

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Foundations, Leadership and Administration**
 College **EH - Education, Health and Human Services**
 Degree **CER6 - Post-Baccalaureate Certificate
 CER8 - Post-Master's Certificate**
 Program Name **Certificate in College Teaching** Program Banner Code **C608/C813**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Offer program fully online**

Description of proposal:

This proposal aims to secure approval to offer a fully online option for the Certificate in College Teaching (C608/C813) and to change the name to Graduate Certificate in College Teaching. This certificate program currently exists as only face-to-face. This certificate was initially approved in 2005 and no changes are being proposed to the certificate requirements.

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

Current 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):

There is no foreseeable risk or impact on other programs, policies or procedures as this is primarily a proposal to add an online option for an existing certificate program. There are no programmatic changes to the certificate and no anticipated effect on other units or programs.


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

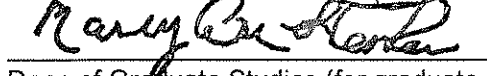
None

REQUIRED ENDORSEMENTS


 _____ 10/29/14
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) 1/1


 _____ 11/21/14
 College Dean (or designee)


 _____ 12/2/14
 Dean of Graduate Studies (for graduate proposals)

 Provost and Senior Vice President for Academic Affairs (or designee) 1/1

Proposal Summary

Post Bachelor's/Post Master's College Teaching Certificate

Description of Action, Including Intended Effect

This proposal aims to secure approval for the offering of a fully online option for the Post Bachelor's/Post Master's College Teaching certificate [C608/C813] ~~and to change the name to Graduate Certificate in College Teaching.~~

This certificate program currently exists as a face-to-face/in-class option. It was initially approved in 2005 and no changes are being proposed to the certificate requirements. We are simply seeking the ability to offer this certificate as an online option (or hybrid, depending on choice of electives) for future students. Many of the elective course offerings are now available through an online platform and a required course HIED 6/76660: *Faculty Roles and Responsibilities* was recently redesigned as an online course (first offered in the Summer of 2014).

~~The purpose of changing the name of the certificate from College Teaching to Graduate Certificate in College Teaching is to clarify that this certificate is not the same as K-12 licensure. Currently, calls have been received from interested parties who misinterpret the certificate as the route to obtain licensure to teach at the K-12 level. This certificate is designed to enhance teaching competencies at the postsecondary level.~~

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

There is no foreseeable risk or impact on other programs, policies or procedures as this is a proposal to add an online option for an existing certificate program. There are no programmatic changes to the certificate.

Fiscal, Enrollment, Facilities and Staffing Considerations

We are continuing an existing program and we perceive no impact to fiscal, enrollment, facilities and staffing considerations. We do anticipate experiencing an increase in enrollment by offering the certificate via this online platform.

Evidence of Need and Sustainability if Establishing

We have received increased requests for an online certificate from students who are not geographically able to take the face-to-face/in-class certificate classes. By extending this existing certificate via an online option, we are being responsive to this need.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: The proposal will go through the required curriculum approval process for changes to take effect in fall 2015. The Ohio Board of Regents' *Change Request: Online or Blended/Hybrid Delivery* form is included in this proposal. Although the certificate falls below the number of credits that require OBR approval, it is important that this certificate program is recognized as being offered both on-ground and fully online/hybrid. For that reason, the *Change Request* form is being submitted.

The following is the anticipated schedule:

- Approved by HIED program area: October 20, 2014
- Approved by FLA Curriculum Committee: October 29, 2014
- Presented to EHHS Curriculum Committee: November 21, 2014
- Presented to EPC: January 26, 2015



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: 10-15-14

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Certificate in College Teaching

Primary institutional contact for the request

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

Proposed start date: Fall 2015

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 January 26, 2015

Does the institution have Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator Preparation Programs:

Leads to licensure No
 Leads to endorsement No

¹ For this document, the following definitions will be used:

Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.

Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.

Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.

On-ground (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Blackboard Learn is the course management system (CMS) that is used at Kent State University for both face-to-face and online courses. Blackboard Learn allows instructors to share a variety of course materials in a secure online space for each of their classes (retrieved from <http://www2.kent.edu/ehhs/dl/dlsupport/index.cfm>).

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Blackboard Learn is ADA compliant as a CMS platform. Kent State follows Quality Matters guidelines which includes recommendations for ADA accommodations. In addition, the office of Student Accessibility Services provides guidelines and advice for making online teaching accessible to students with disabilities.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

The Blackboard Learn website provides information on technical and help desk support services. A list of compatible browsers is provided as well as links to download necessary software. Individual help is available via telephone, and in person as well as online 24-7 at support.kent.edu.

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 uses Responder Lockdown Browser to verify student identity for online examinations, etc. In addition, university policy addresses how to handle plagiarism/cheating and responsible use of information technology. Access to policy is available through the following links:

Policy on plagiarism and cheating -

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

Policy on responsible use of information technology -

http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038373

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

N/A

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

N/A

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

Information and links will be made available on the Blackboard Learn site for access to all of the above services. Students will be informed of the availability of resources. In addition, the listed services provide access to online students through websites, as well as telephone or email access to staff in the identified areas.

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.

Applicants must meet the Higher Education Administration (HIED) program application criteria, minimally, completing a Bachelor's degree (Masters preferred) with a 3.00 undergraduate grade point average or greater. The admissions requirements are the same for the online and on-ground programs.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online program will be offered in addition to the previously approved, existing onsite program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online program will be equivalent to the on-ground program. Although not all elective courses are currently offered online, students can fulfill certificate requirements by selecting courses delivered online.

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 course construction adheres to the standards of Quality Matters which has specific elements that ensure interaction (i.e. discussion space for students and instructor to ask questions). In the online courses for this certificate, students will be expected to participate in online discussions,

post their thoughts, and respond to others. The instructor will participate in these discussions as well. Discussions will occur asynchronously with the expectation that posts are made by specific deadlines each week.

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.

Instructor is responsive to inquiries from students and is available to students via email, telephone, or in-person as well as providing space on Blackboard Learn for questions and sharing among class members.

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

Quality and effectiveness of the program will be measured by the effective completion of established requirements and achievement of certificate outcomes. Additionally, effectiveness will be measured by student enrollment and completion data.

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

| Course | Online | On-ground (including web facilitated) | Blended/ hybrid | Course currently required in approved program | Comments (as needed) |
|--|--------|--|--------------------|---|---------------------------------------|
| HIED 6/76660: Faculty Roles and Responsibilities (3) | X | | | Yes | |
| HIED 6/76594: Internship in College Teaching (3) | X | X | X | Yes | any of the formats indicated possible |
| HIED 6/76600: The History of Higher Education (3) | | X | | No; elective | 9-12 elective credits required |
| HIED 6/76652: Law and Higher Education (3) | X | | | No; elective | 9-12 elective credits required |
| HIED 6/76653: College Student Development: Theory/Practice (3) | X | | | No; elective | 9-12 elective credits required |
| HIED 6/76656: Higher Education Curriculum (3) | X | | | No; elective | 9-12 elective credits required |
| HIED 6/76671: Administration of Multiculturalism and Diversity in HIED (3) | | X | | No; elective | 9-12 elective credits required |
| HIED 6/76749: Assessment and Evaluation in Higher Education (3) | | X | | No; elective | 9-12 elective credits required |
| HIED 6/76601: Private Liberal Arts College (3) | | X | | No; elective | 9-12 elective credits required |
| HIED 6/76658: The Community College (3) | X | | | No; elective | 9-12 elective credits required |

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

The faculty member responsible for coordination of the certificate program handles all aspects of the program including answering requests for information, approving plan of study for admitted students, oversight of completion of certificate requirements, and teaching the required courses.

