



FORM

Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Kent State University City, State: Kent, OH

Name of person completing this application: Marcello Fantoni

Title: Associate Provost Phone: 330.672.7980 Email: mfantoni@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.

Submit the completed application as a single PDF file on the following webpage:
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 (KSU) proposes to offer four semesters of its general education curriculum at Pontifícia Universidade Católica do Parana (PUCPR) in Brazil to create a new international recruitment opportunity for both institutions. The students will be dually admitted to KSU and PUCPR taking KSU courses taught by KSU faculty. Students successfully completing the four semesters (64 credit hours) will earn an Associate of Arts or an Associate of Science degree from KSU, depending upon their selected bachelor's program. They will then have a choice to complete their desired bachelor's degree at Kent State's Kent Campus in Ohio or stay in Brazil and complete their degree there.

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.

Location(s):

New additional location(s)

New campus(es)

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. Dept. of Education or other federal or state government agencies?

No

c) Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?

No

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

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 type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| Foreign country(ies) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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.
- 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. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- Request to schedule a Change Visit.
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

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 in the application form in the intervening time.

Part 2: Topic-Specific Questions

Attach the “Substantive Change Application, Part 1: General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

As many as three new additional locations, or one branch campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (*Same as the federal definition*): A location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition: A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

Section A. Characteristics of the Change Requested

1. Provide the **name** and **street address** of each location requested. (No PO Box addresses.)

RUA IMACULADA CONCEIÇÃO 1155 – PRADO VELHO, CURITIBA, PARANA, BRAZIL

2. Provide for each location the following information:

a) The date at which the location is projected to begin operation. (MM/DD/YYYY)

07/01/2018

- b) Whether the location will offer Title IV eligible programs.

Upon approval by HLC, Kent State University will submit the additional location via the ECAR to the federal Department of Education. If approved, Title IV aid will be awarded only to eligible students per federal regulations. Any financial aid would be processed at the Kent Campus.

- c) The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

The courses offered are part of Kent State's general education curriculum and will lead to the Associate Arts or Science degree. Provided that the student successfully completes all academic requirements and then transfers to the Kent Campus, the courses taken at PUCPR will enable students to complete a bachelor's degree in four years for approximately 17 Kent State bachelor's degrees. Students wishing a major outside of these identified 17 majors will need to take additional program requirements possibly extending their time for degree completion. This will be made clear to the students. The 17 majors are: Anthropology (45.0201), Applied Conflict Management (30.0501), Criminology and Justice Studies (43.0104), Economics (52.0601), English (23.0101), Geography (45.0701), History (54.0101), International Relations (45.0901), Pan-African Studies (05.0201), Paralegal Studies (22.0302), Philosophy (38.0101), Political Science (45.1001), Psychology (42.0101), Sociology (45.1101), Teaching English as a Second Language (13.1401), General Business (52.0201), and Communication Studies (09.0100) with six concentrations in Applied Communication, Global Communication, Health Communication, Interpersonal Communication, Organizational Communication, and Public Communication. Students deciding that they don't want to come to Kent State will be able to finish their degree at PUCPR. No additional programs are being developed at this location.

- d) Whether the location will be permanent or temporary (for a set number of cohorts).

The location will be permanent.

- e) The level of degree completion at the new additional location. (Total Degree, Adult Degree completion or 50-99% completion.)

Students will be able to complete all requirements for the Associate of Arts or Sciences degree in Brazil. In addition, by completing Kent State's general education requirement and other select courses, students will be able to complete 64 credit hours or approximately 53% of their bachelor's degree in Brazil for the 17 KSU majors identified above. This percentage will be less for other majors with additional requirements.

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

Kent State established a Legal Entity in Brazil in 2012. This population represents an expansion of Kent State's international student population and its commitment to developing a global educational mission.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

We do operate a wide array of additional locations, many of which are smaller and with fewer programs offered. However, Kent State's Geauga Twinsburg academic center offers a wide variety of courses and programs, with enrollment of 1579 students; Kent State's College of Podiatric Medicine has an enrollment of 425; and our Cleveland Urban Design Center has a current enrollment of 16. We also have study abroad locations in Florence, Italy and Dresden, Germany, where we offer less than 50% of program curricula; however, the long-standing and successful presence in these international locations is indicative of Kent State's familiarity with course delivery in other countries.

