KENT STATE UNIVERSITY

Curriculum Guidelines

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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
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Name	How We Can Help You	Extension / E-mail
Therese Tillett Associate Vice President	▪ New degrees or majors ▪ Academic policies ▪ Academic structure changes (e.g., departments, centers) ▪ Educational Policies Council ▪ Curriculum Guidelines	2-8558 / ttillet1@kent.edu
Jennifer Kellogg Assistant Director	▪ *University Catalog* ▪ *Explore Majors and Programs* website ▪ HEI reporting (internal and external) ▪ Curriculum Information Management (CIM) software training and support ▪ Course catalog in Banner, including prerequisite issues ▪ General curriculum questions ▪ Review of academic programs and courses for the following: o College of Aeronautics and Engineering o College of Business Administration o College of Communication and information o College of Education, Health and Human Services o College of Nursing o College of the Arts o University College	2-1885 / jkellog7@kent.edu
Aimee Bell Academic Program Coordinator	▪ *University Catalog* ▪ *Explore Majors and Programs* website ▪ Course catalog in Banner, including prerequisite issues ▪ General curriculum questions ▪ Review of academic programs and courses for the following: o College of Applied and Technical Studies o College of Architecture and Environmental Design o College of Arts and Sciences o College of Podiatric Medicine o College of Public Health	2-8559 / dvan@kent.edu
Christa Ord Administrative Secretary	▪ EPC and EPC Ad Hoc membership rosters, listservs and meeting minutes ▪ General questions and support	2-1628 / cord@kent.edu

I. CURRICULUM APPROVAL PROCESS

ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
Faculty Initiator	- Knows the discipline/program - Keeps current in field - Conducts research for the proposed changes - Articulates rationale for curriculum decisions - Works with others to document and submit proposals - Seeks review and feedback on proposed changes
Program / Subject Area Faculty	- Content experts - Current in their profession - Know competition - Assess learning outcomes for compliance, validity and alignment with program's mission and objectives - Works to meet accreditation needs - Advises, informs and/or approves changes
Faculty Advisory Committee / Department Curriculum Committee	- Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources - Advisor to the chair/director - Develops and maintains current instructional programs and course syllabi - Approves internal modifications and solicit input from other departments where program changes and offerings may have an impact - Approves all workshop and special topics courses each time a title changes - Approves course content when offered off campus or online in accord with existing policies and procedures - Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies. - Maintains strong departmental academic, instructional and grading standards - 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
School Director / Department Chair	- Fosters the development of undergraduate and graduate programs within university guidelines - Encourages appropriate curriculum modifications, changes and innovations in programs - Approves resource allocations - Seeks opportunities to leverage existing/emerging resources - Ensures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students
College Curriculum Committee	- Reviews curricular proposals from schools/departments within college - Initiates course, program requirement and policy proposals - Made aware of special topics and other academic changes - Examines curriculum impact and duplication within and outside college - Ensure appropriate consultation of impact - Seeks curriculum changes that may be complementary and/or basis for collaboration - Source of information to units about curricular-related changes and requirements - Garner support when inactivation is identified - Looks for letters of support - Reviews resources (e.g., staffing, facilities, library) - Review program outcomes for alignment with college mission - Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college

