



# KENT STATE UNIVERSITY

## FACULTY SENATE

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**TO:** Members of the Faculty Senate & Guests      **DATE:** October 30, 2012

**FROM:** Paul Farrell, Chair of Faculty Senate

**SUBJECT:** Agenda and Materials for the November 5, 2012 Faculty Senate Meeting

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Attached you will find the agenda and the materials for the November 5<sup>th</sup> Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Please join us, if you can, for a few minutes of informal conversation prior to the meeting.

1. Call to Order
2. Roll Call
3. Approval of the October 8, 2012 Faculty Senate Meeting Minutes
4. President's Remarks
5. Chair's Remarks
6. EPC Item:  
Revision of the Policy on Instructional Delivery and Credit-to-Contact Hours
7. Report:  
Progress on the Academic Affairs Strategic Plan (Carey McDougall)
8. Elections:  
Election of 2 faculty senators to the university-wide Faculty Handbook Committee mandated by Article VI, Section 7 of the *Collective Bargaining Agreement*. The faculty elected must be tenured and hold at least the rank of Associate Professor.
9. Old Business:  
Discussion Item: Reapproval of the Faculty Senate bylaw revisions approved by Faculty Senate in March 2007.
10. New Business:  
Discussion Item: Approval of change to Faculty Senate bylaws to permit electronic voting.
11. Announcements / Statements for the Record
12. Faculty Senate Meeting Adjournment



## **FACULTY SENATE**

### **Minutes of the Meeting**

October 8, 2012

**Senators present:** Ann Abraham, Patti Baller, Madhav Bhatta, David Dees, Paul Farrell, Rick Feinberg, Steve Fountain, Lee Fox-Cardamone, George Garrison, Mack Hassler, Min He, Barb Hipsman, Susan Iverson, Thomas Janson, Robert Kairis, Tracy Laux, Ralph Lindeman, Stephen Minnick, Stephen Paschen, David Riccio, Daniel Roland, Deborah Smith, Fred Smith, John Stoker, Jarrod Tudor, James Tyner, Roberto Uribe-Rendon, Robin Vande Zande, Will Ward, Christopher Was, Susan Weaver, Donald White, Linda Williams, Kim Winebrenner

**Senators not present:** Brian Baer, Vanessa Earp, Mary Ferranto, Kimberly Garchar, Deborah Knapp, Richard Mangrum, Susan Roxburgh, Vilma Seeberg, Jonathan Selinger, Terry Uber

**Ex-Officio Members present:** President Lester Lefton; Provost & Senior V.P. for Academic Affairs Todd Diacon; Executive Director Deborah Huntsman; Deans: Sonia Alemagno, Timothy Chandler, John Crawford, Doug Steidl, Wanda Thomas, Stanley Wearden, Kathryn Wilson, Mark Pike for James Bracken; Director Robert Walker

**Observers present:** Lindsey Ayers for Michael Allen (GSS), Larry Osher (Podiatric Medicine), Myra West (Emeritus Professor), Breanne Yonkof (USS)

**Guests present:** Sue Averill, Elsa Barletta, George Bigham, Keli Greene, Mary Ann Haley, Tess Kail, Carey McDougall, Isaac Richmond Nettey, Char Reed, Jennifer Sandoval, Denise Seachrist, Melody Tankersley, Therese Tillett

#### **1. Call to Order**

Chair Farrell called the meeting to order at 3:20 p.m. in the Governance Chambers, second floor, Kent Student Center.

#### **2. Roll Call**

Tess Kail called the roll.

#### **3. Approval of the Faculty Senate Meeting Minutes of September 10, 2012**

Chair Farrell called for corrections to the minutes of the Faculty Senate general meeting of September 10, 2012.

Senator Janson had a minor correction. The minutes of the September 10, 2012 meeting as amended were approved unanimously (White/Riccio).

#### **4. Provost's Remarks**

a. The Provost provided demographic information that was gathered to help him gain a better understanding of who we are at Kent State University. His presentation materials are attached and were sent to the Senate Listserv.

b. Questions for Provost Diacon:

- i. Senator Dees asked that the information be sent out and that it be broken down by campuses. Wayne Schneider replied that it would take a few days but that could be sent.
- ii. Senator Laux asked if data was available on how many international students arrived with families. He felt this was important information to have since Allerton, the dormitory where they were living has been torn down. Provost Diacon replied that they did not have the information available.
- iii. Senator Garrison requested that the Provost office disaggregate the numbers of AALANA faculty and students.
- iv. Senator Abraham requested that the information also include the graduation rate for the two-year degrees.

**5. Introduction of the Co-Chairs of the Academic Affairs Strategic Planning Committee, Stanley Wearden (Dean, College of Communication and Information) and Carey McDougall (Associate Professor of Art at the Stark Campus)**

- a. Carey McDougall spoke about the committee charge and makeup. There were 130 nominations sent forward by the Faculty Senate and the Deans, of those 130 names 33 were selected to serve. The committee plans to have the report to the Provost by May 1, 2013. The committee of the whole met already and has been divided into six subcommittees with individual chairs. Each subcommittee corresponds with one of the university's strategic goals. The subcommittees are looking at relevant literature and developing questions for the university wide conversation. In November the subcommittees will be reaching out to the university community to conduct consultation sessions.
- b. Stanley Wearden discussed how the consultation process would work. There are a number of groups that will be able to provide input (faculty, staff, students, and administrators). Meetings and focus groups will be held to collect data. In addition to the information gathered by the subcommittees there will be an online forum to foster civic dialogue and provide an online location for the university community to provide feedback.

**6. Chair's Remarks [attached]**

Chair Farrell read his remarks.

**7. Report: New Plagiarism/Cheating Policy and Form (Linda Williams)**

- a. Senator Williams demonstrated how to find the new plagiarism/cheating policy on the university website. <http://www.kent.edu/academics/resources/plagiarism/index.cfm>

She also demonstrated where to find and how to fill out the new plagiarism/cheating form online via faculty FlashLine.

**b. Questions:**

- i. Senator Iverson asked if the information would automatically be sent to the Office of Student Conduct. Senator Williams responded that the information would be sent to that office. She also mentioned that there will now be a central repository for all of these documents and that the Office of Student Conduct will be able to check and see if the student has a previous complaint.

- ii. Senator Garrison asked what a student was supposed to do if they felt they were unfairly accused of plagiarism. Senator Williams responded that the faculty member must talk with the student first and then if they still feel the student plagiarized they would fill out the form. Once the form is filled out and submitted the student received notification and in the notification is told what their options are.
- iii. Senator Stoker inquired about students who were plagiarizing because they did not know better. Technically they are plagiarizing but he felt they should not be sanctioned. Senator Williams replied that is why plagiarism school is an option. This does not get counted against the student. Senator Stoker then asked about an online version of plagiarism school because regional campus faculty did not want to send their students to the Kent Campus. Senator Williams replied that there should be a librarian at each campus who is handling plagiarism school for that campus. Senator Stoker replied he has not received any information for his campus (Ashtabula).
- iv. Senator Hassler asked if the new university policy replaced the policies that individual colleges or departments had in place. Senator Williams responded that the new policy does replace those older individual policies. Senator Hassler then asked if the administrators were made aware of the change because their FAC constituted the grievance committee at their last meeting. Senator Deb Smith responded that there is a difference between an academic complaint, which would still be handled by the grievance committee, and plagiarism.
- v. Senator Garrison expressed concerned that students need to be aware of the difference between an academic complaint against a faculty member and plagiarism. He stated that some students on campus may be experiencing unfair treatment and instead of applying an accusation of plagiarism they should file an academic complaint against the faculty member. Senator Deb Smith responded that she did agree there were rare instances when students may be treated unfairly. But it seems that if a student is accused of plagiarism, the first thing they need to do is appeal and be exonerated of cheating or plagiarism. Because if the appeal panel finds they cheated or plagiarized they don't have an obvious ground for further grievance. If they are exonerated through an appeal, they would certainly have an option to file either a grade grievance from that point with the department or even an affirmative action grievance if they thought that was relevant.
- vi. Senator Hipsman asked if there was a provision to expunge the students' file if they are found to not have plagiarized. Senator Williams responded that there would be a note in the file that stated the student was found not to have plagiarized by the academic hearing panel. Senator Hipsman then asked if the faculty member was notified of that decision. Senator Williams responded that the faculty member would be present at the academic hearing panel and that both the faculty member and student would be notified of the decision.
- vii. Senator Feinberg asked for clarification if he had to fill out the form if after talking with the student he felt that the student had not plagiarized. Senator Williams replied that if after talking with the student the instructor was satisfied with their explanation then the form was not to be completed.
- viii. Senator Stoker asked if the policy was formally written down and available. Senator Williams stated that the new policy is available in the policy register. [http://www.kent.edu/policyreg/policydetails.cfm?customel\\_datapageid\\_1976529=20377](http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=20377)

- ix. Senator Dees stated that he felt senators had the responsibility to go back to their units and make sure they were aware of the new policy.
- x. Senator Kairis offered to do presentations for colleges and departments on the new policy and plagiarism school if they wish.

## 8. EPC Items

- a. Action Item: College of Applied Engineering, Sustainability & Technology: Establishment of a Construction Management major within the Bachelor of Science degree. There currently exists a Construction Management concentration in the BS in the Technology program, which will be inactivated upon approval of this new major. Minimum total credit hours toward program completion are 121. Effective Fall 2013.
  - i. Senator Fred Smith asked when the new courses listed in the proposal would be offered and who would teach them. Dr. Nettey responded that for right now the courses would be taught by adjunct faculty. Once the program is in full swing it will be taught by full time faculty, supplemented by adjunct faculty.
  - ii. Senator Williams asked why there is a need for a Bachelor of Science degree in this area instead of just a certificate. Dr. Nettey responded that it will be a much higher level of work and will be accredited by the American Council for Construction Education. George Bigham (a guest) a faculty member in the program who has been in the industry for 20 years stated that professionals in the industry prefer to hire people who have a Bachelor's Degree over someone who just has a certificate.

Motion passed.

- b. Discussion Item (moved to Action Item): Establishing and charging an ad hoc subcommittee of the EPC to review Kent State's academic policies and how they align with student success.

