



# KENT STATE

UNIVERSITY

## FACULTY SENATE

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**TO:** Members of the Faculty Senate and Guests      **DATE:** February 3, 2014

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

**SUBJECT:** Agenda and Materials for the February 10, 2014 Faculty Senate Meeting

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Attached you will find the agenda and the materials for the February 10<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 December 9, 2013 Faculty Senate Meeting Minutes
4. Provost's Remarks
5. Chair's Remarks
6. Report from the Ad-Hoc Committee on Undergraduate Research and announcement of the "Undergraduate Symposium on Research, Scholarship and Creative Activity" (James Bracken, Dean University Libraries)
7. EPC Items Action Items:
  - a. EPC Ad Hoc Committee for Academic Policies (presented by Associate Provost Melody J. Tankersley): Revision of university policy to reduce the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree. Effective Fall 2014. (*Attachment 3*)
  - b. EPC Ad Hoc Committee for Academic Policies (presented by Associate Provost Melody J. Tankersley): Establishment of a policy that requires students placed into any developmental (remedial) course to register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement. Effective Fall 2014. (*Attachment 4*)
  - c. College of Arts and Sciences (presented by Dean James L. Blank) - Department of Modern and Classical Languages: Consolidation of four majors into one major with four concentrations. French Translation [FRTR], German Translation [GRTR], Russian Translation [RUTR] and Spanish Translation [SPTR] majors within the Bachelor of Science [BS] degree—all with suspended admissions since spring 2013—will become

concentrations in the new Translation [TRNS] major within the Bachelor of Science [BS] degree. Included in the proposal are program revisions that replace subject area specialty with the requirement that students declare a departmentally approved minor, certificate or second major/degree, among other changes. Minimum total credit hours to program completion are unchanged at 121. Effective Fall 2014. (*Attachment 6*)

- d. College of Communication and Information (presented by Dean Stanley T. Wearden) - School of Journalism and Mass Communication: Revision of major name and course requirements, establishment of two concentrations and inactivation of three concentrations for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. The major's name changes to Digital Media Production [DMP]. The two new concentrations are Television [TV] and Digital Film [DFM]. The inactivated concentrations are Electronic Media Production [ELMP], Electronic Media Management [ELMM] and Electronic Media Sport Production [ELMS]. Included in the proposal are establishment of five courses and revisions to 29 courses. Minimum total credit hours to program completion are unchanged at 124. Effective Fall 2014. (*Attachment 7*)
- e. College of Arts and Sciences - Department of Sociology: Reactivation, with substantial revisions, of the Justice Studies [JUS] major within the Master of Arts [MA] degree. Revisions include the following:
- Renaming the major Criminology and Criminal Justice [CRCJ];
  - Offering full program online only;
  - Creating four new concentrations, Policing [POLG], Corrections [CORR], Victimology [VICT] and Global Security [GLSE];
  - Removing GRE requirement and decreasing GPA for admission, from 3.200 to 3.000;
  - Replacing previous culminating experience of thesis, internship and/or research with a capstone course (JUS 66762); and
  - Revising program course requirements, which include establishing nine course and revising 11 existing courses.

Minimum total credit hours to program completion are unchanged at 33. Effective Fall 2014. (*Attachment 10*)

8. Old Business:
- a. Continue Discussion on Encouraging and Recognizing Faculty Service Participation
  - b. Responsibility Center Management (RCM) Study Input
9. New Business
10. Announcements / Statements for the Record
11. Faculty Senate Meeting Adjournment



**FACULTY SENATE**  
**Minutes of the Meeting**  
December 9, 2013

**Senators present:** Ann Abraham, Patti Baller, Madhav Bhatta, David Dees, Vanessa Earp, Paul Farrell, Rick Feinberg, Mary Ferranto, Steve Fountain, Lee Fox-Cardamone, George Garrison, Mack Hassler, Min He, Albert Ingram, Jay Jahangiri, Thomas Janson, Robert Kairis, Mary Kellerman, Deborah Knapp, Tracy Laux, Stephen Minnick, Oana Mocioalca, Jayne Moneysmith, Linda Piccirillo-Smith, David Riccio, Daniel Roland, Susan Roxburgh, Edith Scarletto, Vilma Seeberg, Deborah Smith, Fred Smith, John Stoker, Roberto Uribe-Rendon, Robin Vande Zande, Christopher Was, Susan Weaver, Donald White, Linda Williams

**Senators not present:** Brian Baer, Kimberly Garchar, Willie Harrell, Richard Mangrum, Mary Beth Rollick, Beatrice Turkoski, Terrence Uber, Will Ward, Kim Winebrenner