Role	Curriculum Responsibilities
College Dean / Campus Dean	- Reviews impact on finances, faculty, facilities, equipment, support staff - Seeks opportunities to leverage existing/emerging resources - Participates in accreditation reviews and decisions - Assesses sustainability, demand, need, placement - Examines curriculum impact and duplication in and outside college/campus - Ensures curricular initiatives align with the college/campus strategic goals and priorities
Institutional Academic Advisory Committees	EPC Ad Hoc Committee for Academic Policies - Reviews, initiates and recommends policies to promote student success Graduate Dean's Advisory Committee (GDAC) - Reviews and advises on graduate academic and operational issues - Initiates and recommends changes to the graduate studies dean Undergraduate Deans Committee (UDC) - Reviews and advises on undergraduate academic and operational issues - Initiates and recommends changes to the EPC University Requirements Curriculum Committee (URCC) - Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation) - Reviews and approves courses and policies for conformity to these requirements - Periodic reviews and recommends changes in these requirements - Directs assessment and evaluation of student success within these requirements
Graduate Studies Dean	- Reviews programs proposals to ensure university and Ohio Department of Higher Education compliance and approval - Communicates to other departments - Notify state when program inactivated or changed delivery mode - Facilitate program review process - Oversees advisory committee to review graduate curriculum and policies - Implements admission process - Decides exceptions to admission criteria
Curriculum Services	- Provides holistic view of university curriculum - Assists and guides faculty and units in proposing change - Maintains curriculum process, procedures and management system - Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure) - Implements approved changes (catalog, course inventory, program inventory) - Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, GPA degree audit, student financial aid) - Maintains curriculum archive - Responds to questions about changes/curriculum process - Secretary and coordinator for the EPC - Reports curriculum to state, federal and other agencies - Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures - Ensures curriculum functionality (Banner, GPS degree audit, prerequisites) - Knowledgeable about university academic programs and policies - Liaison with Ohio Department of Higher Education for undergraduate curriculum - Ensure consistency of process - Source of information and archives about university curriculum
Provost	- Involved in the strategic goals of the university - Sets the university agenda for academic programming and determines priorities - Reviews significant academic changes with initiators/deans prior to approval - Approves all items that will go before the Board of Trustees for approval - Signs articulation agreements and new program proposals - Introduces and champions academic items to Board of Trustees - Approves EPC agenda before publication and chairs the EPC meeting - Mediates/facilitates differences and determines course of action

Role	Curriculum Responsibilities
Educational Policies Council (EPC)	- Committee of the Faculty Senate - Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university - Approves overall curricular planning and policy guidelines for the university - Arbitrates interdepartmental and intercollegiate curricular disputes or misunderstandings - Monitors changes generated by a specific academic unit as they affect other areas - At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies - Acts on matters referred to the council - Approves new or revised academic programs, policies, operational procedures and regulations and academic structures
Faculty Senate	- Ensures curriculum integrity and quality, alignment with university mission and commitment to resources - Examines curriculum impact, demand and duplication of resources across university - Delegates curriculum initiatives to subcommittees - Oversees academic standards and educational policies and academic programs - Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions
President	- Kept apprised by new curriculum by the provost - Determines university resource allocations and priorities - Defines mission and goals of the university jointly with the Board of Trustees - Champions the university's strategic plan
Board of Trustees	- Defines mission and goals of the university jointly with the president - Approves new and significant revisions to degree programs before they go to Ohio Department of Higher Education - Approves academic structure changes - Approves university-wide academic policies - Reviews curriculum viability and student need and success - Reviews and discusses information items presented by the provost
Ohio Department of Higher Education	- Approves new degree programs and significant revisions (e.g., name change, inactivation) to degree programs - Approves alternative offerings of degree programs (e.g., online, off-site, accelerated) - Assigns subsidy level to courses - Set curriculum guidelines for public intuitions - Initiates transfer pathways between public institutions
Higher Learning Commission	- Approves new degree programs - Approves new locations for program offerings - Approves new contractual or consortium agreement to offer a program - Notified of new certificate programs - Approves new certificate programs that comprise courses (50%+) developed specifically for the certificate

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
Changes to Academic Units										
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		
Changes to Degrees										
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	
Changes to Majors (and Major Concentrations)										
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 - May³				

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
Changes to Majors (and Major Concentrations) *continued*										
Revise admission criteria of an undergraduate major	A	A			A	N - May[3]				
Revise online/location (50%+) of a graduate major	A	A		A	A	N - ([1])			A	A[2]
Revise online/location (50%+) of an undergraduate major	A	A		A	A	N - ([1])			A	A[2]
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				
Changes to Minors										
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				
Changes to Certificates										
Establish a graduate certificate	A	A		A	A	N - Jan			A[4]	A[5]
Establish an undergraduate certificate	A	A			A	N - Jan			A[4]	A[5]
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[3]				
Revise admission criteria of an undergraduate certificate	A	A			A	N - May[3]				
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				
Changes to Courses										
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
Changes to Courses *continued*										
Revise or inactivate a course as a Kent Core, diversity, writing intensive, experiential learning, first-year orientation	A	A	A		A	N - Jan				
Changes to Policies										
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			
Changes to Other Academic Initiatives										
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.