Provost Diacon explained that there seem to be conflicting policies that may make it difficult for students to progress towards their degrees. He asked EPC to recommend the formation of a committee to look into possible issues that hinder student success.

Questions:

- i. Senator Feinberg mentioned that his department has recently been asked to develop a strategic plan and he wondered if that was premature based on this new committee. For example his area was going to look at the student GPS and the requirements and how they might be changed, how they might be modified to increase the likelihood of students graduating in the preferred amount of time. Provost Diacon responded the he did not see a conflict and that the Faculty Senate Ad-hoc committee would look at larger issues.
- ii. Senator Janson asked if the ad hoc committee would be able to make informed suggestions to a larger audience, specifically about issues like course withdraw dates. Provost Diacon responded the he expected the recommendations of the ad-hoc committee to go before EPC and Faculty Senate.

There was a motion to move this item to an action item (Dees/Deborah Smith). Motion to make an action item passed.

Motion to establish and charge an ad hoc subcommittee of the EPC to review Kent State's academic policies and other policies that have implications on student success for how they align with student success (Hipsman/Feinberg).

Senator Stoker asked how members of the committee would be selected. Chair Farrell responded that he believed the committee members would be selected by himself and Provost Diacon. Senator Stoker replied that he would like to see NTT representation on the committee. Provost Diacon replied that was fine with him.

Motion passed unanimously.

## **9. New Business:**

- a. Discussion Item: Faculty Senate endorses the recommendation of the "Report of the Faculty Senate Commission Established to Evaluate Current Methods of Assessing Teaching Quality at Kent State University" that comparative data currently referred to on the current SSI as the "norming group" should be expanded for courses taught at regional campuses based on more varied criteria.

Chair Farrell introduced the topic.

Questions and Comments:

- i. Senator Deborah Smith spoke in favor of this and how it may help RTP decisions where the current SSI data can be misleading. It makes a fairer comparison for our colleagues on the regional campuses. She would like to see this change mandated.
- ii. Interim Dean Wilson stated that in some instances you might already expect differences. For example on the Kent Campus principles of microeconomics have around 200 students enrolled, however on the regional campuses there are only 25-30 students. You would expect to see a difference in the SSI in this case.
- iii. Senator Williams stated that each department determines its norming groups.
- iv. Senator Minnick stated that his faculty felt this proposal wanted to norm Kent departments with courses offered in similar subjects at the regional campuses. Perhaps it would be more appropriate to have norming groups for content areas across the regional campuses.
- v. Senator Dees stated that perhaps we should have all three norming groups and that it should be easy to do with the data available.
- vi. Senator Hipsman replied if we wanted to do as Senator Dees suggested then we needed to write a policy that would have to be approved by EPC.
- vii. Senator Stoker inquired about the use of the word mandate in the conversation and asked if Faculty Senate could mandate anything for the regional campuses. Chair Farrell responded that Senate could, since we can in fact eliminate the SSIs because they are authorized by a resolution of Senate rather than being a result of university policy.
- viii. Guest Carey McDougall stated that we need to keep in mind that the regional campuses have open enrollment and this can impact the SSIs. She also mentioned that if there were 3 norming groups for each class she taught that would be a tremendous amount of data to sift through. She was also concerned if there were 3 norming groups that would mean her faculty would have 3 norms they had to reach while other faculty did not.

- b. Discussion Item: Faculty Senate authorized the Faculty Senate Chair and Executive Committee to appoint an ad-hoc committee to examine the suitability of current Student Survey of Instruction (SSI) and the alternative one proposed by the "Report of the Faculty Senate Commission Established to Evaluate Current Methods of Assessing Teaching Quality at Kent State University" for courses taught by alternative methods of instruction such as fully or partially online courses and courses utilizing methods such as the Mathematics Emporium, and to recommend whether the SSI form needs to be different for such courses and, if so, to recommend changes for such courses.

Senator Deborah Smith stated she supported the idea of different SSIs or questions for different classes. She mentioned that she has noticed a drastic difference in her SSIs depending on the class size.

Senator Uribe stated that he was still unclear as to the purpose of the SSI's. He stated that before we have a committee look at redesigning the SSI's we first must have an understanding of what they are measuring and how they are to be used.

Senator Feinberg moved to make this an action item; it was seconded by Senator Laux. Chair Farrell called for a vote to make this an action item. The motion passed.

Senator Feinberg moved that Faculty Senate approve the creation the aforementioned committee. The motion was seconded by Senator Stoker.

Senator He recommended that this committee should also make a recommendation on how to set up the appropriate norming groups for the SSIs as a charge.

Senator Feinberg requested that this additional charge not be included. He felt it was a separate issue.

Chair Farrell called the question and the motion passed. He requested that any senators who were interested in serving on the committee contact him or Tess Kail as soon as possible.

Chair Farrell stated that the Senate needed to continue the discussion of what the SSIs are for and how they could be better used. He asked for comments on this.

Senator Williams asked if it could be made a topic for a spring Faculty Senate retreat. Senator Vande Zande mentioned that her school is using the SSIs in their merit process. Many senators felt this needed further discussion. Chair Farrell stated the issue of how to proceed with the topic would be discussed in Executive.

## **10. Announcements / Statements for the Record**

Faculty Senate thanked Dean Timothy Chandler for his service to Kent State.

Senator Williams noted the passing of Kwang-Sae Lee, a faculty member in the Philosophy Department for nearly 50 years.

## **11. Adjournment**

Chair Farrell adjourned the meeting at 5:35 p.m.

Respectfully Submitted,  
Vanessa J. Earp, Secretary Faculty Senate

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Sep-12** Curriculum Bulletin \_\_\_\_\_Effective Date **Spring 2013** Approved by EPC \_\_\_\_\_

Department \_\_\_\_\_

College **PR - Provost**Proposal **Revise Policy**Proposal Name **Revision of the Policy on Instructional Delivery and Credit-to-Contact Hours**

Description of proposal:

**This revision seeks to update Kent State's definition of credit-bearing instructional activities (e.g., lecture, laboratory, internship) and the method faculty use to assign the appropriate amount of credit hours. This update reflects directives from the U.S. Department of Education, the Ohio Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and School, which is Kent State's regional accreditor. The update also aligns Kent State with other universities in determining the credit hour.**

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

**Faculty will need to review their courses to determine if the contact-to-credit ratio is aligned with the revised policy.**

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

**Associate and assistant deans of Kent State's colleges and regional campuses.**

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### REQUIRED ENDORSEMENTS

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 Department Chair / School Director

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 Campus Dean (for Regional Campuses proposals)

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 College Dean (or designee)

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 Dean of Graduate Studies (for graduate proposals)

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

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## Proposal Summary for the Revision of Kent State University's Policy on Instructional Activities and Credit-to-Contact Hours

### Subject Specification:

This proposal seeks to update Kent State's definition of credit-bearing instructional activities (e.g., lecture, laboratory, internship) and the method faculty use to assign the appropriate amount of credit hours. This update reflects directives from the U.S. Department of Education, the Ohio Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and Schools, which is Kent State's regional accreditor. The update also aligns Kent State with other universities in determining the credit hour.

### Background Information:

In the 2008 reauthorization of the Higher Education Act, the Federal Government included a definition of the credit hour for programs eligible for federal student financial aid (34 CFR 600.2). Following the reauthorization, during the program integrity rulemaking in 2010 (75 Fed. Reg. 66831), the U.S. Department of Education required all states to prescribe the federal definition of the credit hour, and required accrediting agencies to review their institutions' credit-hour allocation.

Consequently, the Ohio legislative approved revisions to Ohio Administrative Code 333-01-02 *Definition of Headcount Enrollment and Full-Time Equivalent Enrollment, and Requirements for Higher Education Data Reporting* (19 November 2010) that defined the "academic year," "week of instructional time," and "semester credit hour" for all Ohio colleges and universities. The legislation acknowledged that credit hours may be calculated differently for non-lecture instructional activities (e.g., laboratory, practicum, studio), and that the chancellor may adopt guidelines to specify those calculations.

Also a result of the federal regulations, the Higher Learning Commission published *Information for Institutions on the Higher Learning Commission's Credit Hour Policies* (20 May 2011) in which it stated—for institutions preparing for an AQIP checkup visit or reaccreditation (under which Kent State falls)—its intent to accomplish the following:

1. Review an institution's written policies regarding the award of credit.
2. Determine whether the institution follows those policies in practice.
3. Determine whether the allocation of credit by the institution is in keeping with the federal definition of the credit hour, and whether an institution with courses in alternative formats has and follows policies that are consistent with commonly-accepted practice in higher education.

Kent State has a written policy on instructional activities and credit-to-contact hours. This policy is published in the university's *Curriculum Guidelines* ([www.kent.edu/provost/curriculum/guidelines](http://www.kent.edu/provost/curriculum/guidelines)) and is based originally on the Ohio Board of Regents' *Operating Manual for Two-Year Campus Programs*, the only state guidelines that lists such definitions.

In March 2012, Stephane Booth, associate dean of quality initiatives and curriculum, convened a meeting of associate and assistant deans to review the current policy. It was determined that while the contact-to-credit assignment for some instructional activities were appropriate and consistent across the university (e.g., lecture, laboratory), some were not (e.g., internship, practicum); in addition, others were missing (e.g., individual investigation, clerkship, distance learning).

The associate and assistant deans then examined non-lecture and non-laboratory courses within their colleges to determine if consistency in credit assignment existed. The group also reviewed commissioned reports from the University Leadership Council on credit-hour definitions and assignment policies (see appendix A), and sought policies from other universities, including the University of Wisconsin and Kansas State University (see appendix B).

Meanwhile, Therese Tillett, director of curriculum services, has communicated with Vice Chancellor Stephanie Davidson and others at the Ohio Board of Regents about the chancellor's movement toward standardizing the credit-hour definition for non-lecture courses as mentioned in 3333-01-02. The vice chancellor is agreeable to considering Kent State's proposed revised policy on the credit hour to serve as the basis for discussions about state-wide guidelines (see appendix C).