**Ex-Officio Members present:** Provost & Senior V.P. for Academic Affairs Todd Diacon; Deans: James Blank, James Bracken, Robert Sines, Deborah Spake, Douglas Steidl, Mary Ann Stephens, Wanda Thomas, Ralph Lorenz for John Crawford, LuEtt Hanson for Stanley Wearden; Director Robert Walker

**Ex-Officio Members not present:** President Lester Lefton; Vice Presidents: Grant McGimpsey, Alfreda Brown, Gene Finn, Gregg Floyd, Iris Harvey, Greg Jarvie, Ed Mahon, Willis Walker; Executive Director Deborah Huntsman; Deans: Sonia Alemagno, Daniel Mahony, Donald Palmer, Eboni Pringle, Susan Stocker

**Observers present:** Michael Allen (GSS), Larry Osher (Podiatric Medicine), Myra West (Emeritus Professor)

**Observers not present:** Michelle Crisler (USS)

**Guests present:** Sue Averill, Ray Craig, Fashaad Crawford, Janis Crowther, Lisa Delaney, Mary Ann Haley, Vincent Hetherington, Tess Kail, Sally Kandel, Michael Kavulic, Jennifer Kellogg, David Ochmann, Melody Tankersley, Therese Tillett, Jarrod Tudor, Maria Zaragoza

**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**

Secretary Earp called the roll.

**3. Approval of the Faculty Senate Meeting Minutes of November 4, 2013**

Chair Farrell called for corrections to the meeting minutes. Senator Garrison moved to approve the meeting minutes; Senator White seconded. The minutes of the November 4, 2013 meeting were approved as written.

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

Provost Diacon thanked Stan Wearden, Professor McDougall, and Sally Kandel for their great organization and work on the Academic Affairs strategic plan, Our Voices Our Vision. One area that the plan focuses on is student success. Provost Diacon quoted Susan Resneck Pierce on student success, "All faculty and staff should see themselves as retention officers who at the very least know how to advise troubled students on where to go for academic and personal support." The Provost added that administrators should also be able to help students.

One of the goals of the strategic plan is to achieve a freshman to sophomore retention rate of 80% on the Kent Campus and a six year graduation rate of 60% on the Kent Campus. Currently, those numbers are 57.6% (freshman to sophomore retention) and 52% (six year graduation rate), respectively. Retention rates alone are not enough and they don't project graduation rates as well as one may think. Many schools that have similar retention rates have vastly different graduation rates. Progress to degree seems to matter more than retention rates.

Florida State and Georgia State are examples of schools that dramatically improved student success rates. Both of these schools focused their efforts more on progress towards degrees rather than retention. At Georgia State, academic advisors have access to more than a decade of data that tracks what happens to students in similar situations and use that knowledge to present students with information that allows them to make decisions about their future. Sometimes this information may be difficult for the student to hear. This use of predictive analytics revolutionized student conduct and student success at Georgia State and Florida State. Both have experienced double digit increases in graduation rates. Kent State has purchased that same tracking software and academic advisors have met with representatives of the company to learn about using it.

Provost Diacon thanked the faculty for their hard work and took a moment to mention two faculty members who passed away during the fall semester. Professor Eric Heidemann, from political science, and Professor Kirk Mangus, from ceramics, both of whom died unexpectedly.

#### **Questions:**

Senator Williams stated that we should be cautious about relying solely on data to guide students toward graduation. She pointed out that we need to have a clear definition of student success; for example, if a student really wanted to be a nurse and was unable to graduate with a nursing degree but graduated with another degree, would we consider that successful? Yes, the student graduated, but not with the degree they really wanted. Provost Diacon replied that we were not making a value judgment on the student, but the data exists and he believes it is more humane to explain the situation to the student.

Senator Roxburgh mentioned that in addition to using the data proactively we should also be looking for the exceptions to the data. For example, why were some students successful despite what the data predicted. Provost Diacon agreed that those students should be studied to see what helped them succeed.

Senator Kairis inquired about the training for advisors. Sally Kandel, Associate Vice President for Operations and Administration, replied that the university is starting with a pilot group to determine what training needs exist. A comprehensive training program will be introduced that will include professional and faculty advisors.

Senator Baller mentioned that she has two nieces who graduated from Florida State and that in Florida, the state will pay for a portion of tuition depending on the student's ACT scores. She feels that frees up the students from worry about financial matters and allows them to better concentrate on school. Provost Diacon replied that this system of data helped Florida State improve their graduation rates even with the tuition being paid by the state.