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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 <u>new</u> location.

3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is <u>one year</u> before implementation (e.g., May 2020 EPC approval for fall 2021 admission).

4. Undergraduate certificates that are designated as "technical" (see page 25) 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 Study
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) [1]	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 [2]	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 [3]	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) [4]	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 [5]	Dec (year X) – Feb (year Y)	Mar – May (year Y)	Jun – Aug (year Y)	Sep – Nov (year Y)
Implementation if HLC full review is not required [6]	Fall Y	Fall Y	Fall Y	Fall Z
Program approved by HLC if full review is required [7]	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 [6]	Fall Y	Fall Y/Fall Z	Fall Z	Fall Z

NEW GRADUATE DEGREES AND MAJORS   *Year example: X=2019, Y=2020, Z=2021*

Program 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 graduate studies dean (meeting with college dean) [1]	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 [3]	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) [4]	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 [5]	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 [6]	Fall Y	Fall Y	Fall Y	Fall Y/Fall Z
Program approved by HLC if full review is required [7]	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 [6]	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 the proposed graduate program 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. Undergraduate proposals use the HLC template no matter what, so no additional paperwork is required for new undergraduate programs.

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.

DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

	Deadline	Effective Term	Notes
Programs	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.
Courses	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 new courses for spring implementation.
Policies	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.
Program Admission	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

POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

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, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 8/13/2007

ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

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 Applied and Technical Studies

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

University College

Division of Graduate Studies
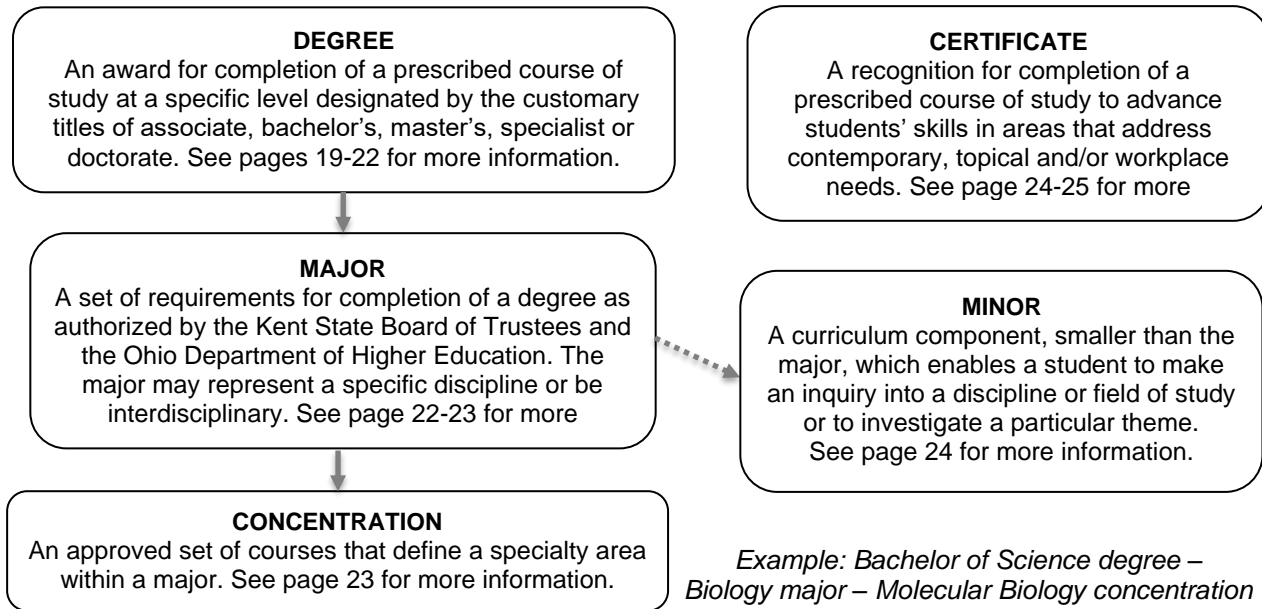
Division of University Libraries

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.