The proposed revised policy on the following pages sets a baseline university standard. It is expected that some programs with accreditation and/or licensure requirements will require more contact hours per credit hour in their courses.

#### **Alternatives and Consequences:**

The alternative to the revised policy is leave it unchanged. It has already been concluded that many courses designated as "internship," "practicum," "field experience," among others, do not follow the minimum standards in the current policies and vary greatly from college to college, department to department, course to course. The consequences will be felt during the upcoming reaccreditation by the Higher Learning Commission, when a visiting accrediting team in 2013 will decide if a diverse sample of Kent State's course descriptions and syllabi accurately reflect in practice the university's policy on awarding credit.

#### **Specific Recommendation and Justification:**

It is the recommendation that the changes to the Policy on Instructional Activities and Credit-to-Contact Hours, as noted on the following pages, be approved and published in the 2012 *Curriculum Guidelines*.

#### **Timetable and Actions Required:**

Approval by Graduate Studies Administrative Advisory Committee (GSAAC) .....	6 September 2012
Approval by the Associate and Assistant (A&A) Deans Committee.....	11 September 2012
Anticipated approval by the Educational Policies Council.....	15 October 2012
Anticipated approval by the Faculty Senate.....	5 November 2012
Anticipated approval by the Board of Trustees .....	12 December 2012
Review and update of courses not meeting policy.....	Spring 2013

DRAFT – EDITED VERSION

Date: 21-Sep-12 | Page 1

## **REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the ~~Credit-to-Contact~~ Hours**

### **DEFINITION OF SEMESTER CREDIT HOUR**

~~One semester credit hour will be awarded for~~ “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 two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes. (Source: Ohio Board of Regents) 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 ACACEMIC YEAR LENGTH**

~~An academic year is a minimum 30 weeks of instructional time. The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. (Source: “Academic Calendar & Payment Periods,” 2008-2009 Federal Student Aid Handbook, Volume 3 Chapter 4)~~

“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).

### **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 AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT**

The following terms for various types of instructional arrangements suggest the appropriate time to be associated with one credit hour. With the exception of the Studio and Applied Music Lesson, the following definitions are paraphrased from the *Standard Definitions of Instructional Arrangements and Guidelines for the Awarding of Academic Credit* issued by the Ohio Board of Regents (December 1997).

DRAFT – EDITED VERSION

Date: 21-Sep-12 | Page 2

### **REVISION of the Kent State University Policy on Instructional Delivery Activities and the Credit-to-Contact Hours**

**LECTURE** is ~~50 minutes of~~ formalized instruction, ~~conducted on- or off-campus, in during~~ which the instructor presents an educational experience to students, applying any combination of instructional methods ~~such as lecture, directed discussion, demonstration or the presentation of audio-visual materials or techniques~~. 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 ~~in the instructional process~~. Students ~~are~~ 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 ~~is shall~~ not be counted as part of the lecture hour for credit ~~purposes~~.

- One credit hour is awarded for ~~each a~~ nominal hour (50 minutes) that is scheduled in ~~the a~~ standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

**SEMINAR** is ~~50 minutes of~~ 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 for seminar instruction is awarded on the same basis as lecture instruction. See lecture, above, for credit to contact hour.

**LABORATORY** is ~~50 minutes of~~ 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 a minimum of three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester that requires little or no out-of-class study.
- 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 a minimum of two nominal hours (one clock hour/40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester that are supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or to follow-up the laboratory experience.

**CLINICAL LABORATORY** applies ~~primarily only~~ to health ~~technology~~ programs, ~~and consists of 50 minutes~~ during which students are assigned to laboratory sections that meet at a health-related agency facility rather than in an on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full- or part-time, of Kent State directly supervises the ~~class~~ laboratory instruction.

- Credit hour for clinical laboratory instruction is awarded on the same basis as laboratory instruction. One credit hour is awarded for a minimum of three nominal hours (150 minutes or 2.5 hours) in a standard week that requires little or no out-of-class study. One credit hour is awarded for a minimum of two nominal hours (100 minutes or 1 hour, 40 minutes) in a standard week of a 15-week semester that are supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or to follow-up the laboratory experience.

DRAFT – EDITED VERSION

Date: 21-Sep-12 | Page 3

## REVISION of the Kent State University Policy on Instructional Delivery Activities and the Credit-to-Contact Hours

**COMBINED LECTURE/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.

E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
- 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
- 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

**PRACTICUM and INTERNSHIP** courses are credit-bearing off-campus work experiences (a practicum may be offered on campus also) that are integrated with academic instruction and relate to an individual student's occupational goal, during which students concurrently apply concurrently 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" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature. A member of the university's professional staff visits the students periodically throughout the semester and assigns the final grade. Typically, students are enrolled simultaneously in an on-campus seminar.

- One credit hour is awarded for a minimum of seven three clock hours in a practicum or internship in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) 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, work in an external agency or business that is related to an individual student's professional objectives and is taken as part of the program of studies leading to a degree. The experience is coordinated by a member of the faculty, who assists the student in planning the experience, may visit the site of the experience for a conference with the student and his/her supervisor at least once during the semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor.

- One credit hour is awarded for a minimum of 42 three clock hours (180 minutes) of field experience in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) in a semester.

**Comment [TET1]:** OBR guidelines list practicum as 1 credit = 105 clock hours in a semester, or 7 clock hours per week/semester. This revision is based on a study done by the University Leadership Council on internship programs at seven universities, as well as the standard set by the University of Wisconsin.

**Comment [TET2]:** OBR guidelines list field experience as 1 credit = 180 clock hours in a semester, or 12 clock hours per week/semester. This revision is based on a study done by the University Leadership Council on out-of-class programs at seven universities, as well as the standard set by the University of Wisconsin.

OBR also limits hours of field experience to maximum 9 credits in a semester, or maximum 9 credit is total for combination of field experience, co-op and practicum. It was felt this decision should be made by faculty at the program level.

DRAFT - EDITED VERSION

Date: 21-Sep-12 | Page 4

## REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit-to-Contact Hours

**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 (180 minutes) that is scheduled in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) in a semester.

Comment [TET3]: OER guidelines list this as 1 credit = 105 clock hours in a semester, or 7 clock hours per week/semester. I suggest changing this to the revised as this ratio is used by many institutions, including the University of Wisconsin, University of Illinois, Baldwin-Wallace, Colorado State University.

**COOPERATIVE WORK EXPERIENCE** is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

- One credit hour is awarded for a minimum of 10 clock hours (600 minutes) that is scheduled in a standard week of a 15-week semester, or for a minimum of 150 clock hours (9,000 minutes) in a semester.

Comment [TET4]: I discussed with Kent State faculty who direct co-op courses, and they agreed this is the typical followed practice (although some co-op courses don't follow it).

**OBSERVATION** is when students participate in an educational experience as observers of practitioners representative of the profession or discipline. Student may participate at times in the activity under observation. Observation hours are coordinated by faculty members who receive reports from the students of their observational experiences and provide assessment of students' progress toward the achievement of the objectives of the experience.

- One credit hour is awarded for a minimum of 15 clock hours of observation in a standard week of a 15-week semester.

Comment [TET5]: Kent State has no course with "observation" in the title. ERMIS has observation activities incorporated into courses, and a separate definition may cause confusion with accreditors.

**STUDIO** is a workplace for the teaching or practice of an art. Although contact hours may depend on program requirements, typically,

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 hours or 150 minutes) in a standard week of a 15-week semester, or 37.5 clock hours (2,250 minutes) 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 a minimum of two nominal hours (1 hour/40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester that are supplemented by out-of-class assignments.

**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 30-minute private lesson, a one-hour group studio and an expectation of seven hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a one-hour private lesson, a one-hour group studio and an expectation of 14 hours of outside practice in a standard week of a 15-week semester.

DRAFT – EDITED VERSION

Date: 21-Sep-12 | Page 5

### **REVISION of the Kent State University Policy on Instructional Delivery Activities and the Credit-to-Contact Hours**

**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 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 week of a 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 week of a 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 week of a 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.

**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.

**DRAFT – PROPOSED VERSION**

Date: 21-Sep-12 | Page 1

## **REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour**

**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).

**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 AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT**

**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 a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.



**DRAFT – PROPOSED VERSION**

Date: 21-Sep-12 | Page 2

## **REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour**

**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.

**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 (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) 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 (one clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

**CLINICAL LABORATORY** applies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full or part time, of Kent State directly supervises the laboratory instruction.

- Credit hour is awarded on the same basis as laboratory instruction.

**COMBINED LECTURE/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.

E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

- 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
- 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
- 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) 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" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

**DRAFT – PROPOSED VERSION**

Date: 21-Sep-12 | Page 3

## **REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour**

**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 (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) 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.

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- One credit hour is awarded for a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) in a semester.

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**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 30-minute private lesson, a one-clock-hour 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 one-clock-hour private lesson, a one-clock-hour group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

**DRAFT – PROPOSED VERSION**

Date: 21-Sep-12 | Page 4

## **REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour**

**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 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 week of a 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 week of a 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 week of a 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.

