

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Oct-16** Curriculum Bulletin _____

Effective Date **Fall 2017** Approved by EPC _____

Department **CCI**
 College **CI - Communication and Information**
 Proposal **Revise Academic Unit**
 Proposal Name **Move Digital Sciences within the College of Communication and Information**

Description of proposal:

This proposal requests the move of the School of Digital Sciences within the College of Communication and Information.


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

An extensive review has been conducted - details and data are included in the proposal summary.

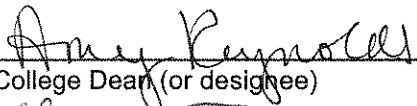
Units consulted (other departments, programs or campuses affected by this proposal):

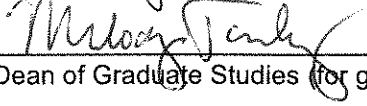
Two advisory committees for Digital Sciences including the Interdisciplinary Curriculum Committee (ICC) and the Interdisciplinary Advisory Committee (IAC), Faculty Senate Executive Committee, Provost's Office, CCI College Curriculum Committee, CCI school FACs

REQUIRED ENDORSEMENTS


 Department Chair / School Director School of Digital Sciences 11 / 15 / 16

Campus Dean (for Regional Campuses proposals) / /


 College Dean (or designee) 11 / 15 / 16


 Dean of Graduate Studies (for graduate proposals) 11 / 15 / 16

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

Proposal Summary to Revise the Academic Administrative Structure of the School of Digital Sciences From an Independent School to a Dependent School within the College of Communication and Information

The purpose of this proposal is to restructure the administration of Kent State University's School of Digital Sciences. The school will move from an independent unit outside any college to a dependent school within the College of Communication and Information.

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

The quality of the faculty, students and programs.

The School of Digital Sciences was established fall 2011 as an independent school, formed outside any of the existing Kent State colleges, to offer Bachelor of Arts, Bachelor of Science and Master of Digital Sciences degrees, as well as an undergraduate minor and a graduate certificate. As of fall 2016, enrollment in the school's programs numbered 792 students.¹

The programs' broad and flexible interdisciplinary curricula was designed to allow graduates to see the big picture of the traditional "digital" programs, gain experience working in multi-disciplinary teams and receive the necessary broad training to bridge the communication gap between disciplines. The school promotes a cross-functional approach to recruit existing university faculty experts in computer science, educational sciences, computer information systems, computer engineering technology and information architecture and knowledge management, among other fields. In addition, practitioners active in their field are engaged as adjunct instructors.

The College of Communication and Information was established in 2002 when its schools and programs separated from the former College of Fine and Performing Arts. The college and its four schools house approximately 85 full-time faculty and 50 administrators and staff; the schools offer eight bachelor's degree majors, six master's degree majors, 16 undergraduate minors and two graduate certificates. The college also offers an interdisciplinary PhD degree. In fall 2016, 4,144 students were declared in a program in the college.¹

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

One of Kent State's core values is to create a collaborative community. That value is ingrained in the mission of the School of Digital Sciences to bring together faculty and courses from academic disciplines to share common interests in the digital sciences. The school also aligns with the university's priority to increase enrollment of international students and strengthen diversity of students. Of total enrollment in the school's programs for fall 2016, 69 percent are international, 32 percent are female and four percent are from underrepresented groups.¹

¹ Enrollment based on 15th day census collection, Office of Institutional Research. Number does not include students declared in a non-degree program (e.g., guest, transient).

Comparative advantage versus other structures.

At the time of its inception, an independent School of Digital Sciences was desirable. The independence enabled the school to be nimble and flexible in reaching across the university to forge relationships and bring together faculty from multiple units to support the offering of digital sciences programs and coursework, while at the same time leaving them in their home unit to pursue disciplinary research and teach.

Digital Sciences is not Kent State's first independent school, as there existed the following four independent schools over the past 47 years:

- School of Library Science (1967-1993)
- School of Nursing² (1971-1999)
- School of Physical Education, Recreation and Dance³ (1971-1995)
- School of Technology (1996-2006)

However, all those former independent schools were led by a dean and housed full-time faculty. Two later gained college status, and two were moved under colleges. In contrast, the School of Digital Sciences is led by a director and houses no full-time faculty dedicated to the school's programs.