DEGREE
An award for completion of a prescribed course of study at a specific level designated by the customary titles of associate, bachelor's, master's, specialist or doctorate. See pages 19-22 for more information.

CERTIFICATE
A recognition for completion of a prescribed course of study to advance students' skills in areas that address contemporary, topical and/or workplace needs. See page 24-25 for more

MAJOR
A set of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Department of Higher Education. The major may represent a specific discipline or be interdisciplinary. See page 22-23 for more

MINOR
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. See page 24 for more information.

CONCENTRATION
An approved set of courses that define a specialty area within a major. See page 23 for more information.

Example: Bachelor of Science degree – Biology major – Molecular Biology concentration

KENT STATE'S PROGRAM AND COURSE COUNT

	Academic Year	2012	2013	2014	2015	2016	2017	2018	2019
Associate	Degrees	5	5	5	5	5	5	5	5
	Majors *	35	35	35	35	31	28	27	26
Bachelor's	Degrees	12	12	12	12	12	12	13	13
	Majors *	122	125	120	123	123	127	132	134
Master's	Degrees	18	22	22	22	22	22	23	23
	Majors *	110	114	115	113	111	106	109	110
Post-Master's	Degrees	1	1	1	1	1	1	1	1
	Majors *	6	6	6	6	6	6	6	6
Doctoral	Degrees	4	4	4	4	4	4	4	5
	Majors *	48	49	49	49	50	48	48	49
	Total Degrees	**40**	**44**	**44**	**44**	**44**	**44**	**46**	**47**
	Total Majors	**321**	**329**	**325**	**326**	**321**	**315**	**319**	**325**
Certificates	Undergraduate	16	19	18	18	20	18	20	22
	Graduate	45	47	43	49	49	36	37	36
Undergraduate Minors		135	145	145	150	153	164	169	162
Courses **		7,619	7,848	8,029	8,247	8,517	8,680	8,510	8,591

* Majors in multiple degrees are counted separately (e.g., the Physics major within the B.A. and B.S. 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 (A.A.)** and **Associate of Science (A.S.)** 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 A.A. degree) or in the natural sciences and mathematics (for the A.S. degree).

The curriculum structure of the A.A. and A.S. degrees at Kent State University:

Curriculum Requirements	Credits Hours
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
General Electives [1]	23
Minimum Total	**60**

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 (A.A.B.)** and the **Associate of Applied Science (A.A.S.)** 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 A.A.B. and A.A.S. degrees at Kent State:

Curriculum Requirements	Credits Hours
Major Requirements (technical) [1]	30
Additional Requirements (non-technical) [2]	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) [3]	15
Minimum Total	**60**

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 (A.T.S.)** 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 A.T.S. 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 A.T.S. degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the A.T.S. degree at Kent State University is the following:

Curriculum Requirements	Credit Hours
Major Requirements (technical or articulated credit) [1]	30
Additional Requirements (non-technical) [2]	14
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) [3]	15
Minimum Total	**60**

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:

Curriculum Requirements	Credits Hours
Major Requirements (may include concentrations) [1]	minimum 30
Additional Requirements	varies
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement)	36
Writing-Intensive Course Requirement [2]	varies
Diversity Requirement (two approved courses) [3]	varies
Experiential Learning Requirement [4]	varies
General Electives	varies
Minimum Total	**120**

1. Concentrations must include a minimum of 50 percent of the curriculum within the major, see 23 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 (B.A.)** 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 (B.S.)** 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 (B.I.S.)** degree permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies (B.T.A.S.)** 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 (B.A.H.)	Bachelor of Science in Education (B.S.E.)
Bachelor of Business Administration (B.B.A.)	Bachelor of Science in Information Technology (B.S.I.T.)
Bachelor of Fine Arts (B.F.A.)	Bachelor of Science in Nursing (B.S.N.)
Bachelor of Music (B.M.)	Bachelor of Science in Public Health (B.S.P.H.)
Bachelor of Radiologic and Imaging Sciences Technology (B.R.I.T.)	