**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.

APPENDIX A

UNIVERSITY LEADERSHIP COUNCIL



# Credit Hour Definitions and Assignment Policies

*Custom Research Brief • February 10, 2012*

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- I. Research Methodology
- II. Executive Summary
- III. Policy Development
- IV. Credit Hour Definitions
- V. Oversight Procedures
- Networking Contacts

RESEARCH  
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## I. RESEARCH METHODOLOGY

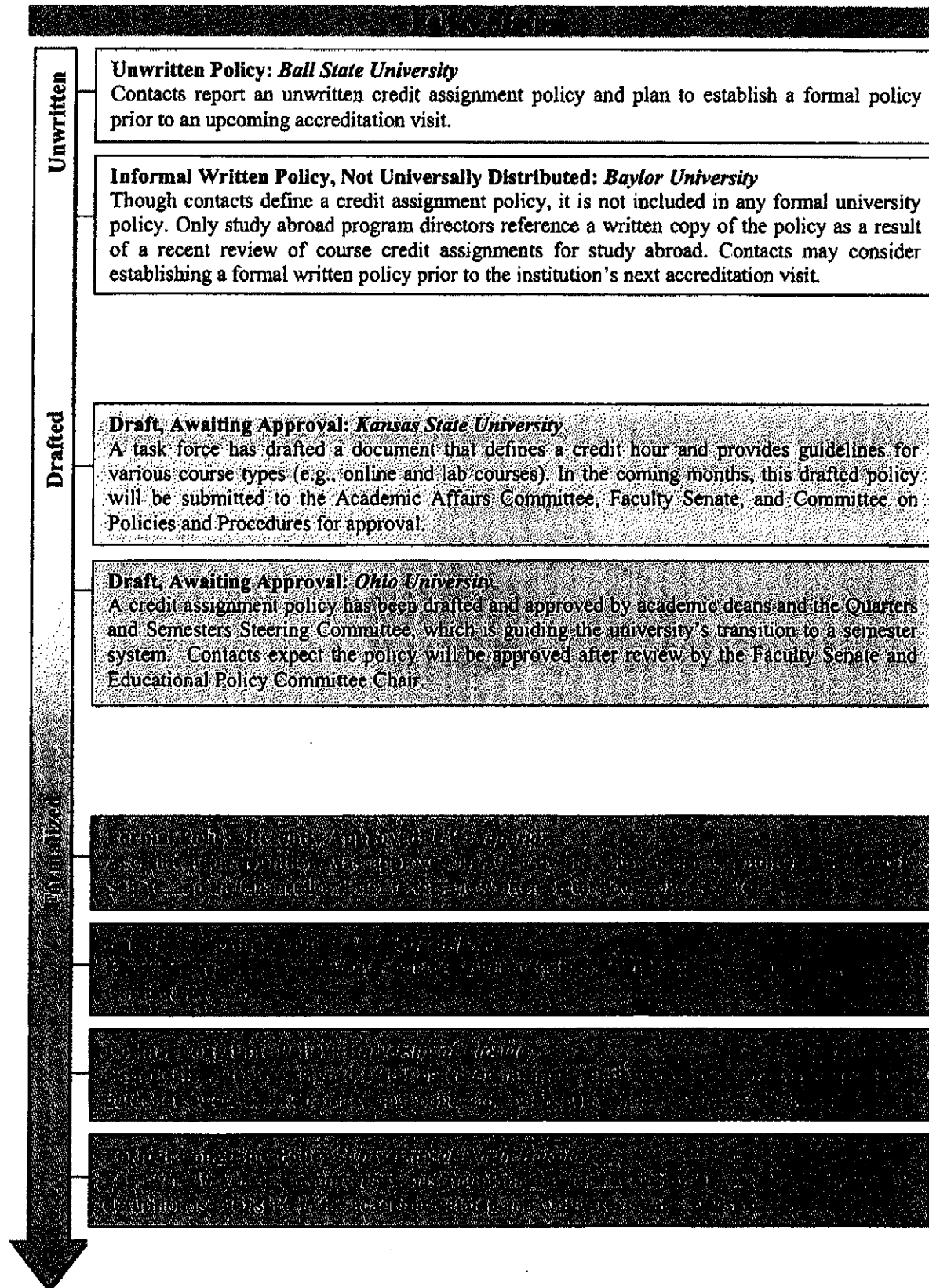
### Research Parameters:

The Council interviewed registrars and associate provosts at research universities.

A Guide to the Institutions Profiled in this Brief				
Institution	Location	Enrollment	Classification	Control
Ball State University	Midwest	21,000	Research Universities (high research activity)	Public
Baylor University	South	15,000	Research Universities (high research activity)	Private
Kansas State University	Midwest	24,000	Research Universities (high research activity)	Public
Ohio State University	Midwest	25,000	Research Universities (high research activity)	Public
University of Florida	South	51,000	Research Universities (very high research activity)	Public
University of Georgia	South	20,000	Research Universities (high research activity)	Public
University of North Dakota	Midwest	13,000	Research Universities (high research activity)	Public
University of Wisconsin-Madison	Midwest	20,000	Research Universities (high research activity)	Public

Source: National Center for Education Statistics

### III. POLICY DEVELOPMENT



### III. POLICY DEVELOPMENT

At **Kansas State University**, the formal university credit assignment policy was drafted by a task force composed of the Associate Provost for Institutional Effectiveness, the Vice Provost for Academic Affairs, the university attorney, the Chair of the Faculty Senate Subcommittee on Academic Affairs, a member of the Division of Continuing Education, and the Chair of the Committee on Policies and Procedures, which is composed of the chief academic advisors of every college.

At **Ball State University**, the provost, university senate, and the University College Associate Provost will select members for a task force to begin drafting a formal policy.

#### Published Policies Promote Faculty Awareness

- **Curriculum Guide:** At **UNC-Greensboro**, the formal credit assignment policy is published in the Curriculum Guide that all faculty receive.
- **Academic Catalog and Registrar's Website:** The policy at the **University of North Dakota** is published in the academic catalog and on the registrar's website.
- **University Policies Website:** At the **University of Florida**, the credit hour definition is published with all other university policies on the Provost's website. At **UW Superior**, the definition is published on a policies website within the Registrar's office.
- **Faculty Handbook:** Pending policy approval, contacts at **Kansas State University** may include the formal credit hour definition in the faculty handbook.
- **Course Catalog:** Once a credit assignment policy is formalized at **Baylor University**, contacts may consider including it in undergraduate and graduate course catalogues.

#### Anticipated Faculty Responses

Contacts at **Kansas State University** predict that faculty will welcome a formal definition as it may empower them to assign students an appropriate amount of outside work.

Alternatively, contacts at **Ball State University** anticipate some degree of faculty resistance to a formal policy because it will be an initiative dictated by a government mandate rather than university priorities.

## IV. CREDIT HOUR DEFINITIONS

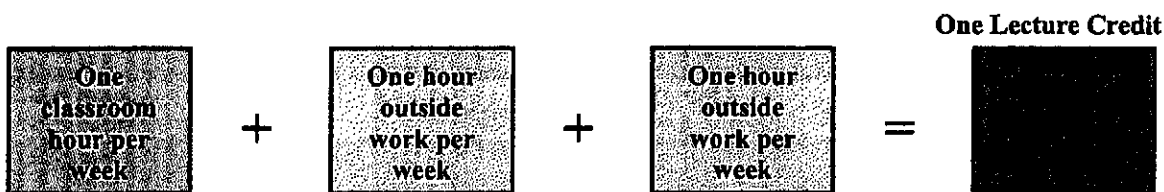
### Out-of-class Expectations

#### ➤ No Reference to Out-of-class Expectations

Credit assignment policies at the University of North Dakota and UNC-Greensboro, and informal policy at Ball State University, do not specify out-of-class expectations for students. However, the undergraduate bulletin at UNC-Greensboro advises students to expect two to three hours of work outside of class for each hour of scheduled class.

#### ➤ Standard Out-of-class Expectation for Lecture Courses: Two Hours per Week

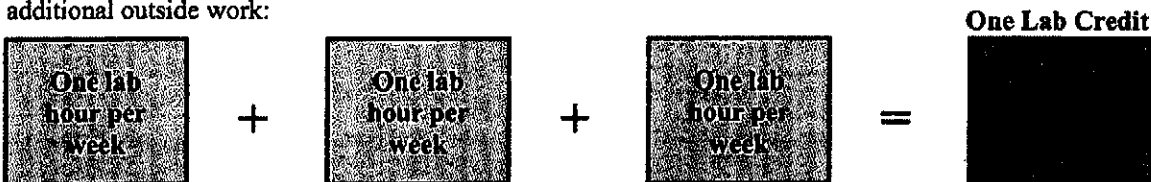
Among contact institutions that specify out-of-class expectations in their policies, all report that two hours of outside work are required for each hour of classroom instruction per week.



#### ➤ Range of Out-of-class Expectations for Lab Courses

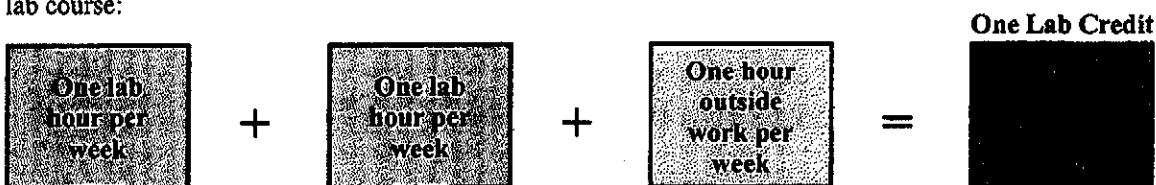
##### *No Outside Work Required*

Tradition at the University of Florida and policy at Kansas State University provide multiple options to fulfill one lab credit. In one option, one lab credit may be fulfilled by three lab hours per week and no additional outside work:



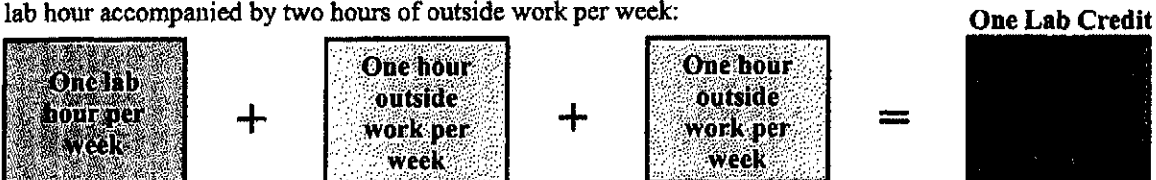
##### *One Hour of Outside Work per Week*

At UW-Superior, one hour of additional out-of-class student work is expected for every two lab hours per week; at Kansas State University, this configuration is one option for fulfilling one credit hour of a lab course:



##### *Two Hours of Outside Work per Week*

At the University of Florida, the second traditional definition of a science lab credit hour stipulates one lab hour accompanied by two hours of outside work per week:





## IV. CREDIT HOUR DEFINITIONS

### Credit Hour Definition for Online Courses

Though some institutions, such as **Baylor University** and the **University of North Dakota**, do not maintain formal policies for awarding credit to online courses, most institutions report that the same criteria used for lecture courses apply to online courses. More specifically, contacts report the following practices:

Award Equivalent Credit to online courses that are modeled after in-person courses.	Many contacts report that online courses are often modeled after analogous in-person courses and receive the same number of credits because format does not affect the content or rigor of the course. If there is no analogous in-person course, instructors at the <b>University of Florida</b> write a syllabus describing the structure of the course in a traditional format and compute credit hours according to the policy for lecture courses.
Schedule online courses to require one hour of student-instructor interaction per week.	Because instruction time can be difficult to measure in an asynchronous online course, policy at <b>UNC-Greensboro</b> dictates that for each credit hour, online courses must involve one hour of student-instructor <i>interaction</i> per week, in lieu of the hour of scheduled instruction time required for lecture courses.
Schedule online courses to require three hours of student-instructor interaction and outside work per week.	Policy at <b>Kansas State University</b> and <b>UW-Superior</b> determines credit for online courses based on the total amount of "effort" required to complete the class and assignments. Rather than specify one hour of classroom instruction and two hours of outside work as it does for a lecture course, policy for online courses requires any combination of contact time (online synchronous or asynchronous) and outside work equaling three hours of "effort" per week.

