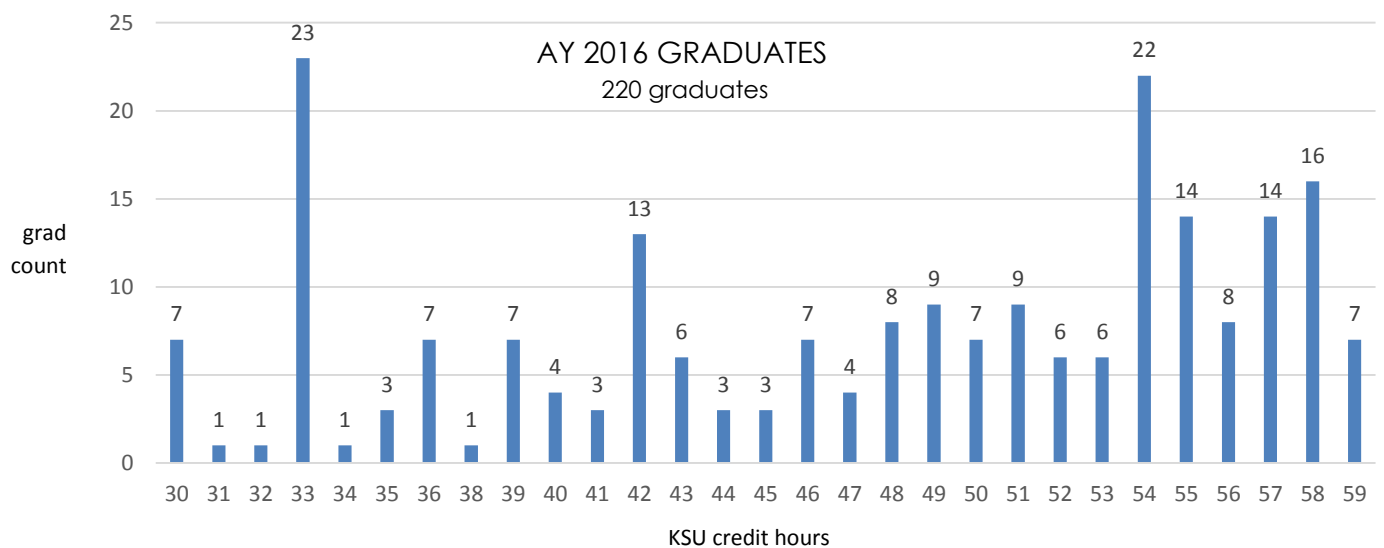
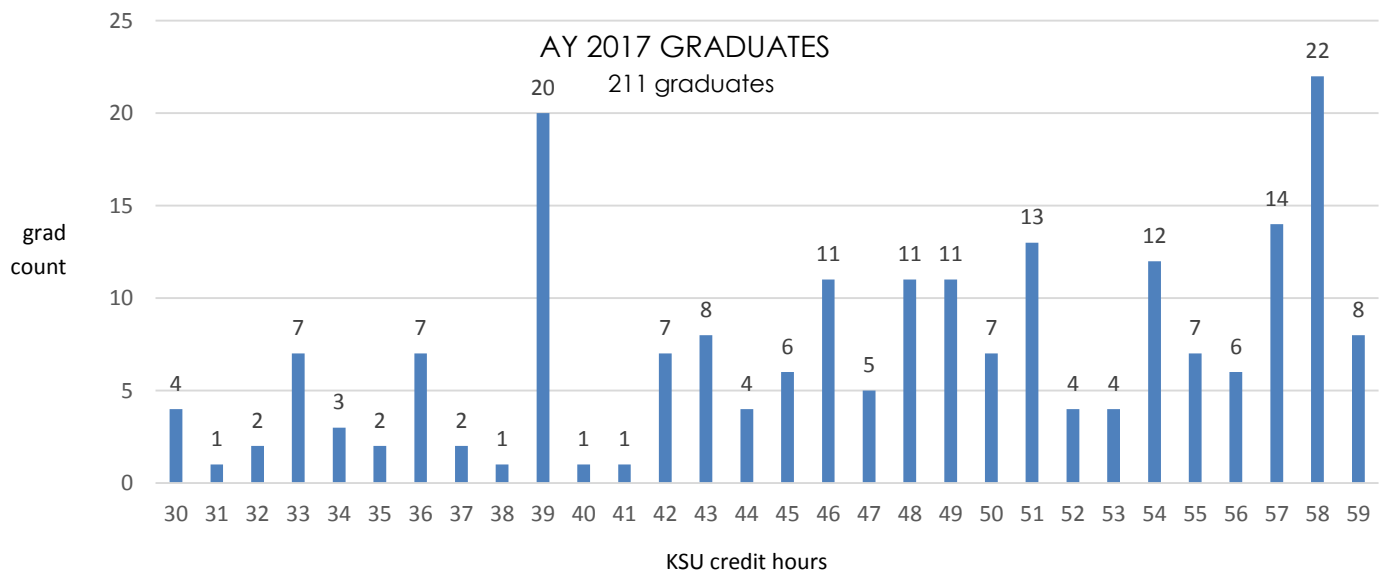
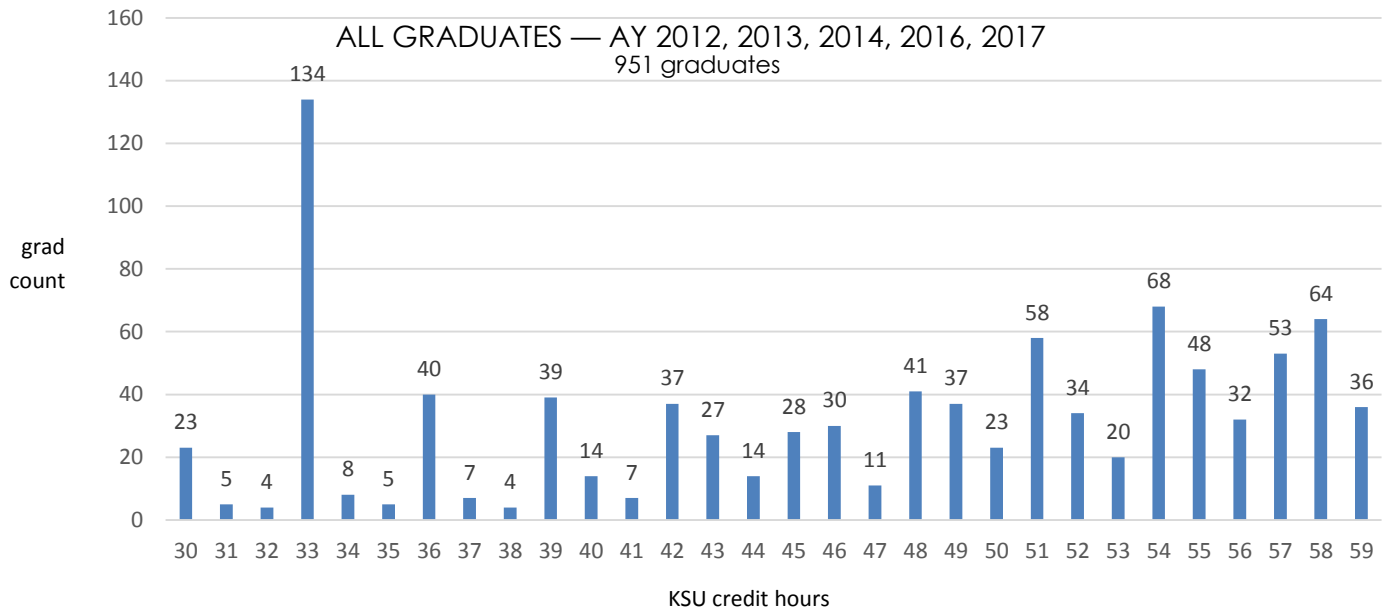
	Kent Campus	Regional Campus	Grand Total
2009-10	59.2	42.3	48.5
2010-11	56.4	41.2	46.6
2011-12	57.5	43.6	48.5
2012-13	57.4	43.6	48.1
2013-14	57.4	45.4	49.5
2014-15	60.3	47.8	51.7
2015-16	60.7	45.5	50.4
2016-17	60.5	44.7	49.8
2017-18	57.1	46.2	49.8
2018-19	57.8	46.1	50.1

#### Percentage by Transfer Credit Hour Ranges

	0-29	30-59	60-89	90+
2014-15	45.2%	28.0%	17.9%	8.9%
2015-16	44.1%	27.9%	19.9%	8.0%
2016-17	43.3%	29.8%	18.2%	8.7%
2017-18	42.2%	30.5%	19.5%	7.9%
2018-19	40.2%	31.5%	20.9%	7.4%

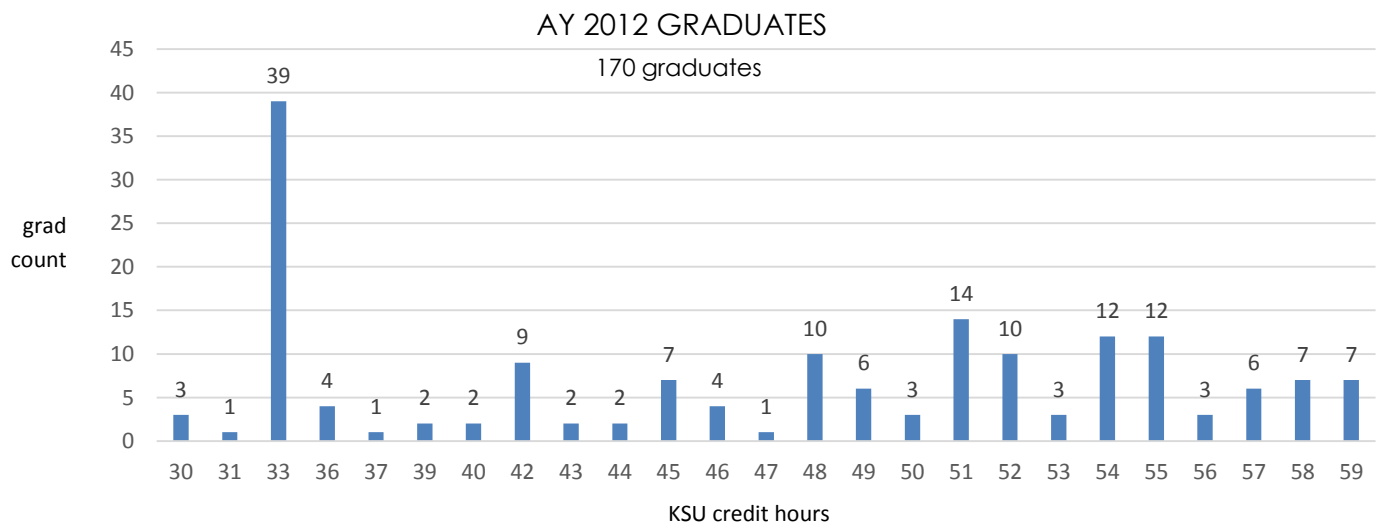
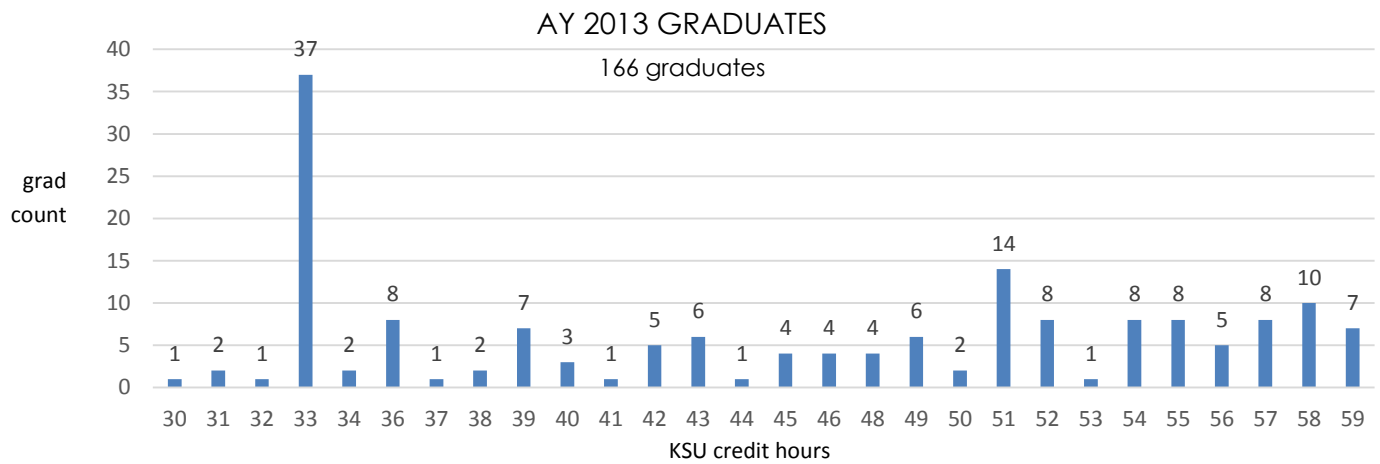
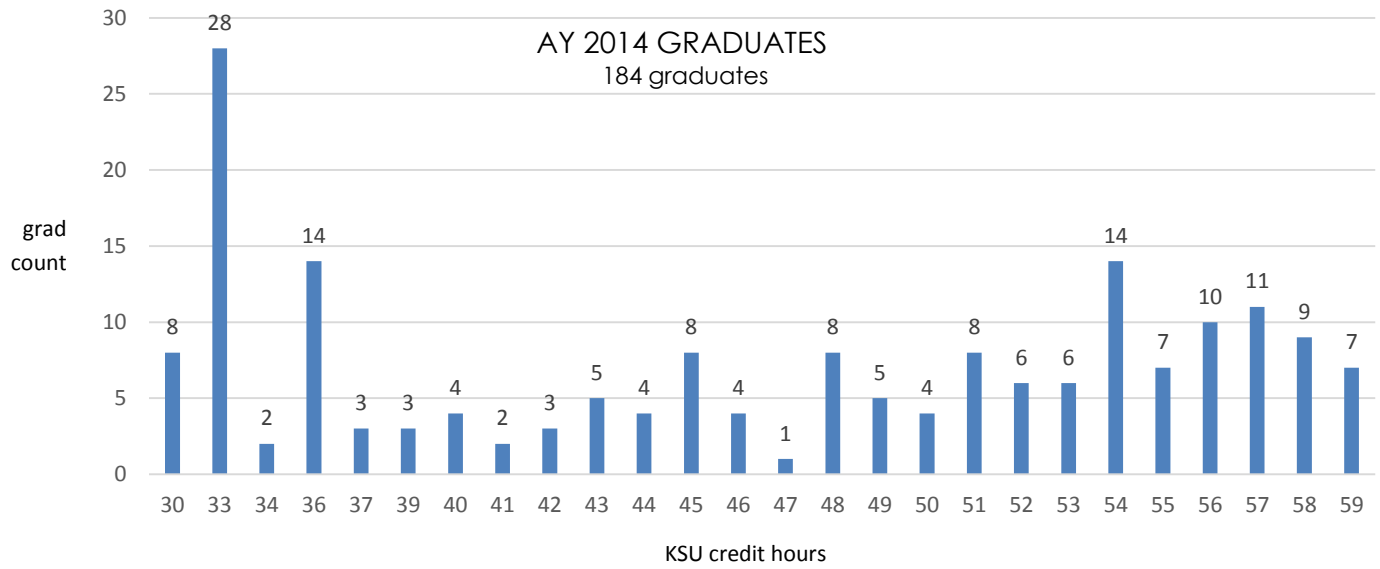
## APPENDIX B

### Five-Year Review Of Graduates with 30-59 Kent State Credit Hours



## APPENDIX B

### Five-Year Review Of Graduates with 30-59 Kent State Credit Hours



## APPENDIX C

### Data Review of New Students with Transfer Credit Hours Academic Years 2014 – 2018

#### Kent Campus

##### New Freshmen with Transfer Credit Hours and Average Transfer Credit Hours

Fall	# New FR	# with TR HR	% with TR HR	Avg TR HR
2014	4,273	1,419	33.2%	14.6
2015	4,319	1,671	38.7%	14.6
2016	4,348	1,681	38.7%	15.1
2017	4,292	1,808	42.1%	15.1
2018	4,396	1,888	42.9%	15.9

##### Distribution of Transfer Credit Hours by Range

Fall	Up to 15	15.1 to 30	30.1 to 45	Over 45
2014	68.3%	20.1%	7.6%	4.0%
2015	67.4%	21.9%	6.0%	4.7%
2016	64.3%	24.0%	7.9%	3.8%
2017	64.9%	23.7%	7.1%	4.3%
2018	62.4%	24.3%	8.4%	4.9%

##### Total Earned Credit Hours for New Freshmen

Fall	None	1 to 15	16 to 30	31 to 45	Over 45
2014	60.1%	25.5%	8.6%	3.8%	2.0%
2015	56.2%	28.2%	9.8%	3.3%	2.5%
2016	56.6%	26.4%	10.9%	4.0%	2.1%
2017	53.1%	28.7%	11.7%	4.3%	2.2%
2018	51.0%	29.1%	12.5%	4.7%	2.7%

(Data as of 15<sup>th</sup> day of fall semester)

#### Regional Campuses

##### New Freshmen with Transfer Credit Hours and Average Transfer Credit Hours

Fall	# New FR	# with TR HR	% with TR HR	Avg TR HR
2014	2,085	187	9.0%	13.0
2015	1,974	196	9.9%	12.1
2016	2,067	295	14.3%	11.9
2017	1,923	283	14.7%	12.3
2018	1,864	251	13.5%	12.0

##### Distribution of Transfer Credit Hours by Range

Fall	Up to 15	15.1 to 30	30.1 to 45	Over 45
2014	78.6%	13.4%	2.7%	5.3%
2015	76.0%	15.8%	4.1%	4.1%
2016	79.0%	14.6%	4.7%	1.7%
2017	72.4%	20.8%	4.9%	1.8%
2018	77.7%	16.7%	2.0%	3.6%

##### Total Earned Credit Hours for New Freshmen

Fall	None	1 to 15	16 to 30	31 to 45	Over 45
2014	82.2%	13.4%	2.8%	0.8%	0.8%
2015	82.2%	12.6%	3.3%	1.1%	0.8%
2016	78.8%	14.8%	4.3%	1.6%	0.6%
2017	77.0%	15.1%	5.5%	1.9%	0.6%
2018	74.1%	15.6%	6.9%	2.0%	1.4%

(Data as of 15<sup>th</sup> day of fall semester)

## APPENDIX D

## Data Review of Graduated Baccalaureates and Latin Honors (Academic Years 2012 – 2017)

Baccalaureate graduates for five academic years (2012, 2013, 2014, 2016, 2017)\*

Table 1: By graduation academic year.

Graduation academic year	Total graduates	Students with 30-59 KSU credit hours			
		3.5+ honors GPA		3.5+ honors GPA + 3.5+ transfer GPA	
		Student #	(% total)	Student #	(% total)
2012	4,745	89	1.88%	33	0.70%
2013	4,774	77	1.61%	25	0.52%
2014	4,944	93	1.88%	34	0.69%
2016	5,525	90	1.63%	26	0.47%
2017	5,669	91	1.61%	23	0.41%
<b>Total</b>	<b>25,657</b>	<b>440</b>	<b>1.71%</b>	<b>141</b>	<b>0.55%</b>

Table 2: By graduation term.

Graduation term	Total graduates	Students with 30-59 KSU credit hours			
		3.5+ honors GPA		3.5+ honors GPA + 3.5+ transfer GPA	
		Student #	(% total)	Student #	(% total)
Fall 2012	1,378	33	(2.39%)	11	(0.80%)
Fall 2013	1,410	21	(1.49%)	4	(0.28%)
Fall 2014	1,436	37	(2.58%)	16	(1.11%)
Fall 2016	1,610	33	(2.05%)	9	(0.56%)
Fall 2017	1,675	35	(2.09%)	7	(0.42%)
<b>Average</b>	<b>1,502</b>	<b>32</b>	<b>(2.12%)</b>	<b>9</b>	<b>(0.63%)</b>
Spring 2013	2,582	39	(1.51%)	17	(0.66%)
Spring 2014	2,573	34	(1.32%)	12	(0.47%)
Spring 2015	2,669	37	(1.39%)	14	(0.52%)
Spring 2017	3,075	43	(1.40%)	12	(0.39%)
Spring 2018	3,253	37	(1.14%)	15	(0.46%)
<b>Average</b>	<b>2,830</b>	<b>38</b>	<b>(1.35%)</b>	<b>14</b>	<b>(0.50%)</b>
Summer 2013	785	17	(2.17%)	5	(0.64%)
Summer 2014	791	22	(2.78%)	9	(1.14%)
Summer 2015	839	19	(2.26%)	4	(0.48%)
Summer 2017	840	14	(1.67%)	5	(0.60%)
Summer 2018	741	19	(2.56%)	1	(0.13%)
<b>Average</b>	<b>799</b>	<b>18</b>	<b>(2.29%)</b>	<b>5</b>	<b>(0.60%)</b>

\* Data for academic year 2015 was inadvertently omitted from analysis.

## APPENDIX D

**Graduates with 30-59 Kent State credit hours who would have earned Latin honors in this five-year period if a 3.500+ transfer GPA was in place for eligibility:**

Chart 1: By graduation academic year\*.

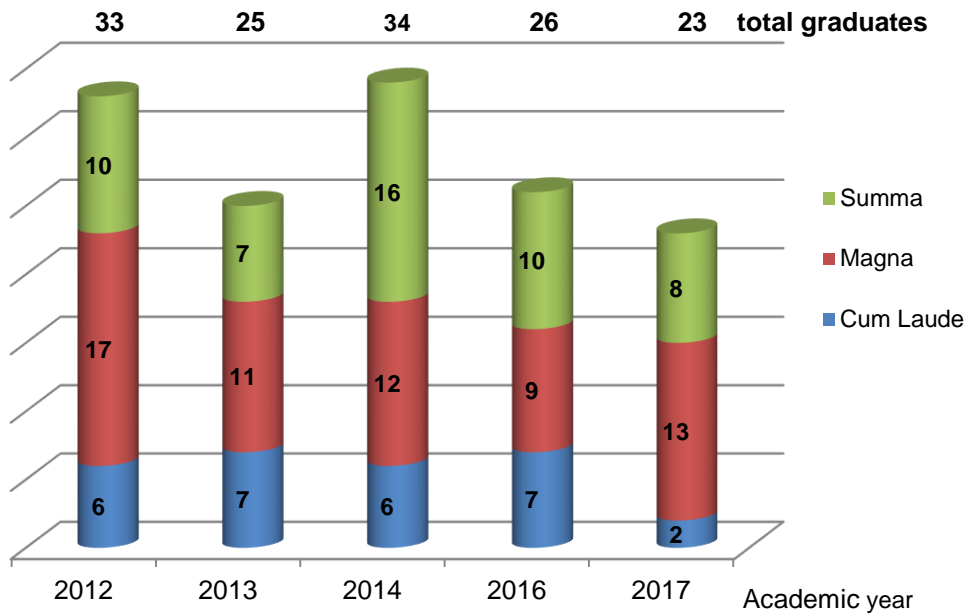
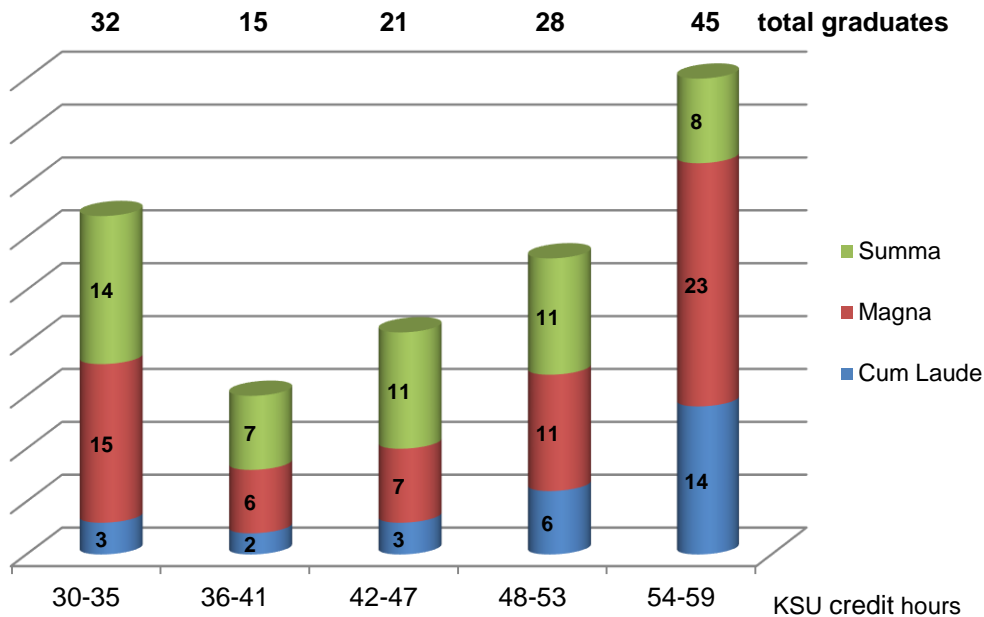


Chart 2: By Kent State earned credit hours



\* Data for academic year 2015 was inadvertently omitted from analysis.

## APPENDIX E

## Baccalaureate Honor Policies - University Comparison

## Summary of Comparison

Credit Hour Eligibility *	#	%
60 credit hours (or 50%)	11	33
No credit-hour eligibility	10	30
>30 and <60 credit hours	8	24
Other	4	12

Kent State: 60 credit hours

\* Credit hours completed at the university to be eligible for honors.

Policy Title Comparison	#	%
Latin Honors	11	33
Graduation Honors (or variation)	11	33
University Honors	3	9
Academic Honors	2	6
Other: Honors, Final Honors, Honors Recognition, Degrees with Distinction, Latin Scholastic Distinction, Honors Distinction	6	18

Kent State: Institutional Honors

## GPA Criteria Comparison

Cum Laude			Magna Cum Laude			Summa Cum Laude		
Min. GPA	#	%	Min. GPA	#	%	Min. GPA	#	%
3.50	17	53	3.70-3.75	16	50	3.90-3.95	21	66
3.20-3.25	5	16	3.60-3.65	9	28	3.80	9	28
3.40	4	13	3.50	4	13	3.75	2	6
3.30	3	9	3.80-3.85	3	9			
3.60	2	6						
3.70	1	3						

Most popular combinations		
3.50 – 3.70 – 3.90	9 universities	
3.50 – 3.75 – 3.90	6 universities	
3.40 – 3.60 – 3.80	4 universities	

Kent State: 3.50 – 3.70 – 3.90

Data does not include Temple University, which uses percentages.

## Comparison of Universities

Aspirational Universities	Name	Credit Hour Eligibility	Minimum GPA Criteria		
			Cum	Magna	Summa
Clemson Univ.	Latin Honors	none	3.70	3.85	3.95
Temple Univ.	Latin Honors	60	9% below magna	5% below summa	top 2%
Univ. of South Florida	Honors at Graduation	30 (upper division)	3.50	3.70	3.90
Virginia Commonwealth Univ.	Latin Honors	45	3.30	3.60	3.90

Peer Universities	Name	Credit Hour Eligibility	Minimum GPA Criteria		
			Cum	Magna	Summa
Georgia State Univ.	Graduation with Honors	none	3.50	3.70	3.90
Ohio Univ.	Graduation Honors	none	3.50	3.75	3.90
Syracuse Univ.	University Honors	60	3.40	3.60	3.80
			Architecture has lower GPA		
Univ. of Houston	Latin Honors	last 66	3.25	3.50	3.75
Univ. of North Texas	Graduation with Honors	note 2	3.50	3.70	3.90
Utah State Univ.	Latin Scholastic Distinctions	40	3.50	3.80	3.95
Western Michigan Univ.	Honors Recognition	50	3.50	3.70	3.90

Benchmark Universities	Name	Credit Hour Eligibility	Minimum GPA Criteria		
			Cum	Magna	Summa
Ball State Univ.	Academic Honors	60	3.60	3.80	3.90
Bowling Green State Univ.	University Honors	none	3.50	3.75	3.90
Miami Univ.	Latin Honors	note 1	3.50-3.70	3.75-3.85	3.90-3.95
			Varies by college		
Northern Illinois Univ.	Degrees with Distinction	60	3.50	3.75	3.90
State Univ. of New York, Albany	Latin Honors	56	3.25	3.50	3.75
Texas Tech Univ.	Graduation with Honors	48	3.50	3.70	3.90
Univ. of Memphis	University Honors	42	3.25	3.50	3.80
Univ. of Mississippi	Graduation with Honors	50%	3.50	3.75	3.90

## APPENDIX E

## Baccalaureate Honor Policies - University Comparison

Benchmark Universities <i>continued</i>	Name	Credit Hour Eligibility	Minimum GPA Criteria		
			Cum	Magna	Summa
Univ. of North Carolina, Greensboro	Graduation with Honors	45	3.50	3.70	3.90
Univ. of Oklahoma, Norman	Graduation with Honors	60	3.40	3.60	3.80
Univ. of Southern Mississippi	Latin Honors	<i>none</i>	3.25	3.50	3.80
Univ. of Texas, Arlington	Latin Honors	45	3.50	3.70	3.90
			<i>or lower overall GPA if higher GPA for last 45 credit hours</i>		
Univ. of Wisconsin, Milwaukee	Final Honors	60	3.50	3.65	3.80

Ohio Public Universities *	Name	Credit Hour Eligibility	Minimum GPA Criteria		
			Cum	Magna	Summa
Central State Univ.	Graduation Honors	<i>none</i>	3.20	3.60	3.80
Cleveland State Univ.	Graduation Honors	<i>none</i>	3.30	3.60	3.80
Ohio State Univ.	Latin Honors	60	3.50	3.70	3.90
Shawnee State Univ.	Honors	<i>none</i>	3.50	3.75	3.90
Univ. of Akron	Academic Honors	60	3.40	3.60	3.80
Univ. of Cincinnati	Latin Honors	60	3.60	3.75	3.90
Univ. of Toledo	Honors Distinction	<i>none</i>	3.30	3.60	3.90
Wright State Univ.	Latin Honors	<i>none</i>	3.50	3.70	3.90
Youngstown State Univ.	Graduation Honors	60	3.40	3.60	3.80

\* Ohio University is in the peer table; Miami University and Bowling Green State University are in the benchmark table.

## NOTES

1. Miami University students with less than 64 credits are decided institutional honors by either average of all Miami grades or average of all college-level grades, whichever is lower.
2. University of North Texas calculates transfer coursework into honors GPA.

## APPENDIX F

## Data Review of Graduated Associate Degree Students and Distinction (Academic Years 2012 – 2017)

### Kent State University Data Review

Associate degree graduates\* for five academic years (2012, 2013, 2014, 2016, 2017)\*\*:

- Average 57 percent of total graduates had transfer credit
- Average 7 percent of those with transfer credit were not eligible for institutional honors due to 32-credit restriction for eligibility

	AY 2012	AY 2013	AY 2014	AY 2016	AY 2017
Total Graduated Students	1,126	1,283	1,131	1,026	1,058
With Transfer Credit	580 (52%)	708 (55%)	628 (56%)	560 (55%)	690 (65%)
Not Eligible for Distinction	31 (5%)	43 (6%)	48 (8%)	43 (8%)	41 (6%)
Met GPA for Distinction	7 (23%)	8 (19%)	16 (33%)	13 (30%)	6 (15%)

**Associate degree graduates who met the Kent State GPA for distinction in this five-year period, but were not eligible due to the minimum 32 Kent State credit hour requirement:**

Chart 1: By graduation academic year\*.

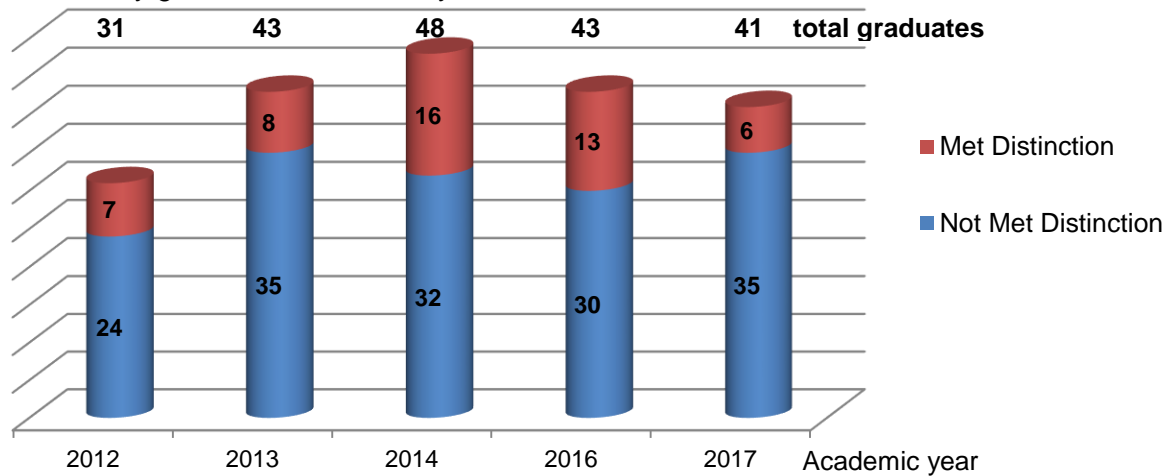
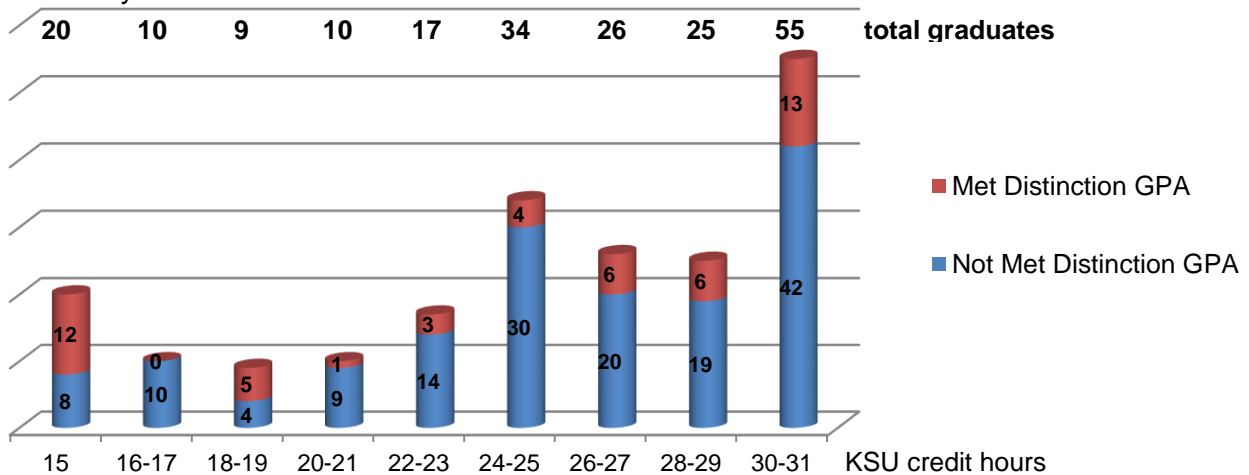


Chart 2: By Kent State earned credit hours



\* Number does not include continuing students automatically awarded the A.A. or A.S. degree.

\*\* Data for academic year 2015 was accidentally omitted from analysis.

## APPENDIX G

### EPC Ad Hoc Committee for Academic Policies

**REPORTS TO:** Educational Policies Council and provost

**CHARGE:** The committee will review academic policies and practices; determine the policies and practices that create obstacles for student progress toward graduation and/or do not support the quality of a Kent State University education; and make recommendations of new and revised policies that promote student success.

#### Philosophy

The EPC Ad Hoc Committee has agreed that any policy it recommends would be:

1. Upholding the integrity, quality and standards of a Kent State education;  
*The policy should connect with Kent State's mission and core values.*
2. Aligned with the university's strategic priority of "Students First";  
*Kent State should demonstrate its commitment to educate and graduate students by providing the best opportunities for students to be successful.*
3. Consistent across all programs, colleges and campuses to the greatest extent possible; and  
*Students regularly change programs and declare multiple programs spanning departments, schools and colleges on all campuses and locations.*
4. Easy to explain, demonstrate and put into words.  
*The policy should be clear enough that students, faculty, advisors and administrators can understand and articulate it to each other.*

#### Spring 2019 Membership

Chair: Melody Tankersley, Senior Associate Provost and Dean of Graduate Studies

Vice-Chair: Therese Tillett, Associate Vice President, Curriculum Planning and Administration

- Stavros Atsas, Analyst, Office of Graduation Planning Systems
- Stephanie Belovich, Associate Professor, College of Podiatric Medicine
- Jessie Carduner, Associate Professor, Department of Modern and Classical Language Studies
- Liz Driscoll Dewitt, Director I, Enrollment Management and Student Services, Ashtabula Campus
- Sue Emens, Assistant Dean, Geauga Campus
- Jill Folk, Associate Professor, Department of Psychological Sciences
- Bill Hauck, Assistant Professor, School of Fashion Design and Merchandising
- Lynette Johnson, Associate University Registrar
- Steve Mitchell, Associate Dean, College of Education, Health and Human Services
- Tracey Motter, Associate Dean, College of Nursing
- Kim Peer, Associate Professor, School of Health Sciences
- Eboni Pringle, Dean, University College
- Amy Quillin, Student Ombuds, Division of Student Affairs
- Lock Reynolds, Associate Professor, Department of Economics
- Matt Rollyson, Assistant Dean, College of Communication and Information
- Valerie Rose, Financial Aid Coordinator, Office of Student Financial Aid
- Linnea Stafford, Senior Information Officer, Office of Institutional Research
- Cynthia Stillings, Associate Dean, College of the Arts
- Andrew Tonge, Chair, Department of Mathematical Sciences
- Don White, Professor, Department of Mathematical Sciences
- Gina Zavota, Associate Professor, Department of Philosophy
- Melissa Zullo, Associate Professor, College of Public Health

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Feb-19**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2019**

Approved by EPC \_\_\_\_\_

Department **Foundations, Leadership and Administration**  
 College **EH - Education, Health and Human Services**  
 Degree **CER8 - Post-Master's Certificate**  
 Program Name **College Teaching (online)** Program Banner Code **C813**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Inactivate program**

Description of proposal:

**This action suspends admission into the fully-online graduate college teaching certificate. Student demand is very low and we do not have the faculty required to maintain the online courses. The face-to-face offering of the certificate remains active.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **15**Proposed total credit hours **15**

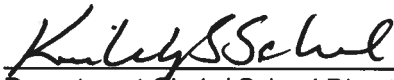
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**No impact, courses will continue to be offered face-to-face, the online sections are being eliminated.**

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

**Higher Education Administration**

### REQUIRED ENDORSEMENTS



Department Chair / School Director

2/8/2019

Campus Dean (for Regional Campuses proposals)



College Dean (or designee)

   /   /   2/8/19

Dean of Graduate Studies (for graduate proposals)

   /   /   

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

   /   /

## Proposal Summary

### **Temporarily Suspend Admission to the Online College Teaching Graduate Certificate.**

The College Teaching graduate certificate [C813] is administrated by the Higher Education Administration [HIED] program area within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH]. The certificate is currently officially available by face-to-face delivery on the Kent Campus or fully online.

As the fully-online delivery is no longer feasible, this action will suspend admission into the program for a period of five years, after which time it will either be fully inactivated or reinstated.

**1. Provide a rationale for the suspension of admission of the program.**

Very low enrollment/demand and difficulty in staffing online sections necessary to complete the program.

**2. Indicate number of students currently enrolled in the program and describe how the suspension of admission will affect them. Explain plans for notifying current students and assisting them in the completion of their program.**

Currently there are two students enrolled in the online certificate. We will work with the impacted students to find potential substitute courses to enable the students to complete the program in a timely fashion. Any potential students in the application process will be encouraged to select another program. If they do not wish to enroll in another program, we will request a refund of their application fee.

**3. Describe whether there will be a loss of faculty or staff positions due to the suspension.**

No loss in faculty positions. Difficulty in staffing is part of the problem.

**4. Indicate if any of the program's courses that will not be offered due to the suspension are used by other units for their programs (either as required or elective). Provide evidence that those units have been consulted regarding the offerings.**

Courses are not required for any other programs in the College so there should be no adverse impact on other programs or students.

**5. Describe the plan for communicating the suspension of admissions.**

Notification will appear on the HIED web site and in the University Catalog.

**Timetable and Actions Required:** The proposal will go through the required curriculum approval process with changes to take effect fall 2019. The following is the anticipated schedule:

HIED program approval: January 29, 2019

FLA SCC approval: February 2019

EHHS CCC approval: February 2019

presented to EPC for approval: March 18, 2019

Submitted by: Dr. Mark Kretoivics/mkretoiv1@kent.edu

# COLLEGE TEACHING - GRADUATE CERTIFICATE

College of Education, Health and Human Services  
School of Foundations, Leadership and Administration  
300 White Hall  
Kent Campus  
330-672-2012  
www.kent.edu/ehhs/fla

## Description

The College Teaching graduate certificate enhances teaching competencies at the post-secondary level. It is particularly appropriate for graduate students from any discipline interested in a career in college teaching, but also for adjunct and full-time faculty who are currently engaged in a career in academia.

Students may select from a variety of courses that emphasize the knowledge and practice of college teaching and the organizational culture of postsecondary education institutions. The certificate includes an internship in college teaching and offers students flexibility with courses available online, face-to-face and hybrid, and may be completed fully online if desired.

Additionally, students in the certificate program are encouraged to take effective teaching courses offered within their discipline specialty as part of the certificate requirements. This certificate program is grounded in the latest educational research of best practices in college teaching, and is designed to offer and/or enhance teaching and learning experiences.

### Fully Offered At:

- Online admission suspended
- Kent Campus

## Admission Requirements

- Master's degree
- Minimum 3.250 graduate GPA on a 4.000 point scale
- Official transcript(s)
- Résumé or vita
- Goal statement
- Two letters of recommendation

For more information about graduate admission, please visit the Graduate Studies website.

## Gainful Employment Disclosure

Disclosure statement for this certificate.

## Graduate Certificate Policy for the College of Education, Health and Human Services

- Students seeking a graduate certificate must maintain a minimum 3.000 grade point average. A graduate certificate student who receives a combination of more than 8 credit hours of B- or lower grades, or more than 4 credit hours of grades lower than C is subject to dismissal. Students who are unable to maintain academic standards of the College are subject to dismissal for academic

reasons. Grades of C- or below are not counted toward completion of the certificate.

- Certificates must be completed within six years after the first graduate enrollment.
- No more than 2 credit hours of workshop may be used toward a certificate.
- Before being eligible to be awarded a Certificate, students must be admitted to the Certificate program.
- Students currently in a graduate degree program may also apply to a certificate program. Their degree seeking coursework may be applied to the certificate coursework with advisor approval. The courses must be completed within six years and satisfy certificate course requirements.
- Students who have a previous graduate degree and are not currently seeking another graduate degree may transfer a maximum 6 credit hours with advisor approval. These credits may include hours from another KSU program, or from another accredited institution, if the following conditions are met: (1) courses were at the graduate level; (2) a grade of "A" or "B" was earned; (3) credit will be less than six years old at the time the certificate is conferred at Kent; and (4) student was admitted as a graduate student at the time the course was taken.
- Some program areas may be more restrictive. Students are advised to consult their program.

