Kent State University
Curriculum Guidelines
~~2015-2016~~

Curriculum Services
Office of the Provost
Last Revised: September 20152018

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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 develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and 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 innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, revise or inactivate courses, programs, policies, academic units or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff:

Office of Curriculum Services
Location: Suite 208, Schwartz Center, 800 E. Summit St., Kent Campus
Tel: 330-672-1628
Fax: 330-672-2645
Web: www.kent.edu/provost/curriculum
E-mail: curriculum_services@kent.edu

Name	How We Can Help You	Extension/E-mail
Therese Tillett Executive Director	▪ New degrees or majors ▪ Academic policies ▪ Academic structure changes (e.g., departments, centers) ▪ Educational Policies Council ~~State-wide credit transfer (e.g., TAG, OTM, CTAG, AP)~~ ▪ Curriculum-related reporting (internal and external) ▪ Curriculum Guidelines	2-8558 / ttillet1@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: ○ College of Architecture and Environmental Design ○ College of Arts and Sciences ○ College of Podiatric Medicine ○ College of Public Health ○ Regional College	2-8559 / dvan@kent.edu
Jennifer Kellogg Academic Program Coordinator	▪ *University Catalog* ~~(including roadmaps)~~ ▪ *Explore Majors and ~~Degrees~~ Programs* website Course catalog in Banner, including ▪ ~~Registration and~~ prerequisite issues ~~in Banner~~ ▪ General curriculum questions ▪ Review of academic programs and courses for the following: ○ College of ~~Applied Engineering, Sustainability and Technology~~Aeronautics and Engineering ○ College of Business Administration ○ College of Communication and information ○ College of Education, Health and Human Services ○ College of Nursing	2-1885 / jkellog7@kent.edu

	~~College of Public Health~~ o College of the Arts ~~School of Digital Sciences~~ o University College	

~~Katie Smith~~Aimee Bell
~~Academic Program Coordinator~~
	▪ *~~University Catalog~~* ~~(including roadmaps)~~
	▪ *~~Explore Majors and Degrees~~* ~~website~~
	▪ ~~Course catalog in Banner~~
	▪ ~~Registration and prerequisite issues in Banner~~
	▪ ~~General curriculum questions~~
	▪ ~~Review of academic programs and courses for the following:~~
	  ▫ ~~College of Architecture and Environmental Design~~
	  ▫ ~~College of Arts and Sciences~~
	
	  ▫ ~~College of Communication and Information~~
	  ▫ ~~College of Podiatric Medicine~~
	  ▫ ~~Regional College~~
		~~2-8559~~
		~~ksmit154@kent.edu~~dvan@kent.edu

Christa Ord Administrative Secretary	▪ EPC and EPC Ad Hoc membership rosters and listservs ▪ Meeting minutes ▪ General office questions and support	2-1628 / cord@kent.edu

CURRICULUM CALENDAR FALL 20185

	August	September	October	November	December
Monday	3 submissions due for Aug EPC			2	
Tuesday	4	1		3	1
Wednesday	5	2		4	2
Thursday	6	3	1	5	3
Friday	7	4	2	6	4
Monday	10	7 KSU closed	5	9 Senate meeting	7 Senate meeting
Tuesday	11	8	6	10	8 Board meeting
Wednesday	12	9	7	KSU closed 11	9
Thursday	13	10 Board meeting	8	12	10
Friday	14	11 URCC meeting	9 URCC meeting	13 URCC meeting	11 URCC meeting
Monday	17	14 Senate meeting	12 Senate meeting	16 EPC meeting[1]	14 exam week
Tuesday	18	15	13	17	15
Wednesday	19	16	14	18	16
Thursday	20	17	15	19	17
Friday	21	18	16	20	18
Monday	24 EPC meeting	21 EPC meeting	19 EPC meeting	23	21
Tuesday	25	22	20	24	22
Wednesday	26	23	21	25	23
Thursday	27	24	22	26 KSU closed	24 KSU closed
Friday	28	25	23	27 KSU closed	25 KSU closed
Monday	31 fall term starts submissions due for Sept EPC	28 submissions due for Oct EPC	26 submissions due for Nov EPC	30	28 KSU closed
Tuesday		29	27		29 KSU closed
Wednesday		30	28		30 KSU closed
Thursday			29		31 KSU closed
Friday			30		

1. November EPC meeting is the final meeting to approve program and course changes for fall 2016.

CURRICULUM CALENDAR SPRING 2019~~6~~

	January	February	March	April	May
Monday		1			2 2016 roadmaps published 2
Tuesday		2	1		3
Wednesday		3	2		4
Thursday		4	3		5
Friday	1 KSU closed	5	4	1	6
Monday	4 submissions due for Jan EPC	8 Senate meeting	7 Senate meeting	4	9 exam week Senate meeting
Tuesday	5	9	8	5	10
Wednesday	6	10	9 Board meeting	6	11
Thursday	7	11	10	7	12
Friday	8 URCC meeting UG catalog 1st proofs due	12 URCC meeting UG catalog 2nd proofs due	11 URCC meeting	8 URCC meeting	13 URCC meeting
Monday	11	15 EPC meeting	14 EPC meeting	11 Senate meeting	16 EPC meeting 4
Tuesday	12	16	15	12	17
Wednesday	13	17	16	13	18
Thursday	14	18	17	14	19
Friday	15 GR 1st catalog proofs due	19 GR 2nd catalog proofs due	18	15	20
Monday	18 KSU closed	22 submissions due for Mar EPC	21 recess week	18 EPC meeting 3	23
Tuesday	19 spring term starts	23	22	19	24
Wednesday	20	24	23	20	25
Thursday	21	25	24	21	26
Friday	22	26	25	22	27
Monday	25 EPC meeting submissions due for Feb EPC	29	28 submissions due for Apr EPC	25 submissions due for May EPC	30 KSU closed
Tuesday	26		29	26	31
Wednesday	27		30	27	
Thursday	28		31	28	
Friday	29			29	

2. University Catalog published 1 June 2016

3. April's EPC meeting is the final meeting to approve policy changes for fall 2016 that must also receive Board of Trustees and/or Faculty Senate approval.

4. May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 2016 that ~~do not~~ need to receive Board of Trustees and/or Faculty Senate approval.

I. EDUCATIONAL POLICIES COUNCIL

HISTORY OF THE EDUCATIONAL POLICIES COUNCIL

The Educational Policies Council (EPC) was established on July 1, 1967. Before that, there existed the University Council on Curriculum. Similar to its previous incarnation, the EPC was an independent group chaired by the provost. In 1970, under terms of the revised Faculty Senate charge and bylaws, the EPC went under Senate jurisdiction, co-chaired by the provost and Faculty Senate chair.

The goal with the reorganization to create the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university that reflect Kent State's mission and goals as defined by the president and trustees.

SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

EPC AD HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies is an as-needed committee charged with reviewing Kent State's academic policies against published research and Kent State data to better understand what needs to be accomplished to support student progress toward graduation.

The committee comprises faculty nominated by Faculty Senate, administrators and staff recommended to the Provost's Office and students from different campuses. The committee is chaired by the senior associate provost for academic affairs.

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (US 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Ohio Transfer Module requirements. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 20 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean of the University College or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core, diversity, writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

The council was established in 1969.

EDUCATIONAL POLICIES COUNCIL IN THE POLICY REGISTER

3342-2-07 ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

A. **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.

B. **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:

1. Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;

2. Overall curricular planning and policy guidelines for the university;

3. Sensitivity to proliferation and duplication of courses and programs;

4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;

5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;

6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies;

7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and

8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures e.g., academic department, college.

C. **Periodic review of the educational policies council.** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.

D. **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.

1. Curricular matters determined and proposed solely by academic departments shall be as follows:

   a. Changes in course descriptions not involving substantial changes in course content;

   b. Changes in course titles not involving substantial changes in course content;

   c. Changes in course prerequisites not affecting any other academic unit;

   d. Inactivation of courses not affecting any other academic unit; and

   e. Changes in course numbers not affecting level.

2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:

   a. Changes in course credit hours;

   b. Changes in course numbers affecting the level of courses;

   c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;

   d. New or additional courses;

   e. Substantial changes in course content affecting description and title, constituting essentially new courses; and

   f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.

3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:

   a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;

   b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;

   c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;

   d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and

   e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.

4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:

   a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and

   b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.

5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: December 1, 2012
Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997, 9/8/1997

3342-2-05 FACULTY SENATE CHARTER (EXCERPT)

C. **Councils, committees and commissions.**

   2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.

      a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.

      b. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

      c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long range academic planning for the university.

      d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.

Effective: May 20, 2009
Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991, 5/5/1995, 3/7/2000, 12/29/2001

3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)

F. **Councils, committees and commissions.**

　1. Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.

　2. Educational policies council.

　　a. Composition.

　　　(1) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

　　b. Function.

　　　(1) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.

　　　(2) The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.

　　　(3) The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

　　c. Division of labor.

　　　(1) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

　　　(2) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.

　　　(3) All commissions appointed to consider academic planning for the university shall report to the educational policies council.

　　　(4) The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the

diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

d. Voting.

(1) "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.

(2) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.

(3) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.

g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.

h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.

i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.

j. The educational policies council shall meet at least once during each term of the academic year.

k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.

l. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: October 3, 2013
Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19/1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** Items reviewed, discussed and voted upon by EPC members.

1. Major or degree – establishment, revision of name, inactivation
2. Minor – establishment
3. Certificate – establishment
4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) – establishment, revision, inactivation
5. Academic unit (college, school, department) – establishment, revision, inactivation
6. Center or institute – establishment, revision, inactivation
7. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
8. University academic policy – establishment, revision, inactivation
9. University academic operational procedure or regulation – establishment, revision, inactivation

B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.