Across contact institutions, no credit assignment policy explicitly refers to learning outcomes. While policies may dictate the expected time students must apply to out-of-class assignments, policies do not dictate specific assignments or outcomes because they vary widely across courses and are best defined by the faculty member teaching each course.



**UNIVERSITY LEADERSHIP COUNCIL**

**Credit Hour Definitions and Assignment Policies**

*Networking Contacts • February 10th, 2012*

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**UNIVERSITY LEADERSHIP COUNCIL**



# **Building Robust Academic Internship Programs**

*Custom Research Brief • March 19, 2010*

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## **II. EXECUTIVE OVERVIEW**

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### **Key Observations:**

- ❖ **Setting strong requirements and tracking student progress are central to building valuable internship programs.** Requirements can help institute quality control both over the classroom component and over the internship work, while tracking student progress ensures that fewer students are unaccounted by the internship office.
- ❖ **Some internship offices offer only basic job-related assistance to students, including publicizing offerings, interview and resume skill building, and arranging employer visits; however, other offices take a more active role by devising new opportunities and promoting the use of institutions' centralized internship databases.** These more active roles exhibit marked success in maintaining the strength of internship programs and resisting efforts to curtail their inclusion in academics.
- ❖ **Successful internship offices maintain constant communication with students from prospective student events through graduation.** Offices tailor their communication to their respective audiences, discussing the role of internships in academic life with beginning students and the more specific internship requirements with more advanced students.
- ❖ **According to contacts, internship directors should perpetually reevaluate the strength of internship offerings with a thought to how offerings can be expanded and how to effectively market the program to potential internship providers.**
- ❖ **To combat faculty skepticism of internships' value, internship directors must cultivate relationships within academic affairs, accentuate the academic value of internships, and compromise on assessment of credit and grading.**
- ❖ **Across institutions, faculty members receive no added benefits for devising and executing internship seminars.** Despite widespread agreement that faculty buy-in is essential, institutions grant no benefits to these same faculty for their hard work on internships. No contact institutions decrease course load, and only one institution maintains a formula that compensates faculty for their internship students. At that institution, the threshold for additional compensation is high enough that few if any faculty meet the standards.

### III. STRUCTURING A ROBUST INTERNSHIP PROGRAM

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According to contacts, setting strong academic requirements and tracking internship progress are integral to bolstering academic internship programs. Yet, contacts present differing opinions on where internships should reside in the broader university structure. Contacts at **University B** insist that tying internships into students' academic development requires strong relationships with faculty and persistent advocacy for internships' academic value. These goals can only be accomplished when internships are housed on the academic side of the university. Conversely, contacts at the **University G** claim that internships' residence on one or the other side is immaterial.

#### 1) Setting Strong Requirements



##### Setting Guidelines for Work Type

At **University B**, the internship office maintains strict guidelines that govern what types of work qualify for internship credit. For example, the institution dictates that no more than 15 percent of internship work may be of a clerical nature.

##### Instituting Policies for Internship Duration

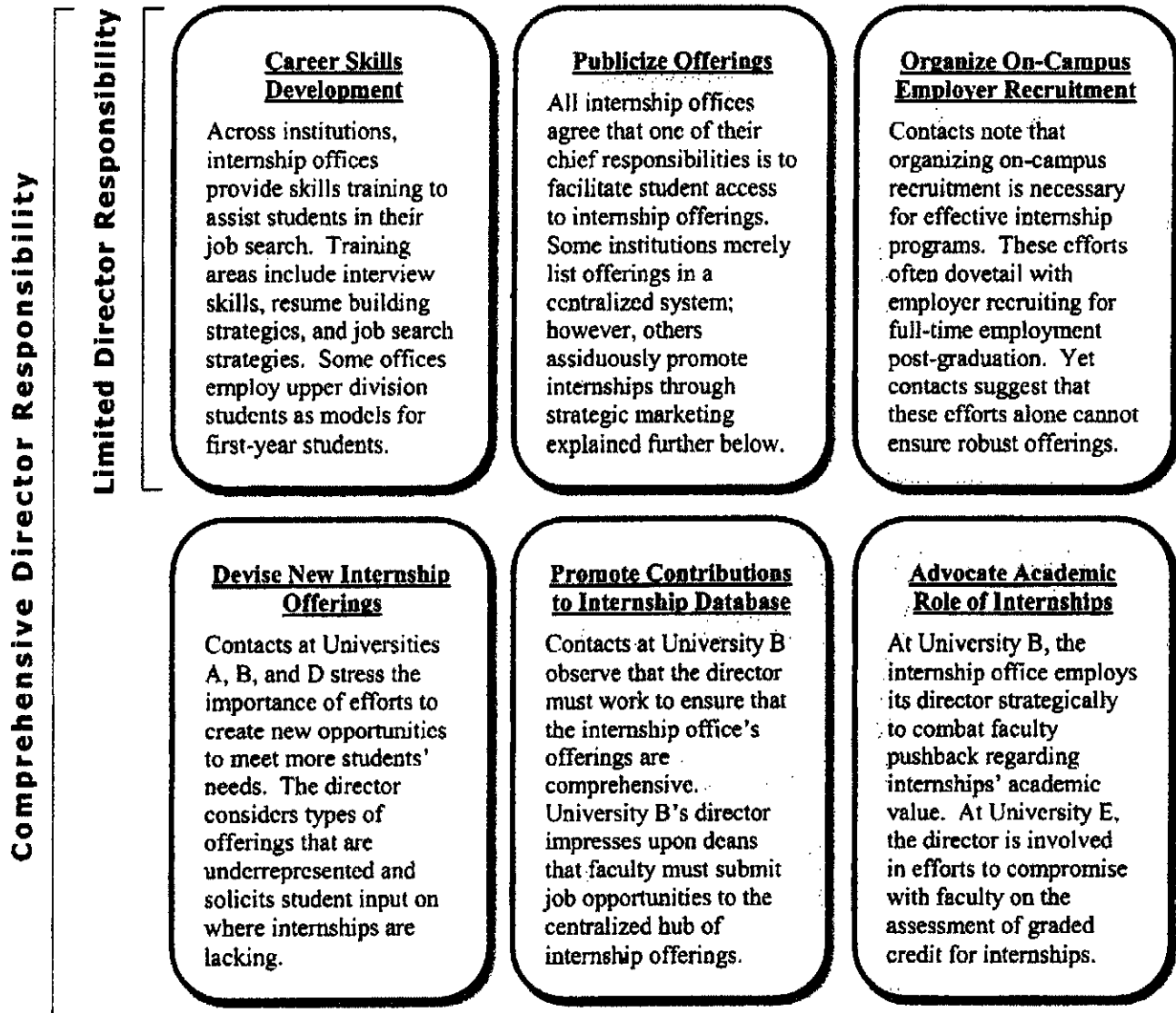
- At **University A**, students work between eight and twelve hours per week while concurrently enrolled in a semester of courses. Thus a typical internship for **University A** students lasts about 16 weeks.
- At **University E**, credits are assessed per number of internship hours completed. To earn one credit, students must intern for 45 hours. **University E**'s system equates roughly with **University A**'s—to earn four credits at **University E**, students must complete 180 hours, or about 12 hours per week.
- At **University B**, the internship office requires a minimum 12-week commitment. This stems from research into the experiential learning process. The process requires three periods of equal length: ramping up responsibility, productivity, and reflection. Through these periods, students' skills will grow; they will contribute as productive members of their teams; and they will benefit from a period of reflection on their experiences.

##### Assuring Internship Quality

The internship office at **University B** requires students to present a job description for the director's approval before the start of the internship. Before the internship begins, students work with their faculty internship advisers who devise syllabi and review internship seminar requirements.

## IV. THE ROLE OF AN INTERNSHIP OFFICE DIRECTOR

Across contact institutions, the extent of the internship director's (and thus the greater office's) responsibilities varies markedly. At the most limited end of the spectrum rests the director at the University G, whose responsibilities predominantly focus on internship offerings and campus recruitment. At the most comprehensive end of the spectrum lies the director at University B, who fulfills the above functions but also serves as a consistent advocate of experiential education and a facilitator of effective communication regarding internships. The diagram below describes in detail the responsibilities that lie under each model of office directorship.



## V. COMMUNICATING THE VALUE OF INTERNSHIPS (CONT.)

### Advertising Internship Opportunities: Strategies Across Institutions

Institutions have devised innovative ways to market internships to students, heightening awareness of the wide-range of opportunities that exist. Some of these strategies include:

**Centrally Listing Opportunities:** Across institutions, contacts maintain web-based banks of internship opportunities. Such systems are integral to expanding campus awareness, student participation, and internship offerings.

**Broadcasting through Web-Based Campus News:** At University B, the internship office uses a site that aggregates campus news to spread information about internship opportunities.

**Utilizing Listservs:** University C's and University B's internship offices both use weekly campus community-wide emails to provide information on internship programs.

**Advertising via Flat Screen Monitors:** At University E, the internship office publicizes news on monitors around campus to further increase student awareness of the benefits associated with internships.