## Program Requirements

### Certificate Requirements

[C813]

Code	Title	Credit Hours
<b>Certificate Requirements</b>		
HIED 66594	INTERNSHIP IN COLLEGE TEACHING <sup>1</sup>	3
HIED 66660	FACULTY ROLES AND RESPONSIBILITIES	3
Certificate Electives, choose from the following:		9
HIED 66600	HISTORY OF HIGHER EDUCATION	
HIED 66601	THE PRIVATE LIBERAL ARTS COLLEGE	
or HIED 66658	THE COMMUNITY COLLEGE	
HIED 66652	LAW AND HIGHER EDUCATION	
HIED 66653	COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE	
HIED 66656	HIGHER EDUCATION CURRICULUM	
HIED 66671	THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION	
HIED 66749	ASSESSMENT AND EVALUATION IN HIGHER EDUCATION	
Other approved elective		
Minimum Total Credit Hours:		15

<sup>1</sup> Internship may be waived pending faculty approval. Students will complete the minimum credit hours toward certificate completion by taking more elective courses.

## Graduation Requirements

Minimum Certificate GPA  
3.000



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, 15 April 2019  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Monday, 8 April 2019

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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, 12 April 2019, to ensure that the materials are available at the meeting for review.

## **JOINT EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEMS**

1. Minutes of meeting on 18 March 2019  
[Attachment 1](#)

## **UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEM**

**Regional College** *(presented by Dean Nathan P. Ritchey)*

1. Inactivation of the Engineering of Information Technology [EIRT] major within the Associate of Applied Science [AAS] degree. The program has no enrollment; the last graduate was in 2008. Effective Fall 2019 | [Attachment 2](#)

### **LESSER ACTION ITEM**

**College of Nursing**

1. Revision of the Repeat of Clinical Nursing Courses policy to now cover all nursing courses. Policy name changes to Repeat of Nursing Courses. Effective Fall 2019

## **GRADUATE EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEM**

**Division of Graduate Studies** *(presented by Senior Associate Provost Melody Tankersley)*

1. Revision of the academic standing policies for graduate students, including policies on progress toward degree completion, probation, dismissal, appeal and reinstatement. Effective Fall 2019 | [Attachment 3](#)



Educational Policies Council  
Minutes of the Meeting  
Monday, 18 March 2019

**Ex-Officio Members present (or represented):** Faculty Senate Chair Pamela E. Grimm, Senior Associate Provost Melody J. Tankersley; Deans Christina L. Bloebaum, Kenneth J. Burhanna, John R. Crawford-Spinelli, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Nathan P. Ritchey, Alison J. Smith; Senior Associate Dean Vincent J. Hetherington; Associate Deans Miriam L. Matteson, Stephen A. Mitchell, Cynthia R. Stillings (representing John R. Crawford-Spinelli), Wendy A. Umberger (representing Barbara A. Broome), Manfred H. Van Dulmen, William T. Willoughby (representing Mark S. Mistur); Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Provost Todd A. Diacon; James L. Blank, Amy L. Reynolds; Associate Deans Cathy L. DuBois

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Darci L. Kracht; Associate Professor Ann Abraham, Vanessa J. Earp

**Faculty Senate-Appointed Representatives not present (or not represented):** Professors Christopher J. Fenk, Robert J. Twieg; Associate Professor Jennifer M. Cunningham

**Council Representatives present (or represented):** Professors Michael W. Chunn, Christopher Rowan, Richard L. Mangrum, Said M. Shiyab; Associate Professors Jooyoun Park, Denise M. McEnroe-Petitte, Jonathan F. Swoboda; Assistant Professors Sara Bayramzadeh, Kathy Chen, Duane J. Ehredt, Derek Kingsley (representing Natalie Caine-Bish); Associate Lecturer Timothy Roberts

**Council Representatives not present (or not represented):** Professors Paul Haridakis, Jonathan B. VanGeest; Associate Professors Ivan Bernal, Melissa D. Zullo; Assistant Professors Lindsay C. Baran; Lecturer Mary F. Kutchin

**Observers not present:** Lauren Oswald, Antonina Pakholkova Mohamed

**Consultants and Guests present:** Aimee J. Bell, Larry G. Froehlich, Jeff Hallam (representing Sonia A. Alemagno), Barb Miller-Harris, Gail M. Rebeta, Linnea C. Stafford, Therese E. Tillett, Don Williams (representing Deborah F. Spake), Catherine M. Zingrone

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Co-Chair Pamela E. Grimm called the meeting to order at 3:24p.m., on Monday, 18 March 2019, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 28 January 2019 meeting minutes.**

Professor Edward Dauterich made a motion to approve the item, and Senior Associate Dean Vincent J. Hetherington seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Undergraduate EPC Action Item 1: Revision of the Institutional Honors policy (for the bachelor's degree) and Distinction policy (for the associate degree).**

Senior Associate Provost Melody Tankersley discussed the revision of the Institutional Honors policy. The current policy requires 60 or more KSU credit hours and a 3.5 or higher GPA. Students, parents, faculty and staff have reached out about recognizing transfer students with honors. She said transfer student admission is increasing and this is the time to recognize them. This year, 30% of transfer students would not be eligible for honors, because they brought in 60 or more credit hours. She explained that EPC Ad Hoc wanted to find a way for transfer students to be eligible for honors. In addition to keeping the 60 credit hour requirement, the proposal requests to establish a separate eligibility for students who do not meet the 60 credit hour minimum. Students would need a minimum of 3.5 transfer GPA at the point of their most recent admission to Kent State. Students seeking the bachelor's degree could be eligible in two ways.

- Completed at least 60 hours at KSU
- OR
- Not completed 60 hours and 3.5 transfer GPA

Senior Associate Provost Tankersley explained that the KSU GPA for honors will not change. The change is only in the number of credit hours required to be considered for honors. Honors names from other universities were researched. The proposal recommends changing the name from "Institutional Honors" to "Latin Honors." She stated that the majority of our 33 peer, aspirational, benchmark and Ohio institutions use "Latin Honors." All but one of the aspirational universities use the term "Latin Honors." In addition to the Bachelor's degree, EPC Ad Hoc is proposing to change the Associate's degree credit hour minimum from 32 to 30 KSU credit hours. This would align with the Bachelor's degree with 30 being half of the degree. She asked for questions.

Associate Professor Cynthia R. Stillings motioned to approve and Professor Richard L. Mangrum seconded.

An EPC member asked about a transfer student taking one KSU course and getting a 3.75 GPA.

Senior Associate Provost Tankersley said they would fall into the other category which is to complete 60 or more KSU credit hours.

Therese added that students must earn at least 30 KSU credit hours to earn a degree.

Another EPC member asked about a student that comes in with a 3.48 GPA, but has a KSU GPA that will earn them honors.

Senior Associate Provost Tankersley replied that it would depend on if the student has 60 or more KSU credit hours. If they have more than 60 KSU credit hours, only the KSU GPA would be reviewed. If the student has less than 60, then the transfer GPA would also be reviewed. There is no rounding. They would have to have a 3.5 or higher transfer GPA.

Professor Darci Kracht asked how the transfer GPA would be calculated. Additionally, she asked about the transfer GPA showing in the system, but the individual course grades not displaying.

Melody stated that the transfer GPA is only reviewed when the student has a 3.5 or higher, but below 60 KSU credit hours. She said that the registrar's office has been collaborated with on the implementation of transfer GPA calculation and creating a place in Flashline for transfer GPA to display. When students transfer in, it is the credit of the course that transfers and not the grade.

However, the grades are known and a transfer GPA can be calculated from them. A place in Flashline can be created to show the transfer GPA.

Professor Kracht asked if there is a place in Flashline showing that transfer GPA now.

Therese said that the transfer GPA is not currently in the audit. She explained that there currently is a place in Flashline where students can see institutional honors eligibility and that is where the transfer GPA will be.

Senior Associate Provost Tankersley said the idea is to be transparent so transfer students will know at the beginning if their work will be considered for institutional honors and if they are not going to meet the 60 credit hour KSU minimum.

Professor Kracht asked if course grades that are not transferred in for credit count towards the transfer GPA.

Therese replied no and that it is only the courses that they transfer in.

Professor Kracht asked for clarification on the policy statement that GPA is calculated to three decimal places and not rounded up. Additionally, she asked if it was truncated.

Senior Associate Provost Tankersley responded that was correct and is not changing from the current policy.

Co-chair Grimm referred to appendix d and asked for confirmation on the small amount of transfer students that could have been eligible for honors.

Senior Associate Provost Tankersley said that was correct and the amount was less than 0.5%. Bachelors who would have earned distinction was at 1%. It is not opening the floodgates. Instead, it is recognizing the students that transfer to Kent State and have done well in an equitable way.

Co-chair Grimm said that faculty have expressed concern for the quality of work students have coming in from some schools. Someone will raise that issue.

Dean Eboni Pringle explained that transfer GPA is used to make sure the student has the opportunity to earn the honors once they are here. The student has to be able to perform at a high level here in order to earn Latin Honors. It is not giving honors based on transfer GPA.

Senior Associate Provost Tankersley said in the end, those credits are being accepted. If there is an issue with courses being accepted for transfers, there needs to be a bigger discussion on that.

Members had no further questions or comments and the item passed unanimously.

With no requests for additional discussion, Co-Chair Grimm adjourned the meeting at 3:50pm.

Respectfully submitted,



Christa N. Ord

Administrative Secretary, Curriculum Services, Office of the Provost

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Oct-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **EIRT**  
 College **RE - Regional College**  
 Degree **AAS - Associate of Applied Science**  
 Program Name **Engineering of Information Technology** Program Banner Code **RE- AAS-EIRT**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Inactivate program**

## Description of proposal:

**As part of clearing the inactive programs and since no students are enrolled in this program for few years now, also this program overlaps with the separate Information Technology degree, this program needs to be inactivated.**

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):

**none**

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

**Tuscarawas Campus**

### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director
03, 07, 2019
  
 Campus Dean (for Regional Campuses proposals)
03 12 2019
  
 College Dean (or designee)
3 12 19
 \_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)
1 1
 \_\_\_\_\_  
 Senior Vice President for Academic Affairs and Provost (or designee)
1 1

## **Proposal Summary [Inactivate the EIRT Program]**

### **Description of Action, Including Intended Effect**

Inactivate RE-AAS-EIRT. As part of clearing the inactive programs and since no students are enrolled in this program for few years now, and also this program overlaps with the separate Information Technology degree, this program needs to be inactivated.

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

No impact on other programs.

### **Fiscal, Enrollment, Facilities and Staffing Considerations**

None

### **Evidence of Need and Sustainability if Establishing**

### **Provisions for Phase-Out if Inactivating**

None required.

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

FC March 2019  
Regional College CCC March 2019  
EPC March 2019



**Department of  
Higher Education**

**Mike DeWine**, Governor  
**Randy Gardner**, Chancellor

## PROGRAM INACTIVATION FORM

**Date of submission:** 4 April 2019

**Name of institution:** Kent State University

**Title of program to be inactivated:** Engineering of Information Technology major,  
Associate of Applied Science degree

**Date that the inactivation received final approval from the appropriate institutional committee:** [Board of Trustees approval anticipated in June 2019]

**Primary institutional contact for the notification:**

**Name:** Therese E. Tillett  
**Title:** Associate Vice President, Curriculum Planning and Administration  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

**Educator Preparation Programs:**

Leads to licensure: ☐ Yes ☒ No  
Leads to endorsement: ☐ Yes ☒ No

**1. Provide the rationale for the inactivation of the program:**

Kent State University established the A.A.S. degree in Engineering of Information Technology in 2001, offered on the Tuscarawas Campus. The objective of the program was to teach information systems topics from an engineering and technology viewpoint, and prepare students for positions that required designing and troubleshooting systems in information acquisition, storage, processing, conversion, transmission and display.

Projected enrollment expectations at the time of establishment was 50 students each academic year. However, the program never became viable, with only 32 students, total, enrolled in the major, and no more than five students, total, graduating. The last graduate was in spring 2008, 11 years ago.

Students seeking an associate degree to enter the fields of information technology and engineering technology are better served by declaring Kent State's associate degree program in information technology; electrical/electronic engineering technology; or computer design, animation and game design, all of which are offered on the Tuscarawas Campus.

**2. Indicate number of students currently enrolled in the program:**

The program has had no enrollment since fall 2017.

**3. Describe how the inactivation will affect students currently in the program, and explain plans for notifying students and assisting them in the completion of their degrees:**

This is not an issue since no students are enrolled. With approval of the inactivation, the major listing will be removed from admission applications, the University Catalog and Search Programs and Degrees website.

**4. Will there be a loss of faculty or staff positions because of the inactivation of the program? If so, indicate when the faculty or staff members were or will be informed.**

There will be no loss of faculty and staff positions with the inactivation of this degree program. All courses (EIRT) exclusive to the major have not been offered in more than 10 years and have been inactivated, the last several in 2016. Hence, there have been no faculty supporting the program for many years. The current curriculum (see attached) comprises courses required in other degree programs, and those courses will continue to be offered for those programs.

Engineering technology faculty approved the inactivation of the major in 2017 (see attached e-mail). The Tuscarawas Campus Faculty Council, the Regional College Curriculum Committee and the dean of the Regional College, which administers the program, approved the inactivation in March 2019.

**5. Describe the plan for communicating the inactivation of the program, including changes to the college catalog and college website and communications with advisors, admissions officers and financial aid officers:**

Once the inactivation is approved by the Kent State University Board of Trustees and the Ohio Department of Higher Education, all necessary changes will be made to all university websites and materials. Further written concurrent communications will be sent out to key staff in student advising, admission, registrar and financial aid.

**6. Indicate the final date that the program will be operational:**

The program will be inactivated for fall 2019 and will no longer be listed in any Kent State materials for prospective students.

Respectfully,

Todd A. Diacon, Ph.D.  
Executive Vice President for Academic Affairs and Provost  
Kent State University

**TILLET, THERESE**

---

**From:** FROEHLICH, LARRY  
**Sent:** Monday, April 10, 2017 3:03 PM  
**To:** Dykshoorn, Paul  
**Cc:** TILLET, THERESE  
**Subject:** Re: Inactivation of ERIT program?

Thank you, Paul. I'll let you know if we need any additional information, Larry

Sent from my tablet.

On April 10, 2017, at 3:00 PM, "Dykshoorn, Paul" <pdykshoo@kent.edu> wrote:

Larry

I met with the Eng Tech faculty today and they are agreed that ERIT should be inactivated as a major in the AAS.

Paul

---

**From:** FROEHLICH, LARRY  
**Sent:** Friday, April 7, 2017 8:49 PM  
**To:** Dykshoorn, Paul <pdykshoo@kent.edu>  
**Subject:** Inactivation of ERIT program?

Paul,  
 Therese Tillett has asked if we are planning to inactivate the ERIT major in the AAS. It makes sense to me. Please discuss it with the Eng Tech faculty and let me know.  
 Thank you, Larry Froehlich

<http://provostdata.kent.edu/roadmapweb/2016/REAASEIRT.pdf>

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**From:** TILLET, THERESE  
**Sent:** Friday, April 07, 2017 5:08 PM  
**To:** VanDomelen, Aimee <dvan@kent.edu>; FROEHLICH, LARRY <lfroehli@kent.edu>  
**Subject:** RE: inactivation of MFET program

Larry, does the Regional College have any plans to inactivate the Engineering of Information Technology major? This program has had low to no enrollment for quite a while, and the last graduate was in 2008.

Therese E. Tillett | Executive Director of Curriculum Services | Office of the Provost  
**KENT STATE UNIVERSITY**  
 208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242  
 T: 330-672-8558 | F: 330-672-2645 | [ttillet1@kent.edu](mailto:ttillet1@kent.edu) | [www.kent.edu](http://www.kent.edu)  
 Curriculum Services: [www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)

# ENGINEERING OF INFORMATION TECHNOLOGY - A.A.S.

## Regional College

rcdean@kent.edu

www.kent.edu/regional-college

## Description

The Associate of Applied Science degree in Engineering of Information Technology provides students with a core of engineering-related courses and a focus on digital/electronic systems, robotics, microsystems, fiber optics, network engineering and electronic communications. Skills obtained in this program prepare students for positions that require designing and troubleshooting information acquisition, storage, processing, conversion, transmission and display systems.

Computer support specialists provide help and advice to people and organizations using computer software or equipment. Some, called computer network support specialists, support information technology (IT) employees within their organization. Others, called computer user support specialists, assist non-IT users who are having computer problems.

The degree program articulates with Kent State's Bachelor of Science degree in Engineering Technology.

## Fully Offered At:

- Tuscarawas Campus

## Admission Requirements

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.

Kent State campuses at Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas, and the Regional Academic Center in Twinsburg, have open enrollment admission for students who hold a high school diploma, GED or equivalent.

For more information on admissions, contact the Regional Campuses admissions offices.

## Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate entry-level engineering technology related skills in digital and electronics systems
2. Demonstrate comprehensive skills in robotics, micro-systems, fiber optics, network engineering and electronic communication
3. Apply knowledge of mathematics, science, and engineering to various areas of engineering of information technology
4. Design and conduct experiments and to critically analyze and interpret data

5. Use modern engineering tools and techniques to design and test systems in response to user requirement, particularly in the engineering of information technology field
6. Function in a multidisciplinary team
7. Understand professional engineering and ethical responsibilities
8. Demonstrate effective oral, graphic and written communication
9. Recognize the need for the ability to engage in lifelong learning
10. Commit to quality, timeliness and continuous improvement
11. Utilize computer software applications used in engineering of information technology such as computer-aided design (CAD), spreadsheets, word processing and basic programming

## University Requirements

All students in an applied or technical associate degree program at Kent State University must complete the following university requirements for graduation.

**NOTE:** University requirements may be fulfilled in this program by specific course requirements, please see Program Requirements for details.

Code	Title	Credit Hours
	Destination Kent State: First Year Experience	1
	Course is not required for students with 25 transfer credits, excluding College Credit Plus, or age 21+ at time of admission.	
	Kent Core (see table below)	15
	<b>Total Credit Hour Requirement</b>	<b>60</b>
	Some associate degrees require students to complete more than 60 credit hours.	

## Kent Core Requirements

Kent Core Composition (KCOMP)	3
Kent Core Mathematics and Critical Reasoning (KMCR)	3
Kent Core Humanities and Fine Arts (KHUM/KFA)	3
Kent Core Social Sciences (KSS)	3
Kent Core Basic Sciences (KBS/KLAB)	3
<b>Total Credit Hours:</b>	<b>15</b>

## Program Requirements

### Major Requirements

[AAS-EIRT]

Code	Title	Credit Hours
<b>Major Requirements (courses count in major GPA)</b>		
EERT 12000	ELECTRIC CIRCUITS I	4
EERT 12001	ELECTRIC CIRCUITS II	3
EERT 22000	ELECTRICITY/ELECTRONICS WITH APPLICATIONS	3
EERT 22004	DIGITAL SYSTEMS	4
EERT 22018	PC/NETWORK ENGINEERING AND TROUBLESHOOTING	3
MAGC 22009	APPLIED ENGINEERING SOFTWARE	3
MERT 12000	ENGINEERING DRAWING	3
TECH 33223	ELECTRONIC COMMUNICATION	3
<b>Additional Requirements (courses do not count in major GPA)</b>		
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
EERT 21010	ENGINEERING AND PROFESSIONAL ETHICS	3
MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	3
MATH 11012	INTUITIVE CALCULUS (KMCR)	3
MATH 11022	TRIGONOMETRY (KMCR)	3
PHY 12201	TECHNICAL PHYSICS I (KBS) (KLAB)	3
PHY 12202	TECHNICAL PHYSICS II (KBS) (KLAB)	4
ENG 20002 or OTEC 26638	INTRODUCTION TO TECHNICAL WRITING BUSINESS COMMUNICATIONS	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Composition		3
Kent Core Social Sciences		3
Kent Core Humanities or Fine Arts		3
General Electives (total credit hours depends on earning minimum 63 credit hours)		2
Minimum Total Credit Hours:		63

### Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
2.000	2.000

## Roadmap

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

Course	Title	Credits
<b>Semester One</b>		
! EERT 12000	ELECTRIC CIRCUITS I	4
MATH 11010	ALGEBRA FOR CALCULUS (KMCR)	3
MERT 12000	ENGINEERING DRAWING	3
UC 10097	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE	1
Kent Core Requirement		3
Credit Hours		14
<b>Semester Two</b>		
! EERT 12001	ELECTRIC CIRCUITS II	3
! EERT 22000	ELECTRICITY/ELECTRONICS WITH APPLICATIONS	3
MAGC 22009	APPLIED ENGINEERING SOFTWARE	3
MATH 11012	INTUITIVE CALCULUS (KMCR)	3
MATH 11022	TRIGONOMETRY (KMCR)	3
Credit Hours		15
<b>Semester Three</b>		
COMM 15000	INTRODUCTION TO HUMAN COMMUNICATION (KADL)	3
! EERT 22018	PC/NETWORK ENGINEERING AND TROUBLESHOOTING	3
PHY 12201	TECHNICAL PHYSICS I (KBS) (KLAB)	3
! TECH 33223	ELECTRONIC COMMUNICATION	3
Kent Core Requirement		3
General Electives		2
Credit Hours		17
<b>Semester Four</b>		
EERT 21010	ENGINEERING AND PROFESSIONAL ETHICS	3
! EERT 22004	DIGITAL SYSTEMS	4
ENG 20002 or OTEC 26638	INTRODUCTION TO TECHNICAL WRITING or BUSINESS COMMUNICATIONS	3
PHY 12202	TECHNICAL PHYSICS II (KBS) (KLAB)	4
Kent Core Requirement		3
Credit Hours		17
Minimum Total Credit Hours:		63

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Apr-19** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Graduate Dean's Advisory Council and  
EPC Ad Hoc Committee for Academic Policies**

College \_\_\_\_\_

Proposal **Revise Policy**Proposal Name **Revision of the Academic Standing policy for graduate students**

Description of proposal:

**This proposal seeks to revise the graduate academic standing policies, including the policies on progress toward degree completion, probation, dismissal, appeal and reinstatement.**

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

**Revisions will clarify and bring consistency to practices and procedures for graduate students progressing in their program or facing dismissal from their program.**

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

**Graduate faculty coordinators, college associate deans for graduate affairs,**

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### REQUIRED ENDORSEMENTS

\_\_\_\_\_  
Department Chair / School Director

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Campus Dean (for Regional Campuses proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
College Dean (or designee)

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Executive Vice President for Academic Affairs and Provost (or designee)

\_\_\_\_/\_\_\_\_/\_\_\_\_

# Revision of the Academic Standing Policies for Graduate Students Proposal Summary

## SUBJECT SPECIFICATION

This proposal seeks to revise the graduate academic standing policies, including the policies on progress toward degree completion, probation, dismissal, appeal and reinstatement.

## BACKGROUND INFORMATION

In 2013, the Graduate Dean's Advisory Council (GDAC) established and substantially revised graduate policies to better define academic standing, progress toward degree, dismissal and appeal. However, through practice over the past five years, it became clear that the policies still were not meeting the needs of the colleges, specifically:

1. Current policy requires degree-seeking students to be registered for a minimum 1 credit hour each calendar year, which causes confusion about when the period starts or ends.
2. Time limits for doctoral candidacy (five years) and oral examination (five years) conflicted with the time limit to earn a degree for post-master's students (nine years).
3. Responsibilities of communication for students on probation is missing in current policy.
4. Dismissal for violation of professional standards is listed as non-academic when it needs to be stated that it is part of the academic dismissal review and determination.
5. Further clarification was needed as to the roles and responsibilities of who determines the dismissal and who makes the final decision upon appeal, as well as what must be communicated to the student.
6. Policy needs to state that dismissal from a graduate program is dismissal from the university (at the undergraduate level, students who are dismissed from a program are not dismissed from the university).
7. Current policy does not address dismissal of students declared in dual-degree or multiple programs.
8. Presently, the student transcript does not note a student's dismissal from a graduate program (with the exception of students dismissed from the Doctor of Podiatric Medicine degree).
9. The appeal process only references the university's administrative policy and procedures for student academic complaint (policy 3342-4-02.3), which does not address the levels of dismissal and appeal decisions at the graduate level.
10. The 2013 revisions did not cover the reinstatement policy, which prohibits students dismissed from a program to apply to another program or to take coursework (e.g., as a non-degree student).

11. Information on time limits and probation was missing for students in the College of Podiatric Medicine.

Over the past two years, members of GDAC have examined the policies and suggested changes in consultation with graduate faculty coordinators in their respective colleges.

This past spring, the EPC Ad Hoc Committee reviewed and revised the graduate policy on the dismissal and appeal process.

While numerous changes were minor or considered housekeeping (e.g., changing sentences from passive to active voice, adding a link to the university grading policy to replace duplicative grading information), several of the changes are major and address the issues above — most significantly, establishing procedures and process for when students appeal a graduate dismissal decision. When revising the appeals process, the EPC Ad Hoc Committee created a flowchart for internal purposes, see Appendix A.

## ALTERNATIVES AND CONSEQUENCES

The alternative to the proposed policy revisions is status quo, and the consequences will be policies that may be too ambiguous, confusing and contradictory to implement and enforce and, possibly, penalizing for students.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

The EPC Ad Hoc Committee for Academic Policies and the Graduate Dean's Advisory Committee, recommend—with approval of the dean of graduate studies and in consultation with graduate faculty coordinators—that revisions to the graduate academic standing policies as outlined in Appendix B be approved to alleviate issues in practice by the current policies.

## TIMETABLE AND ACTIONS REQUIRED

Educational Policies Council .....	April 2019
Faculty Senate .....	May 2019
Proposed implementation .....	Fall 2019

## APPENDIX A: Flowchart for the Revised Appeal Process

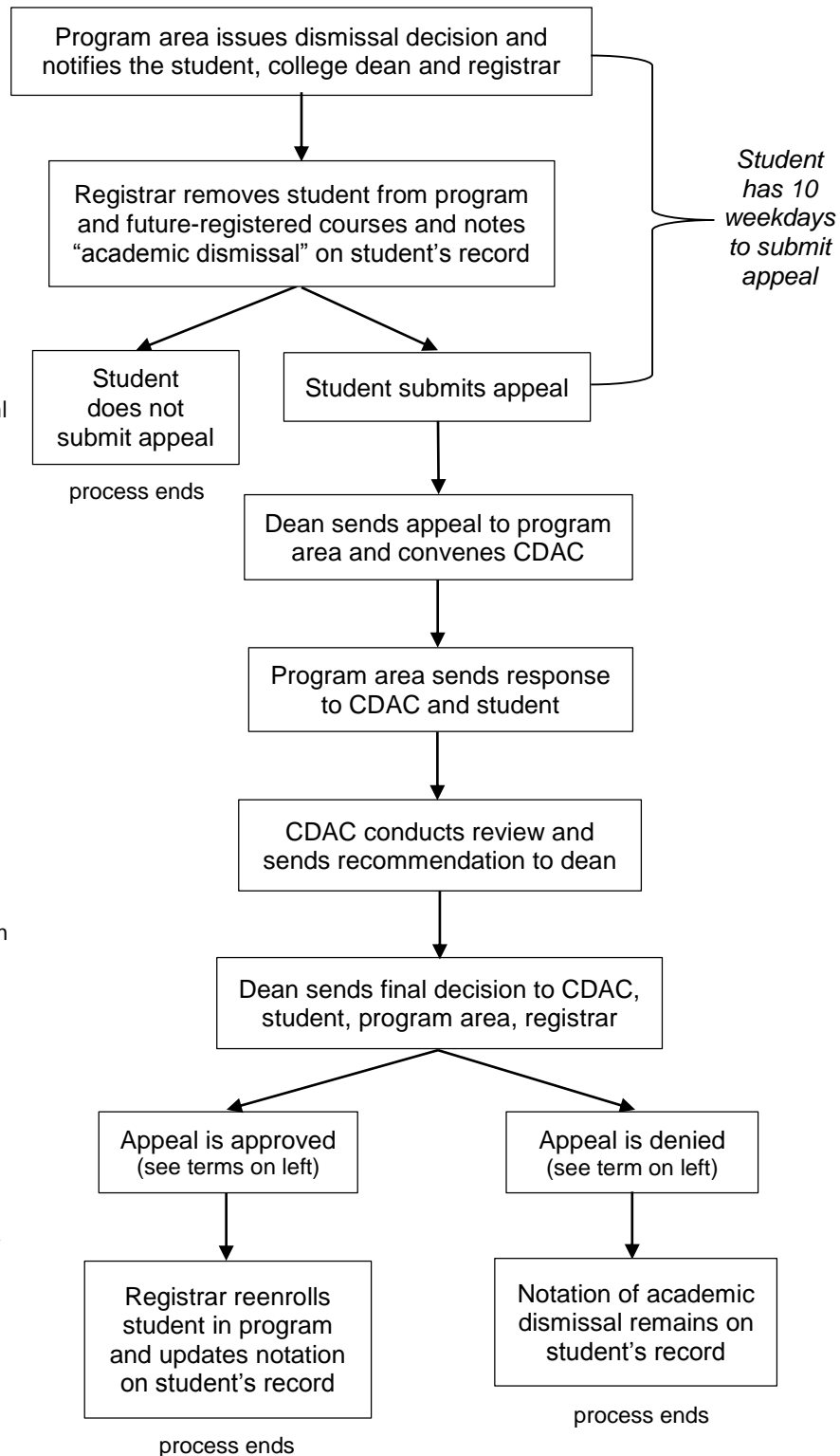
"Program area" denotes the department chair, school director or program coordinator who issued the dismissal decision.

"CDAC" denotes the college's dismissal and appeals committee in the college of the student's program.

"Dean" may be the dean's designee in the college.

### Appeal Outcome Terms:

1. **DENIED.** If the student's academic dismissal appeal is denied, the student must abide by the conditions of the dismissal. The academic dismissal notation remains on the student's record.
2. **CANCELLED.** When the appeal reveals that the academic dismissal decision was based on university error, the student's dismissal is cancelled. The registrar reenrolls the student into the program and the courses. The academic dismissal notation is removed from the student's record.
3. **RESCINDED.** When the college determines that the student met the terms of appeal by documenting a situation beyond the student's control, the dismissal should be rescinded. The registrar reenrolls the student into the program, and the student may re-register for courses. The academic dismissal notation is removed from the student's record.
4. **REINSTATED.** Even though the appeal reveals that the student's dismissal was the student's responsibility, the college decides to reinstate the student immediately or after a period shorter than 12 months. The registrar reenrolls the student into the program, and the student may re-register for courses. The academic dismissal notation remains on the student's record with an added notation of reinstatement. (If the student is away for more than 12 months, the student must reapply.)



## APPENDIX B: Revised Policy Language

### Marked-Up Copy (clean copy on pages 12-16)

Added   ~~Removed~~   ~~Moved From~~   Moved To

## ACADEMIC STANDING - GRADUATE STUDENT

Good academic standing indicates that ~~the~~ students are ~~is~~ meeting university and program requirements and are ~~is~~ making satisfactory progress towards their ~~his or her~~ degree. The definition of satisfactory performance and progress toward completion of the degree may differ among degree programs; therefore, it is imperative that each graduate program have these requirements in writing in their graduate handbook and distribute them to graduate students when they matriculate into the program. ~~The academic performance and progress of each student should be reviewed at least annually. Students who fail to meet requirements should be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.~~

### Grading

~~Graduate students are expected to maintain a minimum 3.000 grade point average (GPA).<sup>1</sup> A graduate student who receives more than 8 credit hours of grades lower than B (3.000) is subject to dismissal. A graduate student who receives more than 4 credit hours of grades lower than C (2.000) is also subject to dismissal. Some programs impose higher standards.~~

~~Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of S (satisfactory) are awarded credit hours, but do not affect the GPA. Grades of U (unsatisfactory) are recorded as attempted hours, and are counted as F (0.000) grades in computing GPA. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in computing GPA. Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect GPA. Grades of IN (Incomplete), IP (In Progress) and W (Withdrawal) are not used in computing GPA. Undergraduate course credits are not counted toward completion of any advanced degree. A change by a graduate student from one department or program to another does not eliminate from the student's GPA the grades received under the first enrollment from the student's GPA.~~

### Progress Toward Degree Completion

All graduate students are expected to meet university and program requirements, and to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the requirements set by the individual degree program. Students who ~~If a student~~ fails to satisfy the requirements of their ~~his or her~~ degree program and/or the conditions outlined below, ~~the student~~ may be dismissed from the program.

<sup>1</sup> Refer to the College of Podiatric Medicine's section in the University Catalog for GPA expectations for students seeking the Doctor of Podiatric Medicine degree.

1. Students must maintain their status as a degree-seeking student by registering for at least 1 graduate credit hour that contributes to their degree requirements (as determined by their graduate program) each ~~calendar~~ year (defined as three consecutive terms, including summer as one term) or by taking an approved leave of absence. Courses taken for audit and course withdrawals will not be counted as fulfilling the minimum enrollment requirements. Meeting this minimum enrollment requirement does not guarantee ~~the~~ students will meet the minimum requirements of other programs, offices or agencies.
2. ~~Graduate~~ Students are expected to maintain a minimum 3.000 grade point average (GPA).<sup>2</sup> A graduate student who receives more than 8 credit hours of grades lower than B (3.000) is subject to dismissal. A graduate student who receives or more than 4 credit hours of grades lower than C (2.000) is also subject to dismissal. Some programs impose higher standards.
3. 2. ~~For~~ Doctoral students must, comply with the time limits for passing candidacy (five years from first enrollment) and for passing the final oral examination (five years from candidacy). Individual degree programs may have shorter time limits.
4. 3. Students must comply with the ~~Satisfy the maximum~~ time limits for graduation (six years from first enrollment for master's students; and 10 years from first enrollment for doctoral students ~~entering with a bachelor's degree, nine years from first enrollment for doctoral students entering with a master's degree~~). Individual degree programs may have shorter time limits. Students in the College of Podiatric Medicine must successfully complete graduation requirements within six years of their first enrollment. Exceptions to this time limit must be approved by the Council on Podiatric Medical Education.

In addition to the performance and progress made upon the conditions listed above, individual degree programs will review student performance in the fulfillment of the degree program's requirements. Consideration may include, but is not limited to, such factors as performance during informal coursework and seminars, research capability and performance, professional standards of conduct and the number of grades of AU (Audit), IN (Incomplete), IP (In Progress) and W (Withdrawal) on a student's record.

~~Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of S (satisfactory) are awarded credit hours, but do not affect the GPA. Grades of U (unsatisfactory) are recorded as attempted hours, and are counted as F (0.000) grades in computing GPA. Grades below C (2.000) are not counted toward completion of requirements for any graduate advanced degree, but are counted in the graduate computing GPA. Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect GPA. Grades of IN (Incomplete), IP (In Progress) and W~~

<sup>2</sup> Refer to the College of Podiatric Medicine's section in the University Catalog for GPA expectations for students seeking the Doctor of Podiatric Medicine degree.

~~(Withdrawal) are not used in computing GPA. Credit hours earned in undergraduate courses credits are not counted toward completion of any graduate advanced degree and are not counted in the graduate GPA. A change by a graduate student from one department or program to another does not remove eliminate from the student's GPA the grades that were earned in received under the first enrollment from the student's GPA. Refer to the Grading Policies and Procedures in the University Catalog for information on grades and administrative marks and their application to the GPA.~~

## Review of Academic Performance

Each graduate program should review the academic performance and progress of its students, according to university and program requirements, at least once per academic year. Reviews may result in one of four outcomes (six outcomes for students in the College of Podiatric Medicine<sup>3</sup>):

- ~~Dean's list: College of Podiatric Medicine full-time student earning a 3.500 current grade point average for the fall and spring semesters with no grade below a C or S (Satisfactory).~~
- ~~Good standing: College of Podiatric Medicine student meeting course and program expectations and not carrying any failures on his/her transcript.~~
- ~~No action: The student's performance and progress are satisfactory.~~
- ~~Warning: The student's performance and/or progress falls slightly below expectations.~~
- ~~Probation: The student's performance and/or progress is unsatisfactory.~~
- ~~Dismissal: The student has failed to meet requirements.~~

### DEAN'S LIST

~~Full-time students A student~~ in the College of Podiatric Medicine ~~who have earning a minimum 3.500 current GPA grade point average for the fall and spring academic semesters and earned no grade below a C or S (Satisfactory) in all course/rotation work will be cited on the as a Dean's List honors student at the end of each semester. Only students No student taking less than a full course load will be eligible for the Dean's List.~~

### GOOD STANDING

~~Students A student~~ in the College of Podiatric Medicine ~~are who is enrolled in course offerings leading to the D.P.M. degree is~~ considered to be in good standing if ~~they are he/she is~~ meeting course and/or program expectations and ~~have not failed any requirements. is not carrying any failures on his/her transcript.~~

### NO ACTION

If a student's performance and progress are satisfactory, the program may provide the student with written communication regarding ~~the student's his/her~~ satisfactory performance and progress in the degree program.

<sup>3</sup> College of Podiatric Medicine students are ranked at the end of each semester according to their overall grade point averages. Ranking is done on an individual basis by class year.

## WARNING

A warning may be issued to a student if the student's performance and/or progress falls slightly below expectations (e.g., failure to make timely progress on thesis or dissertation; overall GPA grade point average is ~~above~~ 3.000 or higher, but term GPA grade point average is below 3.000).

The department chair, school director or program coordinator administrating the program will provide the student with written communication regarding the warning, including expectations for future performance and a timetable for the correction of deficiencies. Warnings are documented by the graduate program and may be communicated to the ~~academic college dean, or designee, but are not reported to the Office of the University Registrar. The student is provided with written communication regarding the warning, including expectations for future performance and a timetable for the correction of deficiencies.~~

## PROBATION

Review of a student's performance and progress may result in ~~a recommendation for~~ probation.<sup>4</sup> Probation may be issued ~~recommended~~ for a student who deviated suddenly and substantially from program expectations, for a student who was previously issued a warning and did not correct the deficiency that caused the warning, or for a student who was previously issued a warning and corrected the deficiency but failed additional performance requirements. A graduate program may issue multiple ~~recommend numerous~~ semesters of probation for a student, but only one semester may be issued ~~recommended~~ at a time. Students in the College of Podiatric Medicine will have the probation noted on their student record, including the official transcript.

The department chair, school director or program coordinator administrating the program will provide the student with written communication regarding the ~~Recommendations for~~ probation ~~must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. Recommendations must~~ include expectations for future performance and a timetable for the correction of deficiencies. Probations are documented by the graduate program and communicated to the college dean, or designee. ~~The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision and expectations for future performance. The Office of the University Registrar is notified by the academic college dean, and the student is placed immediately on probation.~~

A student ~~Students~~ on probation will be reviewed by the program at least once each semester. The review may result in return to good academic standing, continued probation or dismissal from the program. To return to good academic standing, the student must have corrected the deficiency that caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's grade point average must be a part of normal degree requirements and must be approved in advance by the program. The department chair, school director or program coordinator must notify the college dean, or designee, of the review outcome.

<sup>4</sup> A student may not be appointed or reappointed as a graduate assistant while on probation. A student on an official leave of absence cannot be issued ~~recommended for~~ probation or dismissal~~ed~~.

~~When a review results in the determination that a student should return to good academic standing, the student's name and the recommendation must be transmitted by the head of the graduate program to the dean of the academic college. If the academic college dean accepts the recommendation, the student will be placed in good academic standing.~~

### ACADEMIC DISMISSAL ~~–ACADEMIC~~

Review of a student's performance, ~~and~~ progress and adherence to professional standards in a graduate program may result in a recommendation for academic dismissal.<sup>5</sup> Expectations for academic performance, progress and professional standards must have been communicated to students in writing at the time of matriculation into the program.

The decision for academic dismissal rests with the department chair, school director or program coordinator administering the program. Students who have been dismissed will be provided the decision in writing along with information on their right to appeal the decision (see dismissal appeal section below). ~~Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Office of the University Registrar is notified by the academic college dean, and the student is removed immediately from the graduate program.~~

Students who are dismissed from their degree program—or from all programs for students admitted to a dual degree or multiple programs—are dismissed from Kent State University. The college notifies the Office of the University Registrar to remove the student immediately from the program(s) and from any future-registered courses. The University Registrar will note on the student's record, including the student's official transcript, that the student was academically dismissed as of the term of the dismissal decision.

Students admitted to a dual-degree or multiple programs who are dismissed from only one of the programs are not dismissed from the university and may continue in the other program. Undergraduate students admitted to a combined bachelor's/master's degree program who have been dismissed from the undergraduate program are dismissed from the graduate program.

Dismissed students who wish to enroll in a different graduate program or in coursework at Kent State must complete an application for admission and follow the graduate admission procedures found in the University Catalog.

In ~~At~~ the College of Podiatric Medicine, determinations for dismissal are made in accordance with the grading policy. The final decision rests with the Academic Appeals Committee. The director of ~~student~~ academic services and institutional research is responsible for providing the student with written communication regarding the dismissal decision and notifying the university registrar to remove the student from the program and all registered courses. ~~The Office of the University Registrar is notified by the director of student academic services, and the student is removed immediately from the graduate program.~~ For more information on that college's policy for dismissal, refer to the College of Podiatric Medicine section of the University Catalog.

<sup>5</sup> A student on an official leave of absence cannot be issued ~~recommended for~~ probation or dismissed~~ed~~.

## ~~DISMISSAL—NON-ACADEMIC~~

~~In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a program has the right to dismiss a student who is not likely to succeed professionally despite meeting academic requirements. Such expectations for performance must have been communicated to students in writing at the time of admission. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Office of the University Registrar is notified by the academic college dean, and the student is removed immediately from the graduate program.~~

## Dismissal Appeal

~~As~~Students who ~~are is~~ dismissed ~~have has~~ the right to appeal the decision. Students who are dismissed from more than one program must appeal each dismissal separately. ~~Appeals must follow the process outlined in the university's administrative policy and procedure for student academic complaint. For dismissal appeal procedures in the College of Podiatric Medicine, refer to that college's section in the University Catalog.~~

**Appeal Process.** Students may appeal to the college dean, or designee, for the dismissal decision made at the department, school or program level in that college. If conditions or causes exist requiring a modification of the time limits listed below, it is the responsibility of the college dean, or designee, to assess such circumstances and determine the nature or extent of any such modification. If the college dean, or designee, decides to modify the time limits, the college dean, or designee, immediately will inform all parties involved.

1. If the student decides to appeal the dismissal decision, the student must submit the appeal in writing to the appropriate college dean, or designee, within 10 weekdays of receipt of the decision for dismissal. In the written appeal statement, the student must state clearly the reasons why the decision is being appealed, the nature of the appeal, the facts and circumstances leading to the appeal, reasons in support of the appeal and the remedy or remedies requested. The appeal statement submitted by the student becomes the basis for all further consideration of the matter.
2. Upon receipt of the student's appeal statement, the dean, or designee, convenes the college's dismissal and appeals committee to review and make a recommendation on the appeal.
3. The college dean, or designee, must send a copy of the appeal statement to the chair, director or coordinator who issued the dismissal decision. The chair, director or coordinator may respond to the student's appeal and include any information or documentation related to the response. The chair, director or coordinator will provide that written response to the college's dismissal and appeals committee, with a copy sent to the student.
4. The college's dismissal and appeals committee shall examine and evaluate fully the dismissal decision, including any supporting documentation submitted by the student or by the chair, director or coordinator who issued the dismissal. At its discretion, the

committee may interview the student and/or the chair, director or coordinator and/or consult with any others who the committee believes may assist in the review of the appeal.

5. The college's dismissal and appeals committee is expected to conduct its review as expeditiously as possible. If a full committee is unable to convene in a timely manner, the college dean, or designee, will determine—with input from the student and the chair, director or coordinator who issued the dismissal decision—if the appeal review process will proceed with limited committee members or will be scheduled to convene at a later, predetermined time.
6. Once the review of the appeal is completed, the committee's chair must forward a written recommendation to the college dean, or designee. The recommendation becomes part of the student's record.
7. The college dean, or designee, shall make the final decision and provide that decision in writing to the student, with a copy sent to the university registrar, the college's dismissal and appeals committee and the chair, director or coordinator who issued the dismissal.
8. If the appeal is approved, the university registrar will reenroll the student into the program, and the student may re-register for courses. The notation of the student's dismissal is updated or removed from the student's record (depending on the decision).