"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 master's 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 (M.A.)** degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. M.A. degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science (M.S.)** degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. M.S. degree requirements often favor requirements within the major.

Professional master's degrees implies preparation for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. Kent State offers 20 professional master's degrees:

Master of Architecture (M.Arch.)	Master of Landscape Architecture II (M.L.A.2)
Master of Arts in Economics (M.A.E.)	Master of Liberal Studies (L.S.M.)
Master of Arts in Teaching (M.A.T.)	Master of Library and Information Science (M.L.I.S.)
Master of Business Administration (M.B.A.)	Master of Music (M.M.)
Master of Digital Sciences (M.D.S.)	Master of Public Administration (M.P.A.)
Master of Education (M.Ed.)	Master of Public Health (M.P.H.)
Master of Fine Arts (M.F.A.)	Master of Science in Accounting (M.S.A.)
Master of Geographic Information Science (M.G.I.Sc.)	Master of Science in Nursing (M.S.N.)
Master of Healthcare Design (M.H.D.)	Master of Technology (M.Tech.)
Master of Landscape Architecture I (M.L.A.1)	Master of Urban Design (M.U.D.)

POST-MASTER'S DEGREE

The **Educational Specialist (Ed.S.)** degree is considered an "Intermediate" professional graduate degree that signifies work beyond the professional masters yet remaining short of a professional doctoral degree. 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 (Ph.D.)** 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 Ph.D. 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 Ph.D. 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 Ph.D. 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 (Au.D.) *member of* *Northeast Ohio Audiology Consortium*	Doctor of Nursing Practice (D.N.P.) Doctor of Podiatric Medicine (D.P.M.)

ACADEMIC PROGRAM 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 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	
	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.*

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	
	36	50 percent mark

*Program 2 **does not fit the rule** because major credits (27) are <u>not</u> 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	
	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., 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.

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 admission 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.

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 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 – Less Than One Year:** Total program must be minimum 16 credit hours (for federal financial aid eligibility) and maximum 29 credit hours.

- **Technical – One Year:** Total program must be minimum 30 credit hours, with the majority of the coursework completed in a prescribed technical area.

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.

ONLINE DELIVERY OF PROGRAMS

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 student 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).

2. **Hybrid (Online/On-Ground):** A hybrid program blends online 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, student teaching or any other out-of-class instructional experience.

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 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.

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 a fully 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 online delivery is 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 through deliberate course selection, the program does not need to be classified and/or approved as online, as long as the program is not marketed to students as an online program.

SUSPENSION OF PROGRAMS

A college may suspend admission into an academic program (e.g., major, concentration, minor, certificate) for a specific period of time. During a program's suspension, students cannot be admitted; however, the program will continue to appear in the University Catalog (with a note that it is suspended), in the Search Programs and Degrees website and in internal and external reports.

Faculty may suspend admission to a program for several reasons. Those reasons include, but are not limited to, (1) total enrollment in the program needs to be capped due to limited resources; (2) significant revisions are planned for the program, and faculty don't want in-progress students under the previous curriculum; (3) faculty need to develop a teach-out plan for in-progress students before a request can be submitted for inactivation; or (4) faculty need time to deliberate and decide whether to revise a program or inactivate.

A program suspension is not the same as program 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.

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 five years of suspension, the program will be declared inactive by the Office of the Provost, which will notify all appropriate bodies.

Policy approved 12-Dec-16 (Faculty Senate)

INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

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 A.A.B. degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of Kent State's B.S. 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 A.A.S. 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 A.A.S. degree in Nursing.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)

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 varied ways each institution titles their programs.

The CIP was developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. Since then, it has been reviewed and updated every 10 years. The 2020 edition is the current revision of the taxonomy. The full CIP database can be found at nces.ed.gov/ipeds/cipcode.