Direct oversight of an independent school falls under the auspices of the Office of the Provost, similar to administration of the university's colleges. No other academic unit of this nature reports to the provost, and as the School of Digital Sciences' programs have seen rapid growth (see data at next page), the Office of the Provost has had to make decisions that, normally, are assigned to a college dean (e.g., oversight of budget, hiring of faculty, approval of course offerings). In addition, a school with such large enrollment and no dedicated faculty has created an added resource challenge to other academic units to provide instructional support.

For those reasons, aligning the School of Digital Sciences within the university's standard academic administrative structure makes sense from administrative, operational and resource standpoints. In late summer 2016, the senior associate vice president and provost asked deans of degree-granting colleges who were interested in absorbing the School of Digital Sciences to submit a five-to-seven-page proposal. Three responses were by received by the deadline: from the College of Business Administration, the College of Communication and Information and the College of Applied Engineering, Sustainability and Technology.

The proposals were reviewed by the provost, associate provosts, vice president of Kent State system integration and the Faculty Senate Executive Committee. Members of the School of Digital Sciences' two committees—the Interdisciplinary Advisory Committee and the Interdisciplinary Curriculum Committee—reviewed and provided feedback on the merits of each proposal. Based on that feedback and a formal vote from the Faculty Senate Executive Committee—all indicating a preference for College of Communication and Information—the provost made the decision to move the School of Digital Sciences to the College of Communications and Information.

² The School of Nursing was established in 1967 in the College of Arts and Sciences before moving to independent school status in 1971 and then college status in 1999.

³ The School of Physical Education, Recreation and Dance was formerly called the School of Health, Physical Education and Recreation from 1971-1979.

What makes the unit particularly appropriate for Kent State University.

Over the past decade, digital technologies have transformed the disciplines in Kent State’s College of Communication and Information (CCI). With the incorporation of the School of Digital Sciences, the college will become the only such unit in the nation to include both digital sciences and visual communication design. This is significant because the growth of colleges of communication and information are on the rise at top-tier, research-intensive universities;⁴ yet, none yet have innovated around the integration of a design discipline **and** an interdisciplinary digital technologies program as part of its core identity.

The School of Digital Sciences provides the opportunity to immediately emphasize and expand CCI and Kent State University’s reputation as a national leader and standard-bearer in the integration of communication, information and digital technology.

One immediate example of national impact: In the context of CCI’s School of Library and Information Science, the integration of data science will likely move the school higher in the national rankings (presently ranked #18, U.S. News and World Report⁵). Data science, the piece missing in CCI’s library and information science program, but well established in the digital sciences program, is now an integral part of nine of the top 10-ranked peer programs. These schools have programs or specializations in data science at the graduate and/or undergraduate level.

The School of Digital Sciences will enhance CCI’s pursuit of the interdisciplinary study of digital technologies, while CCI will enhance the school’s interest in providing context and expertise about the relationship between society, information, communication, technology and people.

The addition of the School of Digital Sciences will allow CCI to build across its existing programs—particularly in the areas of data science, health informatics, information science, media and journalism, user experience design, global communication, knowledge management, organizational communication and visual communication design—while also maintaining the interdisciplinary nature of digital sciences. On the flip side, the School of Digital Sciences will benefit from more substantially integrating CCI’s expertise in communication, information, design thinking, the social consequences of technology and its impact on the public good and civil society.

If moved into CCI, the School of Digital Sciences will continue to function as an interdisciplinary unit. CCI will work with other colleges to enhance the existing partnerships and programs.

The interdisciplinary nature of the programs within the School of Digital Sciences allows for the collaboration across the university. Courses from the following programs across six colleges⁶ are included in the digital sciences programs. Note that five of the 13 programs are in CCI:

- Communication Studies (CCI)
- Computer Science (A&S)
- Instructional Technology (EHHS)
- Journalism and Mass Communication (CCI)

⁴ For a recent example, read about the establishment of the College of Media, Communication and Information at the University of Colorado, at www.colorado.edu/cmci/about.

⁵ U.S. News & World Report (2017). Best Grad Schools in Library and Information Studies. Retrieved from <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings?int=a31a09>.

⁶ College abbreviations: A&S (College of Arts and Sciences); BADM (College of Business Administration); CAEST (College of Applied Engineering, Sustainability and Technology); EHHS (College of Education, Health and Human Services); and RC (Regional College).