Dr. Susan Iverson, the coordinator of this certificate program, has experience teaching online, in-class/face-to-face, and hybrid courses for numerous years. Dr. Iverson also served as a Moulton Scholar, focused on a project transitioning face-to-face classes to online or hybrid formats. Additionally, online course development has adhered to the Quality Matters rubric. Dr. Iverson's CV is included in Appendix A.

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.

Given that this proposal is simply seeking the ability to offer this certificate as an online option for future students, the faculty members' responsibilities to the online program will not impact her teaching load, advising, research/scholarship, or participation in faculty committees/governance. The HIED 6/76660: Faculty Roles and Responsibilities course would be taught concurrently with an on-ground course. No additional faculty members will be hired.

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.

Kent State University's College of Education, Health and Human Services provides technical support specifically for faculty within the college. In addition, the university provides technical support for Blackboard Learn for faculty and students in person, via telephone or email, and 24-7 through an online support system. The Faculty Professional Development Center offers workshops related to online course design and teaching open to any faculty to attend. Online courses are expected to adhere to the Quality Matter guidelines as well.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

| Name of instructor | Rank or title | Full-time/part-time | Terminal degree title, discipline on diploma, institution, year | Course instructor will teach in proposed program | Experience teaching distance education courses/professional development in DL | Number of courses instructor will teach/year (include traditional and DL) |
|--------------------|---------------------|---------------------|--|--|---|---|
| Susan Iverson | Associate Professor | FT | Ed.D., Higher Education Leadership, University of Maine, Orono, 2005 | HIED 6/76660: Faculty Roles and Responsibilities HIED 6/76594: Internship in College Teaching HIED 6/76671: The Administration of Multiculturalism and Diversity in HIED | Experience teaching HIED 6/76660 online | 5 |
| Steve Thomas | Professor | FT | Ed.D., Educational Admin., University of Florida, 1974 | HIED 6/76652: Law and Higher Education | Experience teaching online courses for numerous years | 3 |
| Tracy Lara | Associate Professor | FT | Ph.D., Counselor Education and Counseling, Idaho State University, 2004 | HIED 6/76653: College Student Development: Theory and Practice | Experience teaching online courses for numerous years | 3 |
| Alicia Crowe | Associate Professor | FT | Ph.D., Curriculum and Instructional Leadership, Vanderbilt University, 2001 | HIED 6/76656: Higher Education Curriculum | Experience teaching online courses for numerous years | 3 |
| Erica Eckert | | PT | Ph.D., Higher Education Administration, Kent State University, 2012 | HIED: 6/76749: Assessment and Evaluation in Higher Education | Experience teaching online course for numerous years | 1 |
| Open position | Adjunct Lecturer | PT | Master’s in Higher Education Admin. required, Ph.D. preferred; expertise in content area | HIED: 6/76600: The History of Higher Education | Required to complete training on Quality Matters standards | 1 |
| Open position | Adjunct Lecturer | PT | Master’s in Higher Education Admin. required, Ph.D. preferred; expertise in content area | HIED 6/76601: Private Liberal Arts College | Required to complete training on Quality Matters standards | 1 |
| Open position | Adjunct Lecturer | PT | Master’s in Higher Education Admin. required, Ph.D. preferred; expertise in content area | HIED 6/76658: The Community College | Required to complete training on Quality Matters standards | 1 |

APPENDICES

Appendix items

List the appendix items that are included with the request, in the order they are referred to in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF documents or as Microsoft Office documents (e.g., Word or Excel).

Appendix A – Susan Iverson CV
Appendix B – Syllabus HIED 6/76660
Appendix C – Kent State University Catalog copy
Appendix D – Steve Thomas CV
Appendix E – Tracy Lara CV
Appendix F – Alicia Crowe CV
Appendix G – Erica Eckert CV

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,
signed after EPC

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