## **Reinstatement**

~~A 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:** For dismissal appeal procedures in the College of Podiatric Medicine, refer to that college's section in the University Catalog. Dismissed 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, refer to the College of Podiatric Medicine section of the University Catalog.~~

**Clean Copy**  
*(marked-up copy on pages 5-11)*

## **ACADEMIC STANDING - GRADUATE STUDENT**

Good academic standing indicates that students are meeting university and program requirements and are making satisfactory progress towards their degree. The definition of satisfactory performance and progress toward completion of the degree may differ among degree programs; therefore, it is imperative that each graduate program have these requirements in writing in their graduate handbook and distribute them to graduate students when they matriculate into the program.

### **Progress Toward Degree Completion**

All graduate students are expected to meet university and program requirements, and to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below and achieving the requirements set by the individual degree program. Students who fail to satisfy the requirements of their degree program and/or the conditions outlined below may be dismissed from the program.

1. Students must maintain their status as degree-seeking student by registering for at least 1 graduate credit hour that contributes to their degree requirements as determined by their graduate program each year (defined as three consecutive terms, including summer as one term) or by taking an approved leave of absence. Courses taken for audit and course withdrawals will not be counted as fulfilling the minimum enrollment requirements. Meeting this minimum enrollment requirement does not guarantee students will meet the minimum requirements of other programs, offices or agencies.
2. Students are expected to maintain a minimum 3.000 grade point average (GPA).<sup>6</sup> A graduate student who receives more than 8 credit hours of grades lower than B or more than 4 credit hours of grades lower than C is subject to dismissal. Some programs impose higher standards
3. Doctoral students must, comply with the time limits for passing candidacy (five years from first enrollment) and for passing the final oral examination (five years from candidacy). Individual degree programs may have shorter time limits.
4. Students must comply with the time limits for graduation (six years from first enrollment for master's students and 10 years from first enrollment for doctoral students). Individual degree programs may have shorter time limits. Students in the College of Podiatric Medicine must successfully complete graduation requirements within six years of their first enrollment. Exceptions to this time limit must be approved by the Council on Podiatric Medical Education.

<sup>6</sup> Refer to the College of Podiatric Medicine's section in the University Catalog for GPA expectations for students seeking the Doctor of Podiatric Medicine degree.

In addition to the performance and progress made upon the conditions listed above, individual degree programs will review student performance in the fulfillment of the degree program's requirements. Consideration may include, but is not limited to, such factors as performance during informal coursework and seminars, research capability and performance, professional standards of conduct and the number of grades of AU (Audit), IN (Incomplete), IP (In Progress) and W (Withdrawal) on a student's record.

Grades below C are not counted toward completion of requirements for any graduate degree, but are counted in the graduate GPA. Credit hours earned in undergraduate courses are not counted toward completion of any graduate degree and are not counted in the graduate GPA. A change by a graduate student from one department or program to another does not remove from the student's GPA the grades that were earned in the first enrollment. Refer to the Grading Policies and Procedures in the University Catalog for information on grades and administrative marks and their application to the GPA.

## **Review of Academic Performance**

Each graduate program should review the academic performance and progress of its students, according to university and program requirements, at least once per academic year. Reviews may result in one of four outcomes (six outcomes for students in the College of Podiatric Medicine<sup>7</sup>):

- Dean's list
- Good standing
- No action
- Warning
- Probation
- Dismissal

### **DEAN'S LIST**

Full-time students in the College of Podiatric Medicine who have a minimum 3.500 current GPA for the fall and spring semesters and earned no grade below a C or S (Satisfactory) in all course/rotation work will be cited on the Dean's List at the end of each semester. Only students taking a full course load will be eligible for the Dean's List.

### **GOOD STANDING**

Students in the College of Podiatric Medicine are considered to be in good standing if they are meeting course and/or program expectations and have not failed any requirements.

### **NO ACTION**

If a student's performance and progress are satisfactory, the program may provide the student with written communication regarding the student's satisfactory performance and progress in the degree program.

<sup>7</sup> College of Podiatric Medicine students are ranked at the end of each semester according to their overall grade point averages. Ranking is done on an individual basis by class year.

## **WARNING**

A warning may be issued to a student if the student's performance and/or progress falls slightly below expectations (e.g., failure to make timely progress on thesis or dissertation; overall GPA is 3.000 or higher, but term GPA is below 3.000).

The department chair, school director or program coordinator administering the program will provide the student with written communication regarding the warning, including expectations for future performance and a timetable for the correction of deficiencies. Warnings are documented by the graduate program and may be communicated to the college dean, or designee.

## **PROBATION**

Review of a student's performance and progress may result in probation.<sup>8</sup> Probation may be issued for a student who deviated suddenly and substantially from program expectations, for a student who was previously issued a warning and did not correct the deficiency that caused the warning, or for a student who was previously issued a warning and corrected the deficiency but failed additional performance requirements. A graduate program may issue multiple semesters of probation for a student, but only one semester may be issued at a time. Students in the College of Podiatric Medicine will have the probation noted on their student record, including the official transcript.

The department chair, school director or program coordinator administering the program will provide the student with written communication regarding the probation including expectations for future performance and a timetable for the correction of deficiencies. Probations are documented by the graduate program and communicated to the college dean, or designee.

A student on probation will be reviewed by the program at least once each semester. The review may result in return to good academic standing, continued probation or dismissal from the program. To return to good academic standing, the student must have corrected the deficiency that caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's grade point average must be a part of normal degree requirements and must be approved in advance by the program. The department chair, school director or program coordinator must notify the college dean, or designee, of the review outcome.

## **ACADEMIC DISMISSAL**

Review of a student's performance, progress and adherence to professional standards in a graduate program may result in a recommendation for academic dismissal.<sup>9</sup> Expectations for academic performance, progress and professional standards must have been communicated to students in writing at the time of matriculation into the program.

The decision for academic dismissal rests with the department chair, school director or program coordinator administering the program. Students who have been dismissed will be provided

<sup>8</sup> A student may not be appointed or reappointed as a graduate assistant while on probation. A student on an official leave of absence cannot be issued probation or dismissed.

<sup>9</sup> A student on an official leave of absence cannot be issued probation or dismissed.

the decision in writing along with information on their right to appeal the decision (see dismissal appeal section below).

Students who are dismissed from their degree program—or from all programs for students admitted to a dual degree or multiple programs—are dismissed from Kent State University. The college notifies the Office of the University Registrar to remove the student immediately from the program(s) and from any future-registered courses. The University Registrar will note on the student's record, including the student's official transcript, that the student was academically dismissed as of the term of the dismissal decision.

Students admitted to a dual-degree or multiple programs who are dismissed from only one of the programs are not dismissed from the university and may continue in the other program. Undergraduate students admitted to a combined bachelor's/master's degree program who have been dismissed from the undergraduate program are dismissed from the graduate program.

Dismissed students who wish to enroll in a different graduate program or in coursework at Kent State must complete an application for admission and follow the graduate admission procedures found in the University Catalog.

In the College of Podiatric Medicine, determinations for dismissal are made in accordance with the grading policy. The final decision rests with the Academic Appeals Committee. The director of academic services and institutional research is responsible for providing the student with written communication regarding the dismissal decision and notifying the university registrar to remove the student from the program and all registered courses. For more information on that college's policy for dismissal, refer to the College of Podiatric Medicine section of the University Catalog.

## Dismissal Appeal

Students who are dismissed have the right to appeal the decision. Students who are dismissed from more than one program must appeal each dismissal separately.

**Appeal Process.** Students may appeal to the college dean, or designee, for the dismissal decision made at the department, school or program level in that college. If conditions or causes exist requiring a modification of the time limits listed below, it is the responsibility of the college dean, or designee, to assess such circumstances and determine the nature or extent of any such modification. If the college dean, or designee, decides to modify the time limits, the college dean, or designee, immediately will inform all parties involved.

1. If the student decides to appeal the dismissal decision, the student must submit the appeal in writing to the appropriate college dean, or designee, within 10 weekdays of receipt of the decision for dismissal. In the written appeal statement, the student must state clearly the reasons why the decision is being appealed, the nature of the appeal, the facts and circumstances leading to the appeal, reasons in support of the appeal and the remedy or remedies requested. The appeal statement submitted by the student becomes the basis for all further consideration of the matter.
2. Upon receipt of the student's appeal statement, the dean, or designee, convenes the college's dismissal and appeals committee to review and make a recommendation on the appeal.

3. The college dean, or designee, must send a copy of the appeal statement to the chair, director or coordinator who issued the dismissal decision. The chair, director or coordinator may respond to the student's appeal and include any information or documentation related to the response. The chair, director or coordinator will provide that written response to the college's dismissal and appeals committee, with a copy sent to the student.
4. The college's dismissal and appeals committee shall examine and evaluate fully the dismissal decision, including any supporting documentation submitted by the student or by the chair, director or coordinator who issued the dismissal. At its discretion, the committee may interview the student and/or the chair, director or coordinator and/or consult with any others who the committee believes may assist in the review of the appeal.
5. The college's dismissal and appeals committee is expected to conduct its review as expeditiously as possible. If a full committee is unable to convene in a timely manner, the college dean, or designee, will determine—with input from the student and the chair, director or coordinator who issued the dismissal decision—if the appeal review process will proceed with limited committee members or will be scheduled to convene at a later, predetermined time.
6. Once the review of the appeal is completed, the committee's chair must forward a written recommendation to the college dean, or designee. The recommendation becomes part of the student's record.
7. The college dean, or designee, shall make the final decision and provide that decision in writing to the student, with a copy sent to the university registrar, the college's dismissal and appeals committee and the chair, director or coordinator who issued the dismissal.
8. If the appeal is approved, the university registrar will reenroll the student into the program, and the student may re-register for courses. The notation of the student's dismissal is updated or removed from the student's record (depending on the decision).

**College of Podiatric Medicine:** For dismissal appeal procedures in the College of Podiatric Medicine, refer to that college's section in the University Catalog. Dismissed 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.



**TO:** Educational Policies Council  
**FROM:** Executive Vice President and Provost Todd A. Diacon  
**SUBJECT:** Agenda for Monday, 20 May 2019  
3:20 p.m., Governance Chambers, 2<sup>nd</sup> floor of Kent Student Center  
**DATE:** Monday, 13 May 2019

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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, 17 May 2019, to ensure that the materials are available at the meeting for review.

## **JOINT EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEMS**

1. Minutes of meeting on 15 April 2019  
[Attachment 1](#)
- EPC Review Task Force** (*presented by Professor Edward Dauterich*)
  2. Restructure of the Educational Policies Council  
Effective Fall 2019 | [Attachment 2](#)

## **GRADUATE EDUCATIONAL POLICIES COUNCIL**

### **ACTION ITEM**

**Division of Graduate Studies** (*presented by Associate Dean Manfred Van Dulmen*)

1. Establishment of a policy for graduate minors.  
Effective Fall 2019 | [Attachment 3](#)

### **INFORMATION ITEMS**

**College of Arts and Sciences**

**Department of Computer Science** **Item withdrawn**

1. Program development plan to establish an Artificial Intelligence major within the Master of Science degree. A full proposal will come to the EPC for a vote at a later date.  
[Attachment 4](#)

**College of Business Administration**

**Department of Management and Information Systems**

2. Inactivation of the Business Administration [BAD] major within the Master of Business Administration [MBA] degree at the Stark Campus. The major is and will continue to be offered on-ground at the Kent Campus and fully online. The last cohort of students on the Stark Campus was in 2016; on-ground courses for the MBA have not been offered there since.  
Effective Fall 2019 | [Attachment 5](#)

**GRADUATE EPC AGENDA *continued*****AGENDA UPDATES****22 January 2019 EPC Agenda****College of Architecture and Environmental Design**

1. College has amended its proposal for the Health Care Facilities [C632] graduate certificate—new name Health Systems and Facilities Design [C645]—to remove on-ground-only elective courses and to offer the certificate as online-only (currently, it is offered both online and on-ground). In addition, the effective date for revision to admission requirements is spring 2020 (not fall 2019).

**College of Education, Health and Human Services / *School of Lifespan Development and Educational Sciences***

2. School has amended its proposal to revise admission revisions for the School Psychology [SPSY] major within the Educational Specialist [EDS] degree. Admission revisions—allowing post-baccalaureate students to be admitted, adding a 3.000 undergraduate GPA and decreasing graduate GPA from 4.000 to 3.250—have been withdrawn and replaced with requirement that applicants have a master's degree in school psychology. In addition, inadvertently omitted on the January agenda was that, with the numerous course revisions, the minimum total credit hours to program completion decrease, from 89 to 55.
3. In the proposal to establish graduate licensure [NDGL] non-degree programs, the school inadvertently omitted two new majors. Both will be offered hybrid online/on-ground at the Kent Campus, effective fall 2019; in addition, the gifted program will be offered fully online, the program code will be GFE.
  - Gifted Education Endorsement Preparation [GFE] (18 credit hours)
  - Career-Based Intervention Endorsement Preparation [CBI] (11 credit hours)

## UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

### ACTION ITEMS

#### **EPC Ad Hoc Committee on Academic Policy** *(presented by Dean Eboni Pringle)*

1. Establishment of a GPA policy for undergraduate majors, minors and certificates.  
Effective Fall 2019 | [Attachment 6](#)

#### **College of Education, Health and Human Services** *(presented by Dean James C. Hannon)*

##### ***School of Lifespan Development and Educational Sciences***

2. Establishment of a Long-Term Care Administration [LTCA] major within the Bachelor of Science [BS] degree. The major replaces the Nursing Home Administration [NHA] concentration in the Human Development and Family Studies [HDFS] major. One course (LTCA 44033) is established, and three GERO courses are revised with new course subject LTCA. Minimum total credit hours to program completion is 120.  
Effective Fall 2020 | [Attachment 7](#)

### INFORMATION ITEM

#### **College of Education, Health and Human Services**

##### ***School of Health Sciences***

1. Temporary suspension of admissions for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree.  
Effective Fall 2020 | [Attachment 8](#)

### LESSER ACTION ITEMS

#### **College of Arts and Sciences**

##### ***Department of Physics***

1. Inactivation of the Physics [PHY] minor at the Geauga Campus. The minor is and will continue to be offered on-ground at the Kent Campus.  
Effective Fall 2019

#### **College of Education, Health and Human Services**

##### ***School of Health Sciences***

2. Revision of progression requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Revision includes removing a statement that allows students who have not been accepted into the professional phase to reapply the following year. Since admission to this major will be suspended (information item) effective fall 2020, students who are not accepted into the professional phase by end of spring 2020 semester will not be able to continue in the program.  
Effective Fall 2019

**UNDERGRADUATE EPC AGENDA *continued*****AGENDA UPDATES****22 January 2019 EPC Agenda****College of the Arts / *School of Music***

1. School has revised the effective date for revisions to admission requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Effective date is now fall 2020 (and not spring 2020).

**College of Business Administration / *Department of Management and Information Systems***

2. Department has amended its proposal to include an admission revision for the General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree. Required overall GPA for admission by transfer students has decreased, from 2.500 to 2.250. Revision is effective for spring 2020.

**College of Communication and Information / *School of Communication Studies***

3. School has provided location clarification to its proposal to establish two new concentrations in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Both new concentrations—Communication Studies–General [CGEN] and Relational and Workplace Communication [RWCM]—will be fully offered at the Kent and Stark campuses.
4. School has withdrawn its request to revise credit hours for COMM 45092 Internship in Communication Studies. Course will remain at 3-6 credit hours (and not the proposed 3).

**UNDERGRADUATE UNIVERSITY REQUIREMENT COURSE REVISIONS****Experiential Learning Requirement—Course Revisions Effective Fall 2020**

- GERO 43092 Practicum in Nursing Home Administration I (9) to:  
LTCA Internship in Nursing Home Administration/Health Services Executive..... Revise
- GERO 43192 Practicum in Nursing Home Administration II (9) to:  
LTCA Internship in Nursing Home Administration/Health Services Executive..... Revise

**COURSE REVISIONS****Course Subject Establishment Effective Fall 2020**

- LTCA Long-Term Care Administration..... Establish

**Course Revisions Effective Fall 2020**

- GERO 44032 Long Term Care Administration (3) to:  
LTCA Long-Term Care Administration I..... Revise
- LTCA 44033 Long-Term Care Administration II (3) ..... Establish
- GERO 54032 Long Term Care Administration (3) to:  
LTCA Long-Term Care Administration I..... Revise
- LTCA 54033 Long-Term Care Administration II (3) ..... Establish



Educational Policies Council  
Minutes of the Meeting  
Monday, 15 April 2019

**Ex-Officio Members present (or represented):** Senior Associate Provost Melody J. Tankersley; Deans Barbara A. Broome, Kenneth J. Burhanna, Mark S. Mistur, Eboni J. Pringle, Nathan P. Ritchey, Allison J. Smith; Associate Deans Cynthia R. Stillings (representing Dean John R. Crawford-Spinelli), Wendy A. Umberger, Manfred H. Van Dulmen; Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Provost Todd A. Diacon; Faculty Senate Chair Pamela E. Grimm; Deans Christina Bloebaum, Maureen McFarland, Amy L. Reynolds; Senior Associate Dean Vincent J. Hetherington; Associate Dean Cathy Dubois, Miriam Matteson, Stephen A. Mitchell

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Christopher J. Fenk, Darci L. Kracht, Robert J. Twieg; Associate Professors Jeffrey Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Associate Professors Ann Abraham, Vanessa J. Earp

**Council Representatives present (or represented):** Professors Michael W. Chunn, Paul M. Haridakis, Christopher Rowan, Said Shiyab; Associate Professors Ivan Bernal, Natalie Caine-Bish, Denise M. McEnroe-Petitte; Assistant Professors Sara Bayramzadeh (representing Dean William T. Willoughby), Yea-Jyh Chen, Duane J. Ehredt; Associate Lecturer Timothy Roberts

**Council Representatives not present (or not represented):** Professors Richard L. Mangrum, Simon Song, Jonathan B. VanGeest; Associate Professors Jooyoun Park, Geoffrey Steinberg, Jonathan Swoboda, Melissa D. Zullo; Assistant Professors Lindsay C. Baran, Derek Kingsley; Lecturer Mary Kutchin

**Observers not present:** Lauren Oswald, Antonina Pakholkova Mohamed

**Consultants and Guests present:** Aimee J. Bell, Alicia R. Crowe, Larry G. Froehlich, Mary Ann Haley (representing Dean James L. Blank), Jeffrey S. Hallam (representing Dean Sonia A. Alemagno), Lynette Johnson, Jennifer S. Kellogg, Tracey Motter, Christa N. Ord, Mary Parker, Gail M. Rebata, Matthew Rollyson, Hollie B. Simpson, Linnea A. Stafford, Therese E. Tillett, Don Williams (representing Dean Deborah Spake), Catherine M. Zingrone

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Senior Associate Provost Melody J. Tankersley called the meeting to order at 3:20p.m., on Monday, 15 April 2019, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 18 March 2019 meeting minutes.**

Associate Dean Stephen A. Mitchell made a motion to approve the item, and Associate Dean Cindy R. Stillings seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Undergraduate EPC Action Item I: Inactivation of the Engineering of Information Technology [EIRT] major within the Associate of Applied Science [AAS] degree.**

Vice President Nathan P. Ritchey discussed the purpose of inactivating the major. He said the last student to graduate from the major was in 2008. The College of Applied and Technical Studies has been removing majors that are not being used and replacing them with new two-year degrees.

Associate Dean Alicia R. Crowe motioned to approve and Professor Edward Dauterich seconded.

Associate Dean Mary Ann Haley referenced courses Technical Physics I & II from the Engineering of Information Technology major. She asked if those courses are offered in other majors.

Vice President Ritchey replied that those courses have not been taught in a long time, but the subject is included in other active courses.

With no other questions or concerns, the item passed unanimously.

**Graduate EPC Action Item I: Revision of the academic standing policies for graduate students, including policies on progress toward degree completion, probation, dismissal appeal and reinstatement.**

Senior Associate Provost Melody J. Tankersley stated that the policy has been reviewed with the Graduate Dean's Advisory Council and the EPC Ad Hoc Council. To ensure the language and procedures are clarified, the two councils reviewed the entire policy and applied possible scenarios. An addition to the policy was a procedure for appeals. The undergraduate appeal process was heavily applied to and used to create this procedure. Additionally, she referenced the flowchart, which will not be included in the policy, for members to review to better understand the appeal process.

Associate Dean Cindy R. Stillings made a motion to approve the item, and Associate Dean Stephen A. Mitchell seconded the motion.

Professor Christopher J. Fenk asked for clarification on the grade minimums. He said a student may have a few grades below the minimum, but they have other coursework that pushes their GPA well over a 3.0 making them in good academic standing. He asked how that is handled in regards to dismissal.

Senior Associate Provost Tankersley explained that at the graduate level, there is approximately 30 hours of coursework. The coursework is in depth; therefore, anything less than a "B" grade means that the student is not performing at the level overall needed for the discipline. She said nine hours out of 30 that are below a "B" grade is something to consider for dismissal. It does not have to dismiss, but can make the student eligible for dismissal.

Professor Fenk asked for clarification on the wording "subject to dismissal."

Senior Associate Provost Tankersley replied that his department will need to deliberate on whether the student is dismissed or put on probation.

Professor Fenk stated that the college does not want to lose students that are otherwise in good academic standing, but also have confusion on dismissal by the policy.

Senior Associate Provost Tankersley advised that is why the policy was written as such. The college knows about the specific courses, programs and issues that may apply at the department level. She encouraged clarity in departmental handbooks and consistency in the application of the policies. Furthermore, the graduate policy is for the university overall and could be applied along with much stricter departmental policies.

Associate Dean Donald Williams explained that the student, in good academic standing, does not have to be dismissed. However, anything below a “B” grade is a good indicator that something is not going well. The student can be notified and concern for their academic success can be expressed. This advises the student properly and gives them ample warning. If the student does not improve, the college can dismiss confidently knowing advisement and warning was given.

Professor Paul M. Haridakis asked for confirmation that there were no changes in the policy about progress towards degree and time limits.

Senior Associate Provost Tankersley replied that the current policy states that doctoral candidacy and oral examination time limits are five years. That conflicted with the old policy that said nine years for post-master degrees. That was updated to be consistent. Continuous registration was clarified by providing a definition of calendar year—three consecutive semesters including summer.

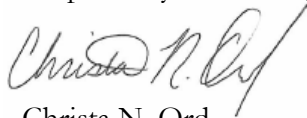
Professor Michael W. Chunn stated that his college sends letters of concern to students if they receive a B- or lower in a course. The letters explain the path the lower grade puts the student on and the guidelines they need to follow for improvement. He said the decision-making process on dismissal process is completely in-house.

Senior Associate Provost Tankersley advised that responsibility falls on the department to communicate the expectations with the students and to be consistent with applying those expectations. Graduate students should be provided with handbooks that includes this information.

Without further questions or concerns, the item passed unanimously.

With no requests for additional discussion, Senior Associate Provost Tankersley adjourned the meeting at 3:40pm.

Respectfully submitted,



Christa N. Ord

Administrative Secretary, Curriculum Services, Office of the Provost

# Proposal to Restructure the Educational Policies Council

## Background

In January and February 2019, the Educational Policies Council and the Faculty Senate, respectively, approved the ad hoc EPC Review Task Force to move forward on its initial recommendations in restructuring the EPC and to bring back a proposal with revised policy language for approval.

Members of the EPC Review Task Force met four times in spring 2019—on 25-Feb-19, 14-Mar-19, 10-Apr-19 and 3-May-19—to review and revise the affected policies. Attached is their final proposal outlining a restructure of the EPC, including its membership and procedures and the creation of an Executive EPC body (pages 2-6) and revisions to the Faculty Senate charter and bylaws (pages 7-10) and EPC administrative policy and description (pages 11-19).

Members of the EPC Task Force submitting this proposal:

- Jennifer Cunningham, Associate Professor, College of Arts and Sciences (*served on EPC as a Faculty Senate-appointed member for AY-2017, AY-2018*)
- Edward Dauterich, Professor, College of Arts and Sciences (*served on EPC as a Faculty Senate-appointed member for AY-2017, AY-2018*)
- Richard Mangrum, Professor, College of Aeronautics and Engineering (*served on EPC as a college curriculum committee-elected member for AY-2010, AY-2011, AY-2012, AY-2016, AY-2017, AY-2018*)
- Denise McEnroe-Petitte, Associate Professor, College of Applied and Technical Studies (*served on EPC as a college curriculum committee-elected member for AY-2017, AY-2018*)
- Therese Tillett, Associate Vice President for Curriculum Planning and Administration (*assisted EPC as secretary from 2005 to present*)
- Melissa Zullo, Associate Professor, College of Public Health (*served on EPC as a college curriculum committee-elected member for AY-2016, AY-2017, AY-2018*)

The Office of Curriculum Services assisted as consultants to the Task Force and organized the meetings and materials:

- Jennifer Kellogg, Assistant Director
- Aimee Bell, Academic Program Coordinator
- Christa Ord, Secretary

## Timetable of Anticipated Actions

Review by provost and Faculty Senate Executive Committee.....	April 2019
Approval by Educational Policies Council.....	May 2019
Approval by Faculty Senate.....	July 2019
Implementation .....	Fall 2019 Semester

## Outline of Restructure of the Educational Policies Council

### Revision to Educational Policies Council

1. Composition, duration
  - a. *See charts on pages 5-6 and EPC description on pages 13-19*
2. Appointment of members
  - a. Chair is either an elected member of Faculty Senate Executive Committee or a senator appointed by the Faculty Senate Executive Committee
  - b. Appointments/elections of members from their respective bodies should be decided no later than late July for the next academic year
  - c. Members may be removed if they do not attend three consecutive meetings
3. Function
  - a. *See Faculty Senate charter on page 7, Faculty Senate bylaws on pages 8-10, EPC administrative policy on pages 11-12 and EPC description on pages 13-19*
4. Voting
  - a. Chair does not have a vote unless to break a tie
  - b. Secretary does not have a vote
  - c. There is no voting by proxy or designee
  - d. Must have 16 members present (quorum) to vote on items
5. Procedures
  - a. Meetings will be informal (i.e., will not follow Robert's Rules of Order)
  - b. Will allow participation by video (e.g., WebEx, Zoom) for members on other campuses who are unable to travel, although participation in person will be stressed
6. Frequency
  - a. Required to meet at minimum three times each semester *current policy*
  - b. First meeting (typically August) will be set aside for training and updates
  - c. Expectation to meet monthly with exception of June, July, December *current practice*
7. Schedule
  - a. Will meet on Mondays (typically 3<sup>rd</sup> Monday of month) *current practice*
  - b. Will meet at 3:20 p.m. *current practice*
  - c. *See scheduling on page 2*
8. Location
  - a. A location on the Kent Campus, preferably in the Student Center, that is less formal than Governance Chambers (*taskforce recommends KSC room 318*)
9. Agenda
  - a. Keep current formatting for now (action, discussion, information, lesser)
  - b. Agenda will be sent to members on Wednesday before Monday meeting

## Establishment of an Executive Educational Policies Council

1. Composition, duration
  - a. *See charts on pages 5-6 and EPC description on pages 14-19*
2. Appointment of members
  - a. Chair of the Exec EPC is chair of the EPC
  - b. Appointments/elections of members from their respective bodies should be decided no later than late July for the next academic year
  - c. College faculty members (2) are appointed by chair of Executive EPC
3. Function of Exec EPC
  - a. Finalize agenda
  - b. Approve items that are considered lesser/housekeeping and uncontroversial
  - c. Create a consent calendar when appropriate
  - d. Develop opportunities to educate members and drive discussion
  - e. Invite speakers to present (e.g., dean to talk about a college's strategic priorities)
  - f. Charge subcommittees to examine issues or initiatives and recommend action
4. Schedule
  - a. Will meet on either the Tuesday or Wednesday the week before Monday EPC meeting
  - b. *See scheduling below*

## Scheduling

The following schedule should not conflict with Faculty Senate meetings since the Faculty Senate Executive Committee typically has met on Wednesdays, twice a month; and the full Faculty Senate typically meets on the second Monday of the month.

Action	Schedule	Current Practice?
Deadline for EPC submissions to Curriculum Services for review	2 weeks before agenda is published (last week of the month typically)	Yes
Provost or Graduate Studies Dean approves submissions	1 week before agenda is published	Yes
Exec EPC meets and approves agenda	Tuesday of the week the agenda is published (Monday of this week typically is Faculty Senate meeting)	No – new
EPC agenda published	Wednesday before EPC meeting (5 calendar days before meeting)	No – agenda is published on Monday typically (7 calendar days before meeting)
EPC meets to review and approve agenda items	3 <sup>rd</sup> Monday of the month (typically)	Yes

## Structure of the Educational Policies Council

Current Structure	Proposed Structure
Two councils (UG/GR) that meet together, but with separate agendas	One council with one agenda
Co-chairs are the provost and chair of the Faculty Senate	Chair is appointed by the Faculty Senate Executive Committee
Large membership (55 voting)	Smaller membership (30 voting)
Voting members are nearly half (55/45%) faculty/administrators (20 college faculty, 10 senators, 25 deans/assoc deans,)	Voting members are primarily (83%) faculty (22 college faculty, 2 senators, 1 library faculty, 2 deans, 1 provost rep, 2 students)
Campus deans, A/A deans, department chairs and school directors are not members, but are notified of the agenda before the council meets	Campus deans, college deans*, A/A deans, department chairs and school directors are not members, but are notified of the agenda before the council meets (* 2 of the deans are members)
Dean and associate dean from University Libraries are voting members	Faculty member from University Libraries is a voting member
Students from the UG/GR government bodies are non-voting members	Students from the UG/GR government bodies are voting members
Based on UG/GR designation, members vote only on items on their agenda	Members vote on all items on the agenda
College deans present agenda items	Proposal developers present agenda items
	Exec committee is added with small membership (5) from the EPC
	Exec members are 80/20% faculty/administrators (2 college faculty, 2 faculty senators, 1 provost rep)
	EPC chair is Exec EPC chair
	Secretary to both EPC and EPC Exec is Office of Curriculum Services

CURRENT STRUCTURE	PROPOSED STRUCTURE																																																				
<p>College/Division/Committee (recommendation) ↓ Provost/Graduate Studies Dean (approval) ↓ Campus Deans/AA Deans/Chairs/Directors (notification) ↓ Undergraduate EPC/Graduate EPC (approval) ↓ Faculty Senate (approval)</p>	<p>College/Division/Committee (recommendation) ↓ Provost/Graduate Studies Dean (approval) ↓ Executive EPC (approval) ↓ College Deans/Campus Deans/AA Deans/ Chairs/Directors (notification) ↓ EPC (approval) ↓ Faculty Senate (approval)</p>																																																				
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<p><b>LEADERSHIP</b> Co-Chair: Provost Co-Chair: Faculty Senate chair  Total: 2</p> <p><b>VOTING MEMBERS</b> Undergraduate and Graduate EPC</p> <table> <tr><td>Deans - degree colleges</td><td>10</td></tr> <tr><td>Dean - Graduate Studies</td><td>1</td></tr> <tr><td>Dean - Honors College</td><td>1</td></tr> <tr><td>Dean - University College</td><td>1</td></tr> <tr><td>Dean - University Libraries</td><td>1</td></tr> <tr><td>Assoc deans, graduate - degree colleges</td><td>10</td></tr> <tr><td>Assoc dean - University Libraries</td><td>1</td></tr> <tr><td>UG faculty members - degree colleges</td><td>10</td></tr> <tr><td>GR faculty members - degree colleges</td><td>10</td></tr> <tr><td>Faculty Senate members</td><td>10</td></tr> <tr><td><b>Total:</b></td><td><b>55</b></td></tr> </table> <p><b>NON-VOTING MEMBERS</b></p> <table> <tr><td>Undergraduate student</td><td>1</td></tr> <tr><td>Graduate student</td><td>1</td></tr> <tr><td><b>Total:</b></td><td><b>2</b></td></tr> </table> <p><b>Total Membership: 59</b></p>	Deans - degree colleges	10	Dean - Graduate Studies	1	Dean - Honors College	1	Dean - University College	1	Dean - University Libraries	1	Assoc deans, graduate - degree colleges	10	Assoc dean - University Libraries	1	UG faculty members - degree colleges	10	GR faculty members - degree colleges	10	Faculty Senate members	10	<b>Total:</b>	<b>55</b>	Undergraduate student	1	Graduate student	1	<b>Total:</b>	<b>2</b>	<p><b>LEADERSHIP</b> Chair: Faculty Senate Exec Committee appointee Secretary: Curriculum Services  Total: 2</p> <p><b>VOTING MEMBERS</b> EPC</p> <table> <tr><td>Provost Office senior administrator</td><td>1</td></tr> <tr><td>College deans</td><td>2</td></tr> <tr><td>Faculty Senate members</td><td>2</td></tr> <tr><td>Faculty members - degree colleges *</td><td>22</td></tr> <tr><td>Faculty member - University Libraries</td><td>1</td></tr> <tr><td>Undergraduate student</td><td>1</td></tr> <tr><td>Graduate student</td><td>1</td></tr> <tr><td><b>Total:</b></td><td><b>30</b></td></tr> </table> <p><b>Executive EPC (from EPC membership)</b></p> <table> <tr><td>Provost Office administrator</td><td>1</td></tr> <tr><td>Faculty Senate members</td><td>2</td></tr> <tr><td>Faculty members - degree colleges</td><td>2</td></tr> <tr><td><b>Subtotal:</b></td><td><b>5</b></td></tr> </table> <p><b>Total Membership: 32</b></p>	Provost Office senior administrator	1	College deans	2	Faculty Senate members	2	Faculty members - degree colleges *	22	Faculty member - University Libraries	1	Undergraduate student	1	Graduate student	1	<b>Total:</b>	<b>30</b>	Provost Office administrator	1	Faculty Senate members	2	Faculty members - degree colleges	2	<b>Subtotal:</b>	<b>5</b>
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\* From each college, if possible, one faculty member should have graduate faculty status, and one faculty member should be teaching undergraduate courses. In a situation where a college does not have the capacity to send two faculty members in a given year, the college is permitted to send only one faculty member.

## Restructured Membership of the Educational Policies Council

COMPOSITION		APPOINTMENT	DURATION
<b>Leadership</b>			
<b>Chair:</b> Faculty Senate Exec Committee rep	1	Appointed by Faculty Senate chair-elect	Two years
<b>Secretary:</b> Curriculum Services (office of 4)	1	Standing	Continuing
<b>Total:</b> 2			
<b>Educational Policies Council</b>			
Provost Office senior administrator	1	Appointed by provost	Two years
College deans	2	Appointed by Academic Leadership Group	Two years
Faculty Senate members	2	Appointed by Faculty Senate chair-elect	Two years
Faculty members - degree colleges *	22	Appointed or elected by each CCC and/or graduate coordinator body	One year
Faculty member - University Libraries	1	Appointed by University Libraries dean	One year
Undergraduate student	1	Appointed by Undergrad Student Gov't	One year
Graduate student	1	Appointed by Graduate Student Senate	One year
<b>Total:</b> 30			
<b>Executive EPC (from EPC membership)</b>			
Provost Office senior administrator	1	See EPC above	Two years
Faculty Senate members	2	See EPC above	Two years
Faculty members - degree colleges	2	Appointed by Exec EPC chair	One year
<b>Subtotal:</b> 5			
<b>Total Membership:</b> 32			

*\* From each college if possible, one faculty member should have graduate faculty status, and one faculty member should be teaching undergraduate courses. In a situation where a college does not have the capacity to send two faculty members in a given year, the college is permitted to send only one faculty member.*

**NOTE:** Kent State has 11 degree-granting colleges, of which nine offer both undergraduate and degrees, one offers undergraduate degrees only currently, and one offers graduate degrees only currently:

1. Aeronautics and Engineering
2. Applied and Technical Studies (*undergraduate only*)
3. Architecture and Environmental Design
4. Arts, The
5. Arts and Sciences
6. Business Administration
7. Communication and Information
8. Education, Health and Human Services
9. Nursing
10. Podiatric Medicine (*graduate only*)
11. Public Health

## Revised Policies for the Educational Policies Council

Added   ~~Removed~~   ~~Moved From~~   Moved To

### 3342-2-05 FACULTY SENATE CHARTER *(marked-up copy of revisions)*

#### (G) Councils, committees and commissions.

- (2) Councils of the faculty senate. The educational policies council shall be a body of the faculty senate. The educational policies council shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate body responsible for long-range academic planning for the university.
- ~~(a) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.~~
- ~~(b) Issues jointly affecting undergraduate and graduate education will be discussed by the full educational policies council.~~
- ~~(c) The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.~~
- ~~(d) The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.~~

### 3342-2-05 FACULTY SENATE CHARTER *(clean copy of revisions)*

#### (G) Councils, committees and commissions.

- (2) Councils of the faculty senate. The educational policies council shall be a body of the faculty senate. The educational policies council shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate body responsible for long-range academic planning for the university.

### 3342-2-06 FACULTY SENATE BYLAWS *(marked-up copy of revisions)*

#### (G) Councils, committees and commissions.

##### (2) Educational policies council.

###### ~~(a) — Composition~~

- ~~(i) — The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at a meeting of the full educational policies council.~~

###### ~~(b) — Function.~~

- (a) (i) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, inactivation ~~discontinuance~~, or significant revisions ~~alteration~~ of academic programs; the establishment or discontinuance of bodies or agencies that ~~which~~ are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees, advisory councils or the faculty senate that are related to issues that affect undergraduate and graduate education.

- ~~(ii) — The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.~~

- ~~(iii) — The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.~~

###### ~~(c) — Division of labor.~~

- (b) (i) All recommendations of the educational policies council related to long-range academic planning or to the establishment, inactivation ~~discontinuance~~, or significant revision ~~major alteration~~ of academic policies, programs or bodies shall be submitted to the faculty senate for approval. Proposals for the inactivation ~~discontinuance~~ or significant revision ~~major alteration~~ of an academic program shall be preceded by a program review conducted according to established procedures in the appropriate college.

*continued 3342-2-06 FACULTY SENATE BYLAWS (marked-up copy of revisions)*

- (c) (ii) Business of the educational policies council that ~~which~~ normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
- (d) (iii) All commissions appointed to consider academic planning for the university shall report to the educational policies council.
- (e) (iv) The ~~co~~-chairs of the educational policies council shall appoint a university requirements curriculum committee, which shall be concerned with the Kent core requirements, ~~liberal education requirements~~, the diversity requirements, ~~and the~~ writing-intensive requirements and experiential learning requirements. This subcommittee shall report to the educational policies undergraduate council.
- ~~(d) — Voting:~~
  - ~~(i) — "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.~~
  - ~~(ii) — "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of the university college; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee(e)~~
  - ~~(iii) — "Ex officio" members on the graduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her designee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee(e) In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit or his/her designee(e)~~
  - ~~(iv) — There is no voting by proxy.~~
- ~~(j) — The educational policies council shall meet at least once during each term of the academic year.~~
- ~~(k) — The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.~~
- ~~(l) — Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.~~

***Note:** Composition, voting and other procedural information have been moved to the EPC description.*

**3342-2-06 FACULTY SENATE BYLAWS** *(clean copy of revisions)*

**(G) Councils, committees and commissions.**

**(2) Educational policies council.**

- (a) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, inactivation or significant revisions of academic programs; the establishment or discontinuance of bodies or agencies that are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees, advisory councils or the faculty senate that are related to issues that affect undergraduate and graduate education.
- (b) All recommendations of the educational policies council related to long-range academic planning or to the establishment, inactivation or significant revision of academic policies, programs or bodies shall be submitted to the faculty senate for approval. Proposals for the inactivation or significant revision to an academic program shall be preceded by a program review conducted according to established procedures in the appropriate college.
- (c) Business of the educational policies council that normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
- (d) All commissions appointed to consider academic planning for the university shall report to the educational policies council.
- (e) The chair of the educational policies council shall appoint a university requirements curriculum committee, which shall be concerned with the Kent core requirements, diversity requirements, writing-intensive requirements and experiential learning requirements. This subcommittee shall report to the educational policies council.

### 3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL *(marked-up copy of revisions)*

- (A) Educational policies council. For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- (B) Responsibility and authority. The responsibilities and authority of the educational policies council shall be as follows:
  - (1) Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;
  - (2) Overall curricular planning and policy guidelines for the university;
  - (3) Sensitivity to proliferation and duplication of courses and programs;
  - (4) Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
  - (5) Monitoring of curricular changes generated by a specific academic unit of the university as they affect academic departments, majors, and colleges;
  - (6) At its discretion, review of all curricular changes and proposals originating with other academic units to assure effective adherence to university-wide policies;
  - (7) Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and
  - (8) Approval of new or revised ~~altered~~ academic programs, policies, operational procedures and regulations and administrative structures (e.g., academic department, college).
- (C) Periodic review of the educational policies council. The responsibility, authority and structure of the educational policies council shall be reviewed once every five ~~each two~~ years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.
- (D) Procedures of the educational policies council. All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in the agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
  - (1) Curricular matters determined and proposed solely by academic departments shall be as follows:
    - (a) Changes in course descriptions not involving substantial changes in course content;
    - (b) Changes in course titles not involving substantial changes in course content;
    - (c) Changes in course prerequisites not affecting any other academic unit;
    - (d) Inactivation of courses not affecting any other academic unit; and
    - (e) Changes in course numbers not affecting level.

- (2) Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:
  - (a) Changes in course credit hours;
  - (b) Changes in course numbers affecting the level of courses;
  - (c) Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;
  - (d) New or additional courses;
  - (e) Substantial changes in course content affecting description and title, constituting essentially new courses; and
  - (f) Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
- (3) Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
  - (a) Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;
  - (b) Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - (c) Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - (d) Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and
  - (e) Establishment of new or additional courses designed for academic programs or other curricular requirements of other than the parent college.
- (4) Curricular matters initiated and determined by college curriculum bodies shall be as follows:
  - (a) Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
  - (b) General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
- (5) Independent schools, honors college, university college, graduate studies, ~~undergraduate studies~~ and university libraries shall function in a fashion parallel to the college curriculum committees.

**DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) *(marked-up copy of revisions)***

**CLASSIFICATION:** Faculty Senate Council

**REPORTS TO:** Chair of Faculty Senate and Provost

**CHARGE:** ~~The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.~~

The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, ~~inactivation-discontinuance~~, or significant ~~revisions~~ alteration of academic programs; the establishment or discontinuance of bodies or agencies ~~that~~ which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees, advisory councils or the faculty senate that are related to issues that affect undergraduate and graduate education.

~~The undergraduate council shall be concerned with the above issues that impact undergraduate education. The graduate council shall be concerned with the above issues that impact graduate education.~~

~~While the faculty senate may elect to review any or all EPC actions, it will normally review and take action only on those curricular action items that require further review by the Kent State University Board of Trustees and/or the Ohio Board of Regents.~~

~~Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.~~

An executive body of the council shall prepare the agenda for council meetings and shall transact routine business for the council between meetings. All commissions appointed to consider academic planning for the university shall report to the ~~educational policies~~ council.

While the faculty senate may elect to review any or all ~~council~~ EPC actions, it will normally review and take action only on those ~~curricular~~ action items that require further review by the Kent State University Board of Trustees and/or the Ohio Department of Higher Education, Board of Regents.