1. Major or degree – letter of intent or program development plan to establish (sent to the Ohio Department of Higher Education for approval before submitting full proposal)
2. Temporary suspension of admissions into an academic program
3. Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program – establishment, revision, inactivation
4. Online delivery (more than 50 percent) of an existing degree program – establishment, revision, inactivation
5. Five-year review of certificate programs

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; considered approved once meeting is adjourned

1. Major – revision (including new, revised, inactivated concentrations)
2. Minor – revision, inactivation
3. Certificate – revision, inactivation
4. Articulation or consortia agreement with curricular implications – establishment, revision, inactivation
5. Course – establishment, revision, inactivation
6. Course designated a university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) – establishment, revision, inactivation
7. Academic policy or requirement within academic unit – establishment, revision, inactivation

NUMBER OF CURRICULUM CHANGES EPC HAS REVIEWED IN PAST FIVE YEARS

EPC Agenda	Aug 2013-May 2014	Aug 2014-May 2015	2015-16	2016-17	2017-18
Curricular Items	263	223	309	265	176
Course Changes	1,307	1,312	1,548	808	1,717

CURRICULUM RESPONSIBILITY

ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
Faculty Initiator	- Knows the discipline/program that needs to be established/revised - Keeps current in field - Conducts research for the proposed changes - Articulates rationale for curriculum decisions - Works with others to document and submit proposal - Seeks review and feedback on proposed changes
Program/ Subject Area	- 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 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 - Insures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students

Role	Curriculum Responsibilities
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
Dean (Campus/College)	• 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
Institutional Academic Advisory Committees	Graduate Studies Administrative Advisory Committee (GSAAC) • Reviews and advises on graduate operational issues • Initiates and recommends changes to the graduate studies dean Associate and Assistant (A&A) Deans Committee • Reviews and advises on undergraduate operational issues • Initiates and recommends changes to the EPC EPC Ad Hoc Committee • Reviews, initiates and revises policies to promote student success
University Requirements Curriculum Committee (URCC)	• EPC sub committee • Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation) • Reviews and approve 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

Role	Curriculum Responsibilities
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) • Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, student financial aid) • Assists in updating GPS degree audit • Maintains curriculum archive • Responds to questions about changes/curriculum process • Secretary and coordinator for 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 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
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 intercollegial 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

Role	Curriculum Responsibilities
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 sub-committees • 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 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 contractal or corsortia agreement to offer a program • Notified of new certificate programs
Graduate Planning System (GPS)	• Notified of curriculum changes that affect undergraduate (and select graduate) program requirements • Updates degree audits for undergraduate programs and select graduate programs
Student Financial Aid	• Notified of new, revised and inactivated certificates • Updates program's financial aid eligibility status with U.S. Department of Education

CURRICULUM 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~~	~~DepARTMENT~~	~~College~~	~~URCC~~	~~GradUATE Studies~~	~~Provost~~	~~EPC~~	~~FACULTY Senate~~	~~BOARD OF Trustees~~	~~ODHE~~	~~HLC~~
~~• Revision of course descriptions not involving substantial changes in course content~~ ~~• Revision of course titles not involving substantial changes in course content~~ ~~• Revision of course prerequisites not affecting any other academic unit~~ ~~• Inactivation of courses not affecting any other academic unit~~ ~~• Changes in course numbers not affecting level~~	~~A~~	~~N~~			~~A~~	~~N~~				
~~• Revision of course credit hours~~ ~~• Revision of course numbers affecting the level of courses~~ ~~• Inactivation of courses affecting other degree programs or general curricular requirements within the college~~ ~~• New or additional courses~~ ~~• Substantial changes in course content affecting description and title, constituting essentially new courses~~	~~A~~	~~A~~			~~A~~	~~N~~				
~~• Inactivation of courses affecting degree programs or general curricular requirements of colleges other than parent college~~ ~~• Substantial revisions of content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college~~ ~~• Revision of prerequisite for courses required in degree programs or general curricular requirements of colleges other than parent college~~ ~~• Revision of course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college~~ ~~• Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college~~	~~A~~	~~A~~			~~A~~	~~N~~				
~~• Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, orientation)~~	~~A~~	~~A~~	~~A~~		~~A~~	~~N~~				
~~• Revision of major (including admission, course and other requirements and new, revised, inactivated concentrations)~~ ~~• Revision or inactivation of a minor~~ ~~• Revision or inactivation of a certificate~~ ~~• Establishment, revision or inactivation of a policy within an academic unit~~ ~~• Establishment, revision or inactivation of an articulation agreements with other institutions~~ ~~• Temporary suspension of admission into a program~~	~~A~~	~~A~~		~~A~~	~~A~~	~~N~~				

~~Legend: A = Approval   N = Notification~~

~~Curriculum Proposal~~	~~DepARTMENT~~	~~College~~	~~URCC~~	~~GradUATE Studies~~	~~Provost~~	~~EPC~~	~~FACULTY Senate~~	~~BOARD OF Trustees~~	~~ODHE~~	~~HLC~~
~~• Establishment, revision or inactivation of contractual or consortia agreement with another entity for (50%+) delivery of program~~	~~A~~	~~A~~		~~A~~	~~A~~	~~N~~				~~N[1]~~
~~• Letter of intent to establish a major or degree~~ ~~• Alternate online (50%+) delivery for existing program~~	~~A~~	~~A~~		~~A~~	~~A~~	~~N~~			~~A~~	
~~• Alternate off-site (50%+) delivery for existing program~~	~~A~~	~~A~~		~~A~~	~~A~~	~~N~~			~~A~~	~~A[2]~~

~~Curriculum Proposal~~	~~Department~~	~~College~~	~~URCC~~	~~Graduate Studies~~	~~Provost~~	~~EPC~~	~~Faculty Senate~~	~~Board of Trustees~~	~~ODHE~~	~~HLC~~
~~Revision of name of a major or degree~~	A	A		A	A	A	A	N	A	
~~Establishment of a minor~~	A	A		A	A	A				
~~Establishment of a certificate~~	A	A		A	A	A			A³	N
~~Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial~~			A		A	A	A			
~~Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program)~~ ~~Establishment, revision or inactivation of a university-wide academic operational procedure or regulation~~ ~~Revision of a university-wide academic policy~~	A	A		A	A	A	A	N		
~~Inactivation of a major or degree~~ ~~Establishment, substantial revision or inactivation of a university-wide academic requirement (e.g., Kent Core)~~ ~~Establishment, substantial revision or inactivation of a university-wide academic policy~~ ~~Establishment revision or inactivation of an academic unit (college, school, department)~~ ~~Establishment, revision or inactivation of an institute with curriculum implications~~ ~~Establishment, revision or inactivation of a center with curriculum implications~~	A	A		A	A	A	A	A		
~~Inactivation of a major or degree~~	A	A		A	A	A	A	A	N	
~~Establishment of a major or degree~~ ~~Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)~~	A	A		A	A	A	A	A	A	A

~~Legend: A = Approval   N = Notification~~

~~While the Ohio Department of Higher Education requires approval for every program to be offered at an off-site location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).~~

1. ~~The Higher Learning Commission requires notification of all contractual and consortial arrangements, and possibly additional documentation if requested. Contractual involves the university and a non-accredited entity involved in some way in a program (e.g., Everspring). Consortial involves the university and another accredited entity such as another university delivering program content.~~

2. ~~While the Ohio Department of Higher Education requires approval for every program to be offered at an off-site location, the Higher Learning Commission requires approval for every new location, no matter how many programs will be offered there (and in the future).~~

3. ~~Graduate certificates that are 21 credits or higher require approval from Ohio Department of Higher Education Chancellor's Council on Graduate Study (CCGS).~~

~~PARLIAMENTARY PROCEDURES~~

~~ROBERT'S RULES OF ORDER~~

~~Robert's Rules of Order provide common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is~~

controlled by the general will of the whole membership—the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair "working through" of the issues involved.

Robert's Rules provide for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be discussed thoroughly before taking action. The assembly rules; it has the final say on everything. **Silence means consent.**

Procedures

- Debate cannot begin until the chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote.
- Before the motion is stated by the chair, members may suggest modification of the motion; the mover can modify as s/he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The member moving the item is entitled to preference to the floor.
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once.
- Remarks must be courteous in language and deportment—avoid all personalities, never allude to others by name or to motives.
- The agenda and all committee reports are merely recommendations. When presented to the assembly and the question is stated, debate begins and changes occur.

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
End the meeting	I move to adjourn	No	Yes	No	No	Majority
Take a break	I move to recess for …	No	Yes	No	Yes	Majority
Register complaint	I rise to a question of privilege	Yes	No	No	No	None
Adhere to agenda	I call for the orders of the day	Yes	No	No	No	None
Temporary suspend further action / consideration	I move to lay the question on the table	No	Yes	No	No	Majority
End debate	I move to close the debate	No	Yes	No	No	2/3
Limit or extend length of debate	I move that debate be limited to …	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to …	No	Yes	Yes	Yes	Majority
Refer to committee (may be existing or new committee)	I move to refer the motion to …	No	Yes	Yes	Yes	Majority
Modify wording of motion	I move to amend the motion by …	No	Yes	Yes	Yes	Majority

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Kill motion for this session	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority

	(exception: motion to reconsider can be made at same session)					
Bring business before assembly (a main motion)	I move that/to …	No	Yes	Yes	Yes	Majority

Incidental notions — no order of precedence — arise incidentally and decided immediately.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Enforce rules due to infraction of rules or improper decorum in speaking	Point of order	Yes	No	No	No	None
Submit matter to assembly to decide	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
Allow a violation of assembly rules (except constitution)	I move to suspend the rules that …	No	Yes	No	No	2/3
Avoid main motion altogether	I object to the consideration of the question (must be stated before discussion or another motion is stated)	Yes	No	No	No	2/3
Divide a motion into two or more separate motions	I move to divide the question (motions must be able to stand on their own)	No	Yes	No	Yes	Majority
Demand rising vote	I call for a division	Yes	No	No	No	None
Inquire as to the correct motion	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
Request information	Request for information	Yes (if urgent)	No	No	No	None

Motions that bring a question again before the assembly — no order of precedence. Introduce only when nothing else pending.