Senator Uribe-Rendon asked if the software takes into account the student's ACT scores or other academic credentials. Sally Kandel replied that the system only looks at how the students have performed at Kent State.

Chair Farrell asked Provost Diacon to clarify the issue of bad debt that had been causing confusion on all the campuses. Provost Diacon replied that there are two types of bad debt, the first is when students obtain federal financial aid but do not attend class. That is considered the fraudulent side of bad debt. The Obama administration has been more aggressive about launching investigations into universities' distribution of federal financial aid. They are currently conducting "spot checks" and depending on what they find, they may decide to officially audit a university. The University of Cincinnati was fined six million dollars because of this type of bad debt. That is why it is very important for faculty to keep track of student attendance and use the appropriate grades of SP, SF, and NF. The second type of bad debt is when students do not pay their campus fees and are allowed to keep registering for classes. There is an ad hoc committee that is looking into this issue. Campuses that have the second type of bad debt are responsible for paying it. Provost Diacon stated that a formal report on the issue of bad debt with data can be given at a spring faculty senate meeting.

## **5. Chair's Remarks [Attachment]**

Chair Farrell read his remarks. Senator Williams pointed out to Chair Farrell that URCC is supposed to have an equal number of administrators and faculty members. If the committee make up is changed to allow the Dean of Undergraduate Studies to serve, then an additional faculty position should be added. Chair Farrell replied that was the intention, and the additional faculty member will most likely be an at-large member.

## **6. EPC Items from the Educational Policies Council Meeting of November 18, 2013**

- a. College of Arts & Sciences, Department of Psychology - Revision of department name, from Psychology to Psychological Sciences. Effective 1 July 2014.

There was no discussion of the item. The motion passed unanimously.

- b. College of Communication & Information, School of Visual Communication Design - Establishment of Information Design minor to be offered fully online in addition to on ground at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2014.

There was no discussion of the item. The motion passed unanimously.

- c. College of Communication & Information, School of Visual Communication Design - Inactivation of Visual Communication Design major within the Bachelor of Science degree and the combined degree with the Master of Arts degree (the MA degree will continue to be offered). Visual Communication Design is and will be continued to be offered as Bachelor of Arts and Bachelor of Fine Arts degrees. Last graduate of the BS degree was one student in summer 2011; last enrollment was one student in spring 2012. Effective Fall 2014.

This item was an information item and there was no discussion.

## **7. New Business**

### **a. Change in University Policy Regarding Student Housing**

There are two main changes in the policy. The first reduces the minimum age required to live off campus from 21 to 20. The second change reduces the credit hour requirement to live off campus from 64 to 60 credits. Chair Farrell stated one slight concern was that students who do not have the chance to live in dorms have a lower probability of success; however, that applies more to freshmen than other students. Senator Janson stated the policy should specifically state which students the policy applies to, meaning students on the Kent Campus.

### **b. Encouraging and Recognizing Faculty Participation in Shared Governance**

Senator Dees stated that at the Faculty Senate Fall Retreat, many faculty members felt that service to the university was no longer valued. The Faculty Senate took 10 minutes to brainstorm ideas on encouraging faculty participation in shared governance.

Senator Abraham stated that one factor in participation is the distance some of the regional campus faculty have to travel. Having a load lift might make it easier for regional campus faculty to travel.

Senator Deborah Smith stated that even though the reappointment, tenure, and promotion policies include language on service, the Faculty are told over and over that the only thing that really counts is research.

Senator Roxburgh replied that she had mixed feelings about rewarding service. She stated that participation in service by senior faculty is less than by junior faculty because it is not rewarded.

Senator Fred Smith noted that in the School of Art they noticed that many faculty have service at the school level but not at the university level. They do not know why that is.

Senator Feinberg stated that there really has to be a system for rewarding people and not essentially punishing people for serving in university governance. An obvious area that is a problem is that of workload. The language for reduced workload for serving on some committees is vague enough that some administrators may not honor the workload reduction request by faculty members. Perhaps if the central administration would support this, there could be a firmer and clearer directive on how workload reduction might be calculated for service.

Senator Williams mentioned that some faculty members do not realize that there is a survey they can fill that allows them to state what committee they are interested in serving on. The Senate needs to do a better job at promoting the survey.

Senator Mocioalca cautioned incentivizing service too much because we want to make sure the people who serve are not just doing it for workload reduction.

Chair Farrell asked Provost Diacon if he had anything to add to the conversation. The Provost replied that he had many thoughts but that the time allotted for the discussion was almost up. Senator Garrison told the Provost that Senate would love to hear his thoughts on this issue at a future meeting and the Provost agreed to do so.