Unless further review is requested by the faculty senate, the educational policies council shall have final approval of the following curricular actions:

1. ~~Lesser~~ Minor revision ~~to of~~ a major ~~program~~;
2. ~~Establishment, establishment,~~ revision or inactivation of a ~~certificate or minor~~ submajor;
3. ~~Establishment, establishment,~~ revision or inactivation of a major concentration, ~~option, emphasis or minor~~;
4. Establishment, revision or inactivation of other academic programs within a college, department or school not specified above
5. ~~4. Establishment, establishment,~~ revision or inactivation of a course ~~including changes in titles and course prerequisites~~;
6. ~~5. Establishment, establishment,~~ revision or inactivation of program-specific, admission, progression, or graduation requirements;
7. Establishment, revision or inactivation of an academic policy within a college, department or school

***continued DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) (marked-up copy of revisions)***

All recommendations of the educational policies council related to the following actions, ~~also~~ shall be submitted to the faculty senate for approval:

1. ~~Establishment~~ ~~establishment~~ of a ~~new~~ degree ~~program~~, ~~reactivation of a previous degree~~, ~~or~~ ~~revision of an existing~~ ~~a change in~~ degree ~~title designation~~; or inactivation of an existing degree
2. ~~Establishment~~ ~~establishment~~ of a new major, ~~reactivation of a previous major~~, substantial revision of an existing major, ~~revision of an existing major title~~ or inactivation of an existing major ~~program~~;
3. ~~Establishment, revision or inactivation of a university-level non-degree program~~
4. ~~3. Revision to~~ ~~revision in~~ university-level admission, progression, or graduation requirements;
5. ~~4. Establishment, establishment,~~ revision or inactivation of ~~an academic~~ ~~a~~ university ~~policy~~, ~~or~~ administrative policy, operational policy, or procedure;
6. ~~5. Revision to~~ ~~changes in~~ the academic administrative organization of the university (as specified in the faculty senate charter);
7. ~~6. Long-~~ ~~long-~~ range planning and/or university strategic planning-

~~Proposals for the~~ ~~inactivation~~ ~~discontinuance~~ ~~or significant revision~~ ~~major alteration~~ ~~of an academic program shall be preceded by a program review conducted according to established procedures in the appropriate college.~~

~~The responsibility, authority and structure of the council shall be reviewed once every five years or at any time review may be considered appropriate by majority vote of the whole membership of the council.~~

**COMPOSITION:** ~~Membership on the council shall consist of two (2) members of faculty senate; two (2) faculty members from each degree-granting college, preferably one with graduate faculty status and one who teaches undergraduate courses; one (1) faculty member from the university libraries; two (2) college deans; one (1) senior administrator from the office of the provost; and two (2) students, of whom one is an undergraduate student and one is a graduate student. If a degree-granting college does not have the capacity to have two (2) faculty members on the council in a given year, the college is permitted to have one (1) faculty member on the council.~~

~~Membership on the executive council shall consist of the following members from the council: two (2) members of faculty senate; two (2) faculty members from degree-granting colleges, preferably one with graduate faculty status and one who teaches undergraduate courses; and one (1) senior administrator from the office of the provost.~~

~~The secretary of both the council and executive council shall be from the office of curriculum services without voting privileges.~~

~~A quorum shall be a simple majority of the council members. The presence of a quorum is required for the council to take binding action and to vote on substantive matters. There shall be no voting by proxy.~~

~~"Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.~~

~~"Ex officio" members on the graduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In~~

***continued DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) (marked-up copy of revisions)***

~~any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit or his/her designee.~~

~~From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.~~

~~One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.~~

~~The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.~~

~~One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.~~

~~The educational policies council shall meet at least once during each term of the academic year. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.~~

~~Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.~~

**QUALIFICATIONS OF FACULTY MEMBERS:** Faculty members of this council shall be full-time faculty with an interest in university curricular planning and development.

**TERM:** ~~Members~~ Those members appointed by the ~~faculty senate chair-elect~~ Chair-elect of Faculty Senate shall serve for two years, with new members beginning their term as of July 1. ~~The Chair of Faculty Senate shall be an ex officio member.~~ Members elected from each degree-granting college shall serve for one year. College curricular body representatives shall serve for one year. Members appointed by the provost or by the academic leadership group shall serve for two years. Members appointed by the university libraries dean or by the student government bodies shall serve for one year.

**MEANS OF APPOINTMENT:** ~~Faculty representatives will be both elected and appointed members. College representatives shall be elected annually by their respective curricular bodies. The faculty senators shall be appointed by the faculty senate chair-elect from~~ From the elected representatives on the faculty senate to serve on both the executive council and the council, ~~the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership. The Senate chair-elect shall make every effort to provide continuity on the council by replacing approximately one-half of the appointed faculty members each year.~~

***continued DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) (marked-up copy of revisions)***

The faculty members from each degree-granting college shall be elected by their respective college curriculum body and/or college graduate coordinating body.

The library faculty member shall be appointed by the dean of university libraries upon consultation with the university libraries advisory committee.

The senior administrator from the office of the provost shall be appointed by the provost.

The deans shall be elected by the academic leadership group, chaired by the provost.

The undergraduate student shall be appointed by the undergraduate student government, and the graduate student shall be appointed by the graduate student senate.

**ALTERNATES:** Members of the council shall not have alternates. If members are unable to fulfill their duties for an extended period of time, their appointing/electing body must appoint/elect another member to serve on the council. When a member has been absent from three consecutive council meetings, the secretary of the council shall notify the executive council of this fact. After reviewing the circumstances and discussing them with the affected member, the executive council may recommend that the member be removed and request that the member's appointing/electing body appoint/elect another member to serve on the council. ~~Alternates will be appointed by the Faculty Senate Chair-elect to replace any appointed council member unable to attend a meeting. Such alternates will be invited to attend council meetings as observers; however, when officially replacing an absent member, they shall be entitled to the same rights, privileges, and vote as the member.~~

**CALL:** The council shall convene ~~convenes monthly~~ on a regularly scheduled basis as called by its chair ~~co-Chairs~~, at minimum three times during each semester of the academic year. Council meetings may be attended by any member of the faculty, administration or student body, and/or by other guests upon invitation of the council. Agendas, minutes and attachments for council of the meetings of the educational policies council and its two bodies shall be posted on the university website and sent in advance distributed to each other as well as to council members, of and the faculty senate, college deans, department chairs and school directors to afford them the opportunity to review and comment before the meeting. Minutes of each meeting shall be posted online in a timely manner.

**CHAIR:** The chair of both the executive council and the council shall be ~~chaired by~~ an elected member of the faculty senate who has been appointed by the faculty senate executive committee ~~co-Chaired by the Provost and the Chair, Faculty Senate.~~ The chair shall have a vote only when to break a tie vote on an item before the council.

**DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) *(clean copy of revisions)***

**CLASSIFICATION:** Faculty Senate Council

**REPORTS TO:** Chair of Faculty Senate and Provost

**CHARGE:** The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, inactivation or significant revisions of academic programs; the establishment or discontinuance of bodies or agencies that are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees, advisory councils or the faculty senate that are related to issues that affect undergraduate and graduate education.

An executive body of the council shall prepare the agenda for council meetings and shall transact routine business for the council between meetings. All commissions appointed to consider academic planning for the university shall report to the council.

While the faculty senate may elect to review any or all council actions, it will normally review and take action only on those action items that require further review by the Kent State University Board of Trustees and/or the Ohio Department of Higher Education.

Unless further review is requested by the faculty senate, the educational policies council shall have final approval of the following curricular actions:

1. Lesser revision of a major
2. Establishment, revision or inactivation of a certificate or minor
3. Establishment, revision or inactivation of a major concentration
4. Establishment, revision or inactivation of other academic programs within a college, department or school not specified above
5. Establishment, revision or inactivation of a course
6. Establishment, revision or inactivation of program-specific admission, progression or graduation requirements
7. Establishment, revision or inactivation of an academic policy in a college, department or school

All recommendations of the educational policies council related to the following actions shall be submitted to the faculty senate for approval:

1. Establishment of a new degree, reactivation of a previous degree, revision of an existing degree title or inactivation of an existing degree
2. Establishment of a new major, reactivation of a previous major, substantial revision of an existing major, revision of an existing major title or inactivation of an existing major
3. Establishment, revision or inactivation of a university-level academic program
4. Revision to university-level admission, progression or graduation requirements
5. Establishment, revision or inactivation of an academic university policy, administrative policy, operational policy or procedure
6. Revision to the academic administrative organization of the university (as specified in the faculty senate charter)
7. Long-range planning and/or university strategic planning

***continued DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) (clean copy of revisions)***

Proposals for the inactivation or significant revision of an academic program shall be preceded by a program review conducted according to established procedures in the appropriate college.

The responsibility, authority and structure of the council shall be reviewed once every five years or at any time review may be considered appropriate by majority vote of the whole membership of the council.

**COMPOSITION:** Membership on the council shall consist of two (2) members of faculty senate; two (2) faculty members from each degree-granting college, preferably one with graduate faculty status and one who teaches undergraduate courses; one (1) faculty member from the university libraries; two (2) college deans; one (1) senior administrator from the office of the provost; and two (2) students, of whom one is an undergraduate student and one is a graduate student. If a degree-granting college does not have the capacity to have two (2) faculty members on the council in a given year, the college is permitted to have one (1) faculty member on the council.

Membership on the executive council shall consist of the following members from the council: two (2) members of faculty senate; two (2) faculty members from degree-granting colleges, preferably one with graduate faculty status and one who teaches undergraduate courses; and one (1) senior administrator from the office of the provost.

The secretary of both the council and executive council shall be from the office of curriculum services without voting privileges.

A quorum shall be a simple majority of the council members. The presence of a quorum is required for the council to take binding action and to vote on substantive matters. There shall be no voting by proxy.

**QUALIFICATIONS OF FACULTY MEMBERS:** Faculty members of this council shall be full-time faculty with an interest in university curricular planning and development.

**TERM:** Members appointed by the faculty senate chair-elect shall serve for two years, with new members beginning their term as of July 1. Members elected from each degree-granting college shall serve for one year. Members appointed by the provost or by the academic leadership group shall serve for two years. Members appointed by the university libraries dean or by the student government bodies shall serve for one year.

**MEANS OF APPOINTMENT:** The faculty senators shall be appointed by the faculty senate chair-elect from the elected representatives on the faculty senate to serve on both the executive council and the council. The chair-elect shall make every effort to provide continuity on the council by replacing approximately one-half of the appointed faculty members each year.

The faculty members from each degree-granting college shall be elected by their respective college curriculum body and/or college graduate coordinating body.

The library faculty member shall be appointed by the dean of university libraries upon consultation with the university libraries advisory committee.

The senior administrator from the office of the provost shall be appointed by the provost.

The deans shall be elected by the academic leadership group, chaired by the provost.

The undergraduate student shall be appointed by the undergraduate student government, and the graduate student shall be appointed by the graduate student senate.

***continued DESCRIPTION: EDUCATIONAL POLICIES COUNCIL (EPC) (clean copy of revisions)***

**ALTERNATES:** Members of the council shall not have alternates. If members are unable to fulfill their duties for an extended period of time, their appointing/electing body must appoint/elect another member to serve on the council. When a member has been absent from three consecutive council meetings, the secretary of the council shall notify the executive council of this fact. After reviewing the circumstances and discussing them with the affected member, the executive council may recommend that the member be removed and request that the member's appointing/electing body appoint/elect another member to serve on the council.

**CALL:** The council shall convene on a regularly scheduled basis as called by its chair, at minimum three times during each semester of the academic year. Council meetings may be attended by any member of the faculty, administration or student body, and/or by other guests upon invitation of the council. Agendas and attachments for council meetings shall be posted on the university website and sent in advance to council members, faculty senate, college deans, department chairs and school directors to afford them the opportunity to review and comment before the meeting. Minutes of each meeting shall be posted online in a timely manner.

**CHAIR:** The chair of both the executive council and the council shall be an elected member of the faculty senate who has been appointed by the faculty senate executive committee. The chair shall have a vote only when to break a tie vote on an item before the council.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Apr-19** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_Department **Graduate Deans' Advisory Committee (GDAC)**College **PR - Provost**Proposal **Revise Policy**Proposal Name **Establishment of a Graduate Minor Policy**

Description of proposal:

**Proposal seeks to establish a graduate minor policy to allow program areas to develop and offer minors to students declared in master's and doctoral degrees, and have that program of study recognized on the students' transcript.**

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

**This policy will affect only program areas interested in establishing graduate minors. The goal of this proposal is to add to the list of Kent State options available for graduate programs to best meet the needs of their students and prepare them for future careers.**

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

**Members of GDAC consulted with graduate program coordinators in their college.**

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### REQUIRED ENDORSEMENTS

 \_\_\_\_\_  
 Department Chair / School Director

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 College Dean (or designee)

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

 \_\_\_\_\_  
 Executive Vice President for Academic Affairs and Provost (or designee)

\_\_\_\_/\_\_\_\_/\_\_\_\_

# Establishment of a Graduate Minor Policy

## Proposal Summary

### Subject Specification

Proposal seeks to establish a graduate minor policy to allow program areas to develop and offer minors to students declared in master's and doctoral degrees, and have that program of study recognized on the students' transcript.

### Background Information

Presently, Kent State does not offer graduate minors, with the exception of eight doctoral-level minors in the College of Business Administration. However, the business doctoral minors are embedded in the Ph.D. degree in Business Administration and operate more as concentrations within that major, rather than as minors.

Over the past year, the Graduate Dean's Advisory Committee (GDAC), comprising Kent State college associate deans for graduate affairs, reviewed policies at universities that offer graduate minors (see appendix) and consulted with their graduate faculty coordinators on the feasibility of offering graduate minors.

Many program areas saw the value of developing graduate minors. Such advantages include:

- Offering small, formalized programs of study that are noted on the student transcript
- Encouraging graduate students to pursue studies outside or that complement their major
- Providing collaboration opportunities between academic units to develop multi- or interdisciplinary programs
- Leveraging enrollment and revenue prospects

The goal of this proposal is to add to the list of Kent State options available for graduate programs to best meet the needs of their students and prepare them for future careers.

	Objective	Independent of Major	Structure	Process to Establish	Declaration Process	On Transcript
<b>Concentration</b>	Permits students to acquire knowledge within secondary field of their major	No	Fixed set of courses	College- and EPC- approved	Admission application (tied to major)	Yes
<b>Cognate *</b>	Allows students to pursue a specialty area within or outside their program	No	Individualized and tied to student goals	Advisor- approved	Consultation with advisor	No
<b>Minor (proposed)</b>	Enables students to make an inquiry or investigate a particular theme outside their discipline	Yes	Fixed set of courses	College- and EPC- approved	Change of program application	Yes
<b>Certificate</b>	Advances students' skills in areas that address topical and/or workplace needs and requirements	Yes	Fixed set of courses	College- and EPC- approved	Admission application	Yes

\* Other terms used for cognate include "focus," "option," "specialization" or "track."

GDAC recommend the following policies and procedures for graduate minors at Kent State:

1. Graduate minor requirements must total, at minimum, 9 credit hours.
2. Minimum 6 credit hours in the minor cannot be required in the student's major (however, may be used as elective credit hours counted toward the degree).
3. Minimum 50 percent of the minor's total credit hours must be taken at Kent State
4. Students will be able to declare minors from other program areas/colleges.
5. Program areas that want to establish a graduate minor will need to submit a proposal through the regular curriculum process, similar to what is done for undergraduate minors.
6. Students will complete a change of program to declare a minor, approved by both the college administering the students' major and the college administering the minor.
7. Students must be admitted into a master's, post-master's or doctoral degree to be able to declare a graduate minor.

### **Alternatives and Consequences**

An alternate to program areas being allowed to establish a graduate minor is the status quo of concentrations, cognates and certificates. However, (1) concentrations are attached to specific majors and cannot be declared separately; (2) cognates are individualized per student and do not display on student transcripts; and (3) certificates are defined by the U.S. Department of Education as leading to an industry-recognized credential for gainful employment, which may not be the objective of a proposed minor.

### **Specific Recommendation and Justification**

The Graduate Dean's Advisory Committee recommends the proposed revisions to the existing minor policy in the University Catalog (see next page) to incorporate graduate minors.

### **Estimated Timetable and Actions Required**

Approval by Educational Policies Council.....	May 2019
Approval by Faculty Senate.....	July 2019
Submission of new graduate minors.....	August 2019 and later
First effective date of new graduate minors.....	Fall 2020

## KENT STATE MINOR POLICY

An academic ~~undergraduate~~ minor is a curriculum component, smaller than the major, which enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. The courses in a minor Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus. ~~Minors are administrated sponsored by the academic unit that offers the courses in that discipline.~~

*EPC members approved a friendly amendment to remove this sentence as it is limiting and unnecessary (minors are administered by the unit proposing the minor, and that is done through the curricular approval process).*

Students may not pursue a minor and a major in the same discipline. A minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing.

### Undergraduate Minors

An undergraduate minor is minimum 12 credit hours and normally contains between 18 and 25 credit hours, with a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence.

Students must formally declare a minor, similar to the process by which they declare the major. Students in a bachelor's or an applied associate degree (e.g., A.A.B., A.A.S.) or the Associate of Technical Study (A.T.S.), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., A.A., A.S., A.T.S.–Individualized Program) may not declare a minor.

### Graduate Minors

A graduate minor is minimum 9 credit hours, with a minimum 50 percent of the total credit hours taken at Kent State.

Students must be admitted to a master's, post-master's or doctoral degree to declare a graduate minor. Students formally declare a minor through the change of program application, which must be approved by the college administrating the students' major and the college administrating the chosen minor.

(Source: [catalog.kent.edu/academic-policies/minors](http://catalog.kent.edu/academic-policies/minors))

## APPENDIX: Graduate Minor Policies at Other Universities

University	Minimum Hours	Displays on Transcript
Cornell University	<i>not stated</i>	<i>not stated</i>
Drexel University	12	Yes
North Carolina State University	6-master's 12-doctoral	<i>not stated</i>
Ohio State University	10	Yes
Oregon State University	15-master's 18-doctoral	Yes
Pennsylvania State University	6-master's 15-doctoral	<i>not stated</i>
Texas State University	6	<i>not stated</i>
University of Arizona	9	<i>not stated</i>
University of Illinois, Urbana-Champaign	12	Yes
University of Missouri	9	No for “non-designated”
University of Nebraska, Omaha	9	Yes
University of New Hampshire	<i>not stated</i>	Yes
University of North Carolina, Chapel Hill	9	<i>not stated</i>
University of North Dakota	9	Yes
University of Notre Dame	<i>not stated</i>	Yes
University of Tennessee, Knoxville	6	<i>not stated</i>

### CORNELL UNIVERSITY

At Cornell, students are accepted into fields of study. Within each field are major subjects and areas of concentration. A major, like its undergraduate cousin, is a focused subject area where a student will conduct his or her research or scholarship. Concentrations are a subset within the major subject. Minor subjects are secondary areas of research. Some fields offer minor subjects only.

Master's degree student choose one major and one minor subject. Doctoral candidates choose one major and two minor subjects of study, although some fields have permission from the General Committee to require only one major and one minor subject. Faculty members are picked from these approved subjects to form a “Special Committee.”

### DREXEL UNIVERSITY

A graduate minor is a set of interrelated graduate courses outside of a student's major graduate program that provides additional professional expertise. The disciplinary area of the minor may be fully outside the major program or may be related to, but not completely overlapping, the major program. The completion of a minor is represented on the transcript along with a major program as a demonstration of additional professional expertise acquired. Entry into a minor is generally limited to those who have demonstrated the required prerequisite knowledge for the coursework.

A graduate minor shall comprise at least four quarter term (or three semester term) courses and at least twelve quarter (or nine semester) credit hours of coursework. No more than two required quarter term courses (or one semester term course) from a student's major graduate program may be used to fulfill the requirements for the minor. The remaining credits to fulfill the minor requirements may be taken as electives within the major program or in addition to courses required for the major program. A student is limited to enrollment in one minor.

A graduate student seeking a masters or doctoral degree may enroll in a minor with the approval of his/her major program academic advisor and the approval of the respective minor program academic advisor. It is highly recommended that enrollment occur early in the student's tenure in the major program so that his/her program of study can be optimally planned.

## NORTH CAROLINA STATE UNIVERSITY

Any **approved** graduate degree program can offer a graduate minor. Since the Graduate School does not require students to declare a minor, the specific graduate program establishes guidelines for the minor. Minimum hours are usually 9 hours for Master's students and 12 hours for doctoral students. The graduate program also selects required courses for the minor.

New graduate minor programs in areas that do not have a graduate major must be reviewed and recommended to the Administrative Board of the Graduate School prior to approval by the Dean of the Graduate School. A written proposal to establish the minor program has no standard format, but should include the following:

- statement of justification/need for the minor;
- clientele served by the minor;
- requirements for admission;
- procedures for administration of the minor;
- requirements for faculty membership in the minor program;
- list of initial faculty to represent minor;
- procedure for adding new faculty to the minor program;
- requirements for the minor including courses, number of credit hours required, etc.; and
- any minimum grade requirements for the minor courses.

The proposal should be signed by the Chairs of the Graduate Studies Committees of all colleges involved or who have faculty from their colleges listed in the proposal. Signatures are also required from the Dean (or Associate Dean) for Graduate Studies of your own college.

Upon recommendation by the Administrative Board, the Dean of the Graduate School will also sign the proposal. Proposals for graduate minors **do not** require approval of the UNC System Office.

## OHIO STATE UNIVERSITY

A graduate minor consists of coursework from a single graduate program and is available only to graduate students not enrolled in the graduate program offering the minor. At least 10 but no more than 20 hours of graduate-level coursework are required. These hours must include at least three different courses.

Completion of a graduate minor is noted on the student's transcript.

## OREGON STATE UNIVERSITY

A graduate minor is an academic area that clearly supports the major. Master's program minors must include a minimum of 15 quarter credits of graduate course work; doctoral minors require a minimum of 18 credits. On a master's or doctoral program, a minor may be:

1. an academic area available only as a minor,
2. a different major,
3. the same major with a different area of concentration, or
4. an integrated minor.

An integrated minor consists of a series of cognate courses from two or more areas. These courses must be outside the major area of concentration, with most of the courses being outside the major department. The graduate faculty member representing the integrated minor must be from outside the major department. Graduate minors are listed on the student's transcript.

## PENNSYLVANIA STATE UNIVERSITY

A graduate minor may be taken in any of the approved graduate major degree programs. In addition, there are stand-alone graduate minors which are unaffiliated with a graduate major and approved by Graduate Council, listed below. Graduate minors are available for both master's and doctoral degrees; see the following Graduate Minors policies for more details.

### Minor – Master's Degree Programs:

1. A master's minor must require no fewer than 6 credits in a field related to, but different from, that of the student's graduate major program. A preponderance of courses should be at the 500 level; at a minimum, 3 credits must be at the 500 level.
2. A minor may be taken in one of the approved graduate degree programs offered at Penn State, or in one of the stand-alone graduate minors approved by Graduate Council.
3. A minor is not required of candidates for a master's degree. A department or committee in charge of a major program may require a candidate to offer work in a minor field, or the minor may be elected with the permission of the student's committee.
4. A master's student seeking a minor must have the approval of his or her graduate major program of study, the minor program, and the Graduate School.
5. The student's graduate major program is responsible for judging the suitability of the minor field and of its relevance to the student's graduate major.
6. The minor field department has the responsibility of accepting or rejecting students, advising on courses to be taken by the candidate in the field, examining the candidate in the area of studies undertaken in the field, and certifying that the minor requirements have been met.
7. A student may not pursue more than three minors at one time. If a student pursues more than one minor, each minor must have a separate group of courses to support it (i.e., none of the courses may be applied to more than one minor's requirements).
8. Official requests to add a master's minor to a student's academic record must be submitted to Graduate Enrollment Services at least one semester prior to the semester the student intends to graduate.

### Minor – Doctoral Degree Programs:

1. A doctoral minor must require no fewer than 15 credits in a field related to, but different from, that of the student's graduate major program. A preponderance of courses should be at the 500-level; at a minimum, 6 credits must be at the 500-level.
2. A minor may be taken in one of the approved graduate degree programs offered at Penn State, or in one of the stand-alone graduate minors approved by Graduate Council.
3. A doctoral candidate is not required by the Graduate Council to have a minor field of study. However, a graduate program may require a candidate to add a minor field, or a student may elect a minor with the permission of the doctoral committee.
4. A student seeking a minor must have the approval of the student's major program of study, the minor program, and the Graduate School.
5. A student may not pursue more than three minors at one time. If a student pursues more than one minor, each minor must have a separate group of courses to support it (i.e., none of the courses may be applied to more than one minor's requirements).
6. If the student received a master's minor in the same field as is being proposed for a doctoral minor, the 15 credits taken must be above and beyond those used for the master's minor. However, credits earned in the master's program over and above those applied to either the master's minor or major may be applied to a minor in the doctoral program.
7. At least one faculty member from the minor field must be on the candidate's doctoral dissertation committee.
8. Official requests to add a minor to a doctoral candidate's academic record must be submitted to Graduate Enrollment Services prior to establishing the doctoral dissertation committee and prior to scheduling the comprehensive examination.

## TEXAS STATE UNIVERSITY

Minor – a grouping of courses for a single discipline or from interdisciplinary areas that a student pursues in addition to a major. An undergraduate minor is less in-depth than a major and typically consists of at least 18 SCH, and a graduate minor is typically at least six SCH.

## UNIVERSITY OF ARIZONA

A minor subject is not required for a Master's Degree, but at least one supporting minor of nine or more units is required for the PhD. If a doctoral student chooses two supporting minor subjects, each minor must have at least six units of coursework. Although the minor subjects are usually taken outside the major department, minors within the major department may be permitted with the approval of the student's major professor.

The selection of a minor must be approved by the student's major professor and must be included in the Plan of Study to be filed with the Graduate College no later than the student's third semester in residence. With respect to the minor subject, the Plan of Study identifies: (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the minor; and (3) additional course work that will complete the minor.

Before admission to degree candidacy, the doctoral student must pass a written and an oral Doctoral Comprehensive Examination on the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general fields of study and in depth within the areas of specialization. Should the student change a minor subject following the comprehensive examination, the student must take a new comprehensive exam covering the new minor.

## UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Graduate programs offer a range of curricular possibilities, including options, tracks, concentrations, specializations, minors, and cognate fields. Graduate minors require approval as described below, and are noted on the student's transcript.

Minors are a coherent set of courses defined by one or more units outside the student's enrolling program. A minor encourages and recognizes expertise gained in a particular area. This expertise could be completely outside the usual degree requirements or it could significantly extend knowledge in an area closely related to, but still outside, a particular degree program. For some students, completing a minor will be both appealing and advisable. The spirit of a minor is the development of additional academic strengths. For this reason, credit used toward the completion of one minor may not be applied toward another minor but it is at the discretion of the major degree department to determine which, if any, of the courses used to fulfill the minor will also be used to fulfill the requirements of the graduate major degree. Some minors may require that a member of the unit(s) offering the minor serve on the student's master's or doctoral committee.

A minor should constitute a coherent program of study requiring some depth in the subject, but not as extensive a program as the major. The minor should consist of at least 12 graduate hours of course work in the sponsoring department(s). At least 8 to 12 graduate hours of the minor should be courses at the 500-level.

## UNIVERSITY OF MISSOURI

A designated minor consists of **nine to 15 hours of course work** formally approved as a graduate minor by an academic program or interdisciplinary group and by the Graduate Faculty Senate.

A non-designated minor consists of a unified plan of study that includes a **minimum of nine hours of graduate course work**. These minors should be listed on a student's plan of study; however, they are not stated on a student's transcript.

## UNIVERSITY OF NEBRASKA, OMAHA

A student is not required by the graduate faculty to have a minor. However, a student may elect to complete a minor with the permission of both the major department/school and the minor department/school. In order to add a minor, the Change in Plan of Study form must be completed. This form must include the coursework applicable to the minor.

The minor must consist of no fewer than nine (9) graduate hours. The minor will be reflected on the student's transcript at the time of graduation.

Students who elect to complete a minor may be required to take a comprehensive examination over the minor field. This requirement will be at the discretion of the minor advisor. If such an examination is given, it should be given at a date arranged at the convenience of both the student and the minor advisor, but falling within the limits established for all comprehensive examinations.

#### **UNIVERSITY OF NEW HAMPSHIRE**

The Cognate appears as a minor on the student's transcript, and is awarded concurrently with the PhD or Master's degree.

#### **UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL**

With the approval of the major and minor academic programs, a student may elect to declare a formal minor in any program that offers a graduate degree. The student should submit an approved Minor Declaration Form to The Graduate School

The minor must comprise at least nine credit hours beyond the major. All credits must be for courses listed (or cross-listed) in programs other than that of the major, and cannot also be counted toward the major. A minor may consist of a set of related courses, some of which are listed by one program and some of which are listed by another. In most cases, the minor would not include courses from more than two programs. Only one program name will be listed as granting the minor, and the director of graduate studies in the minor program must agree to accept any courses from outside the minor program offerings.

The minor must be approved in advance by the director of graduate studies in both the major and minor programs. When a satisfactory minor has been planned and approved by both programs, a copy of the proposed minor course of study should be signed by the director of graduate studies in the major and minor programs and sent to The Graduate School to become a permanent part of the student's record.

#### **UNIVERSITY OF NORTH DAKOTA**

Some degree programs require or permit academic work outside of the major field of study, which may be called a minor, (at least nine credit hours). Credit hours earned towards a previously awarded degree or certificate cannot apply to a minor.

A minor is a concentrated study in a specific supporting field at the graduate level. A minor must be titled and identified on the student's program of study and be approved by a Graduate Faculty member of the minor department/program. The minor will be listed on the student's transcript, only if the minor has been approved by the State Board of Higher Education. Only courses approved for graduate credit may be included in a minor.

If the student is doing a non-thesis option, the Graduate Director of the minor department must sign and approve the program of study. For students writing a thesis or dissertation, one of the student's advisory committee members must be from the minor department.

#### **UNIVERSITY OF NOTRE DAME**

A graduate minor is defined by the Graduate School as a guided academic credit-bearing course of study that is designed to supplement work in a primary degree program with an additional substantial expertise. It is expected that the course of study will be recognized by other institutions as conferring a level of valued expertise.

Such minor programs are available only to graduate students currently enrolled in a graduate program in the Graduate School. The minor will not be awarded until all the requirements for the graduate degree have been met; once awarded, the minor will appear on the student's final transcript.

#### **UNIVERSITY OF TENNESSEE, KNOXVILLE**

Doctoral programs include a major field or area of concentration and, frequently, one or more cognate fields. Cognate fields are defined as a minimum of 6 semester hours of graduate course work in a given area outside the student's major field.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Dec-18** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2020** Approved by EPC \_\_\_\_\_

Department **CS**  
 College **AS - Arts and Sciences**  
 Degree **MS - Master of Science**  
 Program Name **Artificial Intelligence** Program Banner Code \_\_\_\_\_  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**This is the required Program Development Plan to establish a new major within the Masters of Science Degree in Artificial Intelligence hosted by the Department of Computer Science.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: \_\_\_\_\_ Proposed total credit hours **30**

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

**This is a new degree in the recently invigorated field of Artificial Intelligence. While primarily a subfield of computer science, it draws on knowledge from other disciplines, principally biology and psychology, and is expected to have applications to most aspects of education and technology.**

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

**A&S cooperating departments/institutes: Biological Sciences (BSCI); Psychology**

### REQUIRED ENDORSEMENTS



Department Chair / School Director

**3 / 1 / 2019**\_\_\_\_\_  
Campus Dean (for Regional Campuses proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
College Dean (or designee)

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

KENT STATE UNIVERSITY  
DEPARTMENT OF COMPUTER SCIENCE

**Program Development Proposal**

MASTERS OF SCIENCE DEGREE in

ARTIFICIAL INTELLIGENCE within

Department of Computer Science

STARTING FALL 2020

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## 1. Designation, Rationale and Significance

The program will be designated as “**Masters of Science in Artificial Intelligence.**” It will be hosted within the Department of Computer Science at Kent State University. The program will prepare students for research and development in artificial intelligence and its industrial applications.

Artificial intelligence is the simulation of the human intelligence, vision, behavior, interaction and learning using computational techniques with a goal to design and create intelligent systems. Simulation of human intelligence includes heuristic search, inferencing and cognition, machine learning (such as neural networks etc.), probabilistic reasoning, game and strategy, prediction, planning, pattern analysis, resource optimization, image processing, object and scene recognition, knowledge acquisition and representation, intelligent automation, resource optimization, natural language processing and understanding, and robotics.

Artificial Intelligence (AI) is the current digital frontier for the next twenty years and beyond. With the major societal drive in automation to improve productivity and resource utilization, the need for artificial intelligence has been growing at an annual rate of 30-40% in the USA<sup>1</sup> (Source: Accenture report – see the footnote for the link).

Industry giants such as Amazon, Facebook, Google, IBM and Microsoft, etc., are spending billions of dollars in development of industrial applications. Various companies have invested around 25-40 billion dollars<sup>1</sup> (Accenture report – see the footnote) in AI-related infrastructure such as robotics, automotive and assembly, intelligent pattern analysis, speech recognition systems, face recognition systems, health care analytics, media/entertainment, financial services, education, travel/tourism, smart homes and cities, intelligent transportation, and intelligent cybersecurity. According to a study by Accenture, the AI-based optimizations will give an estimated boost of fourteen trillion dollars with a 38% industrial growth by the year 2035<sup>1</sup>. It is anticipated that the economic growth will double by 2035<sup>1</sup> due to the AI- applications.

To meet such a high-sustained demand for AI, the educational system has to produce graduates with AI knowledge and related areas at a faster rate. Due to the limited supply of graduates, the gaps between the early AI adopters and the AI developers, who could speed up the process of adoption, is increasing. This gap is choking up the silent AI revolution in the retail, manufacturing, electric utility, health care, and education sectors. The problem will become grave when 41% of slow adapters and 40% of contemplators also join the revolution<sup>2, 3</sup>. It is estimated that there are 10,000 jobs to be filled representing around \$650 million in salary<sup>2</sup> (see the footnote for the link).

In January 2018, the US Congress enacted the Bill H.R. 4829<sup>4</sup> to identify and promote industries that can benefit from Artificial Intelligence applications, improve the AI labor force, and enhance AI literacy to improve human life in various fields. Significant US research and industry funding is expected.

While four to five top universities such as Carnegie Mellon University have pioneered AI degree programs for the last two decades, in the last 5–7 years, international and national universities have created MS programs in Artificial Intelligence (see Appendix III) owing to its increasing application to industry and society. Although KSU does not have the named degree program, the Department of Computer Science has been offering undergraduate and graduate-level courses in Artificial Intelligence (AI) since 1988. The department has been graduating students with Masters in AI-related areas since 1985 and PhDs since the year 2001. Kent State University has the faculty and active researchers, courses and labs in artificial intelligence and AI-related fields.

In the last five years, the Department of Computer Science, keeping up with the national growth, has expanded the AI-related curriculum and faculty strength to include automation and robotics, smart devices, intelligent analytics and smart communities, and AI in healthcare and education. Their impact on the society and industry will be enhanced by structuring and focusing on the AI-related curriculum in the proposed degree program.

<sup>1</sup>Accenture report link: [https://www.accenture.com/t20171005T065828Z\\_w\\_us-en/acnmedia/Accenture/next-gen-5/insight-ai-industry-growth/pdf/Accenture-AI-Industry-Growth-Full-Report.pdf?la=en](https://www.accenture.com/t20171005T065828Z_w_us-en/acnmedia/Accenture/next-gen-5/insight-ai-industry-growth/pdf/Accenture-AI-Industry-Growth-Full-Report.pdf?la=en).

<sup>2</sup>McKinsey report link: [www.mckinsey.com/mgi](http://www.mckinsey.com/mgi)

<sup>3</sup><https://www.mckinsey.com/featured-insights/artificial-intelligence/applying-artificial-intelligence-for-social-good>

<sup>4</sup>US Congress Bill link: <https://www.congress.gov/bill/115th-congress/house-bill/4829/text>

To our knowledge, among our peer group of Universities in the *State of Ohio*, the University of Cincinnati has created a MS program in Artificial Intelligence (Appendix IV, Table 5) with a restricted choice of curriculum in AI-related courses. All other programs in the state support AI research with MS/PhD degrees in Computer Science. The proposed program will enhance the competence level required for a new wave of the emerging, knowledge-based industry of the 21<sup>st</sup> century. The program will also supply the much-needed workforce for important Ohio industries, including automobile, block-chain, robotics, energy-sector, health-care, etc.

## **2. Proposed Curriculum**

The proposed program will award the *Master of Science degree in Artificial Intelligence* to students following the successful completion of a proposed two-year curriculum. The program model has been carefully calibrated with respect to the MS programs in AI offered by leading universities in the United States, Europe, and Japan (see Appendix III) and builds on the existing faculty and course strength within the Department of Computer Science at Kent State University.

### **2.1 Program Structure**

The entry requirement for this program will be a bachelor's degree in computer science, computer engineering or closely related area with undergraduate level courses in 1) algorithms; 2) operating systems (recommended); 3) databases; 4) data structures; and 5) probability and statistics, and 6) programming skills.

The program will have two pathways: 1) *MS thesis option* for students involved in industrial research or who are planning to continue into PhD study; and 2) *MS non-thesis option* for those aspiring to join industry. Both tracks will require 30 credit hours. There are 12 credits of core courses (four lecture courses). There are 12 hours of elective courses (four lecture courses) for the thesis option and 12 credits of elective-courses (four courses) for the non-thesis option. The culminating experiences are the thesis (six credit-hours) for the thesis pathway; industrial project (3 or 6 credit-hours) and an optional industrial internship (3 credit-hours) for the non-thesis pathway. In the non-thesis pathway, students choosing an internship will have a shorter 3 credit-hours industrial project. A student can take an advisor-approved thesis/project related to elective courses from a project-related discipline such as cognitive psychology and biological sciences for intelligent omics (genomics, proteomics, transcriptomics).

### **2.2 Departmental Preparedness**

The Department of Computer Science is teaching 23 AI-related graduate courses by tenured and tenure-track graduate-status faculty members. The Department has graduated over 40 MS students with a thesis and fourteen PhD students exclusively in artificial intelligence. Out of twenty research faculty, nine faculty members are active in AI research, and have graduated MS and/or PhD students in AI.

### **2.3 Course Structure**

Four core courses are being taught annually. Out of the 19 elective courses, 18 are established courses, and are taught regularly in a rotation schedule. For the culminating experience, the internship (3 credit hours) and Capstone project (3 or 6 credit hours) are under development for the non-thesis pathway. The thesis (6 credit hours) for the thesis pathway is already established. The details of the courses are given in Table I. The list of graduate faculty with active research teaching the courses is given in Appendix VIII.

The electives reflect three focus-areas: 1) robotics(**R**); 2) intelligent analytics (**IA**); and 3) smart communities and automation (**SA**). A graduate faculty (with PhD degree) will guide the students in the selection of the courses to reflect specialization in the three areas. At least, seven recommended electives in each focus area are being offered in a rotation schedule. The focus areas are mentioned after the course name within a parenthesis.

**Table I: Course Structure and List of Courses**

<b>Core Courses (12 credit hours – four lecture courses )</b>	
CS 54201 Artificial Intelligence (3 cr)	CS 64201 Adv. Artificial Intelligence (3 cr.)
CS 54202 Machine and Deep Learning (3 cr.)	CS 63005 Adv. Database Syst. Design (3 cr.)
<b>Electives (12 credit hours – four lecture courses)</b>	
CS 53301 Software Dev. For Robotics (R)	CS 53302 Algorithmic Robotics (R)
CS 53303 Internet of Things (SA)	CS 53305 Advanced Digital Design (R)
CS 53334 Human-Robot Interaction (R)	CS 57201 Human Computer Interaction (SA)
CS 63015 Data Mining Techniques (IA)	CS 63016 Big Data Analytics (IA)
CS 63017 Big Data Management (IA)	CS 63018 Probabilistic Data Management (IA + SA)
CS 63100 Computational Health Informatics (SA)	CS 63306 Embedded Computing (SA)
CS 64301 Pattern Matching Principles (R + SA + IA)	CS 64401 Image Proc. and Comput. Vision (R + SA)
CS 64402 Multimedia Syst. and Biometrics (IA+ SA)	CS 65203 Wireless and Mobile Comm. (R + SA)
CS 67301 Scientific Visualization (IA)	CS 67302 Information Visualization (IA + SA)
ZZ XXXXX Interdisciplinary elective from thesis/project related discipline as approved by the advisor	
<b>Culminating experience (six credit thesis OR 3 credit non-thesis project)</b>	
<b>Non-thesis Option</b>	<b>Thesis Option</b>
CS 69092 Internship (0 – 3 cr.) (under dev.)	CS 69199 Thesis I (6 cr.)
CS 69099 Capstone project (3 - 6 cr.) (under dev.)	

### 3. Culminative Experience

The MS-thesis option will have a six credit hour research thesis evaluated by a committee of three faculty members with graduate faculty status. The thesis will contain both theoretical contributions and software development. The MS non-thesis option will have 3 or 6 credit hours of project development and up to 3 credit hours of optional practical training. Project development will involve problem-solving and the software development of a substantial industrial project. The projects and thesis will have input from the industrial board based upon their needs and their projection of future market needs.

### 4 Administrative Arrangement

The program will be administered by the department in a similar way other graduate programs are run by the departmental Graduate Studies Committee (GSC). In the initial years, the GSC will have a subcommittee that will look after the policy developments, admissions screenings, advising, establishing industrial relationships, promotion and documentation creation, and for ensuring sound operation and growth of the program. After the program stabilizes, the GSC will manage the program similar to other existing programs in the Department of Computer Science. The graduate program policies are recommended by a graduate committee headed by a graduate coordinator. All members of the graduate committee are active researchers with PhD granting graduate faculty status. Graduate coordinator recommends the policies to the associate graduate dean.

### 5 Evidence of Need for the New Program

There is ample evidence to justify the need for more AI based degrees. Confirmation of the growth in AI is found in the surge of investments in AI by venture capitalists, the upswing of startup AI companies (see Appendix II), the enactment of the Congressional bill HR 4289<sup>4</sup>, evidence of the increase of AI jobs in recent years after 2010 (see Appendix I), the US Congress mandate of automated computational health

informatics, and the interest in the increasing use of robotics in various fields. According to New York Times<sup>5</sup>, salaries of an AI graduates can be high. The commercial job website<sup>6</sup> reports various types of jobs for an MS in Artificial Intelligence. Some statistics from Forbes investment magazine showing steep demand and investment in AI startups are shown in Appendix II. According to a market survey company<sup>7</sup>, the intelligent personal robot market itself will be \$12.36 billion in size by 2023. The Bureau of Labor statistics groups Artificial Intelligence under the class “Computer and Information Research Scientist” with median income of \$114,520 and employment growth of 19% and much faster than other computer occupations (employment growth rate 13%) and all other occupations (employment growth 7%) for the decade 2016-2026.

A survey done from the employers at the national level by Accenture shows that around 50% of the corporate executives are convinced that AI employed by them is highly successful<sup>9</sup>. A direct survey of twenty BS students taking undergraduate AI course showed that 50% students will take/consider Masters in AI when offered (see Appendix V). A broader direct survey of 221 computer science majors (junior and senior BS-level students) was also conducted. 98% (214 out of 221) students supported MS in AI, and 86% (186 out of 221) students were interested in doing graduate-level courses in AI (see Appendix VI).

## 6 Prospective Enrollment

The program will be advertised nationally, internationally (through KSU Office of Global Education and department’s global partnerships), and regionally through various direct outreach programs (such as the department’s *CSforAll* workshop series for North East Ohio’s school systems) to attract both domestic and foreign students. It is anticipated that the first-year enrollment of the MS students will be about 10 students, with the expectation to stabilize at 30-40 MS students in the next four years (May 2024) after the program starts. We anticipate a capacity reevaluation after the 4<sup>th</sup> year.