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Resume consideration of item previously "laid on the table"	I move to take from the table …	No	Yes	No	No	Majority
Cancel or change previous action	I move to rescind / amend something previously adopted …	No	Yes	Yes	Yes	2/3 or majority with notice
Reconsider motion	I move to reconsider the vote… (can be made only by one on the prevailing side who has changed position or view)	No	Yes	Varies	No	Majority

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 proposal - Seeks review and feedback on proposed changes
Program / Subject Area	- 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 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 - Insures 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	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 EPC Ad Hoc Committee ▪ Reviews, initiates and recommends policies to promote student success
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 intercollegial 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 sub committees - 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 contractal or corsortia 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.

DEADLINE is the last meeting of the EPC to become effective for the next academic year. For more information, see the EPC meeting schedule and deadlines on the EPC website.

Curriculum Proposal	Dept/School	College	URCC	Grad Studies	Provost	EPC	Senate	Trustees	ODHE	HLC	Deadline
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	A	A	A		Mar
Establish, revise or inactivate/consolidate a college, department or school	A	A		A	A	A	A	A			Mar
Establish, revise or inactivate/consolidate a center or institute with curricular implications	A	A		A	A	A	A	A			Mar
Revise name of a college, department or school	A	A		A	A	A	A	A			Mar
Revise name of a center or institute with curricular implications	A	A		A	A	A	A	A			Mar
Changes to Degrees											
Establish a graduate degree	A	A		A	A	A	A	A	A	A	(1)
Establish an undergraduate degree	A	A			A	A	A	A	A	A	(1)
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	A	A			Jan
Revise name of an undergraduate degree	A	A			A	A	A	A			Jan
Inactivate a graduate degree	A	A		A	A	A	A	A			Jan
Inactivate an undergraduate degree	A	A			A	A	A	A			Jan
Changes to Majors (and Major Concentrations)											
Establish a graduate major	A	A		A	A	A	A	A	A	A	(1)
Establish an undergraduate major	A	A			A	A	A	A	A	A	(1)
Establish a graduate concentration	A	A		A	A	N					Jan
Establish an undergraduate concentration	A	A			A	N					Jan
Establish, revise or inactivate location delivery (50%+) of a graduate major	A	A		A	A	N			A	A[2]	(1)
Establish, revise or inactivate location delivery (50%+) of a undergraduate major	A	A			A	N			A	A[2]	(1)
Establish, revise or inactivate contractual or consortia agreement to deliver courses (content or platform) or outsource certain aspects of a major	A	A		A	A	N				N	Jan
Revise name of a graduate major	A	A		A	A	A	A	A			Jan
Revise name of an undergraduate major	A	A			A	A	A	A			Jan
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					May[3]
Revise admission criteria of an undergraduate major	A	A			A	N					May[3]
Revise instructional delivery (50%+) of a graduate major	A	A		A	A	N			A		Jan
Revise instructional delivery (50%+) of undergraduate major	A	A			A	N			A		Jan
Revise unit "ownership" of a graduate major	A	A		A	A	A	A				Jan

Legend: A = Approval   N = Notification

Curriculum Proposal	Dept / School	College	URCC	Grad Studies	Provost	EPC	Senate	Trustees	ODHE	HLC	Deadline
Changes to Majors (and Major Concentrations) *continued*											
Revise unit "ownership" of an undergraduate major	A	A			A	A	A				Jan
Suspend admission (temporary) of a major or concentration	A	A			A	N					Jan
Inactivate a graduate major	A	A		A	A	A	A	A	A		Jan
Inactivate an undergraduate major	A	A			A	A	A	A	A		Jan
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 admission criteria of a minor	A	A			A	N					Jan
Revise or inactivate a minor	A	A			A	N					Jan
Changes to Certificates											
Establish a graduate certificate	A	A		A	A	A			A[5]	A[6]	([1])
Establish an undergraduate certificate	A	A			A	A			A[5]	A[6]	([1])
Revise admission criteria of a graduate certificate	A	A		A	A	N					May[4]
Revise admission criteria of an undergraduate certificate	A	A			A	N					May[4]
Revise or inactivate a graduate certificate	A	A		A	A	N					Jan
Revise 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 a course subject (e.g., CHEM)	A	A			A	N					Jan
Designate a course as a Kent Core	A	A	A		A	A	A				Jan
Designate a course as diversity (global/domestic), writing intensive, experiential learning, first-year orientation	A	A	A		A	N					Jan
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	A	A		Apr
Establish a graduate academic requirement					A	A	A	A	A		Apr
Establish an undergraduate academic requirement			A		A	A	A	A			Apr
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	A			Apr
Revise or inactivate an undergraduate academic requirement			A		A	A	A				Apr
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	A	N			Jan

Legend: A = Approval   N = Notification

1. Because this action requires external steps for approvals. Please work with the Office of Curriculum Services to determine a timeline for implementation for this types of proposals.
2. The Higher Learning Commission requires approval for a new location.
3. As the admission window for a semester opens 13 months before the start of that semester, the May deadline is one year before implementation (e.g., May 2019 EPC approval for fall 2020 admission).
4. Undergraduate certificates that are designated as "technical" (see page XX) 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. The Higher Learning Commission (HLC) must be notified of all new certificates. However, HLC approval is required for certificates of which 50+ percent of the courses were developed specifically for the program.

DEADLINES AND EFFECTIVE DATES FOR CURRICULAR PROPOSALS

Proposal	Deadline	Effective Term	Notes
Program	January EPC meeting	Subsequent fall semester (e.g., January 2019 for fall 2019)	January is the final meeting for approving the following program proposals: 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 a degree, minor or certificate.
Course	January EPC meeting	Subsequent fall semester (e.g., January 2019 for fall 2019)	January is the final meeting for approving courses for fall implementation.
	April EPC meeting	Subsequent spring semester (e.g., April 2019 for spring 2020)	April is the final meeting for approving **new courses** for spring implementation.
Policy	April EPC meeting	Subsequent fall semester (e.g., April 2019 for fall 2019)	April is the final meeting for approving university and college policies for fall 2019 implementation.
Admission	May EPC meeting	Fall semester after next (e.g., May 2019 for fall 2020)	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.

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 the Office of 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 out to six months between approval of full proposal by EPC and approval by the Ohio Department of Higher Education (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 (the first step) and faculty, school and college 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 staff to discuss the proposed and development so that staff can create an estimated timeline for their purposes.

Abbreviations:
CCC – College Curriculum Committee
CCGS – Chancellor's Council on Graduate Studies
EPC – Educational Policies Council
HLC – Higher Learning Commission
ODHE – Ohio Department of Higher Education

Year example: X=2019, Y=2020, Z=2012

NEW UNDERGRADUATE DEGREES AND MAJORS

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	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)
Program approved by HLC [6]	Apr – Aug (year Y)	Aug – Nov (year Y)	Nov (year Y) – Feb (year Z)	Feb – May (year Z)
First semester of operation [7]	Fall Y	Fall Y/Fall Z	Fall Y/Fall Z	Fall Z

NEW GRADUATE DEGREES AND MAJORS

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)
Program approved by HLC [6]	Apr – Aug (year Y)	Jun – Oct (year Y)	Nov (year Y) – Feb (year Z)	Dec (year Y) – Apr (year Z)
First semester of operation [7]	Fall Y	Fall Y/Fall Z	Fall Y/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 a graduate proposal 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.

4. Faculty Senate may cancel its July meeting; therefore, the item will be held until its September meeting.

5. 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, a meeting is set for a presentation and vote in Columbus. After approval by CCGS for graduate program (and internal approval for undergraduate programs), 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.

6. 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.

7. 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, the Office of 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.

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.

f.

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: August 13, 2007
Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 9/19/2006

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 and two divisions and eight campuses. ~~See the academic programs Excel document on the Curriculum Services website for programs housed within the individual units (www.kent.edu/provost/curriculum).~~

College of ~~Applied Engineering, Sustainability and Technology~~Aeronautics and Engineering

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
- ~~School of Biomedical 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 Communication and Information
- —School of Communication Studies
- School of Digital Sciences
- School of Information
- —School of Journalism and Mass Communication
- ~~School of Library and Information Science~~
- —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
- ~~Department of Biostatistics, Environmental Health Sciences and Epidemiology~~
- ~~Department of Health Policy and Management~~
- ~~Department of Social and Behavioral Sciences~~

Honors College

Regional College

University College

~~**School of Digital Sciences**~~

Division of Graduate Studies

Division of University Libraries

College of Business Administration

- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship
- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