The CIP is used in a variety of education information surveys and databases at the federal and state levels. The CIP is used by NCES in the Integrated Postsecondary Education Data System (IPEDS) to report on degree completions from all U.S. colleges and universities. Other federal agencies that use the CIP include 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).

The CIP also is used by state agencies, 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.

Given this wide range of uses, it is important that an assigned CIP code reflect the best overall description of a program or course, and not be tailored to any specific use or application.

ORGANIZATION OF THE CIP

The programs within the CIP are organized on three levels:

1. Two-digit series that indicate a board subject area. Example: <u>09</u> "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.<u>09</u> "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: 09.09<u>06</u> Sports Communication."

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 Castillan; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

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). A major offered under multiple degrees will have the same CIP code.

- Each major, certificate and course is assigned the single CIP code that best describes the 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.

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM PROPOSALS

- **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 22-25.

- **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.

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 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

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		
10000 freshman	50000 master's	
20000 sophomore	undergraduate	60000 master's	graduate
30000 junior	courses	70000 doctoral	courses
40000 senior		80000 doctoral	

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 33 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
		6x199	Thesis I
xxx93	Variable-Topic Workshop	6x299	Thesis II
xxx94	College Teaching	8x199	Dissertation I
xxx95	Special Topics	8x299	Dissertation II

CROSS-LISTED COURSES

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 regard to calculating a students' GPA and overall credit hours and their eligibility for federal financial aid. See more about course equivalency below.

SLASHED COURSES

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). 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 regard 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.

EQUIVALENT COURSES

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 CIS 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 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 CIS 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., two courses taken together are equivalent to one course). Any GPA or credit recalculation for those courses must be done manually by the Office of the University Registrar through the student petition process.

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.

WHEN A COURSE REVISION IS NO LONGER A REVISION BUT A NEW COURSE

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.

INACTIVATION AND RE-USE OF COURSE NUMBER

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.

Policy approved 24 August 2019 (Educational Policies Council)

DEVELOPMENTAL (REMEDIAL) COURSES

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).

- o 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.
    - o 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).
    - o Level 02: developmental English, reading or writing courses below level 01.
  - **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
    - o 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).
    - o 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.
  - o 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.
  - o 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.
  - o 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).

GRADE MODE

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 judicially 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).

SCHEDULE TYPES

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 37-44.

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)		

CREDIT BY EXAMINATION

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 administrating the exam.

The full policy can be found at 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.

FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

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).

COURSE ATTRIBUTES

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)	TAG Social and Behavioral Sciences (OSS)
CTAG Medical Terminology (CTMT)	Transfer Module Composition (TCMP)
CTAG Nursing/Associate Degree (CTAD)	Transfer Module Fine Arts (TFA)
CTAG Performing Arts (CTPA)	Transfer Module Humanities (THUM)
CTAG Programming (CTPR)	Transfer Module Mathematics (TMTH)
CTAG Renewable Energy (CTRE)	Transfer Module Natural Sciences (TNS)
CTAG Supply Chain Management (CTSC)	Transfer Module Social Sciences (TSS)
CTAG Visual Design and Imaging (CTVD)	

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

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 37-42 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)

INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

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 17 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 each spring and fall semester, but not in the instructional length or in the criteria for awarding semester credit hours.

    * Fall semester: 16 weeks, 4 days; spring semester: 16 weeks, 3 days
** Fall and spring semesters: 14 weeks, 2 days

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

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 and 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. A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above). 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. The Ohio Department of Higher Education prohibits the awarding of graduate credit for only attendance at a conference or workshop.
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.

DISTANCE-EDUCATION COURSES

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 37-44.

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 substantial online sessions (asynchronous or synchronous) and one or more required face-to-face meetings.