**8. Announcements / Statements for the Record**

Mr. Michael Allen announced that the 29th Annual Graduate Research Symposium will take place on April 11, 2014. He asked faculty members to encourage their graduate students to participate.

**9. Adjournment**

Chair Farrell adjourned the meeting at 4:40 p.m.

Respectfully Submitted,  
Vanessa J. Earp, Secretary Faculty Senate

attachment

## **Faculty Senate Meeting of December 9, 2013**

### **Chair's Remarks**

Welcome to the December meeting of Faculty Senate.

Since this is the last meeting of the semester, on behalf of the Faculty Senate Executive, I would like to wish season's greetings to those of you whether you celebrate Christmas, Kwanzaa or the Winter Solstice, and somewhat belated greetings for those who have just completed celebrating Hanukkah. I encourage you all to take some time to relax, spend time with friends and family, reflect and regroup to prepare for the coming semester.

I would like to take a few moments to remember Nelson Mandela, who was one of the greatest leaders of the past century, and a truly inspiring figure for his people and the world in general. I would like to recall in particular the manner in which he transitioned South Africa from an apartheid state, and did so without the level of violence and possible race war which could have ensued. A significant factor in that achievement was the decision to reach out to the white minority and to include and even co-opt them into the new nation. The peace and reconciliation commission is a shining example of what can be achieved when one looks forward to what one can do together rather than back to the discrimination and injustices of the past.

To quote UN Deputy Secretary-General Jan Eliasson hailed Mr. Mandela's courage, farsightedness, political skills, and kindness, adding that: "In a world too often riven and divided by vicious cycles of violence and revenge, perhaps the most impressive of President Mandela's gifts was his power of forgiveness, his ability to overcome bitterness and hatred."

"We remember Nelson Mandela today. But we should carry his spirit with us every day," continued Mr. Eliasson. "It means, speaking out against prejudice and discrimination wherever we see their dark manifestations. It means, standing up against the indignity and deprivation that millions of our fellow human beings still suffer around the world."

The petitions for the Senate elections of 2014 will be sent out this week by email. We will also send a reminder around the beginning of next semester. I will also notify those Senators whose terms are expiring to remind them to complete a petition, if they wish to stand for re-election for the 2014-2017 term. Petitions with five valid support signatures are due to the Faculty Senate Office by Monday, January 27, 2014.



This year, I have suggested adding some further explanations, in particular addressing the issue that the number of support signatures in smaller colleges or campuses may comprise the entire electorate. It reads "Recognizing that in smaller colleges or campuses, obtaining five support signatures for multiple candidates may be impossible, we would also encourage faculty members who are interested in standing but are unwilling or unable to collect the requisite signatures, to contact the Faculty Senate office and indicate their interest in standing for election. The Faculty Senate endeavors to have twice the number of candidates in each constituency as there are open seats, in order to provide a pool of alternates, who can serve should a faculty member resign, retire, or be on leave for a semester". In the longer term, I think we need to reconsider the support signature requirement, and amend the Faculty Senate bylaws accordingly. I would welcome and input or suggestions from Faculty Senate as to the best solution.

An issue that has been raised periodically, and was again at the Faculty Senate retreat, is the issue of more effectively reporting the actions taken by Faculty Senate or the Executive and the responses from the President, Provost or other Executive Officers, actions by the Board of Trustees, or Board of Regents, and/or of the effective dates of implementation or incorporation in the catalog of changes approved. In the Faculty Senate office, we have been working on documenting these for the last 2 years, and I plan to meet with Karen Keenan and Char Reed over the next few weeks to decide on a suitable format for these status reports. The eventual aim is to post these on the Faculty Senate web page, in an easily searchable form. In a similar vein, we have created searchable digests of the minutes of Faculty Senate for the 2011-12 and 2012-13 academic years on the Faculty Senate web pages. This facilitates locating actions and debates without having to search each meeting individually.

The motion calling on FaSBAC, the university body charged with overseeing budgetary concerns, to conduct a comprehensive review of RCM as currently implemented and report to Faculty Senate by the end of this academic year, was conveyed to the joint Chairs Provost Diacon and Senior Vice-President Floyd of FaSBAC and also discussed at the meeting of the Executive with the President and Provost. President Lefton was supportive of carrying out the review. However a concern was raised about the feasibility of performing some of the evaluations mentioned and the extent that the result can be attributed to RCM as opposed to other factors. I think a very useful discussion will be the one on that process, and on fine tuning RCM to avoid or ameliorate some negative effects. As with many policies, the devil is in the details, and the effect is as much one of the individuals administering the policy as of the policy itself.

