

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Apr-16** Curriculum Bulletin _____
 Effective Date **Fall 2016** Approved by EPC _____

Department _____

College **PH - Public Health**

Degree **BSPH - Bachelor of Science in Public Health**

Program Name **Public Health** Program Banner Code **PH**

Concentration(s) **Clinical Trials Research** Concentration(s) Banner Code(s) **CTR**

Proposal **Offer program fully online**

Description of proposal:

Offer fully online the Clinical Trials Research concentration. Presently, the BSPH degree has three concentrations approved to be offered fully online: Allied Health, Health Services Administration and Health Promotion and Education.

Courses in the Clinical Trials Research concentration are offered online only; however, the BSPH degree is offered on-ground, in addition to online for specific concentrations. Therefore, students in this concentration may be either completely online or hybrid online/on-ground.

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

Current total credit hours: **120**

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):

n/a

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

College faculty, Office of Continuing and Distance Education

REQUIRED ENDORSEMENTS

 Department Chair / School Director

____/____/____

 Campus Dean (for Regional Campuses proposals)

____/____/____

Imia Alluraga
 College Dean (or designee)

5 / 9 / 16

 Dean of Graduate Studies (for graduate proposals)

____/____/____

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

____/____/____

Change Request: Online or Blended/Hybrid Delivery

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

Date of submission: April 26, 2016

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Clinical Trials Research Concentration within the Public Health major within the Bachelor of Science of Public Health degree

Proposed start date: Fall 2016

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 19 May 2016

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: No

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

Online: 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.

3. CURRICULUM

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

There is no onsite program for the clinical trials research classes. The courses have only been designed for online delivery.

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.

This is a new concentration that has never been offered before 2016-2017, there is no prior curriculum to compare to

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.

There are group discussions within each module of each class. The students are required to work together to answer questions related to the topic. For most modules, they will work together discussing a topic, deliver one final response to the instructor and group, and then develop a subsequent project based off the original. The instructor will participate in each group discussion providing feedback and stimulating new thought processes and presenting new ideas to the groups. The instructor will also provide feedback on assessments. The instructor will have online office hours where students can log in and interact with the instructor.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

The instructors will engage with students several times per week, monitoring their progress. For students who do not complete weekly assignments, they will be contacted by the faculty by email. Students will be counseled as to the importance of keeping up with the material and assignments. Students will be referred to the Early Alert System if they are not responding to the faculty member's attempts to communicate. Their academic advisor – if in the CPH – will also be informed if they are not responsive. The faculty member will work with the student to remediate late assignments per the syllabus.

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

Within each module, we have built an assessment of the module. The assessment will gauge whether the student felt the material was appropriate to meet the module learning objectives, if the amount of material was appropriate, if the material was clear, how long it took to complete the module, etc. This will be evaluated at the end of each course to determine if changes need to be made to the class. Further, the assessments that are part of the class will be evaluated to determine the effectiveness of the material at preparing the student for the assessment.

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

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
PH 40013 Clinical Epidemiology Basics	■			Yes	
PH 40014 Clinical Trials Management	■			Yes	
PH 40015 Scientific Writing for Clinical Research	■			Yes	
PH 40017 Pharmacoepidemiology	■			Yes	
PH 40018 Regulatory Affairs in Clinical Research	■			Yes	

4. FACULTY AND ADMINISTRATION

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

Dr. Melissa Zullo is the Director of the Clinical Trials Research concentration. Dr. Zullo has been faculty in the College of Public Health since 2009 and is currently an Associate Professor of Epidemiology. Dr. Zullo has developed the online program and has adjunct faculty with expertise in the content areas of the curriculum. Dr. Zullo has developed and taught six online courses at different levels and successfully used hybrid teaching methods in multiple graduate courses. Dr. Zullo will oversee each course that is taught in the program by adjuncts or FTTT or FTNTT faculty in the College of Public Health. Dr. Zullo will work with the faculty on reviewing the module assessments and making modifications to the courses where needed. Dr. Zullo is working with the Educational Technologists in the College of Public Health and the Office of Continuing and Distance Education on the course development.

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.

There is no on-ground program for this concentration. Faculty who teach in the online program are responsible for one course in which they have content expertise. These include three PhD adjunct faculty from outside Kent State University and one FTNTT faculty from inside the college of public health. The FTNTT faculty maintains a NTT hybrid teaching load

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 have experience developing and teaching clinical trials classes. Each has a PhD and didactic experience in their respective area. Each has worked with the concentration director on development of the courses and has the support of the educational technologist in the college of public health who oversees the technical and development aspects of all online classes. Currently OCDE is working on developing these courses as well. There are three courses in the development stage that will be delivered in fall and spring of 2016-2017. Two courses have already been developed by the director and will be delivered in summer as ST and in fall 2016. Institutional support includes the director and the educational technologists who have provided pedagogical support for competency, course learning outcomes, module learning outcomes, and overall development of materials for the courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery.

* Number of courses instructor will teach/year (including traditional and distance learning)

Name of instructor	Rank or title	Full-part-time	Terminal degree title, discipline, institution, year	Program courses instructor will teach	Experience teaching DL courses/DL professional development	Courses *
Melissa Zullo	Associate Professor	FT	PhD, Epidemiology, Case Western Reserve University, 2009	PH 40013 PH 40014	Six years experience in developing and teaching online courses	4-5
Maggie Stedman-Smith	Assistant Professor	FT	PhD, Environmental Health, University of Minnesota 2008	PH 40015	Six years developing and teaching online courses. Has developed and taught the online writing intensive course for the CPH	6-8
Doug Kou	Adjunct	PT	PhD, Epidemiology, Case Western Reserve University 2008	PH 40017	Developed and taught online classes in pharmaco-epidemi-ology at Bristol-Meyers Squibb	1
Jennifer Eaton	Adjunct	PT	PhD in Biomedical Sciences, Kent State University, 2006	PH 40014	Has taught in person classes and has worked on reviewing material for delivery in the class she will teach. Is not responsible for developing a class, this class is completed. Dr. Eaton is teaching the class and will work with Dr. Zullo on the pedagogy.	1
Steve Schmidt	Adjunct	PT	PhD in Biology and Physiology, Idaho State University 1977	PH 40018	Has developed and taught in person classes in pharmacy program and regulatory affairs at NEOMED. Is working closely with the educational technologist and concentration director on online development and delivery	1