- Computer Technology (RC)
- Evaluation and Measurement (EHHS)
- Geography (A&S)
- Information Architecture and Knowledge Management (CCI)
- Library and Information Science (CCI)
- Management and Information Systems (BADM)
- Psychology (A&S)
- Technology (CAEST)
- Visual Communication Design (CCI)

CCI will actively continue partnerships with all participating units, most notable, the College of Applied Engineering, Sustainability and Technology and the Department of Computer Science in the College of Arts and Sciences. These two areas have been central to the Digital Sciences major's most popular concentrations.

In addition, CCI will pursue potential data science-related strategic initiatives with the College of Business Administration regardless of the university's decision on where to house the school.⁷

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

In its five years of existence, the school has experienced rapid growth with enrollment increasing consistently in the BS and MDS degrees (table 1). Completion rates have followed suit (table 2) Likewise, enrollment in DSCI courses has grown considerably (table 3).

Table 1: Student enrollment in school programs, fall 2011 to fall 2016.⁸

Enrollment in School of Digital Sciences Programs	Fall Semester					
	2011	2012	2013	2014	2015	2016
Digital Sciences (BA)	0	16	40	33	33	28
Digital Sciences (BS)	3	54	87	140	150	178
Master of Digital Sciences	0	21	59	165	540	569
Digital Sciences (undergraduate minor)	3	2	8	10	17	17
Enterprise Architecture (graduate certificate)	n/a	n/a	1	0	1	0
Total Enrollment	6	93	195	348	741	792

Table 2: Credential earned in school programs, year 2012 to year 2016.⁸

Credential Earned in School of Digital Sciences Programs	Annually⁹				
	2012	2013	2014	2015	2016
Digital Sciences (BA)	0	0	7	7	8
Digital Sciences (BS)	0	1	7	21	26
Master of Digital Sciences	0	2	9	41	231
Digital Sciences (undergraduate minor)	0	0	0	2	5
Enterprise Architecture (graduate certificate)	n/a	n/a	0	0	1
Total Earned	0	3	23	71	271

⁷ The CCI dean has discussed with the college deans from Business Administration and Applied Engineering, Sustainability and Technology the collaborative opportunities for digital sciences across the three colleges. If the School of Digital Sciences moves to CCI, the dean has committed that the college will work with Applied Engineering, Sustainability and Technology to maintain the major's Digital Systems Telecommunication Networks concentration. In addition, CCI intends to work with the College of Arts and Sciences to maintain and grow the existing relationship with the Department of Computer Science and other interested units.

⁸ Enrollment based on 15th day census collection, Office of Institutional Research.

⁹ Annual is fiscal year, e.g., 2016 encompasses summer 2015, fall 2015 and spring 2016.

Table 3: Fall semester student enrollment in Digital Sciences (DSCI) courses, fall 2011 to fall 2016.¹⁰

Enrollment in Digital Sciences Courses	Fall Semester					
	2011	2012	2013	2014	2015	2016
Total Enrollment	67	231	425	556	1,014	1,427

While enrollment provides evidence of student demand for this area, the School of Digital Sciences faces some challenges. Among them are the ability to accomplish the following:

- Aptly define “digital sciences” as a discipline, as this is not the common terminology used for the range of concentrations that comprise the majors;
- Effective promoting of the programs to recruit students from a wide range of geographic areas;
- Determine clear admission standards that are appropriate for all of the programs;
- Provide student support for culturally diverse students;
- Grow the undergraduate digital sciences programs; and
- Establish a robust course management system to decide effective course capacity and availability, particularly at the graduate level.

CCI has the expertise and resources to tackle each of these challenges. With respect to program promotion and student recruitment, CCI has a strong public relations and marketing team and recently hired a full-time student recruitment specialist. CCI’s student success data reflects its committed to the success of students, faculty and programs. The college’s budget-related data also demonstrates CCI is strategically investing financial and human resources to promote and support faculty, students and staff, as well as incentivize innovation, globalization and collaboration across the college.