Other issues discussed with the President and Provost included:

"Bad Debt Issue" that is now getting sent out to the units

Review of Dean's and Senior Administrative Officers

University Research Council (URC) Report

Policy Change on Student Housing

Adding Undergraduate Studies Representatives to University Requirements Curriculum Committee (URCC)

Suggestion to have Undergraduate EPC and Graduate EPC on Monday and Wednesday of the same week.

More information on these will be available in the minutes of the meeting of the Executive on November 25, and some are ongoing and so will be more appropriate to report on at the February meeting, but I know at least one of these were of more urgent concern to many faculty, so I will briefly address them here.

The "Bad Debt" was raised by some Regional Campus faculty.

Apparently the federal government is doing their due diligence and are trying to limit financial aid fraud. Recently, the Department of Education conducted an examination of 50 students taking online courses at Kent State. This group was concerned that lack of participation on Blackboard meant that a student had stopped attending the course. In some cases, that may be true, but in other online classes Blackboard is not the primary tool being used. So, there was some confusion on whether the appropriate grade (NF, SF or F) was submitted.

To address this concern the Provost office has a team assembled to develop policies and practices to make sure we are doing our due diligence to stop this type of financial fraud. From a faculty point of view, it is critical that we follow our current policies and procedures and submit NF and SF grades as appropriate

The President and Provost also assured us that, at this time, we are not being fined or punished for these issues. That doesn't mean we couldn't be held accountable in the future for these financial problems but at this time we are not. We are not being asked for a large amount of campus money to cover this problem. That was either a miscommunication or misunderstanding of the issue.

The last two issues are a proposal to add the Dean of Undergraduate Studies to URCC, since that college has responsibility for the ELR and FYE courses which are required of students. Since Undergraduate Studies has no faculty there would not be a corresponding faculty member. This seems a good idea to the Executive and the Provost, since it seems best to have input from those who will eventually have to implement and administer policies and courses. Unless there is objection from Senate, I propose to consult with EPC and ask the Committee on Committee to implement that change.

The other issue is one with scheduling arising out of having the graduate and undergrad EPC on successive Mondays. This makes the schedule very difficult to arrange in terms of having both meetings and the Executive meeting with the President and Provost in advance of the Executive meeting to set the agenda for the following Senate meeting and of having that Executive meeting about 10 days in advance of the Senate meeting, so the materials can be collated and circulated. In the discussion, the Provost suggested reverting to the previous practice of having the two EPC committees meet at the same time, and we will probably revert to that in Spring or Fall next year.

Moving on to the agenda for today it includes:

6. EPC Items from the Educational Policies Council Meeting of November 18, 2013:
  - a. (Action Item): College of Arts & Sciences, Department of Psychology - Revision of department name, from Psychology to Psychological Sciences. Effective 1 July 2014.
  - b. (Action Item): College of Communication & Information, School of Visual Communication Design - Establishment of Information Design minor to be offered fully online in addition to on ground at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2014.
  - c. (Information Item): College of Communication & Information, School of Visual Communication Design - Inactivation of Visual Communication Design major within the Bachelor of Science degree and the combined degree with the Master of Arts degree (the MA degree will continue to be offered). Visual Communication Design is and will be continued to be offered as Bachelor of Arts and Bachelor of Fine Arts degrees. Last graduate of the BS degree was one student in summer 2011; last enrollment was one student in spring 2012. Effective Fall 2014.
7. New Business (Discussion Items):
  - a. Change in University Policy Regarding Student Housing
  - b. Encouraging and Recognizing Faculty Participation in Shared Governance

Faculty Senate Chair, Paul Farrell

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Jan-13** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_Department **EPC Ad Hoc Committee for Academic Policies**

College \_\_\_\_\_

Proposal **Revise Policy**Proposal Name **Minimum total credit hours for an undergraduate degree program****Description of proposal:**

**Revision of the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree.**

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

**Approximately 68 percent of Kent State's bachelor's degree programs and 21 percent of associate degree programs can be reduced to 120 and 60 total credit hours, respectively, with the removal of general elective credit without affecting the curriculum approved by the faculty.**

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

**Provost, College Deans**


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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** **Revision of Minimum Credit Hour Requirement** **for Graduation with a Bachelor's or Associate Degree** **from Kent State University**

### SUBJECT SPECIFICATION

This proposal seeks to reduce the minimum number of semester credit hours required to graduate with an undergraduate degree from Kent State—from 121 hours to 120 hours for a bachelor's degree, and from 61 hours to 60 hours for an associate degree.