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

APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

Visit www.kent.edu/provost/curriculum for curricular forms to establish, revise or inactivate.
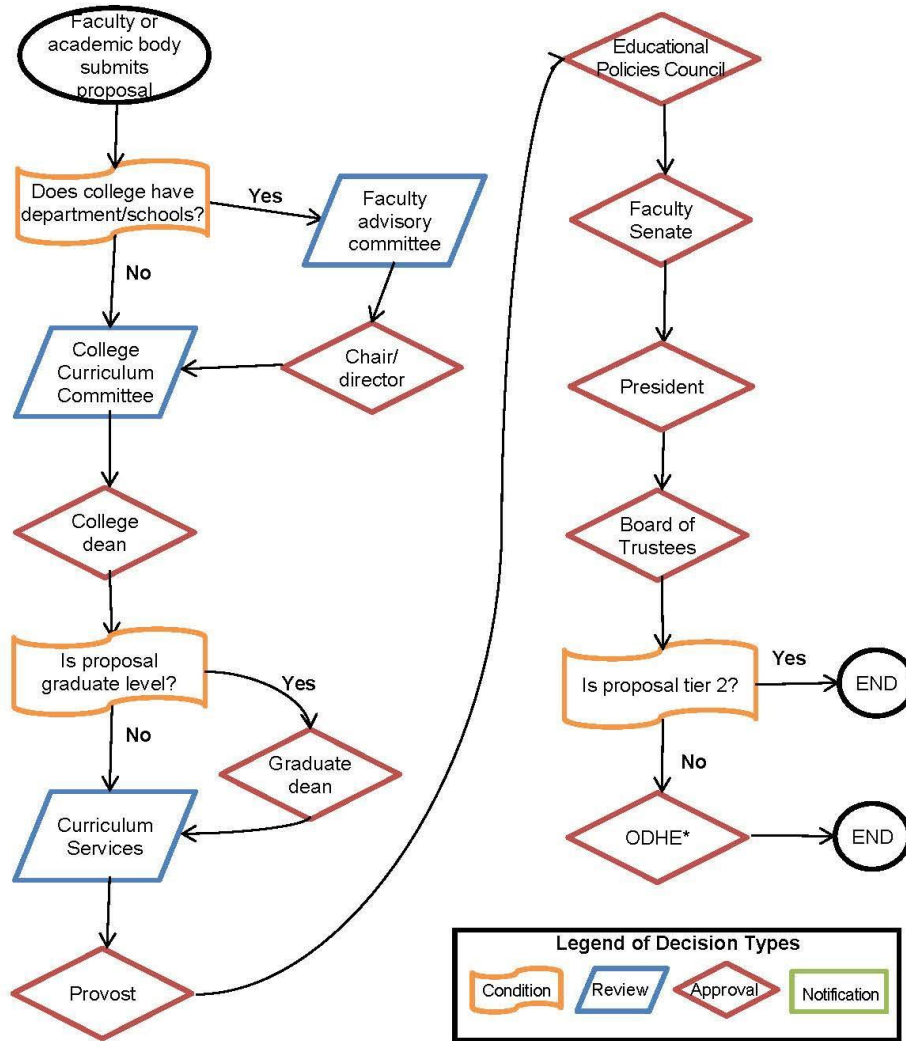
*Ohio Department of Higher Education
(formerly Ohio Board of Regents)

Tier 2 proposals (President and Board of Trustees final approvers)
- Academic unit (college, school, department) - establishment,
  inactivation, revision (e.g., name change, merger, school to college)
- Institute - establishment, revision, inactivation
- Center - establishment, revision, inactivation

Tier 1 proposals (Ohio Department of Higher Education final approver)
- College - establishment or substantial change that affects
  region or other institutions (e.g., College of Engineering)

III. ACADEMIC PROGRAMS ~~AND POLICIES~~

~~ACADEMIC PROGRAMS~~

~~Academic programs pertain to…..~~

ACADEMIC DEGREE AND PROGRAM~~CURRICULUM~~ NOMENCLATURE

Kent State uses ~~T~~the following naming conventions for programs of study recognized and awarded by the university. ~~are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical categories~~ 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 page XX for more information.

~~DEGREE~~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 XX for more information.

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 XX for more information.

~~MINOR~~CONCENTRATION
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 XX for more information.

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

~~a specialization that comprises a minimum of 50 percent of the~~

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

~~Example: B___ major – Molecular Biology concentration.~~

KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Associate	Degrees	5	5	5	5	5	5	5
	Majors *	35	35	35	35	31	28	24
	Concentrations	24	24	24	24	21	21	21
Bachelor's	Degrees	12	12	12	12	12	12	13
	Majors *	122	125	120	123	123	127	133
	Concentrations	192	201	207	202	207	196	196

Master's	Degrees	18	22	22	22	22	22	23
	Majors *	110	114	115	113	111	106	108
	Concentrations	161	146	154	150	145	153	146
Post-Master's	Degrees	1	1	1	1	1	1	1
	Majors *	6	6	6	6	6	6	6
Doctoral	Degrees	4	4	4	4	4	4	4
	Majors *	48	49	49	49	50	48	48
	Concentrations	25	26	26	26	24	17	23
Total Degrees		**40**	**44**	**44**	**44**	**44**	**44**	
Total Majors		**321**	**329**	**325**	**326**	**321**	**315**	
Certificates	Undergraduate	16	19	18	18	20	18	20
	Post-Bachelor's	17	19	20	24	26	24	25
	Post-Master's	28	28	23	25	23	12	12
Minors		135134	144145	144145	150150	168153	179164	169
Courses **		7,619	7,879848	8,029	8,272247	8,517	8,680	8,510

* Included in this count are majors counted separately in multiple degrees (e.g., the Physics major within the BA and BS degrees is counted twice), as well as majors awaiting final approval or have had admissions suspended.

** Not included in this count are courses on hold pending inactivation.

See the academic programs Excel document on the Curriculum Services website for all programs offered at Kent State (www.kent.edu/provost/curriculum).

CURRICULUM 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/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 and areas of specialization, are sometimes 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 hours of specialized study leading to both breadth and depth in a particular discipline.

Concentration. Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. In other words, major coursework that is required for all the concentrations (i.e., shared or major core) must be more than 50 percent of the overall curriculum required for the concentrations. Or, said another way, concentration hours must account for less than 50 percent of the total curriculum within the major. This percentage does not include general education, additional program requirements and general electives). For example, if a major with concentrations has 30 credits of shared major coursework (not including Kent Core, electives or required courses not counted in major GPA), each concentrations must be 15 credits or less of major coursework (again, not including Kent Core, electives or required courses not counted in major GPA specific to a concentration).

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., AAB, AAS) or the Associate of Technical Study (ATS), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS–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 admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing 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.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at www.ed.gov/category/keyword/gainful-employment.

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 students to be eligible for federal financial aid and less than 30 semester credit hours. (Banner code: CER1-1xx.)

- **Postsecondary – At Least One, But Less than Two Academic Years:** Total program must be more than 30 and less than 60 semester credit hours. (Banner code: CER2-2xx.)

- **Postsecondary – At Least Two, But Less than Four Academic Years:** Total program must be more than 60 and less than 120 semester credit hours. (Banner code: CER4-4xx.)

- **Sub-Baccalaureate:** A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").

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, if available, 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 – One Year:** Total program must be minimum 30 semester credit hours, with the majority of the coursework completed in a pre-scribed technical area.

- **Technical – Less Than One Year:** Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours.

Graduate Certificates:

- **Post-Baccalaureate:** Requires completion of organized program of study beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

- **Post-Master's:** Requires completion of an organized program of study beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. Total program must be minimum 8 credit hours for students to be eligible for federal financial aid. (Banner code is 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.

DEGREE DEFINITIONS

ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's rRegional cCampuses 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** (AA) and **Associate of Science** (AS) 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 AA degree) or in the natural sciences and mathematics (for the AS degree).
The curriculum structure of the AA and AS degrees at Kent State University:

Curriculum Requirements	Credits Hours
freshmen First-Year Orientation (UCS 10097)	1
Kent Core (general education requirement)	36
Ggeneral 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** (AAB) and the **Associate of Applied Science** (AAS) 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 AAB and AAS degrees at Kent State:

Curriculum Requirements	Credits Hours

~~freshmen orientation (US 10097)~~	~~1~~
~~Kent Core (general education requirement) *~~	~~15~~
Mmajor ~~(technical)~~ rRequirements (technical) [1] **	minimum 12~~varies~~
Aadditional ~~program~~ rRequirements (non-technical~~related~~) [2] **	~~varies~~minimum 14
~~general electives **~~	~~varies~~
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.

~~** Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent or more (i.e., minimum 30 credit hours) of total program.~~

The **Associate of Technical Study** (ATS) degree is an individually planned program of study designed to respond to the need for specialized technical education and ~~specific~~ clearly identifiable career objectives. The Ohio Department of Higher Education divides t~~T~~he ATS degree into two types:

- **Type A** ~~a a~~llows 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 ATS degree type A declare the Individualized Program major at Kent State.

- **Type B** ~~p p~~rovides 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 ATS degree type B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS ~~category B~~ degree at Kent State University is the following:

Curriculum Requirements	Credit Hours~~s~~
Mmajor ~~(technical)~~ Requirements (technical or articulated credit) [1] **	minimum ~~varies~~30
aAdditional ~~program~~ Requirements (non-technical~~related~~) [2] **	~~varies~~minimum 14
~~freshmen orientation (US 10097)~~	~~1~~
~~Kent Core (general education requirement) *~~	~~15~~
~~articulated credit **~~	~~max 30~~
~~general electives **~~	~~varies~~
First-Year Orientation (UC 10097)	1
Kent Core (general education requirement) [3]	15
Minimum Total	**60**

1. The major should comprise 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.
* 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 ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

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
freshmen Orientation (US 10097)	1
Kent Core (general education requirement)	36
Two designated Diversity Courses (global/U.S.)	varies
Designated Writing-Intensive Course	varies
approved Experiential Learning Activity	varies
Major Requirements (may include concentrations) [1]*	minminimum 30
Additional Program Requirements	varies
concentration requirements, if any **	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 XX 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).
* Per the Ohio Department of Higher Education, a major must comprise a minimum of 30 semester hours in a particular discipline.

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.