2. **Room-based video conferencing (e.g., 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 (e.g., Webex, Skype, Zoom)** 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. <u>Correspondence education is not distance education.</u>"

<div align="right">Source: Integrated Postsecondary Education Data System (IPEDS),
National Center for Education Statistics, U.S. Department of Education</div>

COURSE PREREQUISITES

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 <u>NOT</u> ACCEPTED BY BANNER

1. "First-year core requirements"
2. "High school algebra"
3. "6 credit hours of education courses"
4. "One law course"
5. "Language proficiency"
6. "Knowledge of computer programming"
7. "Successful completion of introductory 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 <u>prerequisite</u> (i.e., must be taken in a prior term), <u>corequisite</u> (i.e., must be taken in same term) or <u>pre/corequisite</u> (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 <u>and</u> audition passage (using a test score applied to student) <u>and</u> major or minor in music <u>and</u> junior standing

2. Courses, test scores connected by "OR"
   a. Example: MATH 11010 <u>or</u> MATH 11022; and MATH 12001 <u>or</u> minimum 67 ALEKS mathematics score

PREREQUISITE GROUPING <u>NOT</u> ACCEPTED BY BANNER

1. Courses/test scores, student level, college, department, campus, program connected by "OR"
   Example: ECON 22003 <u>or</u> Economics major <u>or</u> sophomore standing

2. Special approval connected with any other prerequisite by "OR"
   Example: Graduate standing <u>or</u> 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 <u>or</u> NURS 20000

4. Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors <u>or</u> 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. <u>It is the responsibility of academic units to deregister students who do not meet prerequisites</u> **after** <u>registration.</u>

  <u>Example</u>: 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.

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 MIS courses revised to HRM 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 pages 47-48.

- **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 31-32 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 30). 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 30-31.

- **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.

OHIO ARTICULATION AND TRANSFER POLICY

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 <u>accepted</u> 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 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.

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.

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.

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.

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.

IV. POLICIES

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, and instructional credit. Academic policies are found in the *University Catalog* (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).

UNIVERSITY POLICIES

University policies directly affect the educational mission of the university (i.e., broad application across the entire campus system). University policies require approval of the appropriate executive officer, the president and the Board of Trustees before implementation.

ADMINISTRATIVE POLICIES

Administrative policies govern the internal operations, rules and regulations of the university as provided for by a current university policy. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, in addition to providing guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer and review by the President's Cabinet before implementation. A Notification of the Board of Trustees may follow the effective date.

OPERATIONAL POLICIES

Operational policies provide a 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's Cabinet before implementation. Notification of the Board of Trustees may follow the effective date.

V. LINKS TO RESOURCES

Approval Flowchart for Course Changes: 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

Approval Flowchart for Academic Administrative Structures: provostdata.kent.edu/roadmapweb/06/approval-flowchart-structure.pdf

Board of Trustees: www.kent.edu/bot

Catalog: catalog.kent.edu

Classification of Instructional Programs (CIP): nces.ed.gov/ipeds/cipcode

Curriculum Services: www.kent.edu/provost/curriculum

    Curricular Bulletin (archives of curricular actions): www.kent.edu/provost/curriculum/archives

    Curriculum Guidelines: www.kent.edu/provost/curriculum/guidelines

    Curriculum Deadlines: www.kent.edu/provost/curriculum/curriculum-deadlines

    Curricular Forms: www.kent.edu/provost/curriculum/curricular-forms

Educational Policies Council: 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

    Agendas and Schedule: www.kent.edu/provost/curriculum/epc-meeting-schedule-agendas

    EPC Members: www.kent.edu/provost/curriculum/epc-members

Faculty Senate: www.kent.edu/provost/faculty-senate

    Faculty Senate Charger: www.kent.edu/policyreg/faculty-senate-charter

    Faculty Senate Bylaws: www.kent.edu/policyreg/faculty-senate-bylaws

Higher Learning Commission: www.hlcommission.org

Kent State Academic Programs (KSU log-in required): visit www.kent.edu/provost/curriculum and click on the link

Ohio Department of Higher Education: www.ohiohighered.org

    Credit Transfer Policies (e.g., CTAG, OTM, TAG): 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

    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

Policy Register: www.kent.edu/policyreg

Provost: 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 Information 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)