### BACKGROUND INFORMATION

Prior to fall 1996, Kent State required a minimum 129 credit hours for a bachelor's degree. When approving the reduction of that requirement to 121 hours in September 1995, the Educational Policies Council noted that the 129 credit hours exceeded full-time equivalent expectations, added monetary and time costs to a student's academic career and was out of alignment with most Mid-American Conference universities. The proposed number was arrived at by starting with the premise that a full-time-equivalent student is defined as being enrolled for 15 credit hours per semester. Multiple that by eight semesters (four years) and add the 1-credit orientation course (now US 10097 Destination Kent State: First Year Experience), and you arrive at 121 hours.

However, what wasn't discussed or was unknown/non existing at the time is that for purposes of financial aid eligibility, full-time enrollment is defined as 12 or more credit hours registered in a semester; there are many 1-, 2-, 4- and 5-credit courses available; and the 1-credit orientation course is automatically waived for students who are 21+ years old at the time of admission or who have transferred in 25 or more credit hours. Therefore, it is realistic for a student to fulfill all requirements for a bachelor's degree program at 120 credit hours.

Both the Ohio Board of Regents and the Higher Learning Commission of the North Central Association for Colleges and Schools (Kent State's regional accreditor) require a minimum 120 hours for a bachelor's and a minimum 60 hours for an associate degree.

#### **Ohio Board of Regents**

Associate Degree: An award that requires completion of 60 semester credit hours (or 90 quarter credit hours); associate degree programs should not exceed 60 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Bachelor's Degree: An award that requires completion of 120 semester credit hours (or 180 quarter credit hours); bachelor's degree programs should not exceed 120 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

*(Source: Ohio Board of Regents Guidelines and Procedures for Academic Program Review, 2013)*

## Higher Learning Commission

The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.

*(Source: CRRT.B.10.020 Assumed Practices, Higher Learning Commission Policy Book, June 2013)*

In addition, Kent State is still out of alignment with many universities nation-wide; see Appendix A in regards to minimum hours to graduate at other institutions.

This revision to the minimum credit hour requirement for graduation will not compromise academic quality as each program must maintain standards as set by their faculty and, for some, according to their respective accrediting agencies. Furthermore, academic units are not compelled to reduce their programs total credits to 60/120. Instead, this revised policy encourages units to explore the option of reviewing their programs to determine if reducing total credits is feasible without sacrificing quality and rigor.

Reducing the minimum total hours for graduation by 1 credit should not affect other academic policies that use credit hours in their criteria. These policies<sup>1</sup> include the following:

- Academic Forgiveness: 12 hours for eligibility
- Academic Standing: 15 hours (president's list), 12 hours (dean's list for full-time students)
- Class standing: 0-20 hours (freshman), 30-59 hours (sophomore), 60-89 hours (junior), 90+ hours (senior)
- Combined bachelor's/masters: 60 hours/75 hours/90 hours/105 hours with specific GPA at each level for eligibility
- Course overload: 18 hours in fall/spring semesters, 6 hours/10/hours/12 hours in summer (depending on course length)
- Credit by exam: maximum 30 hours (baccalaureate), 15 hours (associate), 50 percent (certificate)
- Dismissal: 16-29 hours/30-59 hours/60-89 hours /90+ hours with specific GPA at each level
- Dual bachelor's degree: 140 hours
- Enrollment: 12+ hours (full time), 9-11 hours (¾ time), 6-8 hours (½ time), 1-5 hours (<½ time)
- Exploratory and General Majors: maximum 45 hours before declaring degree program
- Institutional/Distinction Honors: 60 hours (bachelor's) and 32 hours (associate) for eligibility
- Kent Core: 36-37 hours
- Non-degree student: maximum 45 hours allowed in status
- Pass/fail grade: maximum 12 hours allowed
- Residence requirement: 30 hours (bachelor's), 15 hours (associate), 50 percent (certificate)
- Transient work: cannot be done in last 30 hours, maximum 18 hours
- Upper-division requirement for the bachelor's: 39 hours (42 hours in College of Arts and Science)

Kent State is well poised to reduce its minimum credit-hour for bachelor's degrees. Based on curriculum for academic year 2013-2014, approximately 89 out of 131 bachelor's degree programs (68 percent) could be adjusted to minimum 120 credit hours with just the removal of 1 to 6 credits of lower-division general elective coursework.

<sup>1</sup> All policies can be found in the University Catalog: [www.kent.edu/catalog/2013/info/policies](http://www.kent.edu/catalog/2013/info/policies).