** ~~Concentrations must include a minimum of 50 percent of the curriculum within the major.~~

Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) 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** (BS) 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** (BIS) degree ~~(formerly the Bachelor of General Studies degree)~~ permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

Professional or technical 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 ~~eight~~ nine professional or technical undergraduate degrees: ~~the **Bachelor of Applied Horticulture** (BAH), **Bachelor of Business Administration** (BBA), **Bachelor of Fine Arts** (BFA), **Bachelor of Music** (BM), **Bachelor of Radiologic and Imaging Sciences Technology** (BRIT), **Bachelor of Science in Education** (BSE), **Bachelor of Science in Nursing** (BSN) and the **Bachelor of Science in Public Health** (BSPH).~~

Bachelor of Applied Horticulture (BAH)	Bachelor of Science in Education (BSE)
Bachelor of Business Administration (BBA)	Bachelor of Science in Information Technology (BSIT)
Bachelor of Fine Arts (BFA)	Bachelor of Science in Nursing (BSN)
Bachelor of Music (BM)	Bachelor of Science in Public Health (BSPH)
Bachelor of Radiologic and Imaging Sciences Technology (BRIT)	

"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~~ Respiratory ~~care~~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 a~~n random~~ accumulation of credits beyond the baccalaureate. ~~Despite differences in title and objective, all master's degrees share common characteristics.~~

The master's degree normally requires ~~one to~~ two years of full-time study and the completion of a minimum of 30 semester hours of graduate credit beyond the baccalaureate. Some specialized masters 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** (MA) degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

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

PThe aim of professional master's degrees are designed is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 20 20 professional master's degrees: **Master of Architecture** (MArc), **Master of Arts in Economics** (MAE), **Master of Arts in Teaching** (MAT), **Master of Business Administration** (MBA), **Master of Digital Sciences** (MDS), **Master of Education** (MEd), **Master of Fine Arts** (MFA), **Master of Geographic Information Science** (MGISc), **Master of Health Care Design** (MHCD), **Master of Landscape Architecture I/II** (MLA1/2), **Master of Liberal Studies** (LSM), **Master of Library and Information Science** (MLIS), **Master of Music** (MM), **Master of Public Administration** (MPA), **Master of Public Health** (MPH), **Master of Science in Accounting** (MSA), **Master of Science in Nursing** (MSN), **Master of Technology** (MTech) and **Master of Urban Design** (MUD).

Master of Architecture (MArc)	Master of Landscape Architecture II (MLA2)
Master of Arts in Economics (MAE)	Master of Liberal Studies (LSM)
Master of Arts in Teaching (MAT)	Master of Library and Information Science (MLIS)
Master of Business Administration (MBA)	Master of Music (MM)
Master of Digital Sciences (MDS)	Master of Public Administration (MPA)
Master of Education (MEd)	Master of Public Health (MPH)
Master of Fine Arts (MFA)	Master of Science in Accounting (MSA)
Master of Geographic Information Science (MGISc)	Master of Science in Nursing (MSN)
Master of Health Care Design (MHCD)	Master of Technology (MTech)
Master of Landscape Architecture I (MLA1)	Master of Urban Design (MUD)

POST-MASTER'S DEGREE

The **Educational Specialist** (EdS) degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. 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** (PhD) 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 PhD 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 PhD 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 ~~Doctor of Philosophy~~PhD. 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** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

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) are sometimes 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.

Examples 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	.50	
	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.

Examples 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	.50	
	36	50 percent mark

Program 2 **does not fit the rule** because major credits (27) are not more than 50 percent mark (36). Concentration includes 38% of the major curriculum.

Examples 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	.50	
	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., AAB, AAS) or the Associate of Technical Study (ATS), of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS–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 admissions 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.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*, department websites) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for

which the certificate will prepare/has prepared the student. More information on the gainful employment regulation is found at www.ed.gov/category/keyword/gainful-employment.

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)

- **Sub-Baccalaureate:** A teacher preparation certificate that requires a bachelor's degree for admission. For federal financial aid eligibility, the certificate "consists of courses required by a state in order for a student to receive a professional certification or licensing credential that is required for employment as a teacher in an elementary school or secondary school in that State, except that it does not include any program of instruction offered by a TEACH Grant-eligible institution that offers a bachelor's degree in education" (per the Code of Federal Regulations, which titles these programs as "post-baccalaureate").

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

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

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.

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 is one in which all (i.e., 100 percent) of its required and elective courses are offered fully online or via another distance-education delivery, 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 students progression through the program for graduation.

2. **Hybrid (Online/On-Ground):** A hybrid program blends distance-education 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, practicum, field experience or student teaching courses.

3. **Online and On-Ground:** A program that is offered both online and on-ground has two separate deliveries. Students in the program can chose to apply and be admitted to the fully online program with no expectation of any on-ground course requirements. Or, the students can apply to the on-ground program with the expectation that the majority of courses will be offered on-ground. Both the online and the on-ground program are identical in all ways with the exception of 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 as online. Please contact the Office of Curriculum Services to discuss the approval process.

A fully online 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 students 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).

Students in a fully online program are given a different financial aid package as required by the U.S. Department of Education. Out-of-state students in an online program are given a discounted tuition rate. Therefore, fully online programs are coded differently in Banner to distinguish them from on-ground programs. They are given the "V" program codes (V for virtual). 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.

PLEASE NOTE: If an online delivery was not the intent of a program's coordinators, but the program has enough flexibility so that individual students may fulfill requirements with a majority of online courses, the program does not need to be classified and approved as online.

TIMELINE EXAMPLES FOR NEW DEGREE PROGRAMS

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 AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS 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 Bachelor of Business Administration 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: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

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 AAS 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 AAS degree in Nursing.

Institutional general education agreements involve defining specific equivalencies between another institution's general education courses with Kent State's Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.
TIMELINE EXAMPLES FOR NEW DEGREE PROGRAMS

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 policies include those relating to admission to or dismissal from the university, acceptance of academic credit and application of course grades and student grade point average . Academic policies are found

in the *University Catalog*.

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 are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community. University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the University Catalog and Policy Register.

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters. Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.

Operational policies are defined as 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 and board.

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM ~~AND POLICY~~ PROPOSALS

- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units and campuses~~, including Regional 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** are sometimes misidentified as majors, and minors are sometimes misidentified as concentrations. Definitions of both can be found on page ~~24~~ XX of this document.

- **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 guarantee that those course changes will go forward unless a course proposal also is submitted.

- **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 ~~CC~~urriculum ~~SS~~ervices staff.** ~~When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.~~

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 assess curricular 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 ~~Chancellor's Council on Graduate Study~~Ohio Department of Higher Education, if ~~changes~~revisions to ~~in~~ a ~~graduate~~ program's curriculum ~~(in contrast to the method of delivery)~~ equal or exceed 50 percent based on the total number of credit hours in the degree program as published in the current ~~graduate~~ catalog, the revision ~~program~~ will be considered a "substantive change" and will require ODHE approval~~new program and must follow the new program approval process~~.

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.

STEPS FOR PROCESSING PROGRAM AND POLICY PROPOSALS

1. ~~Complete the appropriate paperwork (see www.kent.edu/provost/curriculum/curricular-forms) and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval~~

2. ~~Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also.~~

3. ~~If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.~~

4. ~~The college dean's office submits proposal to the Office of Curriculum Services to review.~~

5. ~~Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: www.kent.edu/provost/curriculum/educational-policies-council.~~

6. ~~When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Department of Higher Education for approval (see Section I for curriculum approval chart.)~~

7. ~~The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the Search Programs and Degrees website (www.kent.edu/gps).~~

8. ~~The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.~~

9. ~~Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: www.kent.edu/provost/curriculum/archives.~~

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

~~Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. In addition, no course or program additions or revisions will be accepted between December 2015 and July 2016 (program revisions include anything that changes the criteria for a student to be admitted, progress or graduate from a program). Exception is establishment of a new degree or major, which entails a long timeline for approval.~~

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 AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS 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 Bachelor of Business Administration 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: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

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 AAS 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 AAS degree in Nursing.

Tier 5 proposals (Provost final approver)
- Major – revision (including new, revised, inactivated concentrations)
- Major/degree – letter of intent to establish *
- Minor – revision, inactivation
- Certificate – revision, inactivation
- Policy within unit – establishment, revision, inactivation
- Articulation/consortia agreements – establishment, revision, inactivation
- Off-site program (50%+) – alternate delivery for existing program *
- Online program (50%+) – alternate delivery for existing program *
- Temporary suspension of admission into a program

Tier 4 proposals (Education Policies Council final approver)
- Major/degree – name change * ‡
- Minor – establishment
- Certificate – establishment
- University-wide academic requirement (e.g., Kent Core) – revision not considered substantial

Tier 3 proposals (Faculty Senate final approver)
- Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) – establishment, revision, inactivation
- University-wide academic operational procedure or regulation establishment, revision, inactivation
- University-wide academic policy – revision

Tier 2 proposals (President and Board of Trustees final approvers)
- Major/degree – inactivation
- University-wide academic requirement (e.g., Kent Core) – establishment, substantial revision, inactivation
- University-wide academic policy – establishment, substantial revision, inactivation

Tier 1 proposals (Ohio Department of Higher Education and Higher Learning Commission final approvers)

- ~~Major/degree establishment (notification for inactivation)~~

~~* Proposal will go to Ohio Department of Higher Education for approval after final approval in appropriate tier~~
~~† Proposal will go to next tiers as notification~~

~~Legend of Decision Types~~

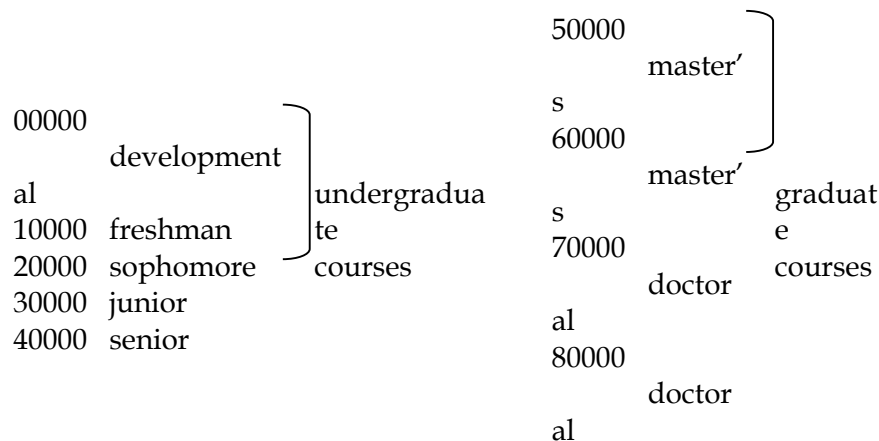Condition   Review   Approval   Notification
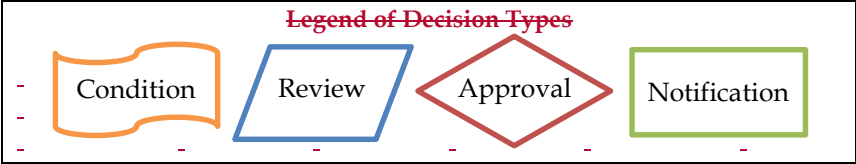
IV. COURSES

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

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 39 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.