Moving the School of Digital Sciences into CCI fits the “Distinctive Kent State” university priority: “Drive innovation, idea generation and national distinction through top-tier academic and research programs, including the recruitment and support of talented faculty and staff.” With this in mind, CCI sees two primary strategic goals for the school over the next three to five years:

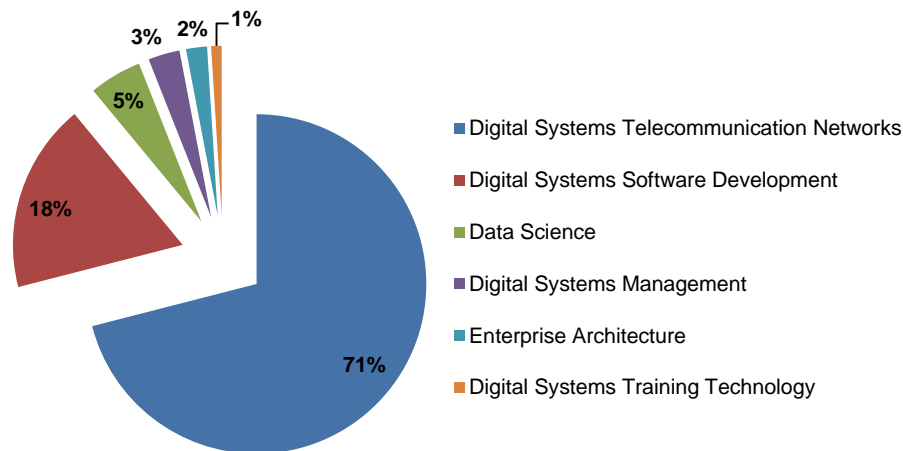
1. The School of Digital Sciences must invest in faculty.

CCI plans to seed initially the school with quality interdisciplinary digital sciences faculty who will be directed by a disciplinary leader. To accomplish that, CCI’s sees two avenues of action. The first is to work collaboratively within the college and with other colleges to hire digital sciences faculty over the next few years. The second course of action is to use the School of Library and Information Science’s endowed Goodyear Professor chair—presently unoccupied—to hire a nationally prominent scholar or professional to share a joint appointment in both the School of Digital Sciences and the School of Library and Information Science, starting fall 2018.

2. The School of Digital Sciences needs to diversify its programs and students and grow its undergraduate programs. The school also needs to engage in thoughtful curriculum review and establish clear and rigorous admission standards.

These goals speak to most of the school’s challenges, as previously noted. The program offerings are lopsided currently, with the bulk of Master of Digital Sciences students—71 percent—pursuing one concentration, in Digital Systems Telecommunication Networks (see chart 1).

¹⁰ Enrollment based on 15th day census collection, Office of Institutional Research.

Chart 1: Student enrollment in MDS degree concentrations, fall 2016.¹¹

The overwhelming majority (99.5 percent) of these students is international (see table 4), with most coming from one region in India. While CCI is committed to serve and support these students and to continue working with the College of Applied Engineering, Sustainability and Technology (which offers the courses for that concentration), CCI wants to move away from relying so heavily on only one concentration and one region in the world for the majority of the degree's students.

In addition, CCI sees many opportunities to grow the BA, BS and minor in Digital Sciences, as well as strong potential to further develop the curriculum and hire faculty in the areas of data science, enterprise architecture and software development. As one aspect, CCI will consider the opportunities that mobile and wireless technologies present.

Table 4: Overall and international student enrollment MDS degree concentrations, fall 2016.¹¹

Fall 2016 Enrollment in Master of Digital Sciences concentrations	Overall Enrollment	International (% concentration)
Digital Systems Telecommunication Networks	404	402 (99%)
Digital Systems Software Development	103	100 (97%)
Data Science	29	21 (72%)
Digital Systems Management	17	14 (82%)
Enterprise Architecture	11	3 (27%)
Digital Systems Training Technology	5	0 (00%)
Total Enrollment	569	540 (95%)

As CCI works to achieve these goals, the School of Digital Sciences will continue to utilize its Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee so that cross-campus ideas and interests are represented in all discussions and processes, including hiring.

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

Programs within the School of Digital Sciences complement existing programs in CCI presently. CCI programs explore every important dimension of the broad concepts of design, media, communication and information and how they interact. The School of Digital Sciences intersects with the college's scholarly and professional disciplines in many ways.

¹¹ Enrollment based on 15th day census collection, Office of Institutional Research.

All of CCI's programs explore the relationship between information, technology and people. They question the role of information, technology, design and communication in human endeavors.

One example of a CCI program that embraces this concept is user experience design, which is currently a master's degree concentration and, proposed for fall 2017, will be an undergraduate minor. User experience design is an interdisciplinary and contemporary extension of the traditional field of human and computer interaction. It is this kind of interaction that reinforces why CCI's approach to integrating digital sciences moves beyond computer science and traditional educational efforts to bring technology into curricula and academic cultures. Technology is only one part of the equation. The user experience program already meets all of digital sciences stated program objectives,¹² which include demonstrating "broad interdisciplinary knowledge and understanding of digital sciences across traditional college and professional boundaries," demonstrating "competence with a range of digital technologies," applying "design thinking to technological problems" and working on "multidisciplinary project teams."