Nine out of 42 associate degree programs (21 percent) could be reduced to 60 with removal of general elective credit. However, many of Kent State's associate degrees must adhere to professional accreditation standards that may make reducing credit hours difficult. See Appendix B for a listing of Kent State's 2013 programs.

## ALTERNATIVES AND CONSEQUENCES

The purpose of this proposal is to align Kent State University with state-wide and national recommendations in regards to the minimum total credit hours required to earn a bachelor's or associate degree. The reduction would enable academic units that are in the process of streamlining their curriculum to be able to lower the minimum number of credit hours required for graduation. The alternative is to continue current practice. Such continuation could make Kent State University programs less competitive nationally, as well as financially penalize students by requiring them to take more credits than necessary to complete their degree.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2014, the minimum hour requirement policy be revised as follows:

### **Credit-Hour Requirement for Graduation**

#### **Undergraduate Students**

All students in bachelor's degree programs must satisfactorily earn (with passing grades) a minimum of 120 ~~121~~ semester credit hours of coursework to graduate. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core. Associate degrees are awarded for the successful completion of a minimum of 60 ~~61~~ semester credit hours of coursework. Some bachelor's and associate degree programs require more hours than the 120 and 60 ~~121 and 61~~, respectively.

In addition, it is recommended that the Educational Policies Council and the Faculty Senate grant the Office of Curriculum Services the authority to administratively remove 1+ credit hour of lower-division general elective from select associate and bachelor's degree programs to achieve 60 hours and 120 hours, respectively, with the approval of the program's department chair or school director and college dean and in consultation with the unit's curriculum committee, and without compromising the curriculum approved by the faculty (see Appendix B for a list of such programs). This administrative action will alleviate the burden of academic units from submitting paperwork at such a late date.

## TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies .....	22 November 2013
Educational Policies Council.....	27 January 2014 <i>anticipated approval</i>
Faculty Senate.....	10 February 2014 <i>anticipated approval</i>
Board of Trustees .....	12 March 2014 <i>anticipated approval</i>
Implementation in the University Catalog .....	Fall 2014

## APPENDIX A

<b>Kent State's Benchmark Institutions<sup>2</sup></b>	<b>Minimum Semester Credits Hours</b>	
	<b>Bachelor's Degree</b>	<b>Associate Degree</b>
Ball State University	120	60
Bowling Green State University	122	62
Northern Illinois University	120	—
University at Albany, SUNY	120	—
University of Memphis	120	60
University of North Carolina at Greensboro	122	—
University of North Texas	120	—
University of Oklahoma at Norman	120	—
University of Oregon	120	—
University of Southern Mississippi	120	—
University of Texas at Arlington	120	—
University of Wisconsin at Milwaukee	120	—
Western Michigan University	122	—

<b>Mid-American Conference</b>	<b>Minimum Semester Credits Hours</b>	
	<b>Bachelor's Degree</b>	<b>Associate Degree</b>
Ball State University	120	60
Bowling Green State University	122	62
Central Michigan University	124	—
Eastern Michigan University	124	—
Kent State University	121	61
Miami University	128	64
Northern Illinois University	120	—
Ohio University	120	60
University of Akron	128	64
University at Buffalo, SUNY	120	—
University of Massachusetts Amherst	120	—
University of Toledo	124	62
Western Michigan University	122	—

<sup>2</sup> Benchmark institutions for Kent State University as determined by the National Center for Higher Education Management Systems.



**APPENDIX B****Kent State University Associate Degree (Fall 2013)**

\* "Yes" in the last column means that it appears that removing >1 credit hour of lower-division general elective from the program to achieve 60 hours could be made without compromising the curriculum approved by the faculty. No changes will be implemented without approval from the program's department chair or school director and college dean.

Approximately 9 out of 42 programs (21 percent) can be adjusted to minimum 60 credits with removal of general elective credit.