ADD IN SENTENCE ABOUT LOWER-DIVISION BECOMING UPPER-DIVISION course repeat policy

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 numbers from xxx86 through xxx90xxx88, which are restricted for future expansion, and the numbers xxx91 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
xxx92 Practical Experience (Field Experience, or Practicum, or Internship, Student Teaching, Directed Practice)
xxx93 Variable-Topic Workshop
xxx94 College Teaching
xxx95 Special Topics

xxx98 Research or Master's Project
xxx99 Project or Capstone
4xx99 Senior Project
6x199 Thesis I
6x299 Thesis II
8x199 Dissertation I
8x299 Dissertation II

See "Courses with Designated Numbers" on next page for the definition of each course.

COURSES WITH DESIGNATED NUMBERS

xxx91   VARIABLE CONTENT SEMINAR IN [department name] (1-4)

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/ unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on a seminar course.

xxx92   FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on a field experience, practicum or internship course.

xxx93   VARIABLE TOPIC WORKSHOP IN [department name] (1-6)

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree 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. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work.

xxx94   COLLEGE TEACHING IN [department name] (1-3)

Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx95   SPECIAL TOPICS IN [department name] (1-4)

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.

xxx96   INDIVIDUAL INVESTIGATION IN [department name] (1-3)

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 43-46 for more information on an individual investigation course. 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.

xxx97   VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)

Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx98   RESEARCH or MASTER'S PROJECT IN [department name] (1-15)

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. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

4xx99   SENIOR PROJECT (1-3) Grades limited to letter and in progress (IP).

6x199   THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

6x299   THESIS II (2)   Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x199   DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x299   DISSERTATION II (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

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 regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 39.

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[s]). 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 regards 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., COMT 11000 Introduction to Computer Systems is equivalent to MIS 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.

ADD IN SENTENCE ABOUT LOWER-DIVISION BECOMING UPPER-DIVISION

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 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., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually with the approval of the Office of the University Registrar.

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 NUMBERS

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) was revised to be a 4 -credit hours lecture course, 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.

CPlease consult with the ontact Office of Curriculum Services for if you have any questions related to course revisions and equivalency. The Office of 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 revisionchange 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. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

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], approved November 19, 2010). Although developmental courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be 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.

- 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 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 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 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. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.

- **Other Developmental Courses:** As appropriate (e.g., developmental chemistry course).

GRADE MODERULE

All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description or in the above listing of reserved numbers. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are field experience, practicum, internship, workshop, college teaching, individual investigation, research, thesis and dissertation. An undergraduate course may be graded with letters or satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) markgrade is allowed only for courses for which there is an expectation that students may need more time to complete all requirements to earn a final grade. The IP markthat cross over terms as part of the learning experience. It 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. For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* (catalog.kent.edu).

BANNER CODES FOR GRADE MODES

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 and their Banner codes are listed below:

B   Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)
C   Standard letter or in progress (IP)
D   Standard letter or satisfactory/unsatisfactory (S/U) *
E   Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP) *
F   Satisfactory/unsatisfactory (S/U)
G   Satisfactory/unsatisfactory (S/U) or in progress (IP)   * graduate courses only
K   Complete (CP)/not complete (NC) **   ** co-op education courses only

The Pass/fail grade mode is not listed above as it is self-selected by students, not pre-determined by faculty, for a course.

		Former SIS codes
B	Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
C	Standard letter or in progress (IP)	U2, U6, G2, GL
D*	Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
E*	Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
F	Satisfactory/unsatisfactory (S/U)	U3, G9, GI
G	Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE
I	Pass/fail (for courses that are IP graded)	P1
P	Pass/fail (for courses that are not IP graded)	P2

* graduate courses only

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type). 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 page XX

Kent State schedule types and their Banner codes are listed below:

CLN   Clinic
CLR   Clerkship (CLR)
Clinical Laboratory (CLN)
COL   Colloquium (COL)
Combined Lecture and Laboratory (LLB)
COP   Cooperative Education (COP)
DSR   Dissertation (DSR)
Emporium (EMP)
FLD   Field Experience
FLT   Flight Training (FLT)
IND   Individual Investigation (IND)
International Experience (INT)
LAB   Laboratory (LAB)
LEC   Lecture
LLB   Combined Lecture and Laboratory

Lecture (LEC)
MPR   Master's Project
MST   Master's Thesis (MST)
PRA   Practical Experience (PRA)
Private Lesson (PRL)
um or Internship Project or Capstone (PRJ)
PRL   Private Lesson
RCT   Recitation (RCT)
RES   Research (RES)
SEM   Seminar (SEM)
Studio (STU)

SRP   Senior Project or Honors Thesis
Study Away (STA)

STU   Studio
WSP   Workshop (WSP)

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. This is doneThey accomplish this by taking a special examination or performing a special assignment or both, through the appropriate departmentacademic 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 Cthe 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)letter grades, are awarded.

CThis credit by Eexamination (CBE) is a Kent State program, separate from the national and university-accepted alternative credit programs (e.g., AP, IB, CLEP).

Kent State cBanner codes for credit- -by-y 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.

Credit by exam—available
Credit by exam—department approval
Credit by exam—not approved

To approve or revise a course for credit by examination, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms). 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.

RETROACTIVE CREDIT

Degree- or certificate-seeking students who are placed into an advanced undergraduate course through assessment or departmental review may earn retroactive credit for designated lower level undergraduate course(s) in that subject. Students must earn a minimum C grade in the advanced course; credit hours, but not letter grades, are awarded. Students are not eligible for retroactive credit if they previously earned college credit for a course that is comparable to a lower level course in the same subject of the advanced course. Retroactive credit is a Kent State program, separate from the national and university-accepted alternative credit programs. For more information on this policy, see "Alternative Credit" in the Academic Policies section of the *University Catalog* (). To approve a course for retroactive credit, faculty must submit a course revision proposal (visit www.kent.edu/provost/curriculum for forms).

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 " definition of instructional arrangements and guidelines for the awarding of academic credit" (see pages 43-46XX).

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, etc., and are displayed in FlashLine's Catalog Descriptionsthe 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:

DIVD Diversity Course–Domestic	OED TAG – Education
DIVG Diversity Course–Global	OES TAG – Engineering
ELR Experiential Learning Requirement	OET TAG – Engineering Technology
KADL Kent Core Additional	OHL TAG – Health
KBS Kent Core Basic Sciences	OMT TAG – Mathematics
KCMP Kent Core Composition	OSC TAG – Science
KFA Kent Core Fine Arts	OSS TAG – Social/Behavioral Sciences
KHUM Kent Core Humanities	TCMP Transfer Module – Composition
KLAB Kent Core Basic Sciences Laboratory	TFA Transfer Module – Fine Arts
KMCR Kent Core Mathematics and Critical Reasoning	THUM Transfer Module – Humanities
	TMTH Transfer Module – Mathematics
KSS Kent Core Social Sciences	TNS Transfer Module – Natural Sciences
OAH TAG – Arts/Humanities	TSS Transfer Module – Social Sciences
OBU TAG – Business	WIC Writing-Intensive Course
OCM TAG – Communication	

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)
CTAG Performing Arts (CTPA)
CTAG Programming (CTPR)
CTAG Renewable Energy (CTRE)
CTAG Supply Chain Management (CTSC)
CTAG Visual Design and Imaging (CTVD)

Transfer Module Fine Arts (TFA)
Transfer Module Humanities (THUM)
Transfer Module Mathematics (TMTH)
Transfer Module Natural Sciences (TNS)
Transfer Module Social Sciences (TSS)

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them to earnfor 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), either to offer variable topics or to increase students' competency.

Courses ending in xxx91 to xxx999 (i.e., variable-content seminar, field experience, practicum, internshippractical 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 XX-XX for definition of these courses.If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

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)
Banner codes for course repeat are listed below:

RP   Course may be repeated for credit
NR   Course may not be repeated for credit

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 ~~term~~ (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 16 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 a spring semester, but not in the instructional length or in the criteria for awarding semester credit hours.

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 ~~INSTRUCTIONAL ARRANGEMENTS~~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.

See for a chart that breaks down the contact hours per course length for lecture and laboratory courses.

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 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.

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

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, field work, 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.

INTERNSHIP – see Practical Experience

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.

PRACTICUM – see Practical Experience

PROJECT OR CAPSTONE
A project or capstone (with may include a senior or honor's thesis) culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework, 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. Content of 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, field work 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. 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. Generally, the Ohio Department of Higher Education does not support awarding graduate credit for attendance at a conference or workshop experience with limited additional work, as this does not meet the rigor appropriate to graduate level work. A workshop that has relatively unchanging topics and is offered with regularity should be assigned an unreserved number (see definition above).
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.

LECTURE is formalized instruction, conducted on- or off-campus, 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.
- 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 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.
- Credit hour is awarded on the same basis as lecture instruction.

EMPORIUM courses are 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.
- 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 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.
- 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 is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.
- 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.

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 or simulated environment. A Kent State faculty member or a university-approved skilled practitioner (preceptor) directly supervises the laboratory instruction.
- Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.
- Credit hour is awarded on the same basis as lecture and laboratory instructions 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

PRACTICUM and **INTERNSHIP** courses are 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. 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 internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" or "internship" for the course title may be to accommodate the differences in accreditation nomenclature.
- 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.
FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip,

usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

- One credit hour is awarded for minimum three clock hours in a standard week of a 15-week semester, or for a minimum 45 clock hours in a semester.

INDIVIDUAL INVESTIGATION / 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.

- 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.