## 7 Effort to Enroll and Retain Minority Students

Minority students are traditionally underrepresented in computer science, including African-Americans, Native Americans, Latinos, and women. The MS program will be advertised to underrepresented undergraduate students groups within the university and other colleges at the national level. New proposals will be written to federal agencies and state agencies to attract funding for minority students under STEM initiatives. The university has many scholarships to encourage minority students, including women to STEM areas. The department has a student chapter of the ACM (Association of Computing Machinery) that organizes many student activities. The department also supports and funds students to attend “Women in CS” conferences. The department has a healthy record of enrolling and retaining female students. Based upon the last five years of departmental records, 24-45% (average 29%) of enrolled MS students are females, and 30-45% (average 33%) of the MS graduates are females (see Appendix VII).

## 8 Adequacy of the Facilities

The department has the required faculty and lab facilities for the program. Table II shows the research labs that will absorb the thesis/ project research work. Robotics-related projects will be developed in the *Tele-Robotics Lab*. The smart homes and cities projects, and embedded computing projects will be developed in the *Digital-Science Lab* and in the *Networking (and Communications) Lab*.

<sup>5</sup>NY Times AI salary link: <https://www.nytimes.com/2017/10/22/technology/artificial-intelligence-experts-salaries.html>

<sup>6</sup>Commercial job website link: <https://www.indeed.com/q-Ms-in-Artificial-Intelligence-jobs.html>

<sup>7</sup>Survey link: <https://www.marketsandmarkets.com/Market-Reports/artificial-intelligence-robots-market-120550497.html>

<sup>8</sup>Bureau of Labor statistics link: <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-2>

<sup>9</sup>Employment: [https://www.accenture.com/t20180919T202227Z\\_w\\_us-en/acnmedia/PDF-86/Accenture-AI-Momentum-Final.pdf](https://www.accenture.com/t20180919T202227Z_w_us-en/acnmedia/PDF-86/Accenture-AI-Momentum-Final.pdf)

Computational health informatics projects, intelligent speech recognition, natural language processing, humanoids, and core AI projects will be developed in the *Artificial Intelligence Lab*. Perceptual engineering and cognitive engineering projects will be developed in *Perceptual Engineering and Media Net Lab*. Information visualization projects will be developed in the *Visualization Lab*. Intelligent analytics projects will be developed in the *Big Data and Science Lab*, and/or *Artificial Intelligence Lab* depending upon the projects. Internet of Things and sensor networks projects will be developed in the *Distributed Systems Lab*. All the laboratories are well equipped with specialized and general-purpose computers.

The department also has two general-purpose teaching labs, and two ‘special equipment educational labs’ which are used for teaching lab sections in many courses. Each educational lab has twenty four desktops with recent technologies and a projector for presentations. These labs are sufficient for course-projects in intelligent analytics and software development for smart healthcare. One special-purposes lab is used for automation projects, robotics projects, and sensor networks projects. Another special-purpose lab is used for interactive projects and education.

Since 2012, the Department of Computer Science has operated a Data and Computing Center with advanced storage, virtual machine, and computing resources. There are also three research engineers within the CS program to support the software and hardware needs of the program.

**Table II.** Existing AI Program Related Research Laboratories in the Department

	<b>Lab</b>	<b>Director</b>	<b>AI Related Research Activities</b>
1	Artificial Intelligence	Arvind Bansal	Social Robotics, human-humanoid interaction, intelligent computational health informatics, intelligent analytics, knowledge bases, multimedia
2	Computer Vision and Image Processing	Cheng Chang Lu	Biological image processing, medical image processing, computer vision
3	Visualization	Ye Zhao	Urban planning, scientific visualization
4	Perceptual Engineering and Media Net	Javed Khan	Perception and textual knowledge acquisition, cognition, eye-tracking, interactive online classroom
5	Big Data and Science	Xiang Lian	Probabilistic data management
6	Tele-Robotics	Jong-Hoon Kim	Human-robot interaction
7	Digital Science	Jungyoon Kim	Smart devices and smart homes
8	Distributed Systems	Gokarna Sharma	Internet of Things, sensor networks, and distributed robotics algorithms
9	Networking	Hassan Peyravi	Wireless and mobile networks

## 9 Need for Additional Facilities

There is no need for additional facilities. Four educational labs will have sufficient capacity to absorb forty additional students in AI. Most of the intelligent analytics courses are lecture-based. Two educational labs will be used for running the special software needed for the courses. The department has sufficient internal capacity to absorb the overhead of required software systems and the needed GPU-like processors.

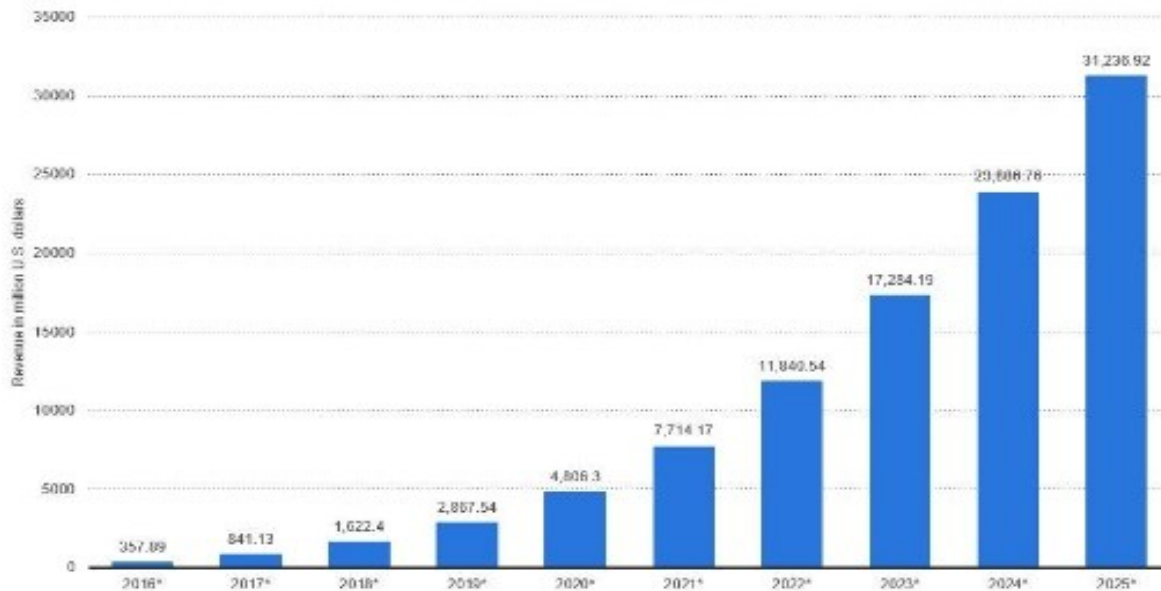
## 10 Projected Additional Cost and Institutional Commitment

There will be no additional cost with the regular projected growth.

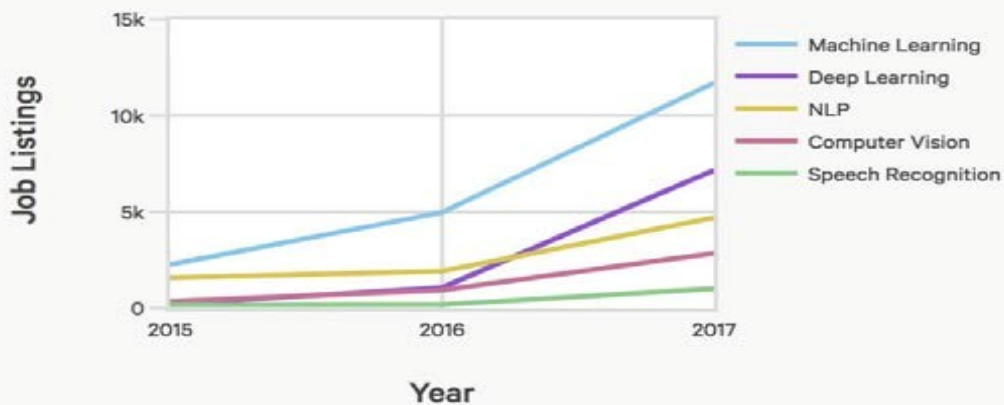
## **APPENDIX I Employment Evidence of Graduates**

Enterprise artificial intelligence market revenue worldwide 2016-2025

**Revenues from the artificial intelligence for enterprise applications market worldwide, from 2016 to 2025 (in million U.S. dollars)**

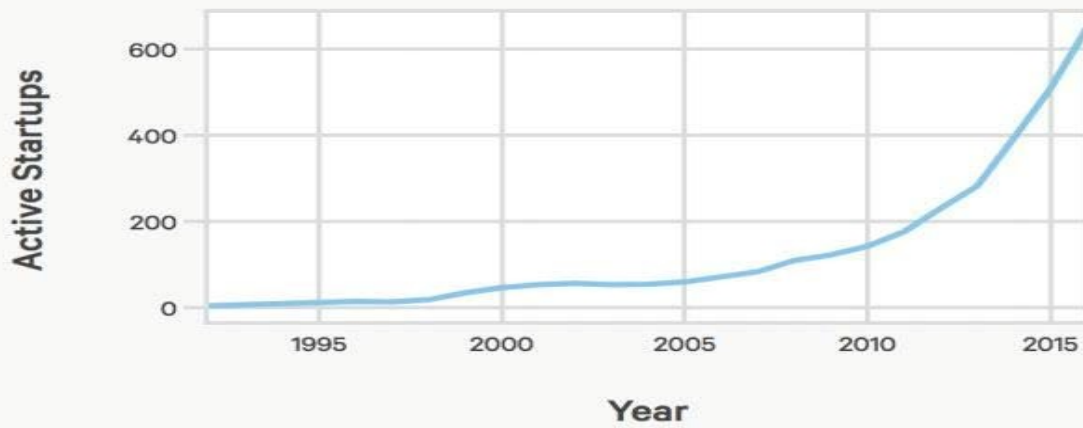


### **Job Openings, Skills Breakdown (Monster.com)**

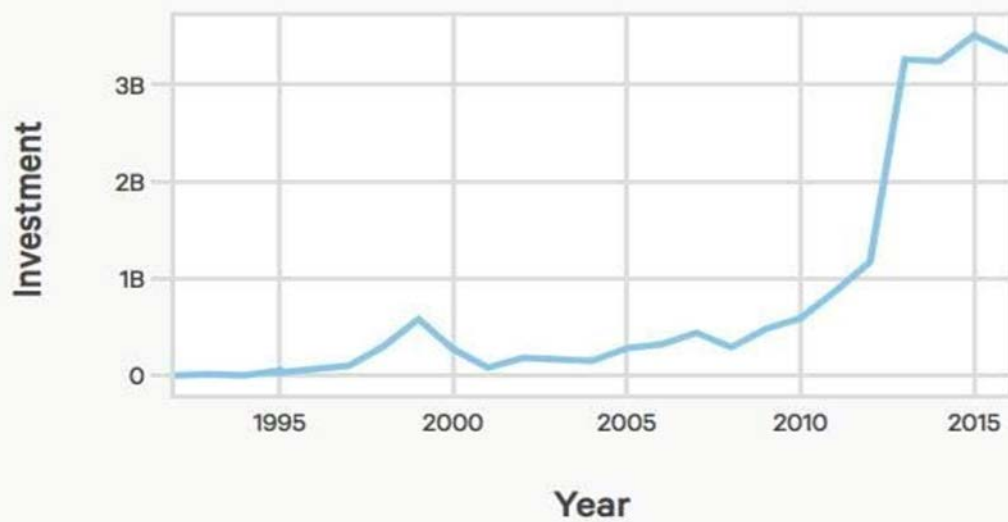


Source: Monster.com

AIINDEX.ORG

**APPENDIX II Growth of AI Startups and Investments****Startups Developing AI Systems**

Sources: Crunchbase, VentureSource, Sand Hill Econometrics

AIINDEX.ORG **Annual VC Investment in AI Startups**

Sources: Crunchbase, VentureSource, Sand Hill Econometrics

AIINDEX.ORG 

### **Appendix III Partial List of Universities with Masters in Artificial Intelligence**

**Table 3.** Partial List of US Universities with MS in Artificial Intelligence Related Program

	<b>US University</b>	<b>MS Program Name</b>
1.	Carnegie Mellon University	1. Artificial Intelligence and Innovation; 2. Intelligent Information Systems; 3. Machine learning; 4. Robotics; 5. Computer Vision; 6. Human-computer Interaction
2.	University of Georgia	1. Artificial Intelligence
3.	Columbia University	1. Machine learning;
4.	Indiana University	1. Intelligent Systems Engineering;
5.	Northwestern University	1. Artificial Intelligence
6.	University of Southern California	1. Intelligent robotics
7.	University of North Carolina at Chapel Hill	1. Artificial Intelligence

**Note:** In addition to US universities offering MS programs in Artificial Intelligence, many universities offer Artificial Intelligence track as a concentration within Computer Science.

**Table 4.** Partial List of International Universities with MS in AI-related Program

	<b>International University</b>	<b>MS Program Name</b>
1.	University of Edinburgh (UK)	1. Artificial Intelligence
2.	University of Birmingham (UK)	1. Human computer interaction; 2. Robotics; 3. Cognitive Robotics and Cognitive Psychology
3.	University of Sussex (UK)	1. Intelligent and adaptive systems
4.	K. P. Leuven University (Belgium)	1. Artificial Intelligence
5.	Barcelona School of Informatics (Spain)	1. Artificial Intelligence
6.	University of Rome (Italy)	1. Artificial Intelligence and Robotics
7.	Utrecht University (Netherlands)	1. Artificial Intelligence
8.	University of Amsterdam (Netherlands)	1. Artificial Intelligence
9.	Tampere University (Finland)	1. Robotics and Artificial Intelligence
10.	Technical University of Munich (Germany)	1. Robotics, Cognition and Intelligence
11.	Tokyo Institute of Technology (Japan)	1. Artificial Intelligence

## Appendix IV Status of Masters in AI Degree in Ohio and other Comparable Universities

**Table 5** Status of MS in AI in Ohio Universities with PhD programs in Computer Science

	University	Status
1.	Ohio State University, Columbus, Ohio	No independent MS degree in AI. AI is research area of Computer Science.
2.	Case Western Reserve University, Cleveland, Ohio	No independent MS degree in AI. AI is research area of Computer Science. Minor in AI in BS program
3.	University of Cincinnati, Cincinnati, Ohio	<a href="#">Master of Engineering in Artificial Intelligence</a>
4.	Wright State University, Dayton, Ohio	No independent MS degree in AI. AI is subarea of Computer Science.
5.	Ohio University, Athens, Ohio	No independent MS degree in AI. AI is subarea of Computer Engineering
6.	Cleveland State University	No independent MS degree in AI. AI is subarea of Computer Engineering

**Table 6** Status of MS Degree in AI in Other Peer National Universities

	University / Status	Status
1.	Georgia State University	No independent MS degree in AI. AI is subarea of Computer Science.
2.	University of Houston	No independent MS degree in AI. <a href="#">Data Analytics track</a> within MS in Computer Science
3.	Western Michigan University	No independent MS degree in AI. AI is subarea of Computer Science
4.	North Texas University	No independent MS degree in AI. AI is subarea of Computer Science
5.	Utah State University	No independent MS degree in AI. AI is subarea of Computer Science
6.	Clemson University	No independent MS degree in AI. AI is subarea of Computer Science
7.	Penn State University	No independent MS degree in AI. AI is subarea of Computer Science
8.	University of South Florida	No independent MS degree in AI. AI is subarea of Computer Science
9.	Temple University	No independent MS degree in AI. AI is subarea of Computer Science
10.	Virginia Commonwealth University	No independent MS degree in AI. AI is subarea of Computer Science

## **Appendix V. Student Survey in Undergraduate AI Course**

The survey was circulated to students taking an undergraduate class of Artificial Intelligence. Ten participants out of a class of twenty responded. All ten students were very positive about the role of artificial intelligence in the society, and supported MS degree in Artificial Intelligence. Nine students showed interest in pursuing Masters in Artificial Intelligence. The support was overwhelming in all three areas: *intelligent analytics*, *automation of machines and robotics*, and *smart communities*.

### **Survey Template**

#### **Student Survey for MS in AI program**

1. Are you interested or intrigued by Artificial Intelligence? Yes/ No
2. Do you plan to take (or taking) an AI related courses? Yes / no  
(Examples: Artificial Intelligence; Machine Learning; Robotics; Data mining; Big data analytics, etc.)
3. Do you think artificial intelligence will help in improving the society of future? Yes / No  
Please justify your answer briefly:
4. Knowing there is a steep increase in demand and salary of AI graduates, will you consider MS in Artificial Intelligence after your graduation? Yes/ No
5. Which areas do you think AI can be applied? **Circle as many as you like. Fill more if needed**

1. Machine learning	2. AI in games	3. AI programming
4. Intelligent analytics in fraud detection	5. AI in weather prediction	6. AI in industrial robots
7. AI in humanoid robots	8. AI in motion planning and control	9. AI in environmental health
10. AI in process automation	11. AI in transportation	12. AI in smart homes
13. AI in smart energy distribution	14. AI in health management	15. AI in hazard recovery
16. AI in space exploration	17. AI in intelligent communication systems	18. AI in Health care and biosignal analysis
19. Robots for elderly care	20. AI in manufacturing	21. Decision support systems

6. Knowing that smart devices are being embedded in daily usage machines, will you like to learn more in a focused way about artificial intelligence? Yes / No
7. Which all AI areas do you think will have significant impact on society in the next twenty years? **Circle as many as you will like.**
  - I intelligent analytics of data and process;
  - II automation of machines and robotics;
  - III Smart homes, smart transportation, smart health management, smart cities, etc.
8. If you will like to go to a graduate program, will you consider getting admission in our or any other program with MS in Artificial Intelligence? Yes / No

### **Appendix VI. Survey of Junior and Senior CS Students**

A detailed survey of junior and senior students in the Department of Computer Science was conducted. Three questions were asked as shown in Table 3. 221 students responded. The response was overwhelmingly positive. 86% students showed interest in taking AI course. 85% students showed interest in attending MS program in Artificial Intelligence. 98% students supported the creation of Master of Science degree in Artificial Intelligence within Computer Science.

<b>Question</b>	<b>Yes</b>	<b>No</b>
1. Would you be interested in learning more about Artificial Intelligence and career opportunities in Artificial Intelligence?	186 (86%)	35(14%)
2. Would you be interested in taking Artificial Intelligence Courses at the graduate or undergraduate level?	184 (85%)	38(15%)
3. Would it be a good idea for KSU to begin a Master of Science degree in Artificial Intelligence?	216 (98%)	5 (2%)

## Appendix VII. Enrollment and Graduation of Female Students in MS Computer Science

### Enrollment Statistics in MS Computer Science for the Last Five Years

	Enrolled in MS Computer Science		
	Total Students	Females	% of Females
Spring 2019	51	12	24%
Fall 2018	64	20	31%
Spring 2018	58	17	29%
Fall 2017	70	26	37%
Spring 2017	110	38	35%
Fall 2016	156	57	37%
Spring 2016	184	68	37%
Fall 2015	192	65	34%
Spring 2015	177	54	31%
Fall 2014	161	47	29%

### Graduation Statistics in MS Computer Science for the Last Five Years

	Graduated from MS Computer Science		
	Total Students	Females	% of Females
2018	49	22	45%
2017	107	37	35%
2016	108	34	31%
2015	82	18	22%
2014	53	16	30%

**Appendix VIII. List of PhD Faculty Teaching the Listed Courses**

	<b>PhD Faculty Teaching Courses</b>	<b>List of Courses</b>
1	Arvind Bansal	CS 54201; CS 63100; CS 64201; CS 63306; CS64402
2	Gokarna Sharma	CS 53302; CS53303;
3	Hassan Peyravi	CS 65203
4	Ye Zhao	CS 67301; CS 67302
5	Cheng Chang Lu	CS 64301; CS 64401
6	Xiang Lian	CS 63018; CS 63106
7	Kambiz Ghazinour Naini	CS 63015
8	Jong-Hun Kim	CS 53301; CS 53334;
9	Ruoming Jin	CS 53016; CS 54202;
10	Jung Yoon Kim / Augustus Samba	CS 53305
11	Kiang Guan	CS 63005

<b>Core Courses (12 credit hours – four lecture courses )</b>	
CS 54201 Artificial Intelligence (3 cr)	CS 64201 Adv. Artificial Intelligence (3 cr.)
CS 54202 Machine and Deep Learning (3 cr.)	CS 63005 Adv. Database Syst. Design (3 cr.)
<b>Electives (12 credit hours – four lecture courses)</b>	
CS 53301 Software Dev. For Robotics ( <b>R</b> )	CS 53302 Algorithmic Robotics ( <b>R</b> )
CS 53303 Internet of Things ( <b>SA</b> )	CS 53305 Advanced Digital Design ( <b>R</b> )
CS 53334 Human-Robot Interaction ( <b>R</b> )	CS 57201 Human Computer Interaction ( <b>SA</b> )
CS 63015 Data Mining Techniques ( <b>IA</b> )	CS 63016 Big Data Analytics ( <b>IA</b> )
CS 63017 Big Data Management ( <b>IA</b> )	CS 63018 Probabilistic Data Management ( <b>IA + SA</b> )
CS 63100 Computational Health Informatics ( <b>SA</b> )	CS 63306 Embedded Computing ( <b>SA</b> )
CS 64301 Pattern Recognition Principles ( <b>R + IA + SA</b> )	CS 64401 Image Proc. and Comput. Vision ( <b>R + SA</b> )
CS 64402 Multimedia Systems and Biometrics ( <b>IA+ SA</b> )	CS 65203 Wireless and Mobile Comm. ( <b>R + SA</b> )
CS 67301 Scientific Visualization ( <b>IA</b> )	CS 67302 Information Visualization ( <b>IA + SA</b> )
ZZ XXXXX Interdisciplinary elective from thesis/project related discipline as approved by the advisor	
<b>Culminating experience (six credit thesis OR 3 credit non-thesis project)</b>	
<b>Non-thesis Option</b>	<b>Thesis Option</b>
CS 69092 Internship (0 – 3 cr.) (under dev.)	CS 69199 Thesis I (6 cr.)
CS 69099 Capstone project (3 - 6 cr.) (under dev.)	

## **Appendix IX: Catalog Description of Courses**

### **CS 53301 SOFTWARE DEVELOPMENT FOR ROBOTICS 3 Credit Hours**

Robots are being used in multiple places that are not easily accessible for humans, to support the lack of available labor, to gain extra precision, and for cost effective manufacturing processes, monitoring, space exploration, precision surgery and artificial limb support for elderly and physically challenged persons. Computer science is an integral part of robotics as it includes areas such as computer algorithms, artificial intelligence, and image processing that are essential aspects of robotics. This first course on robotics will teach the students various motions of rigid robots, mathematics and algorithms related to these motions, motion planning, obstacle avoidance, intelligent path planning including use of various sensors.

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture and Lab    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

### **CS 53302 ALGORITHMIC ROBOTICS 3 Credit Hours**

This course provides students theoretical, mathematical, and practical foundations for the design, analysis, and evaluation of algorithms for robots for diverse robotic applications. We will focus on a principled and mathematically sound approach to the design of algorithms for robots rather than ad hoc and hacking development approaches.

**Prerequisites:** Graduate Standing

**Schedule Type:** Lecture    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

### **CS 53303 INTERNET OF THINGS 3 Credit Hours**

This course will provide a comprehensive understanding of the Internet of Things by looking into a variety of real-world application scenarios, existing and new technologies and architectures, communication protocols and standardization efforts, societal and behavioral changes, and how to apply these technologies to tackle real-world problems.

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

### **CS 53334 HUMAN-ROBOT INTERACTION 3 Credit Hours**

Human-Robot Interaction (HRI) is the study of interactions between humans and robots dedicated to understanding, designing, and evaluating robotic systems for use by and with humans. HRI is a multidisciplinary field that incorporates human-computer interaction, artificial intelligence, robotics, natural language understanding, design, and social sciences. Interaction between humans and robots may take several forms, but are generally categorized by how close in proximity the humans and robots are to each other such as remote, proximate, and hybrid interaction. In the class, students will learn the fundamental technologies and theories in each category, and blend this knowledge with various case studies and lab activities. Prerequisites: Graduate Standing

**Prerequisite:** Graduate Standing and CS 53301

**Schedule Type:** Lecture    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

### **CS 54201 ARTIFICIAL INTELLIGENCE 3 Credit Hours**

Examines goals, problems, concepts and methods of artificial intelligence heuristic versus algorithmic methods, natural language comprehension, theorem proving.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

### **CS 57201 HUMAN COMPUTER INTERACTION 3 Credit Hours**

Approaches the human-computer interaction as an activity of the human whose productivity is increased by the use of the computer as a tool. Examines physiology and psychology considers the structure and operation of the computer and models the interaction between the two.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture    **Contact Hours:** 3 lecture    **Grade Mode:** Standard Letter

**CS 63005 ADVANCED DATABASE SYSTEMS DESIGN 3 Credit Hours**

Introduction to a variety of advanced database topics and on-going trends in modern database systems. The course includes advanced issues of object-oriented database, XML, advanced client server architecture and distributed database techniques.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63015 DATA MINING TECHNIQUES 3 Credit Hours**

Concepts and techniques of data mining. Data mining is a process of discovering information from a set of large databases. This course takes a database perspective on data mining.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63016 BIG DATA ANALYTICS 3 Credit Hours**

Introduces computing platforms with focus on how to use them in processing, managing and analyzing massive datasets. Utilizes several key data processing tasks, including simple statistics, data aggregation, join processing, frequent pattern mining, data clustering, information retrieval, page-rank and massive graph analytics as the case study for large scale data processing.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63017 BIG DATA MANAGEMENT 3 Credit Hours**

This course will cover a series of important Big-Data-related problems and their solutions. Specifically, we will introduce the characteristics and challenges of the Big Data, state-of-the-art computing paradigm sand platforms (e.g., MapReduce), big data programming tools (e.g., Hadoop and MongoDB), big data extraction and integration, big data storage, scalable indexing for big data, big graph processing, big data stream techniques and algorithms, big probabilistic data management, big data privacy, big data visualizations, and big data applications (e.g., spatial, finance, multimedia, medical, health, and social data).

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63018 PROBABILISTIC DATA MANAGEMENT 3 Credit Hours**

This course addresses the fundamental concepts and techniques for probabilistic data management in the area of databases. Probabilistic data are pervasive in many real-world applications, such as sensor networks, GPS system, location-based services, mobile computing, multimedia databases, data extraction and integration, trajectory data analysis, semantic web, privacy preserving, and so on. This class also covers major research topics such as probabilistic or uncertain data models, probabilistic queries, probabilistic query answering techniques, and data quality issues in databases.

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63100 COMPUTATIONAL HEALTH INFORMATICS 3 Credit Hours**

The course describes computational techniques and software tools for managing and transmitting health related information and automated analysis of medical and biosignal data. Prerequisites: Graduate Standing

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 63306 EMBEDDED COMPUTING 3 Credit Hours**

Computational issues structuring programs for processors embedded in other devices, such as those found in automobiles and biological and chemical sample processing devices.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CS 64201 ADVANCED ARTIFICIAL INTELLIGENCE 3 Credit Hours**

Additional topics in AI such as logic programming, advanced problem-solving systems, understanding natural languages, vision, learning, plan-generating systems.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 64301 PATTERN RECOGNITION PRINCIPLES 3 Credit Hours**

Introduction to mathematical pattern recognition, feature selection, distribution-free classification, statistical classification, non-supervised learning, sequential learning and application.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 64401 IMAGE PROCESSING 3 Credit Hours**

This course covers digital processing of digital imagery. Digitization of TV imagery, noise removal, image enhancement, edge and texture detection, object recognition and scene analysis.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 64402 MULTIMEDIA SYSTEMS AND BIOMETRICS 3 Credit Hours**

This course discusses computational techniques for the fusion of multimedia data recorded by sensors for human-identification using automated analysis of biometric signals.

**Prerequisite:** Graduate Standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 65203 WIRELESS AND MOBILE COMMUNICATION NETWORKS 3 Credit Hours**

Examines how wireless systems work and how mobile systems are supported by the underlying network infrastructure. Course covers the architecture and the interactions among different functional units in wireless and mobile systems.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 67301 SCIENTIFIC VISUALIZATION 3 Credit Hours**

Discusses the visualization of scientific, engineering and medical data sets. Introduces mechanisms to acquire sampled or computed data and points out methods to transform these data into the visual system.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 67302 INFORMATION VISUALIZATION 3 Credit Hours**

Information visualization is the science that unveils the underlying structure of data sets using visual representations that utilize the powerful processing capabilities of the human visual perceptual system. In this class, we will study algorithms and systems for visually exploring, understanding, and analyzing large, complex data sets. Information visualization focuses on abstract data such as symbolic, tabular, networked, hierarchical, or textual information sources. The objectives of the course are to learn the principles involved in information visualization and a variety of existing techniques and systems. The students will also gain backgrounds and skills that will aid the design of new, innovative visualizations in realistic applications.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture      **Contact Hours:** 3 lecture      **Grade Mode:** Standard Letter

**CS 69199 THESIS I 2-6 Credit Hours**

Thesis student must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

**Prerequisite:** Graduate standing.

**Schedule Type:** Master's Thesis      **Contact Hours:** 2-6 other      **Grade Mode:** Satisfactory/Unsatisfactory-IP

**Appendix X. Support Letter 1: First PhD Alumni in AI**  
**(Employed in NASA Glenn Research Center, Cleveland, Ohio, since 2001)**

Professor Arvind Bansal  
Department of Computer Science  
Kent State University  
Kent, OH 44242, USA

November 7, 2018

Dear Professor Bansal.

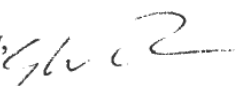
Thank you for reaching out to me.

As you know, I finished my PhD in Computer Science at Kent State in 2001. With your support and that of the department, I was able to complete my dissertation in which I developed a distributed knowledge-based modeling environment and demonstrated its application to aircraft engine design. That research was a collaboration with NASA Glenn Research Center by way of a Graduate Student Research Program (GSRP) fellowship and subsequently led to a permanent position with NASA Glenn, where I am still employed as an aerospace technologist today.

Lately, I have seen increased interest here in the research community in applying recent advances in machine learning to engineering problems such as noise prediction for aircraft engines and computational fluid dynamics. While companies such as Google, Tesla and Amazon have been developing and applying these technologies for a while, it is a new and promising approach to some of the optimization and design problems we see in aerospace. As someone who travels the Ohio Turnpike on a daily basis, I am also aware that the Ohio Department of Transportation (ODOT) is involved in a long term project in which it aims to be a leader in "Smart Mobility" and autonomous driving.

I understand that there is a proposal at hand for a new MS in Artificial Intelligence within the Department of Computer Science. I think the availability of such a specialized degree program at Kent State could create a valuable pool of talent to supply the growing interest in this technology in both government and industry. I have identified only two specific examples that I am aware of here in our local area, but I expect that opportunities for graduates with AI-related degrees are much greater and will only continue to increase.

I think the proposed degree program is timely and would serve prospective students and their future employers well. I wish you in the department and at the university great success with this program.

Sincerely,   
Stephen W. Ryan

**Appendix XI: Support Letter from a Major Multinational AI Industry in Ohio**



Professor Arvind Bansal  
Department of Computer Science  
Kent State University  
Kent, OH 44242, USA

11/21/18

Dear Professor Bansal.

Thank you for reaching out to us at Dark Rhino Security. We are a cybersecurity company based in Columbus, Ohio with a corporate presence in Pittsburgh, Pa and London, UK, and Madrid, Spain. Our team is involved in intelligent analytics and application of artificial intelligence to provide state of the art cybersecurity solutions to provide evidence by management AI systems to the commercial and military sectors. Functional systems based on designs conceived by our senior scientist are in use in government security applications in the EU.

We see the growth of artificial intelligence market in various domains. We believe the management by evidence systems that interlink many AI approaches like cognitive processing, natural language processing, edge detection, etc. into a single unified neural net are the future. The applications in the Cyber Security field are many and we have only begun to scratch the surface. The described approach to neural nets can be applied not only to Cyber Security but to other commercial industries ranging from consumer products to finance to medicine. We endeavor to help our clients, across industries, to achieve their business goals by making significant and lasting improvements to security and financial performance.

With the anticipated growth of application of AI, we anticipate that there will be a significant growth in the demand of graduates focused in AI and intelligent analysis. We will be very interested in seeing specific programs that train AI graduates. We support Kent State University's endeavor to develop an exclusive MS program in Artificial Intelligence.

Sincerely

Manoj Tandon  
EVP, Chief Sales Strategy Officer

**DARK RHINO**  
— SECURITY —  
5695 Avery Road, Dublin, OH 43016  
614.401.3025

**Appendix XII: Support Letter from Major IBM Research Center in Watson, New York, NY**



**Manoj Kumar**

IBM Thomas J. Watson Research Center  
1101 Kitchawan Road/Route 134  
Yorktown Heights, New York 10598  
Phone: 914-945-1417  
Fax: 914-945-4425  
E-mail: [manoj1@us.ibm.com](mailto:manoj1@us.ibm.com)

November 28, 2018

Professor Arvind Bansal  
Department of Computer Science  
Mathematical Sciences Building  
Kent State University  
Kent, OH 44242

Dear Arvind,

It is a pleasure to write this letter in support of the creation of a Master in Artificial Intelligence program in the department of Computer Science at Kent University.

IBM has a long history of cutting edge research in artificial intelligence, from the chess champion Deep Blue to the Jeopardy champion IBM Watson. IBM is bringing many of its such artificial intelligence innovations to market through a broad array of product offerings such as IBM Watson Health and IBM PowerAI. Existing applications in health care, homeland security, financial fraud prevention, focused product recommendations, etc., are incorporating AI technologies at an accelerating pace to generate additional value for their end users. Analysis of vast amount of multi-modal data to develop actionable insights or comprehensive models is at the heart of this effort. Deploying these insights or models into ubiquitous end user devices and applications is another important aspect of artificial intelligence applications.

Emerging applications such as autonomous vehicles or robotics for elderly care are based on automated learning from vast amounts of observational or training data. These applications are driving disruptive transformations in the automotive and elderly care industries. The AI technology required by these applications include innovations across the board in computer science, starting from high performance systems to meet the computing power required for the learning/training aspects of artificial intelligence, low power light weight inferencing systems using that apply these models to observed data, programming environments, both development and runtimes which make efficient use of these applications, and the data mining and machine learning techniques underlying these applications. Algorithms to analyze the vast amounts of multi-model data efficiently, in terms of computational complexity, are also a critical part of the artificial intelligence research.

While the industry is finding the artificial intelligence skills in short supply, traditional computer science skills such as IT services management and application support are increasingly becoming redundant as they get embodied in artificial intelligence software. Over the last decade at IBM, I have lead the Data Management Technical Strategy as Program Director, and lead the research in Analytics Systems, also as Program Director. In these positions I have played a significant role in adaption of technologies that fall under the broad umbrella of artificial intelligence (AI) in a broad range of IBM products. I believe that the trend of incorporating AI will accelerate in future.

The creation of a Master in Artificial Intelligence program will be a major step in creating a future workforce critical to the needs of US economy, not to mention that the students enrolling in this program can look forward to professionally satisfying and economically rewarding careers.

Regards,

A handwritten signature in blue ink that reads "Manoj Kumar".

Manoj Kumar  
Program Director, Analytics Systems

**Appendix XIII: Support Letter from Department of Biological Sciences, Kent State University**



March 1, 2019

To whom it may concern:

On behalf of the Department of Biological Sciences, I am pleased to offer support of the proposed MS in Artificial Intelligence. The Computer Science Department is well positioned to offer this new degree.

We are excited about the potential for collaboration afforded by this new program. We are eager to support and interact with the Computer Science program as this new degree moves forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Laura G. Leff".

Laura G. Leff  
Professor, Chair  
Biological Sciences

**Appendix XIV : Support Letter from Department of Psychological Sciences, Kent State University**



March 7, 2019

To whom it may concern:

I have reviewed the proposal to establish an MS in Artificial Intelligence, and I am very pleased to provide my strong support. The Computer Science Department is very well positioned to offer this new degree. The Department of Psychological Sciences is excited about the many opportunities for collaboration that this new program provides, and we are eager to support the program as this new degree moves forward.

Sincerely,

A handwritten signature in black ink that reads "Maria S. Zaragoza".

Maria S. Zaragoza  
Professor and Chair  
Department of Psychological Sciences

Department of Psychological Sciences  
P.O. Box 5190 • Kent, Ohio 44242-0001  
330-672-2166 • Fax: 330-672-3786 • <http://www.kent.edu>

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Apr-19** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Management and Information Systems**  
 College **BU - Business Administration**  
 Degree **MBA - Master of Business Administration**  
 Program Name **Business Administration** Program Banner Code **BAD**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Inactivate program (at Stark Campus)**

Description of proposal:

**The on-ground M.B.A. degree for part-time students is being inactivated at the Stark Campus. In fall 2017, the degree program was approved to be offered fully online via the Kent Campus for part-time students, thereby, negating the need to offer on-ground courses at the Stark Campus.**

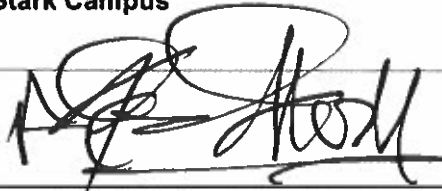
Does proposed revision change program's total credit hours? ☐ Yes ☒ No

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):

**No students are enrolled in the on-ground Stark program. The last cohort was in 2016. The College of Business Administration worked with all M.B.A. students at the Stark Campus to ensure they completed the degree in a timely manner. In academic year 2016-2017, M.B.A. students in courses at the Stark Campus were taught online through a synchronous system with students in the same course at the Kent Campus. A Kent Campus employee was present at the Stark Campus to proctor exams in the classroom.**

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

**Stark Campus**

**REQUIRED ENDORSEMENTS**

Department Chair / School Director

5,7,19

Campus Dean (for Regional Campuses proposals)



College Dean (or designee)

1/1/5,8,2019

Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

## Request for Suspension of Admissions to or Discontinuation of a Graduate Program

Please check one:

☐ **Suspension of Admissions**

A university may suspend admissions into a graduate degree program if (1) the institution plans to reactivate admissions into the program within five years of the suspension, or (2) the program has existing students that need to complete their degrees prior to discontinuation of the program.

If, after suspension of admissions into a graduate degree program, the program is not reactivated within the specified period, the program will be declared permanently discontinued. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

☒ **Immediate Discontinuation**

An institution may immediately discontinue a program if there are no students currently enrolled in the program, and there is no intent to reactivate the program in the future. Reinstatement of a discontinued program will require formal approval as a new graduate degree program.

**Date of request:** 26 April 2019

**Implementation date:** Fall 2019

**Name of institution:** KENT STATE UNIVERSITY

**Degree designation:** Master of Business Administration degree, Kent State University at Stark  
(the degree is and will continue to be offered through the Kent Campus)

**Primary institutional contact for this request:**

Name: Melody J. Tankersley  
Title: Senior Associate Provost and Dean of Graduate Studies  
Phone: 330-672-8613  
E-mail: mtankers@kent.edu

Please respond to the following:

**1. Provide a rationale for the suspension of admission or immediate discontinuation of the program.**

For several years, Kent State's College of Business Administration offered its M.B.A. degree at the Stark Campus for part-time students. In fall 2017, the degree program was approved to be offered fully online for part-time students, thereby, negating the need to offer on-ground courses at the Stark Campus.

**2. Indicate number of students currently enrolled in the program.**

No students are enrolled in the program at the Stark Campus. During its tenure at the Stark Campus, enrollment averaged approximately 24 students a semester. The last Stark cohort (12 students) was in 2016. Since then, no on-ground courses have been offered on the Stark Campus.

**3. Describe how the suspension of admissions and any plan for discontinuation of program will affect the program and the students currently in the program. Explain plans for notifying current students and assisting them in the completion of their degrees, when applicable.**

The College of Business Administration worked with all M.B.A. students at the Stark Campus to ensure they completed the degree in a timely manner. In academic year 2016-2017, M.B.A. students in courses at the Stark Campus were taught online through a synchronous system with students in the same course at the Kent Campus. A Kent Campus employee was present at the Stark Campus to proctor exams in the classroom.

**4. Will there be a loss of faculty or staff positions? If so, indicate when the faculty or staff members were or will be informed.**

There were no loss of faculty or staff with this inactivation on the Stark Campus. Full-time faculty who taught the courses on-ground at Stark also teach at the Kent Campus.

**5. Describe the plan for communicating the suspension of admissions or discontinuation.**

Since 2017, the university has not marketed or admitted students to the M.B.A. degree at the Stark Campus. The college does outreach on all regional campuses to market the online M.B.A. degree.

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The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Melody J. Tankersley, PhD  
Senior Associate Provost and Dean of Graduate Studies  
Kent State University

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Apr-19** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **EPC Ad Hoc Committee**  
 College **PR - Provost**  
 Proposal **Revise Policy**  
 Proposal Name **Calculation of Major GPA, Minor GPA, Certificate GPA for Graduation**

Description of proposal:

**The EPC Ad Hoc Committee for Academic Policies recommends establishment of a policy on how the university determines the major GPA, minor GPA and certificate GPA for graduation—replacing and revising a current practice—to bring more consistency and transparency to the process and to continue the goal of removing unintended barriers for students to graduate.**

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

**Impact will be on the major/minor/certificate GPA displayed in the GPS degree audit, used for clearing students for graduation.**

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

**Members of the EPC Ad Hoc Committee (see last page for member list) consulted with colleagues in their college, campus or office.**

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### REQUIRED ENDORSEMENTS

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

# Establishment of a GPA Policy for Majors, Minors and Certificates Proposal Summary

## SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends establishment of a policy on how the university determines the major GPA, minor GPA and certificate GPA for graduation—replacing and revising a current practice—to bring more consistency and transparency to the process and to continue the goal of removing unintended barriers for students to graduate.

## BACKGROUND INFORMATION

### Overview of Issue

A student's major GPA is one factor in determining graduation with an associate or bachelor's degree. Other factors for graduation include a student satisfying the overall GPA, program requirements, grade requirements, university requirements (e.g., Kent Core) and total credit hours.

Kent State University requires students in an associate or bachelor's degree to earn a minimum 2.000 major GPA to graduate. To earn a minor or certificate, students must earn a minimum 2.000 minor or certificate GPA, respectively. Some program areas require a higher GPA for graduation.

How that GPA is calculated has been an on-going debate among the colleges since the implementation of the GPS degree audit in 2009. In the previous degree audit system, KAPS, the major, minor and certificate GPA were ad hoc and free-flowing, reflecting neither transparency nor consistency. There was no central oversight of the KAPS audit, and it was not used by all colleges and not used to clear students for graduation, unlike the GPS degree audit.

When the GPS degree audit was implemented, there was a short window of time for thoughtful and inclusive discussion on best practices for calculating the major GPA. Therefore, a compromise, rather than an informed decision, was reached for the major GPA in the audit. At the time, there was no discussion on the minor or certificate GPA; hence, calculation of GPA for those programs are using only the basic setup in the audit. There is no written university policy for major GPA aside from some vague wording in the previous course repeat policy. There is no written university policy for the minor GPA or certificate GPA.

This long-standing issue was brought to the EPC Ad Hoc Committee by the Undergraduate Deans Council. Over the past semester, EPC Ad Hoc Committee members examined Kent State's current practices, discussed the other options available in the GPS degree audit and sought feedback from colleagues in their college, campus or office.