Whether in design, communication, journalism or information science, CCI's curricula and scholarship emphasize the significance its disciplines have on society. The exploration of digital sciences in the context of societal needs and the public good is critical, questioning how technology changes the way people engage with each other across cultures and distances. CCI cares about technological innovation and is committed to understanding its social impact.

All of the schools in CCI demonstrate a commitment to the public good, both inside the classroom and out. Each semester, the School of Communication Studies partners with the Pulitzer Center on Crisis Reporting and the Gerald H. Read Center for International and Intercultural Education at Kent State to host the Global Communication Issues Forum. The forum addresses both the global and local effect of an important topic, and explores how it is communicated by the media.

In the School of Journalism and Mass Communication, the Poynter Kent State Media Ethics Workshop provides a setting for professionals and students across the country to confront and discuss significant issues crucial to understanding journalism and media ethics and their effects.

In the School of Visual Communication Design, coursework related to digital sciences includes Interaction Design: Communities and Culture (VCD 43001) and new course (in development) Interaction Design: Spaces and Systems. Faculty and students in the school's MFA degree actively investigate human-centered design problems and issues situated at the intersection of design and the digital humanities.

CCI faculty lead research directly relevant to digital sciences as a scholarly discipline, particularly in the area of data science. CCI expects that this continued focus should lead to increased research and grant productivity in both the college and the School of Digital Sciences in the future.

A report on big data by the U.S. Bureau of Labor Statistics,¹³ notes that "recent advances in technology, such as e-commerce, smart phones and social networking are generating new types of data on a scale never seen before... ." Today, many discussions around big data have evolved to focus on structured and unstructured data. "With the amount and variety of unstructured data—which can include videos, comments and other non-numerical data that are not easily analyzed—it is often unclear how the data should be interpreted" (p. 9).

¹² University Catalog (2016). Digital Sciences—BA/BS. Retrieved from www2.kent.edu/catalog/2016/ds/ug/DS.

¹³ Royster, S. (fall 2013). Working with big data. Occupational Outlook Quarterly. U.S. Bureau of Labor Statistics. Retrieved from www.bls.gov/careeroutlook/2013/fall/art01.pdf.

Information science scholars and professionals at Kent State are exploring the different mechanisms to implement smart data strategies (including structured and unstructured data) to achieve meaningful insights from data of any scale or size. For example, Professors Marcia Zeng and Yin Zhang in the School of Library and Information Science lead an interdisciplinary team of Kent State scholars from several areas¹⁴ who are actively pursuing the study of smart data and the digital humanities through grant-funded research.

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

The addition of the School of Digital Sciences to CCI will have immediate, positive national impact for Kent State University for the following reasons:

- Integration of digital sciences in CCI will provide the opportunity to emphasize and expand the college and Kent State's reputation as a leader and standard-bearer in the integration of communication, information and digital technology.
- The School of Digital Sciences will enhance CCI's pursuit of the interdisciplinary study of digital technologies, while CCI will enhance the school's interest in providing context and expertise about the relationship between society, information, communication, technology and people.
- If moved into CCI, the School of Digital Sciences will continue to function as an interdisciplinary unit across the university. CCI will work with other colleges to enhance the existing partnerships and programs, as well as explore opportunities on the regional campuses and distance learning.

CCI has the intellectual capital, enthusiasm and vision to lead nationally in this interdisciplinary space. The college is positioned to begin its collaborative work with the school immediately.

Administrative reporting structure.

Presently, the position of director of the School of Digital Sciences reports to the senior associate provost for academic affairs. School staff members who report to the director are a senior secretary, a business manager, two academic advisors (one part time, one full-time), an assistant director for curriculum and operations and an assistant director for advising and student services.

With the proposed structural change, the school director will report to the CCI dean; therefore, serving as an equivalent to the school directors in that college. The college dean will assume responsibility of evaluation, hiring and management of the school, and current staff of the school will be incorporated into CCI's administrative structure. School advising and student services will be incorporated into CCI's advising model, which is centralized administratively, with oversight from the college dean, but decentralized physically, with advising staff located in the schools.

¹⁴ Those areas include the Department of History, Department of Geography, Liquid Crystal Institute, School of Visual Communication Design and School of Library and Information Science.