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

Our goal is to grow the program to 300 students in PUCPR. Additional sections will be added to ensure that class size maximums are maintained, according to Kent State criteria.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

Should have no impact

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

The Provost's Office, Office of Global Education, Deans/representatives of Arts and Sciences, Architecture, Business, and Communications met to develop a common core curriculum. Then implementation teams were developed at both locations to address operational issues. A program director, advisor, and marketing coordinator will be appointed to manage the program in Brazil. The program director will coordinate with the Associate Provost of Global Education at Kent, who reports to the Provost.

8. For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

PUCPR, a Catholic University situated in southern Brazil, is a comprehensive university. The main campus, located in Curitiba, offers 66 undergraduate courses and 24 graduate courses to its learning community of more than 30,000 students spread throughout its five campuses. It is a well-established university known nationwide as one of the best higher education institutions in Brazil. It is ranked 129 among all Latin American universities.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

Kent State faculty and administrators have visited PUCPR and can attest that the facilities are consistent with its ranking.

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

All the information will be reviewed by the Associate Provost of Global Education to ensure accuracy.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

A five-year budget is being mutually developed and will be monitored by the Office of Global Education at Kent State and by PUCPR. Based upon preliminary findings from a market analysis, we are projecting an enrollment of 100 students the first year and increasing to 300 students by year three. Project revenues are anticipated to be approximately \$1.4 million, based upon 100 students, with expenses projected at \$750,000 for the first few years. Staffing will include a director, marketing coordinator, advisor/student services staff, and office support.

12. **For branch campus only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the location(s) or branch campus?

All faculty will be vetted through the KSU departments using the same process as hiring faculty at all the Kent Campuses.

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

There will be no impact.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

Not applicable.

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

There are four staff members expected to be appointed: program director, marketing coordinator, office support staff, and advisor. These staff members will be hired by the PUCPR. All faculty appointed to teach at PUCPR will be vetted by the Kent academic department and have a Kent State faculty appointment. There will be no differences in the faculty appointment processes used at Kent State and for this additional location.

17. What is the institution's process for selecting, training and orienting faculty for the additional location(s) or branch campus? What special professional development, support or released time does the institution provide for these faculty?

Faculty will be selected by the academic departments. All instruction will be in English, with the students demonstrating their proficiency during the admission process. Faculty appointments will be consistent with the Collective Bargaining Agreement, where applicable.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

By virtue of being enrolled in this program, Kent State academic and student services resources will be available online. Kent State advisors will also be appointed for every student so they have a Kent Campus contact for questions and concerns. Evaluation methodology will be the same at PUCPR as at the Kent Campus. Course evaluations will be completed.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

Because the courses offered at this proposed location will be established Kent State University courses, taught by Kent State faculty members, the course content and delivery will be consistent with the quality safeguards that are in place at our Kent State University campuses. As with all faculty teaching Kent State University curriculum, faculty will have been screened for appropriate credentials, trained and evaluated by their home department/school. Courses delivered at this location are KSU courses and will follow the same syllabi, with established and explicitly stated learning outcomes, curriculum and assignments. Faculty will undergo the same course-based evaluative process (Student Survey of Instruction). In addition, Kent State University will monitor the number of students who matriculate to the Kent Campus. We will monitor how well these students perform in their classes. We will analyze course

evaluations and modify accordingly. Kent State courses, regardless of instructional location, follow the established curriculum designed for that course.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

Students are assessed throughout their courses and these assessments are aligned with the expected learning outcomes that are established for each course. In addition, course embedded measures of student learning that inform program level learning outcomes are collected across all sections of a course, including those delivered off-site at an additional location. We continue to compare grade distributions, failure rates, withdrawals, and degree completion for our entire population of students, including data pertaining to courses delivered at an additional location vs. on a Kent State campus.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

There will be no differences in these processes at this proposed location as compared to the same courses delivered at a Kent State University campus. As noted above, the same syllabi, explicit and measurable learning outcomes, faculty standards, and curriculum are used across all sections of each course, regardless of delivery location.