COOPERATIVE WORK EXPERIENCE 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. This process of "learning by doing" increases student motivation and employability after graduation and maximizes student growth and development. 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. Cooperative education experiences are highly desired, selective and in the student's chosen field.

- No credit awarded; students are expected to be working full time; however, students enrolled in COOP 20092 are designated and reported as full time, with access to all student services and resources during the co-op semester.

STUDIO is a workplace for the teaching or practice of an art.

- 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.

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 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.

- 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.

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.

- 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.

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. Course is two or four credits.

- 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.

DISTANCE LEARNING takes place when 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.

- Credit hours 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 above.
- * 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 automatically by the Office of Curriculum Services.

Effective:Approved by Faculty Senate on September 9, 2013December 11, 2017
Prior ApprovalEffective 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-LEARNING EDUCATION COURSES

Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL). 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 of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); 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 XX-XX.

The delivery modes for distance-education~~DL~~ 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~~often in~~ text, recorded or live-streaming audio or video; and interactive presentations ~~form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions~~. 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 a minimum~~taught at least~~ 50 percent online sessions (asynchronous or synchronous) and one or more required face-to-face~~with scheduled classroom~~ meetings.

2. **Room-based video conferencing (Polycom, formerly 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. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.

3. **PC-based conferencing (iLinc, Webex, Skype).** "PC-based" means that each student is sitting at a computer; "conferencing" means that the professor and the students talk 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 ~~normal~~ 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.

SPECIAL 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.

> 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. Correspondence education is not distance education.
> Source: Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics, U.S. Department of Education

Kent State has not received approval by the Ohio Department of Higher Education and the Higher Learning Commission to offer correspondence education courses.

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., Honors, ~~doctoral candidacy)~~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. **~~Cumulative~~ Overall grade point average̲GPA** of the student; **WARNING!** this restriction does not work well in some instances; ~~please~~ 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 or MATH 11022; and MATH 12001 <u>or</u> minimum 67 ALEKS mathematics ~~COMPASS Algebra minimum~~ score ~~of 25~~

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 <u>overall</u> GPA <u>or</u> NURS 20000

4. Different set of prerequisites for different set of students. Example: ENTR 27056 for Entrepreneurship majors

or FDM 35280 for Fashion majors ~~TECH 14000 for COMT majors~~ or ~~TECH 16000 for MERT majors~~ (however, ~~TECH 14000 or TECH 16000~~ENTR 27056 or FDM 35280 is ~~allowable~~accepted)

NOTES ON PREREQUISITE CHECKING~~S~~ FOR REGISTRATION

- ~~With prerequisites,~~ Banner is programmed to include~~s~~ 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. It is the responsibility of academic units to deregister students who do not meet prerequisites **after** registration.

  - ~~1.~~ Example: ~~Aa~~ student ~~taking~~taking Accounting I in fall semester registers for Accounting II in November ~~for Accounting II—of which Accounting I is a prerequisite—~~for spring semester. Accounting I is a prerequisite for Accounting II. ~~Banner is programmed to include in-progress courses in its prerequisite checking and processes the registration.~~ ~~Later,~~If the student withdraws from Accounting I (or~~,~~ fails or receives a below-acceptable grade)~~ for Accounting I.~~, Banner does not deregister automatically the student from Accounting II. ~~It is the responsibility of academic units to deregister students who do not meet prerequisites **after** registration.~~

- ~~2.~~ 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 BUS courses revised to ENTR courses) or revising prerequisites (e.g., all JMC courses now have a minimum 2.500 overall GPA for registraiton).

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 page XX.

- **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. More information on equivalent courses and when a revision is really a new course can be found on page XX.

- **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 (see page XX), the course number must be changed. 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. More information can be found on page XX.

- **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 accepted 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.

III. POLICIES

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, instructional credit and XXX.. 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 are defined as policy statements, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire university community.

University policies require approval of the appropriate executive officer, the president and board. Some academic policies are also considered university policies and published in both the *University Catalog* and Policy Register.

ADMINISTRATIVE POLICIES

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. These policies often clarify the roles and responsibilities of administrators, staff, faculty and students relative to a specified subject matter, as well as to provide guidance on general procedural matters.

Administrative policies require the approval of the appropriate executive officer and the president and notification of the board.

OPERATIONAL POLICIES

Operational policies are defined as 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 and board.

~~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.~~

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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 accepted 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.

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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)

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HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years. These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of 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, research and workshop courses. 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 will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain 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 automatically inactivated. The dean and chair/director will be notified in advance of such action.

LARGE-SCALE COURSE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance.

STEPS FOR PROCESSING COURSE PROPOSALS

1. Complete and submit the Course Catalog Update workflow (through FlashLine). The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.
2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.
3. If course has or requests Kent Core, diversity and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork must be sent separately (i.e., paper documents, not through the workflow) to the URCC.
4. If course is Regional Campuses only, the workflow is also forwarded to the dean of the specific regional campus of the submitter for review and approval.
5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.
6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: http://www.kent.edu/provost/curriculum/educational-policies-council.
7. Courses that request Kent Core appear as action items on an EPC agenda.
8. Courses that request diversity, experiential learning and/or writing-intensive status also appear as lesser action items on an EPC agenda.
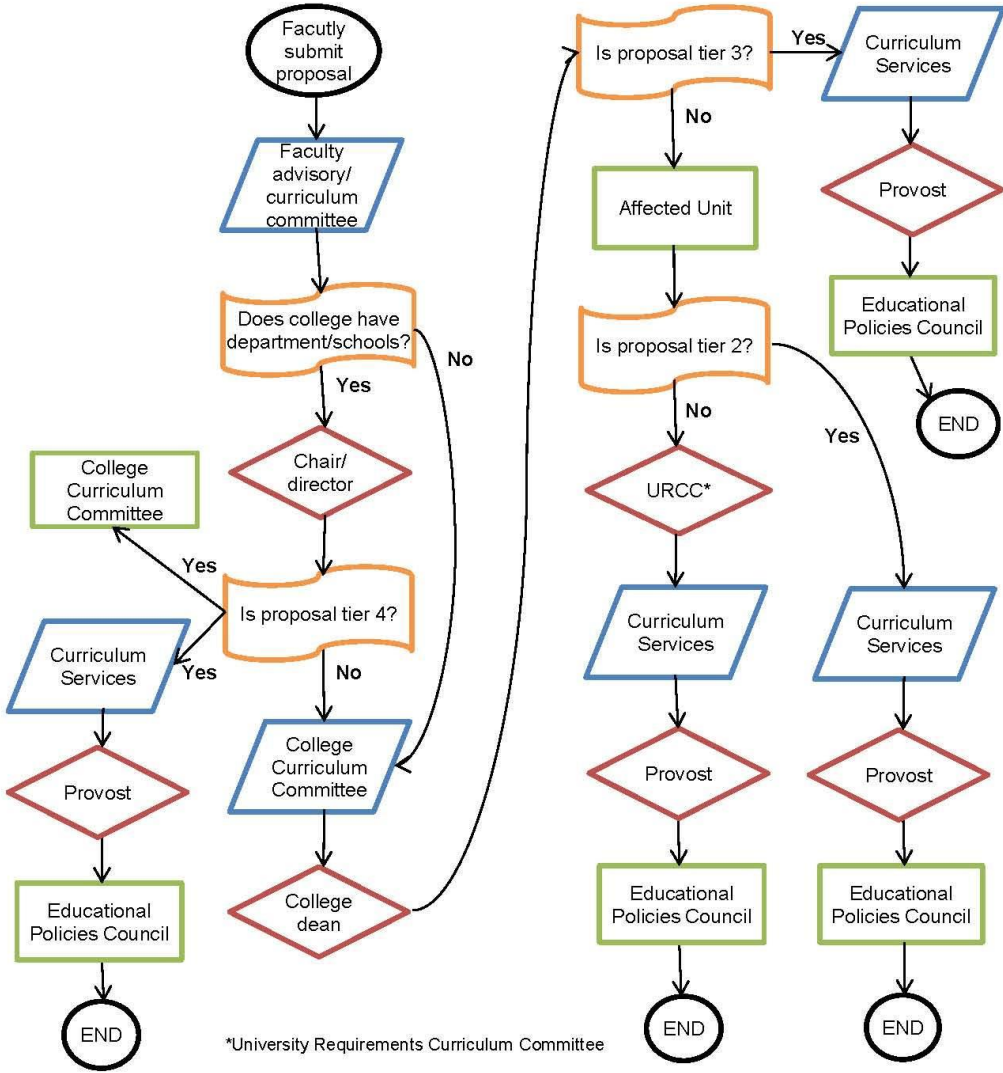
8. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 51 for effective dates) and makes changes to the subsequent *University Catalog*.

9. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Department of Higher Education.

10. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/archives.

ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by course inactivation or revisions to course prerequisite and credit hours 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 as a requirement or elective.

- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 47.

- **Duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.

- **Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 38.

- **Course numbers** that end in 90 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.

- **Cross-listed and slashed courses** must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 37.

- **Special course fee** additions, revisions and eliminations are submitted separately to the associate vice president for academic budget and resource management in the Provost's Office and approved by the Kent State Board of Trustees in spring for the subsequent academic year. Please contact that office for more information about the process and deadlines.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

Due to the implementation of a new catalog and curriculum management software, the November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016 (as opposed to the historical January EPC meeting). Deadline for submissions to the EPC agenda is Monday, 26 October 2015. In addition, no course or program additions or revisions will be accepted between December 2015 and July 2016 (program revisions include anything that changes the criteria for a student to be admitted, progress or graduate from a program). Exception is establishment of a new degree or major, which entails a long timeline for approval.

*University Requirements Curriculum Committee

Visit ~~www.kent.edu/provost/curriculum~~ for curricular forms to establish, revise or inactivate.