### Basic Information on Major, Minor and Certificate GPA

- Used as a graduation requirement
- For some programs, may be used as a factor to decide student progress as detailed in that program's progression or not-permitted-to-continue policy

- Displayed only in the GPS degree audit
- Not displayed on the student's diploma or transcript
- Not stored in the student information system (Banner)
- Not used to determine honors recognition
- Not used to determine admission to graduate study
- Separate from any other GPA requirement for a group of courses that programs may require for progression and/or graduation (e.g., "science GPA" in the B.S.N. degree)

### **Current Practices for Calculating Undergraduate GPA at Kent State**

**Major GPA:** Grades A-F, NF, SF, U earned in Kent State undergraduate<sup>1</sup> college-level courses (1/2/3/4 levels) that either complete or potentially can complete major requirements, with the exception of grades exempted through Kent State's course repeat<sup>2</sup> or academic forgiveness<sup>3</sup> policy

**Minor GPA:** Grades A-D earned in Kent State undergraduate<sup>1</sup> college-level courses (1/2/3/4 levels) that complete minor requirements, as well as F, NF, SF, U grades earned in courses that potentially can complete minor requirements, with the exception of grades exempted through Kent State's course repeat<sup>2</sup> or academic forgiveness<sup>3</sup> policies

**Certificate GPA:** Same as minor GPA.

**Overall GPA:** Grades A-F, NF, SF, U earned in all Kent State undergraduate<sup>1</sup> courses (0/1/2/3/4 levels), with the exception of grades exempted through Kent State's course repeat<sup>2</sup> or academic forgiveness<sup>3</sup> policies

**Latin Honors GPA:** Grades A-F, NF, SF, U earned in all Kent State undergraduate<sup>1</sup> courses (0/1/2/3/4 levels), including grades exempted through Kent State's course repeat<sup>2</sup> or academic forgiveness<sup>3</sup> policy

- <sup>1</sup> If a student has been approved to apply a graduate course (5/6 level) toward an undergraduate degree requirement, the grade for the graduate course will count in the undergraduate GPA.
- <sup>2</sup> An undergraduate course (0/1/2/3/4 level) that is repeated in or after fall 2019 will have only the highest earned grade from all attempts calculated in the GPA. Pre-2019, policy affected only lower-division courses (0/1/2 level).
- <sup>3</sup> Courses approved for academic forgiveness have grades C-, D+, D, F, NF, SF, U exempted from the GPA.

### **Options for Major, Minor and Certificate GPA**

Below are the options that can be programmed into the GPS degree audit:

**Option 1:** Count the highest grade of the course that completes the requirement.

**Option 2:** Count the highest grade of the course that completes the requirement and failed grades of courses that potentially can complete the requirement.  
*This is how minor GPA and certificate GPA are calculated currently.*

**Option 3:** Count the grades of all courses that either complete or potentially can complete the requirements. *This is how major GPA is calculated currently.*

For the options in practice, see the next page for hypothetical examples, and page 5 for actual Kent State student examples.

## Hypothetical Examples

### Teaching English as a Second Language Major (2.000 major GPA required for graduation)

Major Requirements		Student Grades	Grades Used in GPA Calculation		
			Option 1	Option 2	Option 3
ENG 31001	3	B	B	B	B
ENG 31002	3	C	C	C	C
or ENG 31004		F		F	F
ENG 31003	3	B	B	B	B
ENG 31005	3	B	B	B	B
or ENG 31009					
ENG 31007	3	C	C	C	C
ENG 31008	3	B	B	B	B
ENG 41002	3	B	B	B	B
ENG 41003	3	C	C	C	C
ENG 41092	3	B	B	B	B
or ENG 41292		D			D
Choose 1 course:	3				
ENG 30050 (3)		B	B	B	B
ENG 30051 (3)		D			D
ENG 30062 (3)		F		F	F
ENG 30063 (3)		C			C
ENG 30064 (3)					
ENG 30066 (3)					
Choose 2 courses:	6				
COMM 35852 (3)		C	C	C	C
ENG 31006 (3)		B	B	B	B
ENG 41001 (3)					
PSYC 22221 (3)		F		F	F
<b>Credit Hours</b>	<b>36</b>				
<b>Credit Hours Calculated</b>			36	45	54
<b>Quality Points</b>			96	96	105
<b>Major GPA</b>			2.666	2.133	1.944

Example of the options (see red block):

- Student is required to complete one course from a list of six courses.
- Student completes four of the six courses.
- Student earns grades B, D, F, C in the four courses.
- The course with the highest grade (B) completes the requirement.

Option 1: Only the highest grade (B) counts in the major GPA.

Option 2: The highest grade (B) and the F grade count in the major GPA.

Option 3: Grades in all four courses (B, D, F, C) count in the major GPA.

current policy for major GPA

### Park Management Minor (2.250 minor GPA required for graduation)

Minor Requirements		Student Grades	Grades Used in GPA Calculation		
			Option 1	Option 2	Option 3
RPTM 26081	3	C	C	C	C
RPTM 36082	3	B	B	B	B
RPTM 36083	3	C	C	C	C
RPTM 46070	3	B	B	B	B
Choose any 2 RPTM courses:	6				
RPTM 16001 (3)		C	C	C	C
RPTM 36085 (3)		C			C
RPTM 46001 (3)		B	B	B	B
RPTM 46030 (3)		F		F	F
RPTM 46095 (3)		C			C
RPTM 46095 (3)		F		F	F
<b>Credit Hours</b>	<b>18</b>				
<b>Credit Hours Calculated</b>			18	24	30
<b>Quality Points</b>			45	45	57
<b>Minor GPA</b>			2.500	1.875	1.900

current practice for minor GPA

Example of the options (see red block):

- Student is required to complete two courses with RPTM course subject.
- Student completes six RPTM courses that potentially could apply.
- Student earns grades C, C, B, F, C, F in the six courses.
- The two courses with the highest grades (B, C) complete the requirement.

Option 1: Only the two highest grades (B, C) count in the minor GPA.

Option 2: Two highest grades (B, C) and the two F grades count in the minor GPA.

Option 3: Grades in all six courses (C, C, B, F, C, F) count in the minor GPA.

**Actual Kent State Student Example – Major** (2.000 major GPA required for graduation)

Major Requirements		Student Grades	Grades Used in GPA Calculation		
			Option 1	Option 2	Option 3
Course 1 (3)	3	TRB			
Course 2 (3)	3	B	B	B	B
Course 3 (3)	3	C	C	C	C
Choose 1 course:	3				
Course 4 (3)		C-			C-
Course 5 (3)		B+	B+	B+	B+
Choose 1 course:	3				
Course 6 (3)					
Course 7 (3)		C	C	C	C
Choose 1 course:	3				
Course 8 (3)		C	C	C	C
Course 9 (3)					
Choose 1 course:	3				
Course 10 (3)					
Course 11 (3)		C	C	C	C
Choose 1 course:	3				
Course 12 (3)		D+	D+	D+	D+
Course 13 (3)		TRB			
Choose 1 course:	1-3				
Course 14 (1)					
Course 15 (1)		A	A	A	A
Choose 3 courses:	9				
Course 16 (3)		C	C	C	C
Course 17 (3)		F		F	F
Course 18 (3)		D	D	D	D
Course 19 (3)		C+	C+	C+	C+
Credit Hours	34				
Credit Hours Calculated			31	34	37
Quality Points			66.7	66.7	71.8
Major GPA			2.151	1.961	1.940

TRB=transfer course, B grade (transfer grades are not counted in a Kent State GPA)

current policy for major GPA

**Actual Kent State Student Example– Minor** (2.000 minor GPA required for graduation)

Minor Requirements		Student Grades	Grades Used in GPA Calculation		
			Option 1	Option 2	Option 3
Course 1 (4)	4	C+	C+	C+	C+
Course 2 (4)	4	C+	C+	C+	C+
Course 3 (3)	3	C	C	C	C
Choose any 3 UD XX courses:	9				
Course 4 (3)		B	B	B	B
Course 5 (3)		SF		SF	SF
Course 6 (3)		B+	B+	B+	B+
Course 7 (3)		B			B
Course 8 (3)		B+	B+	B+	B+
Course 9 (3)		SF		SF	SF
Course 10 (3)		C			C
Course 11 (3)		NF		NF	NF
Course 12 (3)		SF		SF	SF
Credit Hours	20				
Credit Hours Calculated			20	32	39
Quality Points			53.2	53.2	70.2
Minor GPA			2.660	1.662	1.800

current practice for minor GPA

## EPC Ad Hoc Committee Recommendation

The EPC Ad Hoc Committee recommends option 1 for majors, minors and certificates due to several reasons:

- Option 1 is more consistent with the direction Kent State is going with its strategic priority of “students first,” as illustrated by the recent changes to the course repeat policy.
- Students’ GPA will more accurately represent the courses that are completing requirements in their program to graduate.
- Students will not be penalized in the major GPA for taking courses above and beyond what is required to graduate. (All course grades still count in overall GPA.)
- The option affects only requirements where there are multiple choices from which students can select, and only when students take more courses than needed to meet that requirement; the option does not affect single (1:1) course requirements.
- Over the past several years, there has been an increase of faculty replacing specific course requirements with elective choices in majors and minors (e.g., take either this course or that course; take one course from a list of five courses). With these elective choices, faculty are not expecting or requiring students to take all the courses. Therefore, it does not make sense that the expectation or requirement will be that grades for all the courses taken will count in the major GPA for graduation.

The EPC Ad Hoc Committee does not recommend options 2 and 3 for the following reasons:

- By purposefully allowing the system to choose F grades over other grades when calculating GPA, option 2, to be blunt, is just mean.
- Option 3 counts in the GPA more than what is required to graduate.
- With the increase of multiple choices in programs (i.e., elective lists) and more interdisciplinary programs, option 3 may penalize students who have not have done well in one program and change programs, only to find those poor grades in their new major GPA because the associated courses are listed among the elective choices.
- Option 3 is almost redundant to students’ overall GPA since option 3 counts grades in courses that students completed as part of their undergraduate experience, whether or not they are completing requirements in the student’s program.

## ALTERNATIVES AND CONSEQUENCES

The alternative is the status quo, and the consequences will be a continued and considered unfair calculation of minor and certificate GPA, as well as a major GPA that reflects more than what is required of the student to graduate.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

The EPC Ad Hoc Committee for Academic Policies recommends the establishment of the following policy (next page)—which revises current practices—to continue toward the goal of removing obstacles and supporting student graduation on a timely basis. In addition, the EPC Ad Hoc Committee recommends small revisions to the overall GPA policy to further explain what it is and how it is determined.

## TIMETABLE AND ACTIONS REQUIRED

Educational Policies Council .....	May 2019
Faculty Senate .....	July 2019
Proposed implementation .....	Fall 2019 semester for all new and current students at the university

## REVISIONS TO ACADEMIC POLICY IN THE UNIVERSITY CATALOG

### Grade Point Average (GPA)

#### Overall GPA for Graduation

Added   ~~Removed~~   ~~Moved From~~   Moved To

To graduate ~~All undergraduate students graduating~~ from Kent State University with an associate degree, bachelor's degree, undergraduate minor and/or undergraduate certificate, all students must earn ~~attain~~ a minimum 2.000 overall grade point average (GPA). ~~for all coursework taken at Kent State University. Candidates for the Associate of Applied Business and Associate of Applied Science degrees must attain a minimum 2.000 overall GPA in the technical courses. If students are required to take additional coursework to raise the GPA in the technical courses to 2.000, the course(s) must be in the technical area and will be selected in consultation with the program advisor and approved prior to registration.~~

A student's overall GPA is calculated using all coursework taken at Kent State University, with the exception of grades exempted through Kent State's course repeat or academic forgiveness policies.

Some programs require a higher overall GPA for graduation, and these are noted on the program's page in the University Catalog and in the GPS degree audit. ~~Additionally, some degree and certificate programs have higher minimum GPA requirements.~~

#### Major GPA, Minor GPA, Certificate GPA for Graduation

To graduate with a declared undergraduate major, minor or certificate, all students must earn a minimum 2.000 GPA in the program. Some programs require a higher GPA for graduation, and these are noted on the program's page in the University Catalog and in the GPS degree audit.

A student's major, minor or certificate GPA is calculated using only the courses that complete the requirements in that major, minor or certificate. When multiple courses may be used to complete a specific requirement (e.g., "choose from" or either/or choice), the course with the highest passing grade will complete the requirement and be used in the calculation of the major, minor or certificate GPA.

The major, minor and certificate GPA can be found in the student's GPS degree audit; they are not displayed on the student transcript or diploma and are not stored in the university's student information system.

#### Latin Honors GPA

For information on how the GPA is calculated for Latin Honors (bachelor's degrees) and for Distinction (associate degrees), refer to the Graduation-Honors policy in the University Catalog.

## QUESTIONS AND ANSWERS

### ***How do Kent State's peer and aspirant universities calculate major GPA?***

That information is not readily available. Most universities consider the method to calculate GPA to be an operational, not an academic, policy and, therefore, do not make the information public. The Office of Graduation Planning Systems sent an inquiry to several universities using the same degree audit software as Kent State (DegreeWorks) and received very few responses. The ones that did respond were either unsure as to how their audit was coded at implementation, or they calculated the GPA unique to each program.

One university outside the norm in responses was the University of Alabama. When the University of Alabama was implementing the DegreeWorks degree audit, it encountered the same issue Kent State faced regarding calculating major GPA. That university deliberated on the same options presented in this proposal and determined that any solution must fulfill the following goals: (1) student-centric, (2) consistent across all colleges and (3) easy to explain, demonstrate and put into words. The university did a data study on a random population of graduates from different colleges and majors. It compared its current major GPA practice (also Kent State's current practice) to option 1. The results were that under option 1, the average major GPA increased by 0.0985, which does not sound significant, but would have allowed six more students to graduate. The university chose option 1 over its previous practice because it felt the option accomplished the university's goals.

### ***Are we doing students a disservice by not counting lower grades in the major GPA? Over time, will that have a negative impact on the public's perception of Kent State?***

It is important to reiterate that students still must complete all the requirements set by faculty to graduate with a specific major (or minor or certificate). The only action option 1 is doing is selecting "best fit" when students take more than what is required. Students still will need to meet a minimum overall GPA, which includes grades earned in all undergraduate courses. Implementing option 1 will increase the major GPA for some students, but those students will not go from ineligible to graduate to looking like honors students due to the different GPA formula for the major.

### ***Shouldn't every course in the major count toward the major GPA whether or not it is in the requirements?***

The rationale behind the proposed policy is to align the major GPA with the major curriculum that faculty have determined should lead to a degree. What this policy does is to make additional major courses—exceeding what is required to graduate with that major—major GPA neutral. The overall GPA will reflect all courses taken, even those that do not complete any requirement to graduate.

### ***Will the proposed policy override any program requirements to graduate?***

No. The proposed policy to calculate major, minor and certificate GPA will not change or override a minimum grade faculty require for specific courses or the minimum GPA required to graduate with the program. The policy will not override any GPA that faculty require for a specific group of courses (e.g., 2.700 GPA in ACCT 23020 and ACCT 23021 in the Accounting major).

***If approved, will the policy be made retroactive for current students?***

Yes. The calculation of major, minor and certificate GPA will not be different per student's catalog year. All students, current and new, will be under the same policy starting in fall 2019.

***Regarding the language about courses that "potentially can complete the requirements," is this referring to extra courses in the major or minor that aren't listed as requirements? Is option 1 saying that the grades in these courses will not be counted?***

"Potentially can complete the requirement" means any course that meets the conditions of that requirement. For example, if the major requirement is MATH 40015, then the student can take only MATH 40015 to complete the requirement. But, if the requirement is one upper-division MATH course, and the student completes four upper-division MATH courses, then any of the four courses has the potential to complete the requirement. Per option 1, only the course out of the four with the highest passing grade will complete the requirement and be counted in the major GPA. Grades for all four courses will be counted in the overall GPA. Grades for courses that do not meet any conditions of a major requirement will not be counted in the major GPA, but will be counted in overall GPA.

***Does option 1 mean students are picking which courses will apply to the major GPA rather than going with the listed requirements?***

The proposed policy does not alter a program's curriculum as determined by faculty. With most programs, faculty have at least one requirement that allows students to choose a course out of several possibilities to meet the requirement (e.g., choose one of five courses). And, there are instances where students take more courses than needed to meet that requirement. All that is being done by going with option 1 is having the degree audit select the highest passing grade from the what is approved to complete the requirement and to count in the major GPA.

***In the actual student example with the major [page 5], what is the rationale for counting the D+ grade in [course 13] vs. the B transfer grade in [course 12]?***

Grades earned in transfer courses do not count in the Kent State GPA. When selecting the course to complete a program requirement, the audit is set to select the course with the highest passing Kent State grade to complete the requirement.

***How will this policy work for students who need to take additional courses to boost their major GPA? Can students petition for an exception to allow additional elective courses to count toward their GPA?***

The assumption is that students who have a low major GPA will have low grades in major courses. Instead of encouraging them to take additional courses, it may be more beneficial to encourage them to repeat major courses for a better grade. With the new course repeat policy, only the highest grade of any undergraduate repeated course will count in the GPA. Therefore, their GPA most likely will see a greater increase with repeated courses under the new course repeat policy rather than taking additional courses.

***Does this policy affect students in graduate programs?***

No. Only undergraduate programs require a minimum major, minor or certificate GPA for graduation currently.

## EPC Ad Hoc Committee for Academic Policies

**REPORTS TO:** Educational Policies Council and provost

**CHARGE:** The committee will review academic policies and practices; determine the policies and practices that create obstacles for student progress toward graduation and/or do not support the quality of a Kent State University education; and make recommendations of new and revised policies that promote student success.

### Philosophy

The EPC Ad Hoc Committee has agreed that any policy it recommends would be:

1. Upholding the integrity, quality and standards of a Kent State education;  
*The policy should connect with Kent State's mission and core values.*
2. Aligned with the university's strategic priority of "Students First";  
*Kent State should demonstrate its commitment to educate and graduate students by providing the best opportunities for students to be successful.*
3. Consistent across all programs, colleges and campuses to the greatest extent possible; and  
*Students regularly change programs and declare multiple programs spanning departments, schools and colleges on all campuses and locations.*
4. Easy to explain, demonstrate and put into words.  
*The policy should be clear enough that students, faculty, advisors and administrators can understand and articulate it to each other.*

### Spring 2019 Membership

Chair: Melody Tankersley, Senior Associate Provost and Dean of Graduate Studies

Vice-Chair: Therese Tillett, Associate Vice President, Curriculum Planning and Administration

- Stavros Atsas, Analyst, Office of Graduation Planning Systems
- Stephanie Belovich, Associate Professor, College of Podiatric Medicine
- Jessie Carduner, Associate Professor, Department of Modern and Classical Language Studies
- Liz Driscoll Dewitt, Director I, Enrollment Management and Student Services, Ashtabula Campus
- Sue Emens, Assistant Dean, Geauga Campus
- Jill Folk, Associate Professor, Department of Psychological Sciences
- Bill Hauck, Assistant Professor, School of Fashion Design and Merchandising
- Lynette Johnson, Associate University Registrar
- Steve Mitchell, Associate Dean, College of Education, Health and Human Services
- Tracey Motter, Associate Dean, College of Nursing
- Kim Peer, Associate Professor, School of Health Sciences
- Eboni Pringle, Dean, University College
- Amy Quillin, Student Ombuds, Division of Student Affairs
- Lock Reynolds, Associate Professor, Department of Economics
- Matt Rollyson, Assistant Dean, College of Communication and Information
- Valerie Rose, Financial Aid Coordinator, Office of Student Financial Aid
- Linnea Stafford, Senior Information Officer, Office of Institutional Research
- Cynthia Stillings, Associate Dean, College of the Arts
- Andrew Tonge, Chair, Department of Mathematical Sciences
- Don White, Professor, Department of Mathematical Sciences
- Gina Zavota, Associate Professor, Department of Philosophy
- Melissa Zullo, Associate Professor, College of Public Health

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Feb-19**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2020**

Approved by EPC \_\_\_\_\_

Department **Lifespan Development and Educational Sciences**College **EH - Education, Health and Human Services**Degree **BS - Bachelor of Science**Program Name *Long-Term Care* **Nursing Home Administration** Program Banner Code **NHA LTCA**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Establish program**

Description of proposal:

**This action elevates the current Nursing Home Administration (NHA) concentration in the B.S. Human Development and Family Studies (HDFS) major to a stand-alone major within the Bachelor of Science degree. The HDFS major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **120**Proposed total credit hours **120**

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

**There will be minimal impact on other programs. Before this proposal, the NHA concentration shared 10 required classes (30 credits) with HDFS. Seven of these HDFS (21 credits) will be removed since they are not aligned with NHA accreditation standards.**

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

**Human Development and Family Studies/Gerontology; Accounting; Architecture; Communication Studies; Finance; Health Education; Hospitality Management; Human Resource Management; Management; Nutrition; Public Health; Recreation, Park and Tourism Management; Sociology; Deans of the Colleges of Business Administration and Public Health**

### REQUIRED ENDORSEMENTS



Department Chair / School Director

4/8/2019

Campus Dean (for Regional Campuses proposals)



College Dean (or designee)

    /    /    4/15/2019

Dean of Graduate Studies (for graduate proposals)

    /    /    

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

    /    /



**College of Education,  
Health and Human  
Services**

**Transmittal Memo**

**Date:** April 19, 2019  
**From:** Alicia Crowe, Assoc. Dean EHHS  
**To:** EPC  
**RE:** EHHS Undergraduate Curriculum Proposals for Submission

Listed below and attached is one EHHS undergraduate curriculum proposal for submission to EPC. The proposal was approved by the EHHS Curriculum Committee on Friday, April 19, 2019.

**LDES-NHA Establish Program** (Donna Alexander)

This proposal elevates the current Nursing Home Administration (NHA) concentration in the BS Human Development and Family Studies (HDFS) major to a stand-alone major within the Bachelor of Science degree. The HDFS major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered. Total credit hours will be 120. Effective Fall 2020.

Please call me with any questions.

Thank you.

**Vacca Office of Student Services**

## **Proposal Summary**

### **Establish B.S. Nursing Home Administration Major**

#### **Description of Action, Including Intended Effect**

The purpose of this proposal is to establish a new Bachelor of Science major titled Nursing Home Administration [NHA] housed in the School of Lifespan Development and Educational Sciences [LDES) within the College of Education, Health and Human Services [EH). This action will elevate the existing Nursing Home Administration [NHA] concentration in the B.S. Human Development and Family Studies [HDFS] major to a stand-alone major. The remaining five (5) HDFS concentrations will remain intact.

Learning outcomes, proposed program description, admission requirements, graduation requirements, course requirements, recommended course sequencing, and supporting documents are included with the Higher Learning Commission Substantive Change Application and Addendum, submitted with this proposal. Coursework was revised to reflect the needs of the Nursing Home Administration student, adding courses to reflect the interdisciplinary aspects of the profession, such as medical terminology, leadership, communication, architecture, etc. A main goal of creating a major versus a concentration is to improve licensure pass rates upon graduation, which is required for accreditation and to prepare for the new Health Services Executive (HSE) license requirements for NHA graduates. Course requirements will consist of 120 total credits.

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

There will be minimal impact on other programs. Only one new course will be established to expand content on long-term care services and supports that will focus on the continuum of long-term care (LTC). Other courses are being selected based upon the interdisciplinary (or multi-disciplinary) characteristic of the long-term care field. All program areas have approved the use of their course(s) in the NHA curriculum.

Current Gerontology [GERO] courses that are exclusively used by students in the new major are being changed to the new NHA subject designation. Furthermore, two of the HDFS courses (44018 and 44030) have prerequisites that will restrict NHA majors from registration. HDFS has agreed to provide overrides to NHA students, with the NHA coordinator agreeing to work with the LDES scheduler to make this a smooth process. With enrollment growth, NHA plans on creating courses/sections specific to their needs which will eliminate the need to remove registration barriers on a case-by-case basis.

It is also recognized that students are more likely to complete a program if they have at least nine (9) credit hours of major coursework in their first year. However, Nursing Home Administration is not often a major selected by incoming freshman unless a student has worked in the Senior Living or LTC field. Moreover, NHA is an interdisciplinary field so the courses prescribed during the freshman/sophomore semesters are important to prepare students for

their future careers. GERO 14029 *Introduction to Gerontology*, suggested in year one, introduces students to careers serving older adults. All other NHA specific courses are upper division and build on the content that is completed earlier. The curriculum will be regularly assessed by the program area to monitor effectiveness and ensure standards are being met.

As for notification of the accrediting body, National Association of Long Term Care Administrator Boards (NAB) does not require notification prior to a change in curriculum. The current NHA Program is NAB accredited, with accreditation visits occurring every five (5) years. Revisions to existing curriculum were recommended as a result of the 2016 Reaccreditation visit to align with new accreditation standards. Changes in the areas of University Administration, College Leadership, Curriculum, Program Coordination, etc. will be identified on the annual report. NAB will closely review the changes during the 2021 reaccreditation visit; thus, the need to have the NHA Program effective Fall 2020.

The Nursing Home Administration major will continue to be fully offered at Kent and Stark campuses.

### **Fiscal, Enrollment, Facilities and Staffing Considerations**

Nursing Home Administration students numbered 22 in 2012 and fall 2018 NHA enrollment was approximately 54 across all campuses. The concentration has more than doubled enrollment in the past six years. There is support from Dean Hannon for the program. Courses offered in the current concentration are already staffed and additional facilities will not be needed.

### **Evidence of Need and Sustaining if Establishing**

According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the “projected growth rate is 23%, much faster than average all other occupations” in the field of LTC. Job titles include Executive Director, Healthcare Administrator, Practice Administrator, Administrator, and Assistant Administrator. Enrollment has more than doubled since the program achieved national accreditation in 2011. In order to be eligible for direct examination upon graduation, individuals in Ohio must either complete the program through the State of Ohio after earning a bachelor’s degree or graduate from a NAB accredited NHA program. Kent State University’s NHA program is one of four (4) NAB accredited programs in Ohio and one of thirteen NAB accredited programs nationwide.

Additionally, this will address the 2016 accreditation feedback that “...the school needs to develop curriculum and an AIT [Administrator-In-Training] experience which would enable the graduates of the program to have the top scores on the NAB examination and be the leading professional administration in the long term care field”. This will also prepare future graduates for changes in the field to include a Health Services Executive (HSE) license.

### **Job Prospects**

As mentioned above, the field is in a growth mode and will continue to grow as indicated by the aging of the Baby Boomer population. Job titles include Executive Director, Healthcare

Administrator, Practice Administrator, Administrator, Assisted Living Executive Director, Independent Living or Retirement Community President, Assistant Administrator, Home Health Care Agency Director, Hospice Administrator, Adult Day Services Director as well as positions within senior living communities such as Marketing/Admissions Director, Activities Director, Business Office Manager, Central Supply Manager, Housekeeping/Laundry Department Director, Human Resource Director, and Medical Records Manager.

Currently there is little or no reciprocity between states for licensed nursing home administrators due to inconsistent state standards for licensing. All licensed administrators must pass the national exams however all 50 states have different licensing requirements. This has created a challenge for LNHAs.

The LTC field is in the process of approving additional licensure for the field. This will include the Health Services Executive (HSE) license that will become accepted nationally to address portability across state borders and across lines of service. Transferability of licensure has been a challenge for LTC Professionals and the accreditation revisions and adoption of the HSE license addresses reciprocity, transferability, and portability.

#### **Provisions for Phase-Out if Inactivating**

Students currently enrolled in the BS HDFS NHA concentration will be able to either complete their plan of study or change their major. The courses presently required will continue to be offered.

#### **Timetable and Actions Required**

The proposal will go through the required curriculum approval process with changes to take effect fall 2020. The following is the anticipated schedule:

HDFS: February 2019

LDES School Curriculum Committee: April 3, 2019

EHHS Curriculum Committee: April 19, 2019

EPC: May 20, 2019

Faculty Senate: July 15, 2019

Board of Trustees: September 11, 2019

Ohio Department of Higher Education: December 2019-February 2020

Higher Learning Commission: April-August 2020

First semester of operation: Fall 2020

Submitted by: Donna Alexander, LNHA, MBA, CDP  
Nursing Home Administration Coordinator  
dalexa2@kent.edu/216-978-8572



HIGHER LEARNING COMMISSION

FORM

## New Programs

### Substantive Change Application

Institution: Kent State University

City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: AVP, Curriculum Planning and Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: *to come*

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 and are germane to the request. Excluding attachments, the completed application form should be no more than 10–12 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit the Institutional Change section of HLC's website to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file using HLC's Document Submission form.

### Part 1: General Questions

#### 1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Kent State proposes establishing a new major, Long-Term Care Administration, within the Bachelor of Science (B.S.) degree. The program will be offered at the Kent Campus in a hybrid (online/on-ground) delivery and administered by the School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services.

The program is existing at Kent State, having been offered since 1988 as the Nursing Home Administration concentration within the Human Development and Family Studies major (B.S. degree). This proposal will elevate the concentration to a stand-alone and retitled degree program. The Human Development and Family Studies major comprises six concentrations, and that major and its remaining five concentrations will continue to be offered.

## 2. Is this application being submitted in conjunction with another application?

☐ Yes ☒ No

If yes, please explain:

Not applicable.

## 3. Classification of Change Request.

*Note: not every institutional change requires prior review and approval. Visit the Institutional Change section of HLC's website to make certain that current HLC policy requires the institution to seek approval.*

New academic program(s):

☐ Associate's ☒ Bachelor's ☐ Master's or specialist  
☐ Doctorate ☐ Certificate or diploma ☐ *New degree level*

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based, direct assessment, hybrid) programs
- 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 agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

## 4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space 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)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department 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.

5. Approvals. Mark whether each type of approval is required prior to implementing proposed change.
- If approval is required: Attach documentation of the approval.
  - If approval is not required: Attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable

*For Distance or Correspondence Education only:* Process in place to ascertain and secure state approval(s) as required

☐ Yes ☐ No

6. Specialized Accreditation. Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- ☒ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

Kent State's long-term care administration program (as a concentration) has been accredited by the National Association of Long Term Care Administrator Boards (NAB) since 2011. The program has been recognized as approved since 1988 by the Ohio Department of Aging's Board of Executives of Long-Term Services and Supports (BELTSS).

In its annual report to NAB, Kent State will submit the changes in the areas of university administration, college leadership, curriculum, program coordination, etc. The next NAB reaccreditation visit will occur in 2021.

Due to the NAB accreditation, graduates of Kent State's long-term care administration program are able to apply for direct examination for a nursing home administration license without further education or training. There are only six NAB-accredited academic programs in nursing home administration in the country. Kent State is only one of two universities in Ohio—the other located more than 250 miles from Kent State—with an NAB-accredited nursing home administration program. See Appendix A for the last NAB site visit report and approval.

- ☐ 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 in the space below.

(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 in the space below.

**7. Changes Requiring Visits.** This section is not for HLC-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. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)*

Not applicable. This proposal does not require a campus or location visit.

**a) Select the type of visit the institution is requesting:**

- ☐ Request to schedule a Change Visit. Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See Change Visit: Required Materials and Submission Procedures for more information.
- ☐ Request to add a proposed change to an already scheduled visit. Note: Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit. Specify type of visit and date scheduled:

**b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.**

Faculty/Staff Handbook URL:

Catalog URL:

## Part 2: Topic-Specific Questions

*An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. 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.*

## Section A. Characteristics of the Change Requested

### 1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the proposed program is the Bachelor of Science degree in Long-Term Care Administration. The assigned six-digit CIP code will be the following:

**51.0718 Long Term Care Administration/Management.** A program that prepares individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care, home health services, and other long term care settings and agencies serving the elderly and disabled. Includes instruction in social and clinical aspects of aging, health care delivery systems, nursing home administration, assisted living administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing, and applicable laws and regulations.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program major is 120 semester credit hours, comprising 61 credit hours of major requirements and 59 credit hours of general education and additional requirements and electives.

- c) Normal or typical length of time for students to complete the program – 4 years

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program: Fall semester 2020

The proposed implementation is the fall 2020 semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience is quite wide for the program and includes full- and part-time students, traditional college age students, working adults (especially those employed in the healthcare field) and transfer students (especially those from programs in nursing, health sciences, speech pathology, general education and healthcare administration).

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

☒ No ☐ Yes

*If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If contractual approval is required: Complete the full contractual application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.*

- g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

☒ No ☐ Yes

*If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.*

- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

☐ No ☒ Yes

The B.S. degree in Long-Term Care Administration will be offered in a hybrid online/on-ground delivery. Kent State University is approved by the Higher Learning Commission to offer distance learning programs (see Appendix I).

*If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.*

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. Note: A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

## Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Currently, the only programs that Kent State University offers under the same four-digit CIP (51.07 Health and Medical Administrative Services) are two certificates: Medical Billing (undergraduate) and Nursing Home Administration (graduate). The proposed B.S. degree in Long-Term Care Administration will not replace the existing certificate programs.

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

At the bachelor's degree level, Kent State offers 10 programs under the same two digit CIP (51 Health Professions and Related Programs, of which the following two had the highest number of graduates in fiscal year 2018:

- Nursing major (B.S.N. degree): 502 graduates
- Public Health (B.S.P.H. degree): 187 graduates

## Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Program faculty have strived to ensure that students meet the eligibility criteria for state approval and national accreditation. As a result, the dissimilar nature between the major and concentration has become visibly apparent. The long-term care administration program does not share the same curriculum, career goals and licensure requirements as the Human Development and Family Studies major. In addition, the program is less visible to prospective students as a concentration within a major, therefore, creating a challenge for marketing and recruitment. Faculty have agreed that creating a distinct major will allow Kent State to leverage the program's strengths, grow enrollment and recruit quality students and instructors.

For the past two years, members of Kent State's Long-Term Care Administration Advisory Board provided feedback on competencies and coursework that students need to be successful and have endorsed the new major's curriculum. The advisory board comprises executives and professionals in the long-term care service industry, including administrators from Cleveland Clinic, VITAS Healthcare, United Church Homes, Sprenger Health Care Systems, Laurel Lake Retirement Community, Jennings Center for Older Adults and Altercare Integrated Health Services. See Appendix B for a list of current advisory board members.

The program's current students and alumni were surveyed about the proposed changes to the program, with 98 percent of the respondents agreeing there is value in separating the program from the Human Development and Family Studies major to allow students to focus more on administration than on family and child development. See Appendix C for the survey results.

Human development and family studies faculty members also provided feedback and endorsed the new major's curriculum. In addition to being approved by the faculty and the director of the School of Lifespan Development and Educational Sciences (the program's administrative home), the Long-Term Care Administration major was approved by the Curriculum Committee in the College of Educational, Health and Human Services; the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate. The Kent State University Board of Trustees approved the program on *date to come*. See Appendix D for the board's resolution.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

As the program is long serving, current facilities are adequate to support its elevation from a concentration within a major to a separate degree program. There is no anticipation that additional facilities will be required, even if and when enrollment continues to grow.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

At the national level, the need for licensed nursing home administrators is growing, and the need will only continue to grow due to the rising number of an aging generation. According to the U.S. Census Bureau: "By 2030, all baby boomers will be older than age 65. This will expand the size of the older population so that one in every five residents will be retirement age."<sup>1</sup> Medical and health services managers is labeled a "bright outlook" occupation,<sup>2</sup> with job opportunities expected to increase 20 percent between 2016 and 2026, considered much faster than average.<sup>3</sup> In 2015, there were 15,655 skilled nursing care centers in the United States, serving 3.9 million individuals.<sup>4</sup>

At the state level, Ohio is ranked sixth in the country with the highest employment level for medical and health services managers. Northeast Ohio's nonmetropolitan area—where Kent State University is located—is ranked second in the nation with the highest employment in this occupation.<sup>5</sup> There are nearly 1,000 nursing homes and more than 740 assisted living facilities in Ohio, with more than 450 total in Northeast Ohio.<sup>6</sup>

The state of Ohio oversees the licensing of individuals in the field of long-term care through the Board of Executives of Long Term Care Services and Supports (BELTSS). To be licensed in Ohio as a nursing home administrator, individuals are required to hold a bachelor's degree, complete an extensive internship and pass state and national examinations.

See Appendix E for letters of support.

#### References

1. U.S. Census Bureau (March 13, 2018). Older people projected to outnumber children for first time in U.S. history. Retrieved from [www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html](http://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html).
2. Occupational Information Network (O\*NET) (2019). Detail Report for 11-9111.00: Medical and Health Services Managers. Retrieved from [www.onetonline.org/link/details/11-9111.00](http://www.onetonline.org/link/details/11-9111.00).
3. Bureau of Labor Statistics (April 12, 2019)., U.S. Department of Labor. Occupational Outlook Handbook, Medical and Health Services Managers. Retrieved from [www.bls.gov/ooh/management/medical-and-health-services-managers.htm](http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm).
4. American Health Care Association (June 2015). Skilled Nursing Care Centers Fast Facts. Retrieved from [www.ahcancal.org/research\\_data/Pages/Fast-Facts.aspx](http://www.ahcancal.org/research_data/Pages/Fast-Facts.aspx).
5. Bureau of Labor Statistics (May 2018). Occupational Employment and Wages. 11-9111 Medical and Health Services Managers. Retrieved from [www.bls.gov/oes/current/oes119111.htm](http://www.bls.gov/oes/current/oes119111.htm).
6. Ohio Department of Aging (n.d.). Nursing Home Facility Search. Retrieved from [ltc.age.ohio.gov/FacilitySearch](http://ltc.age.ohio.gov/FacilitySearch).

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

As the program is for a specialized professional field requiring licensure, enrollment has been historically small. However, in the past eight years, enrollment in Kent State's program has grown — between 2010 and 2013, the program averaged 20 students each semester; for the past three years, the program has averaged 44 students each semester.

With the concentration elevated to a stand-alone major, new visibility is expected to increase enrollment by five to eight new students each year. This growth can be managed with the current resources since the revised curriculum is more interdisciplinary —students will be required to take courses in accounting, management, gerontology, communication and public health — all of which are offered by faculty in other departments for other programs.

The proposed Long-Term Care Administration major will prepare future administrators across a wide variety of long-term care settings, from skilled nursing health care (e.g., traditional nursing home) to more community settings (e.g. retirement communities). Administrators have varied responsibilities crossing several disciplines within the long-term care field.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The Long-Term Care Administration major will be no exception, and will undergo the same scrutiny as others.

Since the program is long standing—existing courses, faculty, facilities and other resources—fiscal projections show no overall change in revenue or expenses from the current baseline. Therefore, at worst, the net fiscal impact of the proposed major is neutral; and, at best, the presence of a separate major will draw additional students to Kent State. See Appendix F for a fiscal impact statement.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). The College of Education, Health and Human Services employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State website.

## **Section D. Curriculum and Instructional Design**

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

Typically, nursing home administration programs function in an interdisciplinary environment to meet the professional needs of students pursuing this field and to align with accreditation standards. Therefore, the majority of courses in the curriculum are offered through several academic

departments for other programs. Only one new course will be established for the program at implementation. See Appendix G for courses comprising the program.

**13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?**

The curriculum for the proposed major has been greatly revised from the current concentration. (approximately a 53 percent change from the current curriculum). Existing courses in business, food safety, communication and healthcare policies will now be required in the program, replacing family studies and human development courses. These revisions were recommended as a result of a 2016 reaccreditation visit by the National Association of Long Term Care Administrator Boards (NAB).

NAB is now requiring a health services executive (HSE) qualification/credential in order to pursue a nursing home administration license. NAB has determined that academic programs must meet HSE standards by December 2021 for continued accreditation. This proposed major will address the new program standards, and students will complete coursework and internship experiences to qualify them to work in health care services positions that include a continuum of care.

See Appendix H for catalog copy, including admission and course requirements.

Students will be able to complete more than 50 percent of the full program online, making it a hybrid online/on-ground program. See Appendix I for the ODHE change request for hybrid delivery.

**Section E. Institutional Staffing, Faculty, and Student Support**

**14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?**

Current number of faculty members are sufficient to meet the staffing needs of the major at implementation. There is one full-time faculty member fully assigned to the program who teaches four major courses and serves as the program coordinator and internship coordinator. When enrollment reaches 70 students, the hire of another full-time faculty member will be requested.

Due to the interdisciplinary nature of the program, the faculty teaching the coursework come from varied disciplines in different academic college across the university (e.g., sociology, architecture, food service, public health, management, communication, human resources). Those courses are required for students in other degree programs at Kent State.

**15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)**

See Appendix J for faculty listing.

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the program has on-going for several decades (as a concentration), existing resources are sufficient. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials. University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

A subject librarian works with the College of Education, Health and Human Services to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum.

In addition, the Instructional Resource Center provides access to a collection of educational books and materials as well as equipment and testing materials to students, faculty and staff in the College of Education, Health and Human Services.

## Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Program-level learning outcomes are aligned with national standards for competencies in the field. Courses for the curriculum were selected based upon a mapping of the five domains as identified by national accreditation standards for competency, e.g., customer support, human resources, environment, finance, leadership and management. Mastering the standards (or domains) as prescribed by national accreditor is essential for student success in passing the licensure exam. Faculty monitor graduate pass rates to evaluate the overall effectiveness of the program. Accreditation standards must be met in order to continue and maintain national accreditation. See Appendix K for the program's student learning outcomes.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

To graduate from the program, students must maintain an overall 2.250 GPA and achieve specific minimum grades in two core courses and two internships. Students have access to two online practice exams during the two-semester internship. Results of these practice exams have been found to be accurate indicators of students' success on the license exam.

Faculty review feedback from student evaluations of their courses and graduate exit surveys. Since the program's initial national accreditation in 2011, fewer than two percent of students in the program left the program (either to withdraw from the university or to change to another program). Students in this program will meet on a regular basis with faculty and program advisers to monitor progress and to identify potential areas of need. Students must attend a mandatory internship meeting at least one year before enrollment in program's first internship in order to review internship requirements and the student's progress in the program.

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## Appendices

- A NAB accreditation 2016 site visit report and approval
- B Long-term care administration advisory board members
- C Student and alumni survey results
- D Resolution from the Kent State University Board of Trustees
- E Letters of support
- F Fiscal impact statement
- G Program course descriptions
- H Catalog copy of program admission and course requirements
- I ODHE change request to offer program in hybrid delivery
- J Faculty listing
- K Program student learning outcomes

## Academic Accreditation Site Visit Report

### INSTITUTION NAME & BRIEF HISTORY

The Kent State University Long Term Care Administration Program began in 1974 as the Gerontology Nursing Home Administration Program, developed by a university-wide committee of faculty administrators. An interdisciplinary curriculum was developed to provide the student with an understanding of the common age-related changes and the core competencies needed to practice as a professional long term care administrator. This led to a Bachelor of Arts in Gerontology in 1975. In 1988 the Ohio Board of Examiners of Nursing Home Administration approved the program. In 2001 the GERO/NHA evolved into a Bachelor of Science Degree, in the School of Family and Consumer Studies. In 2005 this program was merged into the College of Education. In 2009 the School of Lifespan Development and Educational sciences was established and the GERO/NHA Program became a part of this new school in the College of Education, Health, and Human Services. The program as directed by Mary Dell-Jenkins, PhD, is an interdisciplinary program grounded in gerontology blended with other disciplines from the fields of human development, family studies and business. In addition, the program provides a supervised internship of 800 hours in area long term care facilities under the direction of Donna Alexander, M.B.A., LNHA.

The program continues to grow through the strong administrative support in the university coupled with faculty members who are personally involved in long term care facilities through volunteer programs; family/friends who are residents of long term care facilities; and the study of gerontology which research confirms the growing needs of the frail elderly. The school has a strong student counselling program which helps guide the students during their course of study in course selection, career commitments and professional development. The program continues to grow through its refinement of course of study, expansion of the AIT program to 1000 hours and the inclusion of the long term care spectrum of nursing home, assisted living, home and community services and hospice care.