**Marketing at Campus-wide Gatherings:** University E uses flat panel advertising at weekly event attended by all undergraduates. Though this strategy is most applicable to religious institutions, the strategy can be modified and implemented at sporting events, campus arts initiatives, and major student events.

## VII. SECURING FACULTY BUY-IN

Though internship office activities do not typically depend on faculty participation, internship programs do benefit greatly from faculty investment in the objectives of academic internship programs. Some contacts observe faculty inclination to moderately resist some efforts of internship offices. These contacts have uncovered strategies for counteracting common areas of faculty resistance:

<p>Communicate to Faculty the Academic Value of Internships</p>	<p>University B's career center director advocates placement of the office under academic affairs. Despite faculty concerns, institutional recognition of internships as academic is a powerful asset which allows the director to talk to faculty as part of the same team—as opposed to approaching faculty from within student affairs. University A's director recommends a persistent and concerted effort to impress on faculty the notion that internships have academic merit. These efforts require the director to frame him or her self as a stakeholder in academics. Subsequently, implementation of academic standards for internships as detailed above may allay faculty concerns.</p>
<p>Compromise on Major Credit and Grading Format for Internships</p>	<p>University E introduced a pilot internship program which includes a letter-graded seminar component that counts as major credit because the internships and seminar content are field-specific. When faculty opposed the awarding of four-graded major credits for internships, the internship director worked to compromise. The director stresses the importance of these efforts, which resulted in graded major credit for the seminar and pass/fail general credit for the internship itself.</p>
<p>Reward Faculty Support for Internship Programs</p>	<p>Many contacts cite the importance of recognizing faculty efforts to strengthen internship programs. However, no institutions actually maintain policies to incent faculty participation. Contact institutions do not reduce teaching course loads for faculty who teach intern seminars or tutorials, and they do not provide additional compensation to faculty for assuming these responsibilities either. Contacts agree that incentives for faculty would increase their participation in internships, thus improving students' opportunities and experiences; however, no contacts suggested policy changes were in the works. University B recognizes faculty members who best understand the value of internships through a designation of commendation. Yet, contacts at University B note that the designation does not function as an incentive to faculty members not already engaged in the process. The question of how to reward faculty for their efforts above and beyond their strict responsibilities thus remains unanswered by contact institutions.</p>



Policy Subject: **Credit Hour Definition (number ~~API127~~)**  
Cabinet Division: **Registrar's Office (Enrollment Management)**  
Date Created: **5/17/11 (approved by Faculty Senate)**

## **I. Background and Purpose**

- 1.1 New federal regulations (34 CFR parts 600 and 668), with an effective date of July 1, 2011, require that institutions submit their definitions and related policies regarding credit hour to their accrediting agencies and receive an official, recorded certification from that agency that the definitions meet the new minimum definition of a credit hour: 34CFR 600.2
- 1.2 A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than
  - 1.2.1 One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, the equivalent amount of work over a different amount of time; or
  - 1.2.2 At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## **II. Constraints**

- 2.1 No constraints

## **III. Definitions**

- 3.1 A class hour is defined as 50 minutes. The definitions below refer to number of class hours during a semester that is approximately fifteen weeks long or an equivalent amount of time for terms of longer or shorter duration.

## **IV. Policy Statements**

- 4.1 One on-campus class credit is defined as: 1 class hour of classroom or direct faculty instruction per week and A minimum of 2 class hours of out-of-class student work each week.
- 4.2 One distance learning or hybrid class credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.
- 4.3 One laboratory credit is defined as: a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week
- 4.4 One studio credit hour is defined as: a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week
- 4.5 One ensemble music credit is defined as: a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week
- 4.6 One internship or practicum credit is defined as: at least 45 hours of supervised work in a field placement each semester
- 4.7 One individualized study credit (e.g. thesis, independent and applied music) is defined as: a minimum of 3 class hours of direct instruction and/or individual work each week

## **V. Policy Procedures**

- 5.1 The Registrar and Associate Dean of Academic Affairs will assist Departments in assigning and calculating times for classes.
- 5.2 Department Chairs and Program Associates will schedule classes in a way that conforms to the above definitions.
- 5.3 Any class that meets for more than 75 minutes consecutively will include a 10 minute break for each 75 minutes segment.
- 5.4 After classes are scheduled and before student registration begins, a People Soft Query will be run to verify that scheduled class meetings meet minimum time requirements.
- 5.5 If scheduled classes do not meet minimum requirements, the Associate Dean will work with Department Chairs to adjust the times to meet established standards.

## **VI. Compliance**

- 6.1 Approved by: UAAC (4/26/11), Faculty Senate (5/17/11) and Chancellor Erlenbach(5/27/11)
- 6.2 No consequences.
- 6.3 Faculty, Department Chairs and Enrollment Management staff are aware of this policy change.

## **VII. Attachments**

- 7.1 No attachments

## KANSAS STATE UNIVERSITY

**Addition to University Handbook:  
Section F: Instruction – Academic Procedures**

**F115: Credit Hour**

**With additional instruction placed in Department Head's Manual**

**Background: Proposed by Credit Hour work group and approved by CAPP**

**Approved by FS Academic Affairs on December 20, 2011**

**Approved by Faculty Senate on February 14, 2012**

### **Credit Hour**

**F115 One Credit Hour:** the amount of effort required to attain a specific amount of knowledge or skill equivalent to three hours of effort per week for 15 weeks. Any combination of contact time and effort outside of class is allowed. Common practice is for one academic hour of credit to be composed of a lecture or class to meet for one hour (50 minutes) per week, with two hours per week of outside assignment and study effort expected each week for 15 weeks. A laboratory class period equivalent to an academic hour of credit would either meet for one three-hour period each week for 15 weeks with all effort by the student expected to be completed during the laboratory period; or one two-hour laboratory period with one hour of student effort expected outside the class period, each week for 15 weeks. Shortened academic sessions (including condensed semesters, intersession classes, or summer classes) are expected to maintain an equivalent amount of time (contact and outside of class time) as those classes in the 15-week semester. It should be noted that the judgment of the amount of academic effort that comprises one hour of credit for any class is ultimately a faculty decision, from the development of the course syllabus to the approval through Faculty Senate. Additional time outside of class may be required for graduate coursework. For further detail please see the Department Head's manual: <http://www.k-state.edu/academicpersonnel/depthead/contents.html>

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**The following information is to be placed in the Department Head's Manual and elsewhere as needed:**

- A. Contact Period:** For a regular semester session, each academic day is divided into standard contact periods of 50 minutes each and a 10-minute period for travel time between classes, or a standard 75-minute contact period and a 10-minute period for travel time between classes. To accommodate special needs of faculty, approval may be given to hold classes at non-standard times. Depending on the credit hours assigned to a course and the type of classes used for the course, different combinations of these standard contact periods could be used.
- **Lecture/recitation classes:** For each credit hour assigned, a course containing lecture or recitation classes will typically have one 50-minute standard-contact-period class each week during the semester.
  - **Laboratory/studio classes:** For each credit hour assigned, a course containing laboratory or studio classes will typically have a class with three sequential 50-minute standard-contact-periods each week during the semester, or two sequential 50-minute

standard-contact-periods each week during the semester, plus one hour of effort assigned outside of class. Traditionally, the extra 60 minutes outside of class is for writing reports or completing graphics or studio assignments.

- **Internship/practicum/independent study/individual instruction classes:** For each credit hour assigned, the amount of effort required to complete the class and its assignments is equivalent to the amount of effort required for lecture or laboratory classes with the same credit. Thus, any combination of contact time and effort outside the contact time would equate to three hours of effort each week for 15 weeks.
- **Distance/online classes:** For each credit hour assigned, the amount of effort required to complete the class and its assignments is equivalent to the amount of effort required for a similar or the same lecture or laboratory class with the same credit. Thus, any combination of contact time (online synchronous or asynchronous work) and effort beyond the contact time would equate to three hours of effort each week for 15 weeks.

**B.** The following requirements define the amount of contact and outside of class time in minutes for standard class periods during a five-day week. Lengths of sessions shorter than 15 weeks are also discussed.

**1. For the 15-week semester:**

A one-credit-hour lecture or recitation course will typically have one 50-minute contact period each of 15 weeks, for a total of 750 minutes of contact time (final exam in the 16<sup>th</sup> week). It is expected that the average student would also spend two hours of effort outside of the class per week for this one hour of credit on assignments, reading, homework, and other work. Thus, the total time expected would be 2250 minutes (750 in class plus 1500 outside of class) per semester for one hour of course credit.

For a two-credit-hour class, the expectation would be for a total of 1500 minutes of contact time in the class and 3000 minutes of time spent outside of class, or 4500 minutes of total time. For a three-credit-hour class, the expectation would be for a total of 2250 minutes of contact time in the class and 4500 minutes of time spent outside the class, or 6750 minutes of total time. As more credit hours are added to lecture or recitation classes, the expected time in and outside of class would simply be multiples of the above examples.

For a one-hour laboratory/studio class, two example formats are described below.

- A format requiring three sequential standard-contact-periods will typically have 170 minutes of contact time in the laboratory/studio for each of 15 weeks, for a total contact time of 2550 minutes for the semester.
- A format requiring two sequential standard-contact-periods plus one hour of work outside of class will typically have 110 minutes of contact time in the laboratory/studio for each of 15 weeks, plus 60 minutes of work outside of class per week, for a total of 1650 minutes in class and 900 minutes outside of class, or 2550 total minutes for the semester.

As laboratory/studio classes add more credit hours, the total effort would simply be multiples of the above time requirements.

## 2. For Shortened Academic Sessions:

Since the final exams for shortened session classes are given during the final class periods, there may be slightly fewer minutes expected for the classes. Examples are shown below for some standard summer and intersession courses.