Tier 4 proposals (department chair/school director final approver)
- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

Tier 3 proposals (college dean final approver)
- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

Tier 2 proposals (affected unit acknowledged)
- Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college
- Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college
- Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college

Tier 1 proposals (University Requirements Curriculum Committee final approver)
- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)

Legend of Decision Types

Condition · Review · Approval · Notification
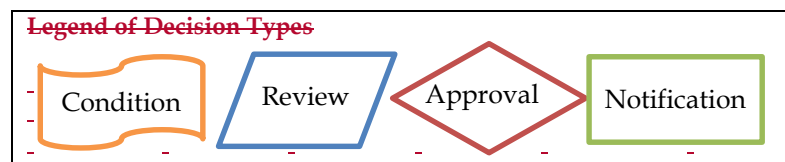
LINKS TO RESOURCES

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

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 Inventory 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)**ACTIVE COURSE SUBJECTS**

The college administrating the courses is listed after the description in parenthesis.

Legend: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=The Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RE=Regional; VA=Provost and Academic Affairs

ACCT Accounting *(BU)*
ACTT Accounting Technology *(RE)*
ADED Adolescent/Adult Education *(EH)*
AED Architecture and Environmental Design *(AE)*
AERN Aeronautics *(AT)*
AGRI Agribusiness *(RE)*
ANTH Anthropology *(AS)*
ARAB Arabic *(AS)*
ARCH Architecture *(AE)*
ARCS Architectural Studies *(AE)*
ART Art *(CA)*
ARTC Art Crafts *(CA)*
ARTE Art Education *(CA)*
ARTF Art Fine Arts *(CA)*
ARTH Art History *(CA)*
AS Arts and Sciences *(AS)*
ASL American Sign Language *(AS)*
ASTU Aerospace Studies *(VA)*
ATTR Athletic Training *(EH)*
BAD Business Administration *(BU)*
BMRT Business Management and Related Technologies *(RE)*
BMS Biomedical Sciences *(AS)*
BSC Basic Sciences *(PM)*
BSCI Biological Sciences *(AS)*
BST Biostatistics *(PH)*
BTEC Biotechnology *(AS)*
BUS Business Administration Interdisciplinary *(BU)*
CA College of the Arts *(CA)*
CACM Applied Conflict Management *(AS)*
CADT Computer Animation Design Technology *(RE)*
CCI Communication and Information *(CI)*
CCS Career and Community Studies *(EH)*
CDAG Computer Design, Animation and Game Design *(RE)*
CES Counselor Education and Supervision *(EH)*
CHEM Chemistry *(AS)*

COOP Cooperative Education *(VA)*
CPHY Chemical Physics *(AS)*
CRIM Criminology and Justice Studies *(AS)*
CS Computer Science *(AS)*
CTTE Career-Technical Teacher Education *(EH)*
CULT Cultural Foundations *(EH)*
DAN Dance *(CA)*
DSCI Digital Sciences *(DS)*
ECED Early Childhood Education *(EH)*
ECET Early Childhood Education Technology *(RE)*
ECON Economics *(BU)*
EDAD Educational Administration *(EH)*
EDST Educational Studies *(EH)*
EDUC Education *(EH)*
EERT Electrical/Electronic and Related Technologies *(RE)*
EHS Environmental Health Sciences *(PH)*
EMBA Executive Master of Business Administration *(BU)*
ENG English *(AS)*
ENOL Enology *(RE)*
ENTR Entrepreneurship *(BU)*
EPI Epidemiology *(PH)*
EPSY Educational Psychology *(EH)*
EVAL Evaluation and Measurement *(EH)*
EVHS Environmental Health and Safety *(RE)*
EXPH Exercise Physiology *(EH)*
EXSC Exercise Science *(EH)*
FDM Fashion Design and Merchandising *(CA)*
FESA Fire and Emergency Service Administration *(RE)*
FIN Finance *(BU)*
FR French *(AS)*
GAE Green and Alternate Energy *(RE)*
GEOG Geography *(AS)*
GEOL Geology *(AS)*
GER German *(AS)*
GERO Gerontology *(EH)*
GMD General Medicine *(PM)*

CHIN Chinese *(AS)*
CI   Curriculum and Instruction *(EH)*
CLAS Classics *(AS)*
CLI   Clinical Education *(PM)*
CLS   Clinical Laboratory Sciences *(AS)*
CMD   Community Medicine *(PM)*
CMGT Construction Management *(AT)*
COMM   Communication Studies *(CI)*
COMT Computer Technology *(RE)*

GRE   Greek *(AS)*
HDFS Human Development and Family Studies *(EH)*
HEBR Hebrew *(AS)*
HED   Health Education *(EH)*
HIED Higher Education *(EH)*
HIST   History *(AS)*
HM   Hospitality Management *(EH)*
HONR Honors *(HC)*

ACTIVE COURSE SUBJECTS *continued*

HORT Horticulture *(AS)*
HPM   Health Policy and Management *(PH)*
HRTG Heritage Languages *(AS)*
HST   Human Services Technology *(RE)*
IAKM Information Architecture and Knowledge Management *(CI)*
ID   Interior Design *(AE)*
IERT   Industrial Engineering and Related Technologies *(RE)*
IGST   Integrative Studies *(AS)*
IHS   Integrated Health Studies *(EH)*
ILS   Integrated Life Sciences *(AS)*
INS   Insurance Studies *(RE)*
ITAL   Italian *(AS)*
ITAP   Information Technology for Administrative Professionals *(RE)*
ITEC   Instructional Technology *(EH)*
JAPN Japanese *(AS)*
JMC   Journalism and Mass Communication *(CI)*
KBA   Kent Blossom Art *(CA)*
KBM   Kent Blossom Music *(CA)*
KBT   Kent Blossom Theatre *(CA)*
LARC Landscape Architecture *(AE)*
LAT   Latin *(AS)*
LCDE Liquid Crystal Display Engineering *(AT)*
LIB   University Libraries *(VA)*
LIS   Library and Information Science *(CI)*
MATH Mathematics *(AS)*
MCED Middle Childhood Education *(EH)*
MCLS Modern and Classical Language Studies *(AS)*
MERT Mechanical Engineering and Related Technologies *(RE)*
MFGT Manufacturing Engineering Technology *(RE)*
MIS   Management and Information Systems *(BU)*
MKTG Marketing *(BU)*
MMTG Managerial Marketing *(BU)*
MSCI Military Science *(VA)*

OIA   Office of International Affairs *(VA)*
ORT   Podiatric Biomedicine/Orthopedics *(PM)*
PADM Public Administration *(AS)*
PAS   Pan-African Studies *(AS)*
PEB   Physical Education-Basic *(EH)*
PEP   Physical Education-Professional *(EH)*
PH   Public Health *(PH)*
PHIL Philosophy *(AS)*
PHY   Physics *(AS)*
PLST   Paralegal Studies *(AS)*
PMD   Podiatric Medicine *(PM)*
POL   Political Science *(AS)*
PSYC Psychology *(AS)*
PTST   Physical Therapist Assistant Technology *(RE)*
RADT Radiologic Technology *(RE)*
REL   Religion *(AS)*
RERT Real Estate and Related Technologies *(RE)*
RHAB Rehabilitation Counseling and Training *(EH)*
RIS   Radiologic and Imaging Sciences *(RE)*
RPTM Recreation, Park and Tourism Management *(EH)*
RSPC Respiratory Care *(RE)*
RTT   Respiratory Therapy Technology *(RE)*
RUSS Russian *(AS)*
SBS   Social and Behavioral Sciences *(PH)*
SOC   Sociology *(AS)*
SPA   Speech Pathology and Audiology *(EH)*
SPAD Sport Administration *(EH)*
SPAN Spanish *(AS)*
SPED Special Education *(EH)*
SPSY School Psychology *(EH)*
SRM   Sport and Recreation Management *(EH)*
SUR   Podiatric Surgery *(PM)*
SVCD Summer Visual Communication Design *(CA)*
TAS   Technical and Applied Studies *(RE)*
TECH Technology *(AT)*

MUS   Music *(CA)*
NRST   Nursing Technology *(RE)*
NSE   National Student Exchange
NURS Nursing *(NU)*
NUTR Nutrition *(EH)*
OCAT Occupational Therapy Assistant Technology *(RE)*

THEA Theatre *(CA)*
TRST   Translation Studies *(AS)*
UD   Urban Design *(AE)*
US   Undergraduate Studies *(US)*
VCD   Visual Communication Design *(CI)*
VIN   Viticulture and Enology *(RE)*
VTEC Veterinary Technology *(RE)*
WMST Women's Studies *(AS)*

V. CURRICULAR FORMS AND DOCUMENTATION

ARCHIVED PROPOSALS

COURSE PROPOSALS PRE-2009 AND PROGRAM PROPOSALS received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender (diprod01.uis.kent.edu/appxtender/login.aspx), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time (www.kent.edu/provost/curriculum/archives). ApplicationXtender is password protected; please contact Jennifer Kellogg to receive access.

COURSE PROPOSALS 2009-PRESENT are archived in the historical view of the Course Catalog Update workflow, accessible through FlashLine. All submitted proposals can be viewed no matter if the proposal was approved, denied or no action taken.

FORM DEFINITIONS

All forms for curricular proposals are available online at www.kent.edu/provost/curriculum/curricular-forms.

CERTIFICATION OF CURRICULUM PROPOSAL (CCP) is a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course.

COURSE CATALOG UPDATE (CCU) replaced the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated.

PROGRAM ROADMAP is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* (www.kent.edu/catalog) and on the Explore Majors and Degrees website (www.kent.edu/gps). A roadmap(s) should accompany a proposal to establish or revise a program.

KENT CORE COURSE PROPOSAL QUESTIONNAIRE and **KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN** are to be used to request Kent Core status for a specific course. Please review the Kent Core Policy Statement before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE is to be used to request diversity status for a specific course. Please review the Diversity Requirement Objectives, Criteria and Guidelines before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM is to be used to request writing-intensive status for a specific course. Please review the Guidelines for Writing-Intensive Course (WIC) Proposals before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM are to be used to request a course to be designated for the experiential learning requirement. The **EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM** are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course.