### CONTACT INFORMATION

Name	Mary Dellman-Jenkins, PhD
Title	Director, Lifespan Development & Education Sciences
Address	Kent State University, College of Education, Health & Human Services
City, ST, Zip	405 White Hall, Kent, Ohio 44242
Phone	(330) 672-6958
Fax	(330) 672-2512
E-mail	mdellmann@kent.edu
Web site	www.ehhs.kent.edu/1des/

### SITE VISIT TEAM

Academician(s) :Philip S. Brown, MA, ThM, LNHA, LALA

Administrator(s): William Himes, PhD, LNHA

Gary English, PhD, LNHA

### SITE VISIT DATE

September 7-9, 2016

### **SITE TEAM REVIEW CRITERIA**

*(NOTE: For each criterion, indicate whether the institution met or did not meet the requirement, then explain your conclusion as concisely but thoroughly as possible.)*

#### **1. Evidence of incorporation of contents of the Domains of Practice in NHA and/ or RC/AL in the program.** Recommended review criteria:

- a. Early “real life” field experience – need to be expanded into the first two years of college to include hands on experiences such as visitation & volunteer opportunities and/or informational meetings with local long term care administrators. (See Recommendation 1)
- b. Internship is 800 hours and will be 1000 hours by fall 2017
- c. Course requirements- the courses in child care, adolescent development and parent-child relationships have limited value to the student in the long term care program. Feedback from students confirmed this fact. There is a need for a course in medical terminology to include such terms as MDS, PCS and Care planning. (See recommendation 2)

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

#### **2. Incorporation of a 800 (minimum) hour internship program.** Recommended review criteria:

- a. Admission criteria: Needs to spelled out more definitively
- b. Policy manual- Lacks standards, qualifications, responsibilities and training requirements for preceptor (see recommendation 3)
- c. For the NHA track use experienced nursing home administrators and for the RC/AL track use experienced assisted living administrators
- d. Regular interim evaluations of intern performance, no fewer than three times.
- e. The facilities must be licensed as long term care facilities by the state;; no chronic licensure problems, comprehensive array of services including rehabilitation; provide organizational chart of the facilities.
- f. Designation of an internship advisor – Donna Alexander, M.B.A., LNHA

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

#### **3. Quality Program Direction.** Recommended review criteria:

- a. Designation of a faculty member to direct/lead the program
  - 1) Required: Doctoral or master's degree in relevant field
  - 2) Preferred: Preferred: Three years of direct relevant experience with long term care administration, and licensure.
  - 3) Given ample release time to direct the program and engage provider relationships to support the program and practicum needs of the students.

- b. Stated Program Mission, Vision, and Goals
- c. Assurance of Learning Plan/Assessment plan
- d. Tracking of NHA licensure exam pass rates for graduates of the program (for programs with current NAB accreditation -NAB provides this data annually as a benefit to Accredited Schools)
- e. Engagement of an Advisory committee in the LTCA program
- f. Established process of evaluating teaching effectiveness for faculty
- g. Identified opportunities for professional engagement in the LTC field
  - 1) Student organization
  - 2) Active relationship/linkages with ACHCA, ACHE, AGHE, state or national industry/professional organizations/associations in long term care

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**4. Faculty to meet the needs of the program.** Recommended review criteria:

- a. Academic degrees relevant to the contents taught.
- b. Student/faculty ratio and course load comparable to the standards of the regional accrediting body.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**5. Other staff adequate to the program.** Recommended review criteria:

- a. Knowledgeable and adequate support staff to meet the needs of the program.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**6. Fiscal resources.** Recommended review criteria:

- a. An identifiable and sufficient budget to sustain the educational program.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation: The Budget Director has developed a very meaningful model for reporting and monitoring the fiscal resources of the program. A copy of the report is attached.

**7. Physical resources.** Recommended review criteria:

- a. Classrooms, offices, and other facilities equipped to meet the needs of the students in the program.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**8. Long term care library holdings and student access to these holdings.** Recommended review criteria:

- a. Long term care administration holdings, search databases, and electronic materials.
- b. Resources available to keep library holdings continually relevant and expanding.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**9. Modern technologies in classroom and office.** Recommend review criteria:

- a. Instructional technologies in classroom and office administration
- b. Faculty and student access to contemporary technologies for learning and communicating.
- c. Program access to skilled nursing facilities with contemporary residential care technologies.

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

**10. Other criteria.** Recommended review criteria:

- a. Evidence of involvement among the faculty.- Faculty were actively involved in long term care programs through volunteer projects and visiting family and friends in long term care facilities.
- b. Evidence of support from the university administration- the support was confirmed from interviews with Provost, Interim Dean and several Assisted Deans in the College, all who had knowledge of the program and felt that it was consistent with the purposes of University and confirmed its positive contribution to the College programs.
- c. Evidence of involvement in the long term care community – through internships, membership on the advisory committee, work of the Gerontology Club and volunteers in the long term care facilities needs to be strengthened, see recommendation 4.
- d. Evidence of LTC Community involvement in the curriculum .Some involvement through the Advisory Committee, however, this committee should be strengthened by adding a few additional members from the corporate leaders of long term care and other community leaders. (see recommendation 4.) .

Conclusion:            ☒ Met                      ☐ Partially Met            ☐ Not met

Explanation:

#	CRITERION	MET	PARTIALLY MET	NOT MET
1	Domains of Practice	x		
2	Internship Program	x		
3	Director	x		
4	Faculty	x		
5	Staff	x		
6	Fiscal	x		
7	Physical Resources	x		
8	Library Holdings	x		
9	Technology Access	x		
10	Other	x		

**CONCLUSION/ ADDITIONAL REMARKS:**

Our Site Visit Team recommends that the Gero/NHA Long Term Program of the College of Education, Health, and Human Services be accredited for five years without restrictions.

**MANDATORY POST-SITE VISIT ACTIONS REQUIRED OF THE INSTITUTION: none****CONSULTATIVE RECOMMENDATIONS OFFERED TO THE INSTITUTION:**

Kent State's long term care administrator program is a unique program which is grounded in the understanding of human aging, thereby providing the student with insights for creative care which enable the resident of the facility to function at his/her independent level. However, the school needs to develop curriculum and an AIT experience which would enable the graduates of the program to have the top scores on the NAB Examination and be the leading professional administrators in the long term care field.

The following recommendations are being spelled out for the Kent State Long Term Care Program as items which could strengthen this program and make it to be a superior in the training and development of long term care professionals. The director and her team are encouraged to incorporate the progress they have made in addressing these following recommendations in its annual report to NAB.

1. Early on "Real Life" experiences should be developed to occur in the first two years of the academic program, to include opportunities for visits and volunteering in long term care programs and/or sponsoring of informational meetings with local long term care professionals. Such a program could be an outreach of the Gerontology Club or other such student organization.
2. Courses such as Child Care, Adolescent Development and Parent-Child Relationships have limited value for the long term care students. ( Note- we had feedback students who confirmed this fact) The course work could be strengthened by adding a course in the medical aspects of long term care to include such subjects as medical terminology, MDS, Care Planning, PCS, and use of restraints.
3. Preceptor qualifications, training, and responsibilities need to be spelled out in a more definitive matter which should include the following:
  - (a) Qualifications should include how long the administrator served as licensed administrator, has no charges against the administrator, have good leadership skills, be active in the profession, has a good star rating in the facility served.

(b) Training program to deal with the reporting requirements of the program, content to be taught, how AIT relates to the academic program, importance of AIT to the Long Term Care Program, how AIT experience relates to the NAB Examination preparation.

(c) To be repeated every 3 to five years.

4. Advisory Committee – needs to be expanded in membership to include additional long term care corporate leaders, a community leader and a medical community leader.

The meetings of the committee need to be set on a regular schedule such as quarterly on the first Tuesday after the first Monday.

The committee should regularly review curriculum; AIT program; the changing needs of long term care, especially the new spectrum of long term care –nursing home, assisted living, home health and hospice care; and the student pass rate on NAB examination.

5. New scope of Long Term Care: How the program is going to develop and implement the new long term care spectrum of nursing home, assisted living, home health and hospice care into the course work and AIT of the program.

**ATTACHMENTS:** Site visit itinerary and financial report for the College of Education, and Human Services.



The National Association of Long Term Care  
Administrator Boards

hereby grants

*Kent State University*

Academic Accreditation of its  
Nursing Home Administration Program

November 11, 2016 – November 10, 2021

## Kent State University Long-Term Care Administration Advisory Board Members 2019-2020

<b>Name, Title</b>	<b>Organization</b>	<b>Kent State Alumni</b>
Max Agee, NHA, Administrator	Greenbrier	Yes
Daniel H. Blechschmid, LNHA, MHA, FACHE, Department Administrator III Hospital Medicine, Critical Care and Neonatology	Cleveland Clinic Pediatric Institute and Children's Hospital	Yes
Kathryn Chadwick-Koke, Marketing Director	Laurel Lake Retirement Community	No
Jay Dettorre, LNHA, Vice President, Foundation	Masonic Communities	No
Cynthia Gemsamer, LNHA, MBA, HSE, Vice President	Absolute Rehabilitation and Consulting Services, Inc.	No
Terrence Holecsek, LNHA, HSE, Vice President of Operations	VITAS Healthcare and Hospice	Yes
Kevin J. Kauffman, Jr., LNHA, Executive VP, Operations	Sprenger Health Care Systems	Yes
Charles Mooney Sr., Vice President and Chief Operations Officer	United Church Homes	No
L. Paige Powell, LNHA, Regional Director of Operations	Altercare: Integrated Health Services	No
Allison Q. Salopeck, LNHA, President and Chief Executive Officer	Jennings	No
Merrick Storlie, Human Resource Director	Altercare, Hartville	Yes
Laurel A. Tomi, LNHA, MPH, Lecturer of Public Health	Kent State University	Yes
Deborah Veley, HSE, LISW, Executive Director	Board of Executives of Long-Term Services and Supports (BELTSS)	No

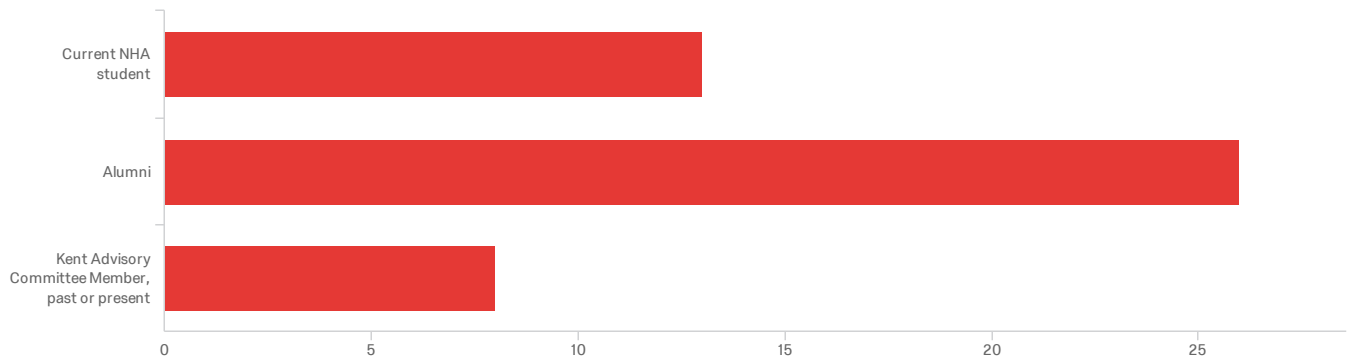
# Default Report

*NHA Survey*

February 21, 2019 3:58 PM EST

Q1 - Please select the option(s) that best describe(s) your current status with Kent State

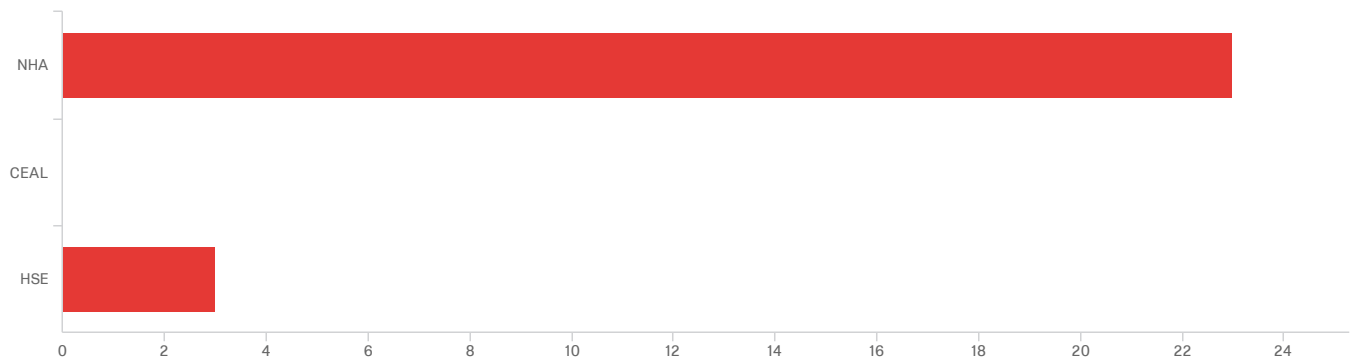
University:



#	Field	Choice Count
1	Current NHA student	27.66% 13
2	Alumni	55.32% 26
3	Kent Advisory Committee Member, past or present	17.02% 8
		47

Showing rows 1 - 4 of 4

## Q2 - Please select your current license/qualification:



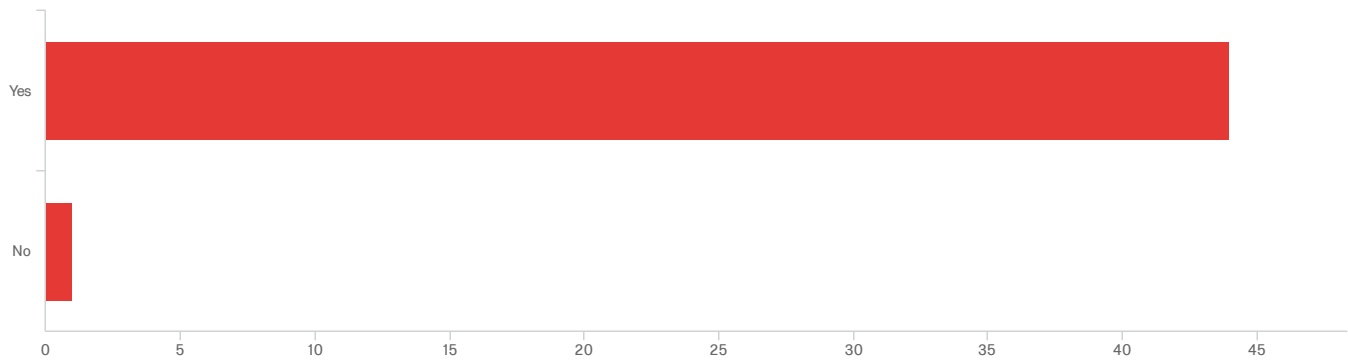
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select your current license/qualification:	1.00	3.00	1.23	0.64	0.41	26

#	Field	Choice Count
1	NHA	88.46% 23
2	CEAL	0.00% 0
3	HSE	11.54% 3
		26

Showing rows 1 - 4 of 4

## Q4 - In your opinion, is there value in Kent State University elevating the current NHA

Concentration to a Bachelor's degree major?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your opinion, is there value in Kent State University elevating the current NHA Concentration to a Bachelor's degree major?	1.00	2.00	1.02	0.15	0.02	45

#	Field	Choice Count
1	Yes	97.78% 44
2	No	2.22% 1

45

Showing rows 1 - 3 of 3

## Q5 - If no, then what would you suggest or prefer?

If no, then what would you suggest or prefer?

---

Require different courses and a more focused internship.

## Q6 - Do you have any comments about transitioning the NHA Concentration to its own major?

Do you have any comments about transitioning the NHA Concentration to its o...

Focus more on real life case scenarios to help promote better problem solving skills and more

I think that this is a really great idea.

I think it's a great idea!

The program was amazing and Donna does a wonderful job at preparing her students for success. Being in the field every nursing home is different and has their own set of responsibilities. The only thing that I would change about the program would be requiring a basic nursing class. The building that I am at is extremely clinical and functions more like a hospital. Having a small background in clinical would be beneficial for those who would run there types of homes.

I would recommend that the program be a bachelor's degree in some title that has some portability like health administration, public health, etc. to permit promotion into other healthcare sectors.

Transitioning NHA to its own major will allow those students who are definitely interested in a geriatric population to focus on that target population in coursework. While I feel the HDFS major has its benefits, I feel I learned a lot about early child and family development, when my focus throughout my time at Kent state was to work with older adults and senior living communities. This change would allow students who are confident in their desired field of work to really focus on that population. In addition, for job seekers after college, having NHA as its own major may help student resumes stand out more compared to human development and family studies, which can be confusing for some potential managers who do not understand the Kent State program.

The HDFS major is a great program, but I think the majority of its classes are centered around families. Having the NHA major will help students learn even more about administrating a nursing home as well as help us for the licensing exam.

I think it is a good idea, the HDFS portion of the major focused heavily on child development. I felt like I could have learned less about child development and more about geriatrics.

I think it's a great idea. More business courses need to be incorporated into the curriculum.

N/A

I think this would be a great idea! this is simply because there may be more courses that are geared towards the NHA as a whole instead of classes that may not pertain to the field. I feel more medical classes may be a good route also. Just the basics including medical terminology and maybe one more. If you are starting this field without experience or minimal experience it may be difficult to catch up to speed with someone who has been in a nursing home environment for an extended period of time.

I think that would really bring more focus to the program and would be very beneficial.

Nope

There is a lot that I wish I learned before I graduated to better prepare me for my career as an LNHA. Although I loved the HDFS major, I believe there needed to be more management/financial/business/nursing home specific prep involved.

None

Do you have any comments about transitioning the NHA Concentration to its o...

There were several irrelevant classes with NHA as a part of another major. It should be moved to its own.

I think it is very important and I also think it would be great to be able to run dual tracks with Health Care Administration so it would encourage students to do both - perhaps a minor in Business?

It would be a beneficial idea for those looking to expand knowledge primarily in nursing homes!

This will enhance the Post Acute Care field by offering specific educational opportunities to future professionals to study and understand the PAC system and its entities along with comprehending the needs of their clientele. A degree such as this will enhance Kent State's footprint as an academic institution specializing in the education and development of PAC professionals.

I believe this is an excellent idea. Nursing Home Administration is very complex and should be elevated to its own major. Additionally, focusing on HSE qualifications will be helpful to the aging community by educating Post Acute Care Administrators in the continuum.

Allow students to work a job or do a paid AIT

I think it gives the degree more weight and credibility and helps KSU keep up with other universities offering these degrees.

This would be able to provide a more in depth focus about the career field with more specialized classes. Great idea.

I think this would be beneficial. The program seemed to be geared more towards a career in social services than one in long term care. My AIT and my work experience after the program was what helped me have an understanding of nursing home administration rather than the curriculum at Kent.

I think that it would benefit students. I am in a introduction class for the HDFS course. And I'm learning about life counseling and have not ONCE touched on LNHA. So I feel like I'm wasting my time.

I think this is a great idea. Several of the classes that were required for a human development and family studies major did not correspond to what I do on a daily basis. I think there needs to be a larger concentration on finance classes as well.

I think it would be beneficial so they can add more classes relating to NHA

NHA is an amazing program, and with it comes a great deal of responsibility. Personally I do not believe it should be in the same group as other HDFS classes. Yes we are a part of what it stands for, but I feel like we should be grouped in with other majors like ours (ex. Healthcare administration). For NHA I want to be in more classes pertaining to my individual major, including more elderly based or like classes, instead of focusing so much on HDFS classes like child/adolescent development. I think it would be more beneficial to focus more on end of life care and how to make it better.

It is a great program but having a little more of a fundamental knowledge of diagnosis and what to do when going over hospital paperwork would be very helpful!

I think that it would be a great idea to focus more on NHA topics and not so much of the whole lifespan

I don't learn what I need to know about the LTC field because I'm too busy learning about children and adolescents. This major is dealing with older adults and gerontology and yet there are only 2 classes under the subject gerontology. You learn more about children and families than older adults and you learn almost nothing in terms of healthcare policy, bereavement or anything that will be beneficial to us in our future career. In my opinion the only thing worth it in this major are the accounting classes, LTC Administration class, Adult Development and Aging and the practicum.

Transitioning the NHA Concentration to its own major would be beneficial in that more courses can be focused around the NHA profession. Though there are a few courses that help prepare you for the field, I think making it its own major would allow for professors to dive deeper into different aspects of being a LNHA.

Resolution from the Kent State University  
Board of Trustees  
*To Come*



## The Schroer Group

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February 8, 2019

To Whom It May Concern:

Please accept this letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree. I am a member of the Long-Term Care (LTC) Community, and NHA Advisory Committee Member, and our organization provides Preceptors to Kent State University NHA students. My employer, The Schroer Group (which includes Altercare and Absolute Companies) has partnered with Kent State University's NHA program for more than five years.

As a licensed Nursing Home Administrator (LNHA) and Health Services Executive (HSE), I believe it is important to fully prepare students for the ever-changing and challenging field of LTC. An interdisciplinary degree for students will contribute to their success as future leaders in the field of LTC. A degree program specifically designed for students entering the professional LTC field will benefit from this change in curriculum. Coursework leading up to the program's internship should align with the internship and professional licensure standards.

Thank you for your continued diligence in educating students in a field that cares for the elderly and those most vulnerable.

Sincerely,

Cindy Gensamer, LNHA, MBA, HSE  
Vice President

Absolute Rehabilitation & Consulting Services, Inc.  
339 East Maple St., Suite 100  
North Canton, Ohio 44720  
330-498-8204  
[cgensamer@abstherapy.com](mailto:cgensamer@abstherapy.com)

THE SCHROER GROUP FAMILY OF COMPANIES

339 East Maple Street North Canton, OH 44720  
phone 330.498.8100





February 11, 2019

To Whom It May Concern:

Please accept this letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree. I am a member of the Long-Term Care (LTC) Community, a Preceptor to Kent State University NHA students, and an employee of United Church Homes - an actively involved organization with Kent State University, and I believe that an interdisciplinary degree for students will contribute to their success as future leaders in the field of LTC.

As a licensed Nursing Home Administrator (LNHA), a Registered Nurse (RN), it is important to fully prepare students for the unique and ever-changing field of LTC. United Church Homes Chapel Hill Community partners with Kent State University by offering high-quality internships that promote career readiness in a professional field serving older adults and persons with disabilities.

Students' academic offerings should be specifically tailored to their professional career after graduation. The two-semester 1,000-hour internship at the end of the degree program provides hands-on training. Coursework leading up to the internship must also prepare students for the internship and for the state and national license examinations upon graduation.

A degree program specifically designed for students entering the professional LTC field will benefit from this change in curriculum. I look forward to our continued partnership with Kent State University's NHA students.

Sincerely,

Debra L. Durbin, RN, LNHA, MBA  
Executive Director  
Chapel Hill Community  
12200 Strausser Street NW  
Canal Fulton, OH 44614  
[ddurbin@uchinc.org](mailto:ddurbin@uchinc.org)

*Celebrating the Spirit*

February 11, 2019

To Whom It May Concern:

As a former graduate of the NHA program, a successful licensed administrator, and a Preceptor for Kent State University NHA students, please consider this as my letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree.

As a licensed Nursing Home Administrator (LNHA) I understand the importance of preparing our future leaders for the field of LTC. Having been a Preceptor for many Kent State University NHA students, I observed areas of student knowledge that may have been improved prior to the internship with additional coursework. An interdisciplinary degree for students will contribute to a successful career in LTC. NHA students entering the professional LTC field will benefit from a program change with dedicated coursework.

As a former NHA student, it is my belief that an academic program should prepare students for their professional career. The two-semester 1,000-hour internship provides hands-on training at the end of the NHA program. State and National standards that align with the internship and coursework will assist students in their desire to pass the licensure exams.

Thank you,



Max Agee, LNHA

[magee@chs-corp.com](mailto:magee@chs-corp.com)

## AUGUSTINE, SUSAN

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**To:** Cichy, Kelly  
**Subject:** RE: NHA

**From:** Cichy, Kelly <kcichy@kent.edu>  
**Sent:** Tuesday, March 19, 2019 4:22 PM  
**To:** AUGUSTINE, SUSAN <saugusti@kent.edu>  
**Subject:** RE: NHA

Hi Susan,

We discussed elevating the NHA Program at our HDFS meetings, and during our meeting on February 1, 2019 the faculty provided official endorsement of this move.

The HDFS faculty approve the elevation of the NHA program, and we are aware of the removal of our courses from their requirements, the change of the 6 GERO courses to NHA (practicum and LTC admin; UG/GRAD), and the inactivation of NHA as a concentration within the HDFS major.

I hope that helps! Please just let me know if you have any other questions, or if there is anything else that you need from us at this point.

Thank you again!  
Kelly

Kelly E. Cichy, PhD  
Associate Professor and Program Coordinator Human Development and Family Studies  
School of Lifespan Development and Educational Sciences  
Kent State University  
405 White Hall, P.O. Box 5190  
Kent, OH 44242-0001  
T: 330-672-2449      Email: [kcichy@kent.edu](mailto:kcichy@kent.edu)

## College and School Approvals

The **College of Public Health** supports the establishment of a new Long Term Care Administration major. Please see Dr. Brewer's suggestion below.

Let us know how we can help.

Sonia Alemagno  
Dean, College of Public Health

### **College of EHHS**

Mary,

I am excited to see this become its own major rather than part of another program. I am glad to hear you have spoken with those whose courses are involved.

Alicia

On Feb 21, 2019, at 1:30 PM, Dellmann-Jenkins, Mary <[mdellman@kent.edu](mailto:mdellman@kent.edu)> wrote:

To: **Dr. Alicia Crowe, Associate Dean Undergraduate Education and Student Services**  
From: Dr. Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences  
Date: February 21, 2019

### **RE: Establishment of a new major: Long Term Care Administration**

The School of Lifespan Development and Educational Sciences is elevating its Nursing Home Administration (NHA) concentration to a stand-alone major. This is necessary to meet accreditation standards, university curriculum compliance policies, and ensure the professional competencies of students (as future Nursing Home Administrators). The proposed title for the new major is Long Term Care Administration (LTC).

### **Stark Campus, Kent State University**

Thank you, Mary. Yes, we would like to offer this degree at Stark. Thank you.  
Best,  
Denise

Denise A. Seachrist, Ph.D.  
Dean and Chief Administrative Officer  
Professor, Musicology-Ethnomusicology  
Kent State University at Stark  
6000 Frank Avenue, N.W., North Canton, Ohio 44720  
Phone: 330-244-3211  
Fax: 330-494-0744

**From:** Dellmann-Jenkins, Mary <[mdellman@kent.edu](mailto:mdellman@kent.edu)>  
**Sent:** Monday, February 18, 2019 2:03 PM  
**To:** SEACHRIST, DENISE <[dseachri@kent.edu](mailto:dseachri@kent.edu)>; NORTON-SMITH, THOMAS <[tnortons@kent.edu](mailto:tnortons@kent.edu)>

**Subject:** Nursing Home Administration

**Importance:** High

Good afternoon, Denise and Thomas,

Currently, KSU Stark campus offers a concentration in Nursing Home Administration (NHA) housed in the HDFS major. Donna and I are completing the curriculum proposal to elevate the NHA concentration to a stand-alone major. This will elevate the visibility of the NHA degree along with enabling us to be in compliance with curriculum policy and accreditation standards.

Students will be able to complete all coursework in the stand-alone NHA major at the Stark campus and thru on-line classes.

The purpose of this email is to inquire whether or not you would like to offer (and advertise) the new stand-alone major at KSU Stark campus. If yes, we will indicate this in the curriculum proposal. Please respond back at your earliest convenience. The current proposal needs to be completed by the 25<sup>th</sup> of February.

Thank you, Mary

**School of Health Sciences, EHHS**

Best of luck on this endeavor!

I see no problems with encroachment!

Sincerely,

Ellen

Ellen Glickman, PhD FACSM

School Director & Professor

**School of Health Sciences**

Kent State University

100 Nixson Hall

Kent, Ohio 44242

### **Department Chair and Faculty Support**

**Human Development and Family Studies, LDES, EHHS**

Hi Mary,

Thank you for your email.

I am writing to officially approve the elevation of the current Nursing Home Administration (NHA) concentration into a stand-alone major. I appreciated you sharing

the list of HDFS/GERO courses to be included in the new major, and the HDFS program approves including the courses listed below in the new stand-alone major.

- HDFS 24011 Interpersonal Relationships Across the Lifespan
- HDFS 44018 Professional Development
- HDFS 34031 Cultural Diversity for the Helping Professions
- HDFS 44039 Bereavement, Trauma and Other Losses
- GERO 14029 Introduction to Gerontology
- GERO 40656 Psychology of Aging
- GERO 44030 Adult Development and Aging
- GERO 41095 Special Topics in Gerontology

Please let me know if there is anything else that you need at this time.

Thank you,  
Kelly

Kelly E. Cichy, PhD

Associate Professor and Program Coordinator Human Development and Family Studies  
School of Lifespan Development and Educational Sciences

## ACCOUNTING

Dear Dr. Dennis,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- ACCT 23020 Introduction to Accounting (required course)

Please complete the below and **return by February 22 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences [mdellman@kent.edu](mailto:mdellman@kent.edu)

-----  
☒ Yes, I approve that the above ACCT course be included in the new NHA major

☐ No, I do not approve that the above ACCT course be included in the new NHA major.

**From:** Tietz, Wendy

**Sent:** Thursday, February 14, 2019 10:22 AM

**To:** Dellmann-Jenkins, Mary

**Subject:** RE: Curriculum Approval

Mary:

☒ Yes, I approve that the above ACCT course be included in the new NHA major  
☐ No, I do not approve that the above ACCT course be included in the new NHA major.

Please let me know if you have any questions.

Wendy

### Health Education

Dear Dr. Wagner,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- HED Medical Terminology HDE 14020 (required course)

Please complete the below and **return by February 18 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences [mdellman@kent.edu](mailto:mdellman@kent.edu)

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☒ Yes, I approve that the above HED course be included in the new NHA major  
☐ No, I do not approve that the above HED course be included in the new NHA major.

### Architecture

Mary,

☒ Yes, I approve that the above ARCH course be included in the new NHA major.  
It's more than one of us doing the approval in the CAED, but we are in agreement to include this class.

Yours,

Bill Willoughby, Associate DeanCAED

## Sociology

Hello Mary:

Sociology supports including Death and Dying in your new NHA major (as indicated below). Thanks for reaching out.

Clare

Clare L. Stacey, Ph.D.

Associate Professor and Undergraduate Coordinator (SOC)

Department of Sociology

Kent State University,

Kent, OH 44240

Office: 330-672-2044

Email: [cstacey@kent.edu](mailto:cstacey@kent.edu)

## Management and Information Sciences,

Hi Mary,

Happy New Year. I hope your semester is off to a great start.

Thank you for your email and request to include our courses in your curriculum. We approve that the courses be included in your NHA major, with MIS 44152: Project Management included as an elective.

Thanks.

Felix

**From:** Dellmann-Jenkins, Mary <[mdellman@kent.edu](mailto:mdellman@kent.edu)>

**Sent:** Wednesday, February 6, 2019 5:39 PM

**To:** Offodile, Felix <[foffodil@kent.edu](mailto:foffodil@kent.edu)>

**Subject:** Curriculum Approval

Dear Dr. Offodile,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below courses be included in a new NHA major.

Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- MIS 24053 Intro to Computer Applications (required course)
- MIS 24163 Intro to Management (required course)
- MIS 34165 Dynamics of Leadership (required course)
- MIS 34180 Human Resource Mgmt (required course)

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences [mdellman@kent.edu](mailto:mdellman@kent.edu)

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☒ Yes, I approve that the above MIS courses be included in the new NHA major  
☐ No, I do not approve that the above MIS courses be included in the new NHA major.

### **Communication Studies**

Dear Mary,

Attached you will find COMM's response to your request **that COMM 20001, 21008, 25863, 36501 be included in the new NHA major as electives**. Except for one course, we are pleased our courses will be included in your new curriculum I have checked-off the appropriate box on the attached form.

The course COMM 21008 Social Media Strategies, is no longer in our curriculum. It was a dual listed course between us and Journalism and Mass Communication however Amy Reynolds felt that the cross listing was confusing for students so we have eliminated the COMM offering of that course. ☹

The course however remains see:

#### **JMC 21008 SOCIAL MEDIA STRATEGIES**

*Designed to help students understand and use social media in critical and strategic ways that will improve their lives and careers. Helps students harness the power and potential of the social Web, including strategies used to position and market organizations as well as individuals. Exposes students to the latest social-media applications and to critical views of social media's impact on business, society, and culture. Students are also introduced to interaction perspectives of social media, which are embedded within both the communication studies and the journalism and mass communication curriculum. Students emerge from the class with a strategic plan designed to enhance their lives and their careers. Prerequisites: none*

Best of luck with the roll-out!

Beth

### **Human Development and Family Studies**

Hi Mary,

Thank you for your email. Please see below where I have indicated **approval for the courses** to be included in the new NHA major.

Please just let me know if there is anything else that you need at this time.

☒ Yes, I approve that the above GERO and HDFS courses be included in the new NHA major

\_\_\_\_\_ No, I do not approve that the above GERO and HDFS courses be included in the new NHA major.

Thank you, Kelly Cichy, HDFS Coordinator

### Nutrition

**From:** Dellmann-Jenkins, Mary  
**Sent:** Wednesday, February 6, 2019 5:01 PM  
**To:** CAINE, NATALIE  
**Subject:** Curriculum Approval

Dear Dr. Caine-Bish,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- **NUTR 23511 Science of Human Nutrition** (KSU Basic Sciences Core)

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences  
[mdellman@kent.edu](mailto:mdellman@kent.edu)

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\_\_\_\_X\_\_\_\_ Yes, I approve that the above NUTR course be included in the new NHA major

\_\_\_\_\_ No, I do not approve that the above NUTR course be included in the new NHA major.

### Hospitality Management

**From:** Mary Dellman-Jenkins <[mdellman@kent.edu](mailto:mdellman@kent.edu)>  
**Date:** Wednesday, February 6, 2019 at 5:29 PM  
**To:** NING-Kuang CHUANG <[nchuang@kent.edu](mailto:nchuang@kent.edu)>  
**Subject:** Curriculum Approval

Dear Dr. Dellmann,

I shared the exciting news about the Bachelor of Science Degree in Nursing Home Administration (NHA) in our faculty meeting today. The HM Faculty enthusiastically support your request to include HM13022 Sanitation and Safety as a required course and the HM 13024 Intro to Hospitality Management as one of the elective courses

- ☒ Yes, I approve that the above HM course be included in the new NHA major
- ☐ No, I do not approve that the above HM course be included in the new NHA major.

Thanks again for thinking of our program and giving us the opportunity to learn from you.  
Thanks & have a great weekend,

Ning-Kuang

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences [mdellman@kent.edu](mailto:mdellman@kent.edu)

-----  
☒ Yes, I approve that the above HM course be included in the new NHA major  
☐ No, I do not approve that the above HM course be included in the new NHA major.

### Public Health

I'm chair of the Curriculum Committee and probably the best person to field your request.

Just so you are aware, the HIPAA and Compliance courses are only 1 credit hour each and are only offered online, usually in the spring. The US Healthcare Systems course is 3 hours and is offered in both an online and on-ground format. We are adjusting the rotation of this class, so I'm not sure if it will be a fall or spring offering.

That being said, I spoke to our Assistant Dean for Student and Accreditation Services (CC'd) who handles our undergraduate course scheduling. **She is perfectly fine with including these courses in your curriculum for the new program.** Please regard this e-mail as our official approval. Good luck with the new program and let me know if there is anything else we can do.

Thanks,  
Tom

Thomas W. Brewer, Ph.D., M.Jur., CHC  
Associate Professor, Health Policy and Management  
College of Public Health  
Kent State University  
209 Moulton Hall  
Kent, OH 44242  
Phone: 330-672-4703

**Fiscal Impact Statement**  
B.S. in Long-Term Care Administration

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment</b>				
Headcount full-time	40	45	50	55
Headcount part-time	5	5	5	5
Full-time equivalent (FTE) enrollment	43	48	53	58
<b>II. Projected Program Income</b>				
Tuition	\$ 254,157	\$ 284,656	\$ 313,121	\$ 341,302
Expected state subsidy	\$ 117,417	\$ 131,507	\$ 144,658	\$ 157,677
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ 1,575	\$ 1,575	\$ 1,575	\$ 1,575
<b>Total Projected Program Income</b>	<b>\$ 373,149</b>	<b>\$ 417,738</b>	<b>\$ 459,354</b>	<b>\$ 500,554</b>
<b>III. Program Expenses</b>				
New personnel:				
- Instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: 0	\$ -	\$ -		
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: 6	\$ 66,268	\$ 67,593	\$ 68,945	\$ 70,324
Part-time: 4	\$ 5,377	\$ 5,377	\$ 5,377	\$ 5,377
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 25,723	\$ 26,222	\$ 26,730	\$ 27,248
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ 235,042	\$ 263,133	\$ 289,351	\$ 315,307
<b>Total Projected Program Expenses</b>	<b>\$ 332,410</b>	<b>\$ 362,325</b>	<b>\$ 390,403</b>	<b>\$ 418,256</b>
<b>Projected Program Net</b>	<b>\$ 40,739</b>	<b>\$ 55,413</b>	<b>\$ 68,951</b>	<b>\$ 82,298</b>

<b>Other Expenses</b>				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 185,787	\$ 208,081	\$ 228,890	\$ 249,490
RCM tuition allocation to other colleges	\$ 48,305	\$ 54,101	\$ 59,511	\$ 64,867
Professional development (travel costs)	\$ 950	\$ 950	\$ 950	\$ 950
Supplies (office, computer software, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
<b>Total Other Expenses</b>	<b>\$ 235,042</b>	<b>\$ 263,132</b>	<b>\$ 289,351</b>	<b>\$ 315,307</b>

**BUDGET NARRATIVE:**

## Program Course Descriptions

### Major Requirements

ARCH 45640 Developing Environments for Older Adults (3)  
Research of existing built environments and an investigation of the planning design process for the elderly. Repeatable for a total of 3 credit hours.

BMRT 11009 Introduction to Management Technology (3)  
Study of planning, organizing, directing/leadership, controlling, staffing, decision making, and communication theories and management applications of human and material resources and methods. It is recommended that any reading courses indicated by COMPASS score are taken prior to enrolling in this course.

MGMT 24163 Principles of Management (3)  
Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, sustainability among them. The course serves as an introduction to many upper level business courses.

BMRT 21000 Business Law and Ethics I (3)  
Introduction to American law as related to government, business, society and the ethical issues that occur in the legal environment. Emphasis is on contract law. Relevant past and current law issues are addressed.

FIN 26074 Legal Environment of Business (3)  
Coverage of the nature, structure and significance of the legal and regulatory areas which confront business, with special emphasis on business ethics environmental and international issues.

BMRT 36415 Customer Service (3)  
Analysis and definition of customer satisfaction with an emphasis on quality customer service that includes techniques for assessing company service efforts and developing customer satisfaction programs.

COMM 20001 Interpersonal Communication (3)  
Introduction to human interpersonal communication. Components and structures situations and contexts are described nonevaluative focus with emphasis on informal experience.

COMM 25863 Business and Professional Communication (3)  
Fundamentals of public and conference speaking, conducting meetings, electronic presentations, interviewing and interpersonal relations as applied to business and organizational settings.

COMM 36501 Communication in Health Care (3)  
Examination of the dynamics of communication in health care settings, including provider-patient interaction, using communication theory, research and health advocacy skills across a variety of health care contexts.

HDFS 44018 Professional Development in Human Development and Family Studies (3)  
Preparation of students for professional work experiences as well as providing an opportunity to discuss recent developments in the fields of human development, family studies and gerontology.

HDFS 44039 Bereavement, Trauma and Other Losses (3)  
Exploration of the impact of death, trauma and other losses on individuals and families across the lifespan. Consideration of gender, social and cultural context. Implications for human services professionals.

SOC 42010 Death and Dying (3)  
Theoretical perspectives and research in human death and dying. Emphasis on applied concerns in medical and helping professions. Topics include social death, death as taboo, medicalization and rationalization of death and dying and disenfranchised grief.

HM 13022 Sanitation and Safety Principles and Practices (3)  
Food safety and sanitation practices for restaurants and foodservices as related to foodborne illness prevention, food purchasing, receiving, storage, preparation, cooling and heating practices, and sanitation of dishes and overall facility. HACCP plans, microbiological concerns related to foods, government regulations and inspections, and employee safety and accident prevention are covered.

HRM 34180 Human Resource Management (3)  
Focuses on the importance of the management of human resources for any organization, its employees, customers, shareholders, and the community where it is located. The topic helps students understand the important issues that derive from managing people at work and the changing environment organizations face. Students will learn the integral role human resources management plays to the success or failure of an organization. Both practical and theoretical perspectives are presented.

LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I (9)  
Observation and participation in long-term care or community agencies serving older adults. One class discussion per week. Major GPA of 2.250 required.

LTCA 43192 Internship in Nursing Home Administration/Health Services Executive II (9)  
Internship in skilled nursing facility. One 3-hour, on-campus seminar every three weeks (meets four times). Approximately 35 clock hours per week at internship site is required. Students participate in weekly online course discussions and have an on-site visit to their internship site during the semester.

LTCA 44032 Long Term Care Administration I (3)  
Course presents an overview and introduction to the principles of long-term care (LTC) administration and other administration options.

LTCA 44033 Long Term Care Administration II (3)

**new course**

Course presents a focus on assisted living and home and community based services and supports in long term care to align with accreditation standards for nursing home administration-health services executive credentialing.

MGMT 34165 Dynamics of Leadership (3)

This course discusses management and leadership concepts and does so by blending theory and practice. The course uses case studies, practical application approaches, personal assessment and provides opportunities for students to develop individual and group leadership skills. In addition, many organizational behavior concepts are blended throughout the course.

PH 30015 United States Health Care System (3)

Provides an overview of the U.S. healthcare delivery system, including operations, stakeholders and the role of government with a particular emphasis on public health's role in health care. Students gain an understanding of inpatient and outpatient services, the various roles of healthcare professionals, private and public financing and the impact of managed care. The primary focus is the public health system.

PH 30020 Fundamentals of Health Privacy (1)

This course will provide an overview of compliance in healthcare privacy and security within the context of the Health Insurance Portability and Accountability Act (HIPAA). Current topics such as electronic health records and the challenges posed by social media will be explored.

PH 30025 Fundamentals of Healthcare Compliance (1)

This course will provide an overview of fraud, waste, and abuse compliance in the healthcare industry. The practical and legal basis for compliance programs will be explored as well as their creation, implementation, and maintenance.

### Additional Requirements

ACCT 23020 Introduction to Financial Accounting (3)

Introduction to the basic concepts and standards underlying financial accounting. Topics to be covered include revenue recognition, receivables, inventory, long-lived assets, liabilities and stockholders' equity. The impact of transactions on the accounting equation and financial statements (balance sheet, income statement and cash flows) is emphasized.

GERO 14029 Introduction to Gerontology (3)

Interdisciplinary approach to the study of the aging process.

GERO 40656 Psychology of Aging (3)

Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons.

GERO 44030 Adult Development and Aging (3)

Examines developmental processes across adulthood. Evaluation of theoretical models and scientific literature.

HDFS 24011 Interpersonal Relationships and Families (3)

Exploration of the sociological nature of families across the lifespan, focusing on structure, diversity and life course processes such as dating, mate selection, cohabitation, marriage, parenthood, divorce, remarriage, singlehood, widowhood, parent-child interactions, sexual orientation, inequality and difference.

HED 14020 Medical Terminology (3)

Identification of the meaning of various roots and terms and combining forms that are components of medical words, including anatomical physiological and pathological therapeutic terminology and implications for health literacy.