- **Eight-week summer session class:** A three-credit-hour lecture or recitation course has the equivalent of a 60-minute class period every day for 38 class days. This schedule results in 2280 minutes of contact time, with the expectation of another 4560 minutes of time spent outside of class, for a total time expected of 6840 minutes.
- **Six-week summer session class:** A three-credit-hour lecture or recitation course has the equivalent of 80-minute class periods every day for 28 class days. This results in 2240 minutes of contact time, with the expectation of another 4480 minutes of work outside of the classroom, for a total time expected of 6720 minutes.
- **Four-week summer session class:** A three-credit-hour lecture or recitation course has the equivalent of 120 minutes of class contact every day for 19 class days. This schedule results in 2280 minutes of contact time, with the expectation of another 4560 minutes of time spent outside of class, for a total time expected of 6840 minutes.
- **Three-week intersession class:** A three-credit-hour lecture or recitation course has the equivalent of 160 minutes of class contact every day for 14 class days. This provides a total of 2240 minutes of contact time, with the expectation of another 4480 minutes of work outside of the classroom, for a total time expected of 6720 minutes.

## 3. Special Policies Relating to Intersession:

As course sessions are shortened, the amount of time expected for students' work outside of class makes it extremely challenging, if not logistically impossible for the average student to take more than three hours during an intersession. For example, in a three-week three-credit-hour course, students would be expected to be in class for nearly three hours each day, and spend an average of nearly 4.5 hours per day working outside of class over the 18 total days (14 class days plus 4 weekend days). For this reason, students are not allowed to take more than 4 credit hours of courses during any three-week intersession. In addition, courses taught during intersession must abide by the policy that each credit hour of the class requires at least one week of class-related time.

## APPENDIX C

**From:** Stephanie Davidson  
**Sent:** Thursday, September 27, 2012 6:02 PM  
**To:** TILLET, THERESE; Cathy Hill; Jane Fullerton; Paula Compton  
**Cc:** Tom Bordenkircher; Shane Degarmo  
**Subject:** RE: credit hour policy for non-lecture coursework?

Hi Therese,

Thank you so much for forwarding this!! I am sending it on to other folks in the program approval area too—this could serve as a basis for general guidelines in our program approval manual. We look forward to hearing how this progresses through the Kent State approval process.

Stephanie

Stephanie Davidson, PhD  
 Vice Chancellor  
 Ohio Board of Regents

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**From:** TILLET, THERESE  
**Sent:** Thursday, September 27, 2012 4:34 PM  
**To:** Stephanie Davidson; Cathy Hill; Jane Fullerton; Paula Compton  
**Subject:** RE: credit hour policy for non-lecture coursework?

Hello, Stephanie, Jane, Cathy and Paula,

I wanted to share progress Kent State has made on updating our definition of credit-bearing educational activities and the methods used to assign the appropriate amount of credit hours. This update reflects the federal and state directives, as well as the Higher Learning Commission's mandate for all institutions to have a policy regarding the award of credit, and that the policy is consistent with commonly-accepted practices in higher education.

Kent State is up for HLC reaccreditation in 2014, so it is imperative we have this policy in place for the self-study report and visit in 2013.

Over the past year, Kent State faculty and administrators have met to review our current credit-hour policy, which was based originally on OBR's Operating Manual for Two-Year Campus Programs. We commissioned reports from the University Leadership Council on credit-hour definitions and assignment policies (which I can share with you if desired), and reviewed policies from other universities, including the University of Wisconsin, University of Illinois and Colorado State University.

Attached is a draft of the policy. I anticipate that Kent State's Faculty Senate will review and vote on it at its November meeting, and then it will be forwarded to the university's Board of Trustees for its December meeting.

At that point, I will forward you the approved policy. I hope it can be used start a broader, state-wide discussion on standard guidelines for non-lecture courses as you mentioned earlier.

Best, Therese

Therese E. Tillet | Director of Curriculum Services | Office of the Provost  
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**From:** Stephanie Davidson  
**Sent:** Wednesday, December 21, 2011 3:56 PM  
**To:** TILLET, THERESE; Cathy Hill; Jane Fullerton  
**Cc:** Paula Compton  
**Subject:** RE: credit hour policy for non-lecture coursework?

Hi Therese,

As I mentioned, OBR doesn't have any specific policies on how credit is determined for the alternate instructional activities (e.g., practicum, studio, etc.) for the 4 year institutions—the only definitions appeared in the two year manual and were only meant for the two-year campuses and their associate degree programs.

I'm not sure how the definitions were originally derived in the 1970s, but it is likely that the chief academic officers of the two year campuses were engaged in the process and agreed to those definitions for their professional/technical programs.

The definitions included in the Chancellor's Directive were based on what was in the two year manual and I would not hold the universities to the same requirements for their practicum and field hour experiences. I have specifically not included definitions regarding required credit hours for those activities in the general manual at this time—as we haven't had the broad discussion that the two year campuses have had.

Again, I would appreciate your faculty's thoughts on appropriate guidelines in those areas. It could be the start of a broader, state-wide discussion. Comparisons to what other university campuses are doing for similar types of experiences would also be helpful.

Stephanie

Stephanie Davidson, PhD  
Vice Chancellor  
Ohio Board of Regents

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**From:** TILLET, THERESE  
**Sent:** Monday, December 12, 2011 1:45 PM  
**To:** Stephanie Davidson; Cathy Hill; Jane Fullerton  
**Cc:** Paula Compton  
**Subject:** RE: credit hour policy for non-lecture coursework?

Thank you, Stephane, for your quick reply. Kent State is on a semester system; fortunately, we don't have to undergo any conversion. We have always followed the OBR policies on defining the credit hour for the various instructional activities (your policies are our policies). However, our faculty have always chafed at OBR's credit-hour definition for practicum and field experience courses. It would be interesting to understand the decision behind the contact-to-credit ratio that currently exists for these two types of instructional activity. I know OBR's Operating Manual was established in the 1970s. I wonder if these specific definitions were never updated for the semester hour?!

This may be an opportune time for Kent State to thoughtfully review those two policies and determine revisions that best fit the needs of students. In turn, that may help lay the foundation to drive the state's move toward standard guidelines.

Best, Therese

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**From:** Stephanie Davidson  
**Sent:** Friday, December 09, 2011 4:31 PM  
**To:** TILLETT, THERESE; Cathy Hill; Jane Fullerton  
**Cc:** Paula Compton  
**Subject:** RE: credit hour policy for non-lecture coursework?

Hi Therese,

You are correct, we've never had specific definitions for our bachelor's and graduate programs for those other types of instructional activities—the only definitions appeared in the two year manual. The committee that provided the recommendations to the Chancellor on the quarter hour to semester hour conversion used the two year manual as the basis for demonstrating how the changes would apply to other types of instructional activities.

Because we have never formally defined required lengths for those other types of instructional activities for bachelor's and graduate programs (and because the new manual doesn't include those specific definitions) I would suggest that you simply use what has worked for Kent State in the past and then "pro-rate" it to the semester system. For instance a 3 quarter hour practicum would now be classified as two semester hour course.

I would love to see your policy for those other types of instructional activities—we could then perhaps use that as a starting point for discussion among the universities on some standard guidelines in the future.

Stephanie

Stephanie Davidson, PhD  
Vice Chancellor  
Ohio Board of Regents

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**From:** TILLETT, THERESE  
**Sent:** Friday, December 09, 2011 3:02 PM  
**To:** Cathy Hill; Stephanie Davidson; Jane Fullerton  
**Subject:** credit hour policy for non-lecture coursework?

Hello, Stephanie, Jane and Cathy,

In the OBR directive that defines the semester hour, there's a proviso that states that credit hours may be calculated differently for the other instructional activities, such as laboratory, studio or practicum.

There are, currently, OBR definitions for those "other" types of instruction, as published in the Operating Manual for Two-Year Campus Programs. Kent State has historically followed those definitions for all levels of coursework (mainly because such definitions have not existed in guidelines for bachelor's and graduate programs). However, we have many problems with some of these OBR definitions. Kent State will be up for reaccreditation in 2014, and since the credit hour is such a hot button, we really need to get these issues resolved.

I guess my questions for you are the following:

- Will the state be defining the credit hour for those non-lecture-type courses for bachelor's and graduate degrees?
- If yes, will they the same definitions currently in the revised (Feb. 2010) Operating Manual for Two-Year Campus Programs? (This revision was an addendum to the 18 March 2010 credit-hour directive from the chancellor.)
- Can institutions have input in the final definitions? For example, one of Kent State's problem is OBR's ratio of time-to-semester-credit for practicum (105 clock hours per 1 semester credit). The time expected is unrealistically high for such credit award. Our practicum courses are typically 3 to 6 credits.
- If the answer to my first question is no, can then Kent State develop its own definition and credit hour policy for non-lecture-type courses (e.g., laboratory, clinical lab, directed practice, practicum, field experience, observation, seminar, studio, miscellaneous applications courses)?

Any guidance you can give me would be greatly appreciated.

Best, Therese

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**INTERDEPARTMENTAL CORRESPONDENCE**

**Faculty Senate**

Phone 330-672-7822

Fax 330-672-7127

**TO:** Dr. Lester A. Lefton - President, Kent State University

**FROM:** Dr. Paul A. Farrell - Chair, Faculty Senate

**DATE:** July 27, 2011

**SUBJECT:** Faculty Senate Charter and Bylaw Amendments

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By this memorandum, I am formally submitting the following amendments to the Faculty Senate charter and bylaw that were approved by the Faculty Senate at its meeting on March 12, 2007. The changes are indicated in italics (and red on color copies). As indicated by a transmittal memorandum from Chair Casper on March 13, 2007, these were to be "submitted at a later date pending final approval of additional alterations" concerning the Educational Policy Council (EPC). The latter did not take place until December 8, 2008 due to the decision to divide the EPC into two councils.

The two amendments to the Faculty Charter (University Policy 3342-2-05) are as follows:

1. Charter, B.3.a.iii. The faculty senate shall have primary responsibility for defining the mechanisms of approved or established faculty participation in university governance and in state wide faculty issues and bodies. *Faculty representatives on University level committees, commissions, task forces, etc. shall be designated by the faculty senate or other appropriate faculty governance body (e.g., FAC, CAC, RCFAC).*
2. Charter, G.3.c. The committee on administrative officers shall be a body of the faculty senate. The committee on administrative officers shall represent the faculty senate and the faculty in procedures implemented to select or replace the president, the provost, and other *major* administrative officers of the university *including vice presidents and deans*. It shall be available for consultation by the president on other matters involving administrative officers.