CCI is a school-based unit that encourages collaboration. As such, addition of Digital Sciences as the college's fifth school will be a seamless integration, joining the other four schools:

- School of Communication Studies
- School of Journalism and Mass Communication
- School of Library and Information Science
- School of Visual Communication Design

Moreover, CCI also brings the following organizational advantages:

- CCI is well equipped to handle the existing scope and scale of the school's graduate enrollment. CCI's fall 2016 graduate degree enrollment is 1,042 students, with its Master of Library and Information Science degree having the largest graduate enrollment at Kent State (583 students).¹⁵
- CCI has a history of successfully growing independent, interdisciplinary programs that span multiple disciplines from a curriculum, staffing and general resource standpoint. One example is the college's Master of Science degree in Information Architecture and Knowledge Management.
- CCI faculty are already involved in the digital sciences curriculum. CCI faculty teach approximately 37 percent of the elective courses in the Master of Digital Sciences degree (in all six concentrations); and faculty from all of CCI's undergraduate programs are well represented in teaching elective courses in the BA and BS degrees in Digital Sciences. This year, the Kent State University Foundation awarded journalism Professor Joe Murray a \$50,000 grant "to prototype an innovative course and program of research to study and engage non-aeronautics majors in small, unmanned aerial systems (sUAS) operations for digital media, science, research, education and training."
- CCI has made a commitment to student services, investing in the personnel and resources necessary to effectively support diverse populations of students, faculty and staff. In 2016, CCI established an Office of Academic Diversity Outreach, hired a CCI director of global initiatives, launched a college-wide Global Initiatives Committee and a college-level Diversity Committee. Presently, CCI has the highest freshman retention rate on the Kent Campus, at 87.1 percent.
- CCI has a demonstrated ability to collaboratively develop degree programs that serve students on all of Kent State's campuses as well as an online population. Examples include the BA degree in Communication Studies, Applied Communication concentration, offered on six regional campuses, and several fully online master's degree programs. CCI employs two full-time instructional design/educational technology staff members
- CCI is in the process of launching a high-capacity, interdisciplinary, cloud-based computing laboratory that will facilitate smart-data research and teaching in the areas of data science, social networking analysis, data visualization and data journalism. Furthermore, the college offers faculty and students sophisticated digital technology, including a remote satellite production truck at TeleProductions, a full-service video production center; usability testing and mobile eye tracking technology at IdeaBase, the college's student-staffed design agency; and a digital preservation lab in the School of Library and Information Science. In 2016, CCI invested in virtual reality technology at IdeaBase to allow students to experiment with the creation of virtual reality content and assist faculty who want to conduct virtual reality research.

¹⁵ Enrollment based on 15th day census collection, Office of Institutional Research.

Space and capital budget needs.

The budget for the School of Digital Sciences, for the purposes of Responsibility Centered Management (RCM), will be integrated into CCI.

The School of Digital Sciences' present location will remain in the Mathematics and Computer Science Building (room 236) until space is identified. CCI's dean's offices and schools are located in three locations on the Kent Campus: Taylor Hall, Franklin Hall and the University Library (3rd floor).

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

Not applicable as the school has been fully functional with an operating budget for five years.

Evaluation procedures including academic assessment procedures.

As is done with every academic unit, the school and its programs will undergo a full review every seven years as determined by Kent State's Office of Accreditation, Assessment and Learning. The school will also follow any evaluation procedures in place within CCI.

Current evaluation procedures within the school include assessing and evaluating academic effectiveness and student success at the end of each semester, annually and upon each cohort's graduation. The school's director, Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee will oversee the assessment efforts. Assessment directors in affiliated departments, schools and programs also are consulted to share "best practices" across those units.

In addition, as CCI works on the diversification of the programs and of students, the college will implement best practices for admissions, student success, student recruiting and strategic planning.

A timetable for proposal implementation.

The president, provost, Digital Sciences director, CCI dean and CCI faculty and administrators have approved the school's restructuring. It is anticipated that the structure revision will go before and be approved by the Educational Policies Council and the Faculty Senate in fall 2016 and by the Kent State University Board of Trustees in spring 2017.

Implementation—with the school and its programs, courses, faculty and staff moving under CCI administration—will occur at the start of 2018 fiscal year (1 July 2017) for budgetary and administrative purposes, and start of the fall 2017 academic year for program and course offerings.