NUTR 23511 Science of Human Nutrition (3)

Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

PSYC 11762 General Psychology (3)

Introduction to the scientific approach to understanding human behavior and mental processes such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior and the experience of emotion and psychological disorders.

RPTM 36010 Recreation, Leisure and Aging (3)

Knowledge and understanding of leisure and aging. Planning and implementing recreation programs and activities for enriching the lives of older persons.

SOC 12050 Introduction to Sociology (3)

Scientific approach to understanding social interaction, institutions and organization.

UC 10097 Destination Kent State: First Year Experience (1)

Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first-year students. Not required of transfer students with 25 or more credit hours.

## Catalog Copy

### B.S. Degree in Long-Term Care Administration

#### DESCRIPTION

The Bachelor of Science degree in Long-Term Care Administration provides students the education, qualifications and eligibility for state and national licensure eligibility to work as administrators in long-term care settings, including nursing homes, assisted living facilities, retirement communities, congregate living, home-care, adult care centers and hospice care, among others.

Students may earn the certified dementia practitioner credential prior to graduation. After graduation and national licensure, graduates working in the long-term care field will qualify to apply for the health services executive credential.

#### Fully Offered At:

- Kent Campus

#### ACCREDITATION

The B.S. degree in Long-Term Care Administration is accredited by the National Association of Long Term Care Administrator Boards (NAB) and approved by the Ohio Board of Executives of Long-Term Services and Supports (BELTSS).

#### ADMISSION REQUIREMENTS

*Standard admission criteria for the bachelor's degree at the Kent State University.*

#### PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Demonstrate an understanding of the provision of customer care and services.
2. Demonstrate an understanding of departmental operations and how each area interacts with other areas in the provision of care and services
3. Demonstrate knowledge of management, leadership, legal and regulatory requirements and the administrator's perspective on how to successfully oversee operations.
4. Effectively communicate ideas in oral presentations and written papers.
5. Identify opportunities for employment in long-term care services and supports.

**PROGRAM REQUIREMENTS****MAJOR REQUIREMENTS**

<b>Major Requirements (courses count in major GPA)</b>		
ARCH 45640	Developing Environments for Older Adults	3
BMRT 11009 or MGMT 24163	Introduction to Management Technology Principles of Management	3
BMRT 21000 or FIN 26074	Business Law and Ethics I Legal Environment of Business	3
BMRT 36415	Customer Service	3
COMM 20001 or COMM 25863 or COMM 36501	Interpersonal Communication Business and Professional Communication Communication in Health Care	3
HDFS 44018	Professional Development in Human Development and Family Studies	3
HDFS 44039 or SOC 42010	Bereavement, Trauma and Other Losses Death and Dying	3
HM 13022	Sanitation and Safety Principles and Practices	3
HRM 34180	Human Resource Management	3
LTCA 43092	Internship in Nursing Home Administration/Health Services Executive I ( <i>min B- grade</i> )	9
LTCA 43192	Internship in Nursing Home Administration/Health Services Executive II ( <i>min B- grade</i> )	9
LTCA 44032	Long Term Care Administration I ( <i>min C+ grade</i> )	3
LTCA 44033	Long Term Care Administration II ( <i>min C+ grade</i> ) <b>new course</b>	3
MGMT 34165	Dynamics of Leadership	3
PH 30015	United States Health Care System	3
PH 30020	Fundamentals of Health Privacy	1
PH 30025	Fundamentals of Healthcare Compliance	1
<b>Additional Requirements (courses do not count in major GPA)</b>		
ACCT 23020	Introduction to Financial Accounting	3
GERO 14029	Introduction to Gerontology	3
GERO 40656	Psychology of Aging	3
GERO 44030	Adult Development and Aging <sup>1</sup>	3
HDFS 24011	Interpersonal Relationships and Families	3
HED 14020	Medical Terminology	3
NUTR 23511	Science of Human Nutrition	3
PSYC 11762	General Psychology	3
RPTM 36010	Recreation, Leisure and Aging	3
SOC 12050	Introduction to Sociology	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts ( <i>minimum one course from each</i> )		9
Kent Core Basic Sciences ( <i>must include one laboratory</i> )		3-4
Kent Core Additional		3
General Electives ( <i>total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours</i> )		6
<b>Minimum Total Credit Hours:</b>		<b>120</b>

1. A minimum C grade must be earned to fulfill the writing-intensive requirement.

**GRADUATION REQUIREMENTS**

Minimum Major GPA: 2.250

Minimum Overall GPA: 2.000

**ROADMAP**

<b>Semester One</b>	COMM 20001 or COMM 25863 or COMM 36501	Interpersonal Communication Business and Professional Communication Communication in Health Care	3
	GERO 14029	Introduction to Gerontology	3
	NUTR 23511	Science of Human Nutrition	3
	SOC 12050	Introduction to Sociology	3
	UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement		3
			<b>Credit Hours: 16</b>
<b>Semester Two</b>	HED 14020	Medical Terminology	3
	PSYC 11762	General Psychology	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	Kent Core Requirement		3
			<b>Credit Hours: 15</b>
<b>Semester Three</b>	ACCT 23020	Introduction to Financial Accounting	3
	BMRT 11009 or MGMT 24163	Introduction to Management Technology Principles of Management	3
	HDFS 24011	Interpersonal Relationships and Families	3
	Kent Core Requirement		3
	Kent Core Requirement		3
			<b>Credit Hours: 15</b>
<b>Semester Four</b>	HM 13022	Sanitation and Safety Principles and Practices	3
	HRM 34180	Human Resource Management	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	General Elective		3
			<b>Credit Hours: 15</b>
<b>Semester Five</b>	BMRT 21000 or FIN 26074	Business Law and Ethics I Legal Environment of Business	3
	BMRT 36415	Customer Service	3
	GERO 40656	Psychology of Aging	3
	PH 30015	United States Health Care System	3
	PH 30020	Fundamentals of Health Privacy	1
	PH 30025	Fundamentals of Healthcare Compliance	1
	General Elective		3
			<b>Credit Hours: 17</b>
<b>Semester Six</b>	ARCH 45640	Developing Environments for Older Adults	3
	GERO 44030	Adult Development and Aging	3
	HDFS 44018	Professional Development in Human Development and Family Studies	3
	HDFS 44039 or SOC 42010	Bereavement, Trauma and Other Losses Death and Dying	3
	LTCA 44032	Long Term Care Administration I	3
	MGMT 34165	Dynamics of Leadership	3
			<b>Credit Hours: 18</b>
<b>Semester Seven</b>	LTCA 43092	Internship in Nursing Home Administration/Health Services Executive I	9
	RPTM 36010	Recreation, Leisure and Aging	3
			<b>Credit Hours: 12</b>
<b>Semester Eight</b>	LTCA 43192	Internship in Nursing Home Administration/Health Services Executive II	9
	LTCA 44033	Long Term Care Administration II <i>new course</i>	3
			<b>Credit Hours: 12</b>

**Minimum Total Credit Hours: 120**



Department of  
Higher Education

Mike DeWine, Governor  
Randy Gardner, Chancellor

## Change Request: Online or 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 hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences, student teaching.

**Date of submission:** 28 April 2019

**Name of institution:** Kent State University

**Degree/degree program to be offered using online or hybrid delivery:**  
Bachelor of Science degree in Long-Term Care Administration

**Primary institutional contact for the request**

**Name:** Therese E. Tillett  
**Title:** Associate Vice President, Curriculum Planning and Administration  
Office of the Provost  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

**Proposed start date:** Fall 2020

**Date that the request received final approval from the appropriate institutional committee:**  
Approved by the Educational Policies Council,  
a subcommittee of the Faculty Senate on [DATE]

**Institution has Higher Learning Commission approval for online or hybrid delivery:**  
Yes, see attached letter

**Educator preparation program that leads to licensure or endorsement:**  
No, this is not a teacher education program.

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<sup>1</sup> For this document, the following definitions will be used:

**Online:** A course where most (80+ percent) of content is delivered online and typically requires no face-to-face meetings.

**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.

### 3. CURRICULUM

#### 3.1 Will the online or hybrid program be offered instead of or in addition to the on-ground program?

The Long-Term Care Administration major will be offered in a hybrid (online/on-ground) delivery, instead of fully online or fully on-ground. At most, students will be able to complete either approximately 61 percent of the coursework fully online or approximately 73 percent of the coursework fully on campus. The two required practica will be conducted at an off-site location with a short on-campus lecture component.

Instructional Delivery	Program Requirement*
Offered online only:	5 courses (19%)
Offered online and on-ground:	11 courses (42%)
Offered on-ground only:	8 courses (31%)
Offered off-site:	2 courses (8%)

*\* This numbers do not include general education (Kent Core) and general elective courses, which are offered in both online and on-ground deliveries.*

#### 3.2 Indicate whether the online or hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability). If there are differences, please explain.

Admission, course and graduation requirements are unchanged with the hybrid delivery. The programs are equivalent; only the course delivery method is different.

#### 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.

With the exception of one online course, all online courses will be delivered in an asynchronous interaction format. This format will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement. The one online exception (ARCH 45640 Developing Environments for Older Adults) will be delivered in a synchronous interaction format.

Each course offers opportunities for collaboration among students and with the instructor using such tools as discussion boards and group projects. Kent State University utilizes a learning management system, Blackboard Learn, 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.

### **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.

In addition to having access to a dedicated program director, students in the Long-Term Care Administration major will have an assigned academic advisor, available by telephone and e-mail. Faculty delivering the curriculum will also be available online, e-mail 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 are posted on each course syllabus.

Additionally, Blackboard Learn includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

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.

The Office of Student Accessibility Services provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities. For example, the office has employed scribes to assist during live online meetings, and recorded lectures are closed-captioned for hearing-impaired students.

### **3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or hybrid format.**

The same processes are used for on-ground and online evaluations. Student evaluations are used for student feedback. The goals and objectives of the program used to assess student learning outcomes are submitted to Office of Accreditation, Assessment and Learning, which oversees and coordinates the administration of a number of assessments to gauge student learning and practices associated with student success across students' educational experiences. This information is used in the development for students within the program.

Identified learning goals aligned with accreditation standards have been incorporated in the four critical major courses (Long Term Care Administration I/II and Internship I/II). The program's yearly review of learning outcomes will use course products to evaluate student performance using these learning goals.

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, 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.

Only new course is being established, see the end of the form for course information.

Course and Title	On-Ground	Online
<b>Major Requirements</b>		
ARCH 45640 Developing Environments for Older Adults		✓
BMRT 11009 Introduction to Management Technology or MGMT 24163 Principles of Management	✓	✓
BMRT 21000 Business Law and Ethics I or FIN 26074 Legal Environment of Business	✓	✓
BMRT 36415 Customer Service		✓
COMM 20001 Interpersonal Communication or COMM 25863 Business and Professional Communication or COMM 36501 Communication in Health Care	✓ ✓ ✓	✓
HDFS 44018 Professional Development in Human Development and Family Studies	✓	
HDFS 44039 Bereavement, Trauma and Other Losses or SOC 42010 Death and Dying	✓ ✓	✓
HM 13022 Sanitation and Safety Principles and Practices	✓	
HRM 34180 Human Resource Management	✓	✓
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I	✓	off-site
LTCA 43192 Internship in Nursing Home Administration/Health Services Executive II	✓	off-site
LTCA 44032 Long Term Care Administration I	✓	
LTCA 44033 Long Term Care Administration II <i>new course</i>	✓	
MGMT 34165 Dynamics of Leadership	✓	
PH 30015 United States Health Care System	✓	✓
PH 30020 Fundamentals of Healthcare Privacy		✓
PH 30025 Fundamentals of Healthcare Compliance		✓
<b>Additional Requirements</b>		
ACCT 23020 Introduction to Financial Accounting	✓	✓
GERO 14029 Introduction to Gerontology	✓	✓
GERO 40656 Psychology of Aging	✓	
GERO 44030 Adult Development and Aging	✓	
HDFS 24011 Interpersonal Relationships and Families	✓	✓
HED 14020 Medical Terminology		✓
NUTR 23511 Science of Human Nutrition	✓	✓
PSYC 11762 General Psychology	✓	✓
RPTM 36010 Recreation, Leisure and Aging	✓	
SOC 12050 Introduction To Sociology	✓	✓

#### 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 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.**

Lecturer Donna Alexander is the program coordinator of the Long-Term Care Administration program. Her additional duties include coordinating student practicum experiences and teaching four courses in the program. Ms. Alexander has completed the Quality Matters Peer Reviewer Certification and has five years of experience developing and teaching online courses utilizing Quality Matters. Her CV is at the end of this form.

- 4.2 Describe faculty members' responsibilities to the online or 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 hybrid program? Will these faculty members participate in only the online or hybrid program or will they participate in the on-ground program as well?**

Since all courses, but one, the proposed program are existing and regularly offered by Kent State University, there will be no changes in faculty responsibilities, teaching load, advising, research/scholarship or participation in faculty committees/governance. There is no need for new hires given the current enrollment.

- 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.**

University resources are available to assist with both the substantive and technical needs of the faculty teaching in an online environment. Kent State's online Help Desk, available 24/7, assists faculty with technical support to trouble shoot challenges that arise. The College of Education, Health and Human Services provides support for faculty through the college's education technology designers, the Instructional Resource Center, IT Services Support Group and the Office of Professional Development and Outreach.

While at this time, Quality Matters, the assessment tool for online education, is not a mandatory component of Kent State online courses, the Office of Continuing and Distance Education offers information sessions and training workshops on Quality Matters. Instructors are encouraged to use all or part of the quality matters principles in their courses.

- 4.4 Using the form below, provide the information requested for each member of the instructional staff.**

Please see Appendix J in the full proposal to establish this major. With the exception of the four LTCA courses, all courses taught for other undergraduate degree programs at Kent State by faculty from the respective discipline.



# HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | [hlcommission.org](http://hlcommission.org)

December 18, 2018

Ohio Department of Higher Education

To Whom It May Concern:

Kent State University, based in Kent, OH, is accredited by the Higher Learning Commission (HLC) at the certificate, associate's, bachelor's, master's, specialist's, and doctoral degree-granting levels and has been continuously accredited since 1915. Additional information on this institution is available on HLC's website at <https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1556>

This is to confirm that Kent State University is approved to offer distance education courses and programs (approval granted 2/27/2014).

If you have further questions at this time, please feel free to contact me at [pnewton@hlcommission.org](mailto:pnewton@hlcommission.org) or 312.263.0456, ext. 146.

Sincerely,

Patricia Newton-Curran  
Associate Vice President for Accreditation  
Processes and Systems



Name: Susan M. Augustine

Submission Date: 3/30/2019



Organization: Admin Affairs &amp; Graduate Education

**Course Catalog Update**[<< Go back to Course Catalog Update form](#)[Print](#)**Course Catalog Update Information:**

STU0004

**Reference Number:** CCU014564**Date:** 28-MAR-19**Level:** of**Currently On The Worklist Of:** , unassigned**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

<b>Basic Course Data</b>		
<b>Change type:</b> Establish		
<b>Faculty member submitting this proposal:</b> Donna Alexander		
<b>Requested Effective Term:</b> 202080		
<b>Campus:</b> Kent		
<b>College:</b> EH-Education, Health and Human Services		
<b>Department:</b> LDES-Lifespan Development and Educational Sciences		
<b>Course Subject:</b> NHA - Nursing Home Administration		
<b>Course Number:</b> 44033		
<b>Course Title:</b> Long Term Care Administration II		
<b>Title Abbreviation:</b> Long Term Care Admin II		
<b>Slash Course and Cross-list Information:</b> NHA 44033 + NHA 54033		
<b>Credit Hours</b>		
<b>Minimum Credit/Maximum Credit:</b> 3 to 3		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b> 3 to 3		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b>		
<b>Attributes</b>		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> No Repeat	<b>Course Limit:</b>	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Undergraduate	<b>Grade Rule:</b> B-Standard letter	
<b>Rationale for an IP grade request for this course (if applicable):</b>		
<b>Schedule Type(s):</b> 1. LEC-Lecture 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
<b>Current Prerequisite/Corequisite/Catalog Description:</b>		
<b>Catalog Description (edited):</b> Presents a focus on Assisted Living (AL) and Home and Community Based Services (HCBS) and Supports in long term care to align with accreditation standards for Nursing Home Administration-Health Services Executive (NHA-HSE).		
<b>Prerequisites (edited):</b> senior standing and NHA 44032 with a minimum grade of B		
<b>Corequisites (edited):</b>		
<b>Registration is by special approval only:</b> No		
<b>Content Information</b>		
<b>Content Outline:</b>		
Content Hours per Course Topic	Topic Description	
15	Assisted Living operations, regulations, licensing, standards.	
15	Home and Community Based Services	

	(HCGS) operations, regulations, licensing (as applicable) and standards.
15	Project to incorporate learning from LTC Administration I, NHA Practicum I and II, and research course.

[Display/Hide Delimited Course Outline](#)

**Total Contact Hours:** 45

**Textbook(s) used in this course:** Websites recommended by national accrediting organization: U.S. Occupational Safety and Health Administration; U.S. Department of Labor; National Fire Protection Association; CMS.gov SOM Appendix I Life Safety Code

**Writing Expectations:** Professional Management project related to AL and HCBS services. Graduate students also have a final research project.

**Instructor(s) expected to teach:** NHA instructor

**Instructor(s) contributing to content:** Donna Alexander

**Proposal Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to create a new course that aligns with the new accreditation standards that include long term care services and supports to focus on the continuum of care in addition to skilled nursing homes. This course will be the second in a series of courses covering the topic, expanding content in existing NHA 44032 Long Term Care Administration I. This will be a hybrid course with at least 50% meeting online over a 15-week semester. Learning Outcomes: 1- Demonstrate knowledge of regulatory requirements for Assisted Living (AL). 2- Demonstrate knowledge of regulatory requirements for Home and Community Based Services (HCBS). 3- Identify the various components of the continuum of care, Long Term Services and Supports (LTSS). In-Class Activities: 1- Exit Tickets 2- Individual and Group Discussions 3- Project Presentation Out of Class Activities: 1- Reading 2- Field Trip 3- Research Project

**Explain how this proposal affects program requirements and students in your unit:**

This course will be a major requirement, taken during the last year of the program. Students will be required to complete a major project that relates to NHA-HSE utilizing knowledge gained from prior coursework and their hands-on experience in NHA Practicum I. Students must earn a grade of B or better to be considered successful for program completion.

**Explain how this proposal affects courses, program requirements and student in other units:**

No impact

**Explain how this proposal affects enrollment and staffing:**

No impact; instructor is in place.

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

None

**Comments (500 Character Maximum):**

NOTE: Please do not use the following restricted 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

## **Donna Alexander, NHA, MBA, CDP**

Kent State University

150 Terrace Dr., 405 White Hall

P. O. Box 5190

Kent, OH 44242-0001

(C) 216-978-8572 [dalexa2@kent.edu](mailto:dalexa2@kent.edu)

### **Academic Degrees**

M.B.A. Ashland University 2004

Capstone Project Title: HSBC (formerly Household Financial Services Company)

B.A. Kent State University, Kent, OH 1992

Major: Gerontology/Nursing Home Administration, Graduated Summa cum Laude

1,500-hour Administrator-In-Training (AIT), National Church Residences, Cuyahoga Falls, OH

### **License/Certification**

Licensed Nursing Home Administrator, Ohio #4147-4, active

Licensed Nursing Home Administrator, Michigan, inactive

Licensed Nursing Home Administrator, Iowa, inactive

Licensed Nursing Home Administrator, Nebraska, inactive

Licensed Social Worker, Ohio, inactive

Certified Dementia Practitioner, 2016 - active

### **Professional Development (Academic)**

Listening with Purpose

What's New in VISTA 8.0

Communicating Across Four Generations

Dealing with Difficult Behaviors

A.L.I.C.E Training

Other Kent State University Professional Development course offerings completed: Shedding Light on Seasonal Affective Disorder; Beyond Compliance: Title IX, Title VII; Green Dot and Campus SaVE; Bullying in the Workplace; Prevent Harassment & Discrimination; Ethics & Code of Conduct; Bridges: Building a Supportive Community

### **Professional Development (non-academic)**

20 clock hours annually to maintain NHA license

Item Writer training (NAB)

National Continuing Education Review Service (NCERS) training summer 2015

Managing the Media & Extreme Crisis Communications 2011

The Use of Social Media During Crisis Situations 2011

Weather Spotter 2008

The Ohio Ethics Law 2017

### **Academic Experience**

***Instructor & Internship Coordinator, Nursing Home Administration Program, Kent State University, Fall 2008-present.***

#### Courses taught

GERO 5/44032, Long Term Care Administration (LTC), 3 credit hours, Fall 2008 – present

GERO 43092/43192, NHA Practicum, 9 credit hours, Spring 2009 – present

GERO 63092/63192, NHA Practicum Graduate, 6 credit hours, Fall 2015 – present

#### ***Online Teaching Experience, Kent State University***

Developed LTC Administration course GERO 44032/54032 online utilizing Quality Matters with Kent State University Distance Learning Director

#### ***Interim Dean, Health Sciences: Stark State College, 7/2012-1/2014***

Job Duties: Support Health Sciences Division during Dean search; Division was home to 15 academic programs – Dietary Manager, Dietetic Technician, Dental Assisting, EFDA, Dental Hygiene, Emergency Services (Fire & Paramedic), Health Information Management, Medical Laboratory; Medical Assisting, Medical Coding, Nursing, PTA, OTA, Respiratory Care, MIST; Oversaw budgets, personnel, student enrollment, quality, learning environments, program accreditation maintenance for 14 nationally accredited programs, Higher Learning Commission & Ohio Board of Regents compliance, AQIP Committee member

***Project Director, ECHO Grant, Stark State College, 2008-2012***

***Stark State College. (Department of Labor grant funded)***

Job Duties: Responsible for \$2M Department of Labor (DOL), Employment and Training Community Based Job Training Grant; Expanding Capacity in Healthcare Occupations (ECHO) duties included expanding clinical sites; overseeing development of new healthcare programs; creating community partner relationships; requisitioning equipment and supplies; hiring staff and faculty; managing budget; AQIP Committee member: Student Success 3/2009 – 2/2010; Employee Evaluation 2/2010 – 5/2011; Aesthetic Committee member: 2009-2011; Co-Chaired Silent Auction art fundraiser

**Professional Experience**

***Vice President of Operations/Administrator: The Village at St. Edward, 2001 –2007***

Job Duties: Successful operation of CCRC - 230+ older adult retirement community, to include independent living, assisted living and nursing care  
Accomplishments: Implemented culture change; Positive regulatory compliance - Ohio Department of Health and Joint Commission (formerly JCAHO) as evidenced by no substandard citations from ODH, four deficiency free RCF surveys (2004, 2005, 2006, 2007) and compliant JCAHO survey; Efficient management of 8 departments as evidenced by financial & budget achievement; Effective human resource management of eight direct reports and almost 200 employees as evidenced by no turnover of department heads hired in last two years with no unionization; Oversight of contract reviews for therapy, lab, pharmacy, and all other outside vendors to include annual customer satisfaction surveys and follow-up of survey items not meeting company standards; Successful construction, renovation and remodel management and oversight that resulted in a newly licensed RCF and a complete remodel of a 40+ year old nursing home

***Regional Director of Operations: Extendicare Health Services, and Raintree Healthcare, 1999-2001***

Job Duties: Direct responsibility for annual revenues of more than \$30M; oversight of subacute, skilled nursing, assisted living and supportive services; marketing and business development; responsible for a team of 21 members and 7 direct reports each having more than 100 employees at each location.  
Accomplishments: Cost control skills and expense reduction abilities utilized to achieve annual net operating incomes; attracted talent to successfully operate facilities and retained current talent that led to a decrease in turnover in the region

***Administrator, Mobile Administrator, Executive Director: Integrated Health Services, Inc., Horizon Healthcare (acquired by IHS). 1994-1999***

Job Duties: Direct responsibility for over 100 employees at each business unit; Marketing focus to achieve census budgets; Renovation management and oversight at three locations  
Accomplishments: Achieved facility goals at each location, to include net operating income, census, reduction in accounts receivable and reduction in employee turnover; Special focus on regulatory compliance as evidenced by no substandard surveys, no substantiated complaint surveys; Two consecutive Ohio Department of Health Deficiency Free surveys-1995/96; Nursing Home Administrator of the Year Award, 1995; Excellence Awards in Housekeeping, Accounts Receivable and Cost Control

**University Committee Work & Professional Leadership**

***EHHS Communication Committee & Strategic Plan 2018***

Kent State University, 2018-2019

***Electronic & Information Technology (EIT) Accessibility 5 Year Strategic Planning Group***

Kent State University, 2017-2018

***Honors Thesis Defense Committee Service***

Kent State University, Spring 2017

***Continuing Education Committee***

Board of Executives of Long-Term Services and Supports (BELTSS) June 2017-present

***American College of Healthcare Administrators (ACHCA) & National Association of Long Term Care Administrator Boards (NAB) Administrator-In-Training (AIT) Preceptor Work Group Committee, 2014-2016***

***ACHCA & NAB Student Poster Committee, 2014-2015***

Exam Writing Committee, NAB 2010-2012

<b>Research Interests</b>	<b>Skilled Nursing Facility (SNF) Compliance Research</b> – Dr. Thomas Brewer, Public Health Kent State University, 2017-2019
	<b>University students' perceptions of aging</b> – Chih-ling Liou, Ph. D., Assistant Professor, Human Development and Family Studies
	<b>Generations</b> – How different generations respond to LTC Services & Supports <b>Birth Order</b> – How birth order influences perceptions of aging <b>NTT/TT Faculty</b> – Is there a difference in student engagement in classrooms taught by faculty who bring their career experiences to the classroom versus faculty with academic backgrounds only, NTT or TT
<b>Grants</b>	<b>Great Lakes Internship Readiness Grant 2014-2015</b> United Church Homes and Kent State Stark (\$16,000)
<b>Invited Presenter</b>	<b>OAGE Practitioner of the Year Award</b> , April 15, 2016, Youngstown State University Presented to United Church Homes <a href="http://oage.org/2016-practitioner-of-the-year-organization/">http://oage.org/2016-practitioner-of-the-year-organization/</a>
	<b>Guest Presenter, Kent State University Alumni Event</b> Working with the Generations, May 2012
<b>Professional Affiliations</b>	<b>National Association of Boards of Examiners of Long Term Care Administrators 2010-present</b> <ul style="list-style-type: none"> <li>- Accreditation Site Reviewer, 2014-present</li> <li>- Academic Forum Recorder 2016-2018; Convener 2018-2020</li> <li>- Exam Writer, Exam Writing Committee, 2010-2012</li> <li>- Continuing Education Program Reviewer (NCERS) 2015-present</li> <li>- ACHCA &amp; NAB AIT Preceptor Work Group Committee (2014/2016)</li> <li>- ACHCA &amp; NAB Student Poster Committee (2014/2015)</li> </ul>
	<b>Ohio Board of Executives of Long-Term Services and Supports (BELTSS)</b> <ul style="list-style-type: none"> <li>-Appointed Board Member, Academia Representative, May 2017-present</li> <li>-Continuing Education Committee member, June 2017-present</li> </ul>
	<b>Stark County Area Administrator Network (SCAAN) 2009-2017</b> <ul style="list-style-type: none"> <li>- Planning Member</li> </ul>
	<b>Ohio Association of Gerontology Educators (OAGE) Annual Conference attendee</b> <ul style="list-style-type: none"> <li>- 2018 University of Akron (March 2018)</li> <li>- 2017 University of Toledo</li> <li>- 2016 Youngstown State University</li> <li>- 2015 Bowling Green State University</li> </ul>
	<b>Sigma Phi Omega, 1992-1996; 2015-present</b> <ul style="list-style-type: none"> <li>- Faculty Advisor, Alpha Gamma Chapter, Kent State University</li> <li>- Member 1990-1992</li> </ul>
	<b>Gerontology Club, Kent State University</b> <ul style="list-style-type: none"> <li>- Faculty Advisor, 2015 – 2018; Co-Advisor 2019</li> </ul>
	<b>National Association of Boards of Examiners of Long Term Care Administrators (NAB)</b> <ul style="list-style-type: none"> <li>-Accreditation Site Reviewer, 2014 to present</li> <li>-Academic Forum Recorder, 2016-present</li> <li>-Continuing Education Program Reviewer 2015-present</li> <li>-Exam Writer, Exam Writing Committee 2010-2012</li> </ul>
<b>Community Service</b>	<b>Mercy Medical Center Volunteer</b> , patient information/hospitality desk 2002-2007 <b>Arthritis Foundation</b> ; volunteer 2001-2002 <b>Alzheimer's Association</b> ; volunteer 1989-1990

## Faculty Listing

*Faculty listed below teach the required and elective courses in the major core.*

Major Requirements	Course Instructors
ARCH 45640 Developing Environments for Older Adults <i>College of Architecture and Environmental Design</i>	<b>Abushousheh, Addie</b> , Part-Time Instructor Research associate, the Center for Health Design Fellow, Institute on Aging and the Environment Ph.D., University of Wisconsin, 2012
BMRT 11009 Introduction to Management Technology <i>College of Applied and Technical Studies</i>	<b>McCurrach, Tracey C.</b> , Part-Time Instructor Real estate sales, Howard Hanna Real Estate M.B.A., Northwestern University, 1984 <b>Muscatello, Joseph R.</b> , Associate Professor D.B.A., Cleveland State University, 2002 <b>Newman, Edward</b> , Assistant Professor M.B.A., Ashland University, 1994 <b>Simballa, Mary C.</b> , Part-Time Instructor Attorney at law J.D., University of Akron, 2014 <b>Upole, Daryl G.</b> , Assistant Professor M.B.A., Cleveland State University, 1994
BMRT 21000 Business Law and Ethics I <i>College of Applied and Technical Studies</i>	<b>Marino, John A.</b> , Part-Time Instructor Retired Kent State faculty member M.B.A., Suffolk University, 1976
BMRT 36415 Customer Service <i>College of Applied and Technical Studies</i>	<b>Muscatello, Joseph R.</b> , Associate Professor D.B.A., Cleveland State University, 2002
COMM 20001 Interpersonal Communication <i>College of Communication and Information</i>	<b>Bacue, Aaron E.</b> , Associate Lecturer M.A., University of Delaware, 1999
COMM 25863 Business and Professional Communication <i>College of Communication and Information</i>	<b>Davis, Lisa A.</b> , Part-Time Instructor M.A., University of Akron, 2010; M.A. Duquesne University, 2017
COMM 36501 Communication in Health Care <i>College of Communication and Information</i>	<b>Egbert-Scheibelhoffer, Nichole L.</b> , Professor Ph.D., University of Georgia, 2000
FIN 26074 Legal Environment of Business <i>College of Business Administration</i>	<b>Beier, Lois J.</b> , Associate Professor J.D., University of Akron, 1980 <b>Ludick, Timothy D.</b> , Part-Time Instructor Retired attorney; former mayor of City of Kent J.D., Cleveland Marshall Law School, 1977
HDFS 44018 Professional Development in Human Development and Family Studies <i>College of Education, Health and Human Services</i>	<b>Walker, Kathleen K.</b> , Associate Professor Ph.D., Kansas State University, 2002
HDFS 44039 Bereavement, Trauma and Other Losses <i>College of Education, Health and Human Services</i>	<b>Glass, Yvonne N.</b> , Part-Time Instructor School-based therapist, Pastoral Counseling Service Ph.D., Kent State University, 2014

Major Requirements	Course Instructors
HM 13022 Sanitation and Safety Principles and Practices <i>College of Education, Health and Human Services</i>	<b>Eith, Andrew S.</b> , Lecturer/Chef Instructor B.A., New England Culinary Institute, 2013 M.S. candidate, Kent State University <b>Hamilton, Anthony J.</b> , Associate Lecturer/Chef Instructor B.S., Kent State University, 2010 M.S. candidate, Kent State University <b>Smith, Justin T.</b> , Part-Time Instructor Chief public health sanitarian, Kent City Health Department B.S., Kent State University, 2008 <b>Ulicney, Mandy L.</b> , Associate Lecturer M.S., Kent State University, 2011
HRM 34180 Human Resource Management <i>College of Business Administration</i>	<b>DeRubertis, Diane E.</b> , Lecturer M.Ed., Kent State University, 1983 <b>Knapp, Deborah K.</b> , Associate Professor Ph.D., Kent State University, 1994 <b>Levashina, Julia</b> , Associate Professor Ph.D., Purdue University, 2005 <b>Lozykowski, Mateusz H.</b> , Graduate Teaching Assistant Ph.D. candidate, Kent State University <b>Stevens, George E.</b> , Part-Time Instructor Retired Kent State college dean D.B.A., Kent State University, 1979 <b>Whitmore, Mark D.</b> , Assistant Professor Ph.D., Ohio State University, 1985
MGMT 24163 Principles of Management <i>College of Business Administration</i>	<b>Cook-Euell, Veronica</b> , Part-Time Instructor Supplier diversity program manager, Kent State University M.B.A., Kent State University, 2015 <b>Datta, Pratim</b> , Associate Professor Ph.D., Louisiana State University, 2003 <b>Israeli, Aviad A.</b> , Associate Professor Ph.D., Kent State University, 1997 <b>Porr, Dean A.</b> , Associate Professor Ph.D., Regent University, 2004 <b>Smas, M. James.</b> , Part-Time Instructor Retired Kent State faculty member M.B.A., Pepperdine University, 1982 <b>Stevens, George E.</b> , Part-Time Instructor D.B.A., Kent State University, 1979 <b>Whitmore, Mark D.</b> , Assistant Professor Ph.D., The Ohio State University, 1985
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I <i>College of Education, Health and Human Services</i>	<b>Alexander, Donna C.</b> , Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004 <b>Durbin, Debra L.</b> , Part-Time Instructor Executive director, Chapel Hill Community, United Church Homes M.B.A., Malone University, 2011
LTCA 43192 Internship in Nursing Home Administration/Health Services Executive II <i>College of Education, Health and Human Services</i>	<b>Alexander, Donna C.</b> , Lecturer Nursing Home Administration Program Coordinator M.B.A., Ashland University, 2004 <b>Durbin, Debra L.</b> , Part-Time Instructor Executive director, Chapel Hill Community, United Church Homes M.B.A., Malone University, 2011

Major Requirements	Course Instructors
LTCA 44032 Long Term Care Administration I <i>College of Education, Health and Human Services</i>	<b>Alexander, Donna C.</b> , Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004
LTCA 44033 Long Term Care Administration II <i>College of Education, Health and Human Services</i>	<b>Alexander, Donna C.</b> , Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004
MGMT 34165 Dynamics of Leadership <i>College of Business Administration</i>	<b>Baker, Antoinette M.</b> , Part-Time Instructor Operations Manager, PNC Bank M.S., Indiana Wesleyan University, 2010 <b>Hogue, Mary B.</b> , Associate Professor Ph.D., University of Akron <b>Offodile, Onyebuchi F.</b> , Professor, Department Chair Ph.D., Texas Tech University, 1984 <b>Peck, Jessica A.</b> , Graduate Teaching Assistant Ph.D. candidate, Kent State University <b>Porr, Dean A.</b> , Associate Professor PhD, Regent University, 2004 <b>Teeters, Brian E.</b> , Part-Time Instructor Residential development director, WXZ Development Ph.D., Indiana Wesleyan University, 2012 <b>Whitmore, Mark D.</b> , Assistant Professor Ph.D., Ohio State University, 1985
PH 30015 United States Health Care System <i>College of Public Health</i>	<b>Lanese, Bethany G.</b> , Assistant Professor Ph.D., Wayne State University, 2004 <b>Spieler, John L.</b> , Part-Time Instructor CEO, St. Luke Lutheran Community Hospital D.P.H. University of Pittsburgh
PH 30020 Fundamentals of Health Privacy <i>College of Public Health</i>	<i>Public Health Faculty Member To Be Determined</i>
PH 30025 Fundamentals of Healthcare Compliance <i>College of Public Health</i>	<i>Public Health Faculty Member To Be Determined</i>
SOC 42010 Death and Dying <i>College of Arts and Sciences</i>	<b>Cebulak, Jessica A.</b> , Graduate Teaching Assistant Ph.D. candidate, Kent State University <b>Stacey, Clare L.</b> , Associate Professor Ph.D., University of California-Davis, 2004

## Long Term Care Administration Major Course Mapping Student Learning Outcomes

Major Course ID and Title	Student Learning Outcome 1: Develop an understanding in the provision of customer care and services			Student Learning Outcome 2: Develop an understanding of departmental operations and how each area interacts with other areas in the provision of care and services			Student Learning Outcome 3: Gain knowledge of management, leadership, legal and regulatory requirements, and the administrator's perspective on how to oversee operations		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
ARCH 45640 Developing Environments for Older Adults	X						X	X	
BMRT 11009 Introduction to Management Technology (or) MGMT 24163 Principles of Management				X	X		X	X	
BMRT 21000 Business Law and Ethics (or) FIN 26074 Legal Environment of Business							X	X	
BMRT 36415 Customer Service	X	X							
COMM 20001 Interpersonal Communication (or) COMM 25863 Business and Professional Communication (or) COMM 36501 Communication in Health Care	X	X					X	X	
HDFS 44018 Professional Development in HDFS		X						X	
HDFS 44039 Bereavement, Trauma and Loss (or) SOC 42010 Death and Dying	X	X							
HM 13022 Sanitation and Safety Principles and Practices	X	X		X			X		
HRM 34180 Human Resource Management	X	X		X	X		X	X	
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I			X			X			X
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive II			X			X			X
LTCA 44032 Long Term Care Administration I	X	X		X	X		X	X	
LTCA 44032 Long Term Care Administration II		X	X		X	X		X	X
MGMT 34165 Dynamics of Leadership				X	X		X	X	
PH 30015 United States Healthcare System	X			X			X		
PH 30020 Fundamentals of Health Privacy	X	X					X	X	
PH 30025 Fundamentals of Healthcare Compliance	X	X					X	X	

## Summary of Program Assessment Plan

### 1. PROGRAM MISSION

The purpose of the Long-Term Care Administration degree program is to promote and enhance the professional development of the student in the field of long term care administration. The Long-Term Care Administration program equips the student with the tools and knowledge as a future leader. Additionally, through a combination of observation and participation, the two-semester 1,000-hour internship provides students with experiences to become familiar with each domain of service. The program prepares students for the Nursing Home Administration (NHA) license exam and Health Services Executive (HSE) credentials. Students will also participate in the Certified Dementia Practitioner (CDP) certificate training during the program.

### 2. STUDENT LEARNING OUTCOMES: *Graduates of this program will be able to demonstrate competence in content areas that are relevant to practice as an entry-level administrator:*

Student Learning Outcome 1: Develop an understanding in the provision of customer care and services.

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

Student Learning Outcome 2: Develop an understanding of departmental operations and how each area interacts with other areas in the provision of care and services

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

Student Learning Outcome 3: Gain knowledge of management, leadership, legal, and regulatory requirements and the administrator's perspective on how to successfully oversee operations.

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

### 3. ASSESSMENT RESULTS:

*Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).*

Feedback from student survey of instructors and graduate exit surveys will be utilized for continual improvements to the Long-Term Care Administration program. Students in the program will meet on a regular basis with faculty and program advisers to monitor progress and to identify potential areas of need. Students must attend a mandatory internship meeting at least one-year prior enrollment in Internship I to review internship requirements and student progress in the program. Students must maintain an overall 2.25 GPA in the core courses, a 2.00 overall GPA, and must achieve at least a C+ grade in two core courses and B- in the two internships in order to continue in the program. Students have access to two online practice exams during the two-semester internships and results of these practice exams are accurate indicators of students' success on the license exam. Licensure pass rates will be monitored to evaluate the overall effectiveness of the program. Accreditation standards must be met in order to continue and maintain national accreditation through NAB.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **9-Apr-18**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2020**

Approved by EPC \_\_\_\_\_

Department **Health Sciences**  
 College **EH - Education, Health and Human Services**  
 Degree **BS - Bachelor of Science**  
 Program Name **Athletic Training** Program Banner Code **ATTR**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Temporarily suspend admissions**

## Description of proposal:

**This action suspends admission into the B.S. Athletic Training major following spring semester, 2020. The intent is to permanently inactivate after the new B.S. Sports Medicine major is approved to accept students.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **120**Proposed total credit hours **120**



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

**This action is in response to mandates issues by our accrediting body that entry-level athletic training programs be at the master's level. Current B.S. ATTR students in the Professional Phase will be able to complete their program of study.**

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

**Chemistry, Exercise Science, Health Education, Nutrition, Psychology, and Sociology have been notified that their courses will no longer be required.**

### REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director	5 / 8 / 2019 _____
_____ Campus Dean (for Regional Campuses proposals)	____ / ____ / ____ _____
 _____ College Dean (or designee)	5 / 8 / 19 _____
_____ Dean of Graduate Studies (for graduate proposals)	____ / ____ / ____ _____
_____ Senior Vice President for Academic Affairs and Provost (or designee)	____ / ____ / ____ _____

## **Proposal Summary**

### **Suspend Admission Into the B.S. Athletic Training Major**

#### **Description of Action, Including Intended Effect**

The purpose of this proposal is to suspend admission into the Bachelor of Science Athletic Training [BS ATTR] major housed in the School of Health Sciences [HS] within the College of Education, Health and Human Services [EH] until the new Bachelor of Science Sports Medicine major begins accepting students (not to exceed three years).

Currently, the Athletic Training major is a professional program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) that leads to eligibility to sit for the Board of Certification Examination (BOC) to practice as an athletic trainer. While the existing program is at the undergraduate level, CAATE mandates all professional programs will be required to move to the master's level by the year 2022, meaning those with only a bachelor's degree will no longer be able to qualify to practice.

The athletic training program area recently began a new Master of Science Athletic Training (MS ATTR) major and is proposing a new B.S. Sports Medicine major to begin in fall 2020. Consequently, the current undergraduate major will no longer be viable, and admission will be suspended at the conclusion of spring 2020. This allows for spring admits of students who can complete requirements and be accepted into the professional phase by the completion of spring semester.

It is the intent to permanently inactivate the major once the new B.S. Sports Medicine major is approved to admit students.

#### **Impact on Other Programs, Course Offerings, Students, Faculty, Staff**

Chemistry, Exercise Science, Health Education, Nutrition, Psychology, and Sociology have been notified that their courses will no longer be required.

#### **Fiscal, Enrollment, Facilities and Staffing Considerations**

If approved, the new B.S. Sports Medicine major will replace the BS ATTR major and will serve as the pathway for students seeking careers in care and prevention of injuries associated with physical fitness and sport and will prepare students seeking admission to graduate programs in athletic training or other health professions. The suspension of admission, along with the addition of the new graduate and undergraduate majors will result in a neutral effect on staffing needs.

#### **Evidence of Need and Sustainability if Establishing**

NA

#### **Provisions for Phase-Out if Inactivating**

Students currently in the BS ATTR major will be able to continue to completion and will still be eligible to sit for the athletic training exam, as long as the BOC continues to offer it. As the sequence of the coursework is structured, current students will have access to the courses they need. Students who are enrolled in the BS ATTR major but not admitted to the Professional Phase at the completion of spring semester 2020 will not be permitted to apply/reapply to the professional phase of the program. Those students will work with the program coordinator to identify alternative academic programs to pursue.

**Timetable and Actions Required:** The proposal will go through the required curriculum approval process to be effective following spring 2020 admissions. The following is the anticipated schedule:

ATTR program approval: April 16, 2018  
HS SCC approval (electronic): April, 2018  
EHHS approval: May 18, 2018  
presented to EPC for approval: May 20, 2019

Submitted by: Kimberly S. Peer, EdD, AT, FNATA  
Athletic Training Program Coordinator  
kpeer@kent.edu/330-672-0231