According to the Faculty Senate Charter,

*"(H)(3) Proposed faculty senate charter amendments ratified by the faculty senate.*

*(a) Amendments ratified by the faculty senate shall be submitted to the president and the board for approval.*

*(b) Amendments approved by the president and the board shall be incorporated into the faculty senate charter.*

*(c) A veto of a proposed amendment shall be accompanied by a statement expressing reasons for the veto.*

*(d) An amendment which fails because of a veto may be voted upon again by the faculty senate and, if the vote is favorable, may be submitted to the president and the board a second time."*

The five amendments to the Faculty Senate Bylaws (University Policy 3342-2-06) are as follows:

1. Bylaws, D.1.a. In the *fourth* week of the spring term, the chair of the faculty senate shall appoint a nominating committee from the elected membership of the present faculty senate. The committee shall have three members and shall prepare slates of *at least* two candidates for the offices of chair, vice chair, secretary, and one-at-large member of the executive committee from the elected faculty senate membership. *The nominating committee shall issue a call for nominations@ from the full membership of faculty senate.* The nominating committee shall not put forward any of its members as candidates. The committee shall determine the *best possible slate* of candidates *willing* to serve in advance of entering their names in nomination. The names of nominees shall be circulated to members of the faculty senate-elect *no later than ten (10) days prior to the penultimate meeting* of the spring term.
- Bylaws, D.1.d. *Term of office/Vacancy in the office,*
  - i. *The term of office for all officers shall be one year. Officers may be re-elected to an office without limitation provided his or her three-year term has not expired.*
  - ii. In the event of a vacancy in office of chair, the vice chair accedes to the office of chair and a special election will be held to fill the office of vice chair.
  - iii. In the event of a vacancy in any other elected senate office, a special election will be held to fill that office.
2. Bylaws, D.4. *Removal and recall of elected officers,*
  - a. *Upon receipt of a petition containing the valid signatures of faculty senators comprising twenty percent (20%) of the elected membership of faculty senate, the secretary of the faculty senate shall within thirty (30) days conduct a special recall election of the officer whose removal is being requested. If the secretary is the officer whose recall is requested, this special election shall be conducted by another elected officer designated by the chair of faculty senate.*
  - b. *A two-thirds majority of eligible senators voting in the recall election shall effect the removal of the officer with his or her office to be assumed by the next highest available officer.*
  - c. *If no alternate is available or willing to serve, a special election may be held to elect a replacement*
3. Bylaws, E.2.c. *Normally, the summer meeting shall be scheduled for the first Monday of the Summer III term.*
4. Bylaws, F.3.a.i. The faculty senate executive committee shall be the three officers elected by The faculty senate (chair, vice-chair, and secretary), one at-large member elected by the faculty senate, and two senators appointed by the chair-elect prior to the inauguration of his/her term upon consultation with the other officers-elect and with due regard to appropriate representation among the collegial units and curricular divisions of the university. *In addition, at the invitation and pleasure of the chair-elect, the immediate past chair may serve as an ex-officio (non-voting) member of the executive committee.*

5. Bylaws, F.3.a.vi. *The chair-elect in consultation with the executive committee may designate workload equivalencies for officers and executive committee members as follows: up to twelve (12) hours for the chair; up to nine (9) hours of the vice chair; up to nine (9) hours for the secretary; and up to six (6) hours for others. The total workload equivalencies allocated shall not exceed thirty-six (36) hours for the academic year. In addition, the chair shall receive the equivalent of three (3) hours during the summer terms.*

According to the Faculty Senate Charter,

*"(5) Amendments to the faculty senate bylaws.*

*(a) Amendments to the faculty senate bylaws shall require a favorable vote of at least two-thirds of the members of the faculty senate present and qualified to vote.*

*(b) Amendments to the faculty senate bylaws ratified by the faculty senate shall be submitted to the president and the board for approval, with any veto accompanied by a statement expressing reasons for the veto, and, subsequently, the amendment is subject to resubmission by the faculty senate a second time for final disposition."*

The timeline for responses to recommendations is contained in the Faculty Senate Charter (B)(3)(d) which specifies,

*"... the president or the appropriate administrative officer or bodies of the university shall within ninety days, advise the faculty senate, in writing, of the nature of the action which has been taken in reference to the recommendation."*

If there are questions, or you would like to discuss any of these actions further, please feel free to contact me. Thank you.

tlk/PAF

c: Char Reed - Sec'y to Board and Senior Assistant to the President

## **Change to Faculty Senate bylaws to permit electronic voting**

### **Amend Section (6)(a) of the Faculty Senate Bylaws**

**"Mailed ballots shall be sent directly to each member of the electorate no later than Wednesday of the third week of the spring term. Each voter shall receive one ballot for election of at-large representatives and, if appropriate, one ballot for election of academic unit representatives. Ballots shall be returned to the faculty senate office in a signed and sealed envelope no later than Monday of the fifth week of the spring term."**

**to read as follows**

**"Ballots shall be sent directly to each member of the electorate no later than Wednesday of the third week of the spring term either by physical mail or using electronic means that guarantee the same level of security and anonymity. Each voter shall receive one ballot for election of at-large representatives and, if appropriate, one ballot for election of academic unit representatives. In the case of ballots mailed physically, ballots shall be returned to the faculty senate office in a signed and sealed envelope no later than Monday of the fifth week of the spring term. In the case of electronic ballots, they will be returned by electronic means to a designated web site no later than Monday of the fifth week of the spring term."**

**Read line version**

**"~~Mailed~~ Ballots shall be sent directly to each member of the electorate no later than Wednesday of the third week of the spring term ~~either by physical mail or using electronic means that guarantee the same level of security and anonymity~~. Each voter shall receive one ballot for election of at-large representatives and, if appropriate, one ballot for election of academic unit representatives. ~~In the case of ballots mailed physically,~~ Ballots shall be returned to the faculty senate office in a signed and sealed envelope no later than Monday of the fifth week of the spring term. ~~In the case of electronic ballots, they will be returned by electronic means to a designated web site no later than Monday of the fifth week of the spring term.~~"**



## **Faculty Senate Executive Committee Minutes of the Meeting**

**September 24, 2012**

**Present:** Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary), David Dees (Appointed), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)

**Not Present:** George Garrison (At-Large)

**Guests:** President Lester A. Lefton and Todd Diacon, Provost and Senior Vice President for Academic Affairs

**1. Call to Order**

Chair Farrell called the meeting to order at 3:35 p.m. in the Faculty Senate conference room, 227 Schwartz Center.

**2. Approval of Minutes**

The minutes from the Executive Committee Meeting of August 27, 2012 and the General Faculty Senate Meeting of September 10, 2012 were not ready. Vanessa will get these to Tess and they will be voted on via email.

**3. EPC Items - T. Tillett's transmittal memo for EPC Meeting of September 17, 2012**

Establishment of Construction Management major within the Bachelor of Science degree. This item will be placed on the Senate agenda as an action item.

Chair Farrell stated that there was discussion on whether the two councils should remain separate. It was decided by the combined councils that they should remain separate; however the meeting schedule should be re-evaluated.

President Lefton & Provost Diacon joined the Faculty Senate Executive Committee at 4:03 p.m.

The EPC requests that the Faculty Senate entertain a discussion on establishing and charging an ad hoc subcommittee of the EPC to review Kent State's academic policies and how they align with student success – Provost Diacon

The Provost would like a committee to review KSU policies to see if any hinder student success. Examples given were: (1) the course drop date is 1 week before midterm grades, how can students make an informed decision if they don't know what their grade is? (2) How are late withdrawals processed, how do they show up on a student's transcript?, etc. He would like to find out if there are unintended consequences of these policies that could hinder students. President Lefton suggested using the phrase student progress instead of student success. Provost Diacon would like Faculty Senate to authorize Chair Farrell to set up an ad hoc committee to examine these issues; he would like Eboni Pringle, Therese Tillett, and Wanda Thomas to serve as members of the committee.

4. College of Podiatric Medicine Representation on Faculty Senate – Provost Diacon

The administration would like permanent representation on Faculty Senate for the College of Podiatric Medicine. As a College they should have representation regardless of the status of their faculty. After a lengthy discussion, it was decided that the Executive Committee of Faculty Senate will investigate how other universities have handled this situation and report back to Provost Diacon.

5. Arts & Sciences Dean Search & Academic Affairs Strategic Planning Committee Updates – Provost Diacon

The Provost in consultation with Chair Farrell has selected members for the College of Arts and Sciences Dean Search.

Members to serve on the Academic Affairs Strategic Planning Committee have also been selected. Carey McDougall (Art, Stark Campus) and Stan Wearden (Dean of CCI) will co-chair the committee. The first meeting is set for Monday, October 1.

Chair Farrell informed Provost Diacon that Melody Tankersley, the Provost Fellow, could attend the Faculty Senate Executive Committee Meetings with him; however at times she may be asked to excuse herself if sensitive matters are being discussed.

President Lefton and Provost Diacon left at 5:00 p.m.

6. Committee on Committees Membership

The following Senators were proposed for membership: Lee Fox- Cardamone, Nancy Stanforth, Barb Hipsman, Mark Lyberger, Kofi Nuroh, Linda Williams, Don White, Paul Farrell, and Rozell Duncan.

7. Set Agenda for the October 8, 2012 Faculty Senate Meeting

The agenda for the October 8, 2012 Faculty Senate Meeting was set.

8. Possible Projects for the Upcoming Year

The Executive Committee discussed the possibilities of initiating changes in the SSI's based on the recommendations from the Lovejoy Commission and from elsewhere.

- a. Maybe have different norming groups.
- b. Consider making different evaluation forms for online courses and special courses (like math emporium) that the traditional SSI's don't apply to.

9. Adjournment

Chair Farrell adjourned the meeting at 5:58 p.m.

Respectfully submitted by Vanessa J. Earp,  
Secretary of Faculty Senate

Next Meetings: Faculty Senate Meeting  
Monday, October 8, 2012  
3:20 pm, Governance Chambers

Executive Committee Meeting w/P&P  
Monday, October 22, 2012  
3:30 pm, Urban Conference Room