<b>Count</b>	<b>Major Name (Concentration Name)</b>	<b>Minimum Total Hours</b>	<b>Reduced to 60 *</b>
1.	Associate of Arts degree	61	Yes
2.	Associate of Science degree	61	Yes
3.	Environment Management	61	Yes
4.	Individualized Program	61	Yes
5.	Justice Studies	61	Yes
6.	Enology	62	Yes
7.	Accounting Technology	63	Yes
8.	Viticulture	65	Yes
9.	Business Management Technology (Business Administration)	66	Yes
10.	Information Technology for Administrative Professionals	61	No
11.	Emergency Medical Service Technology	62	No
12.	Business Management Technology (General Management, Entrepreneurship and Manufacturing)	63	No
13.	Business Management Technology (Marketing and Sales)	63	No
14.	Computer Technology (all concentrations except Application Development Technology)	63	No
15.	Industrial Trades Technology	63	No
16.	Computer Technology (Application Development Technology)	64	No
17.	Environmental Health and Safety	64	No
18.	Business Management Technology (Computer Applications)	65	No
19.	Legal Assisting	65	No
20.	Allied Health Management Technology	66	No
21.	Physical Therapist Assistant Technology	66	No
22.	Radiologic Technology (ATS)	66	No
23.	Aviation Maintenance Technology	67	No
24.	Human Services Technology	67	No
25.	Radiologic Technology (ATS, Radiology Department Management Technology)	67	No
26.	Business Management Technology (Information Technology)	68	No
27.	Early Childhood Education Technology	68	No
28.	Nursing (ADN)	68	No
29.	Electrical/Electronic Engineering Technology (Computer)	69	No
30.	Mechanical Engineering Technology (Systems)	69	No
31.	Occupational Therapy Assistant Technology	69	No
32.	Systems/Industrial Engineering Technology	69	No
33.	Computer Design, Animation and Game Design	70	No
34.	Electrical/Electronic Engineering Technology (General)	70	No
35.	Respiratory Therapy Technology	70	No
36.	Veterinary Technology	70	No
37.	Engineering of Information Technology	71	No
38.	Manufacturing Engineering Technology	71	No
39.	Mechanical Engineering Technology (Mechtronics)	71	No
40.	Horticulture Technology	72	No
41.	Radiologic Technology (AAS)	72	No
42.	Mechanical Engineering Technology (General)	73	No

## APPENDIX B

*continued*

### Kent State University Bachelor's Degree (Fall 2013)

\* "Yes" in the last column means that it appears that removing >1 credit hour of lower-division general elective from the program to achieve 120 hours could be made without compromising the curriculum approved by the faculty. No changes will be implemented without approval from the program's department chair or school director and college dean.

Approximately 89 out of 131 programs (68 percent) can be adjusted to minimum 120 credits with removal of general elective credit.

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
1.	Accounting	121	Yes
2.	Aeronautics	121	Yes
3.	American Sign Language	121	Yes
4.	Anthropology	121	Yes
5.	Applied Conflict Management	121	Yes
6.	Applied Engineering (all concentrations except Mechanical Engineering Technology)	121	Yes
7.	Applied Mathematics	121	Yes
8.	Athletic Training	121	Yes
9.	Biology	121	Yes
10.	Biotechnology	121	Yes
11.	Botany	121	Yes
12.	Business Management	121	Yes
13.	Chemistry	121	Yes
14.	Classics	121	Yes
15.	Communication Studies	121	Yes
16.	Community Health Education	121	Yes
17.	Computer Information Systems	121	Yes
18.	Computer Science	121	Yes
19.	Construction Management	121	Yes
20.	Criminology and Justice Studies	121	Yes
21.	Dance Studies	121	Yes
22.	Digital Sciences	121	Yes
23.	Earth Science (BS)	121	Yes
24.	Economics	121	Yes
25.	Educational Studies	121	Yes
26.	Engineering Technology	121	Yes
27.	English	121	Yes
28.	Entrepreneurship	121	Yes
29.	Environmental and Conservation Biology	121	Yes
30.	Exercise Science	121	Yes
31.	Fashion Merchandising	121	Yes
32.	Finance	121	Yes
33.	French Literature, Culture and Translation	121	Yes
34.	French Translation	121	Yes
35.	Geography	121	Yes
36.	Geology	121	Yes
37.	German Literature, Culture and Translation	121	Yes
38.	German Translation	121	Yes
39.	History	121	Yes
40.	Hospitality Management	121	Yes
41.	Human Development and Family Studies (all concentrations except Nursing Home Administration)	121	Yes
42.	Insurance Studies	121	Yes
43.	Integrated Health Studies	121	Yes
44.	Integrated Life Sciences	121	Yes

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
45.	Integrative Studies	121	Yes
46.	International Relations	121	Yes
47.	Managerial Marketing	121	Yes
48.	Marketing	121	Yes
49.	Mathematics	121	Yes
50.	Music Technology	121	Yes
51.	Nutrition	121	Yes
52.	Pan-African Studies	121	Yes
53.	Paralegal Studies	121	Yes
54.	Philosophy	121	Yes
55.	Physical Education (Human Movement Studies)	121	Yes
56.	Physics	121	Yes
57.	Political Science	121	Yes
58.	Psychology	121	Yes
59.	Public Health	121	Yes
60.	Radiologic and Imaging Science	121	Yes
61.	Recreation, Park and Tourism Management	121	Yes
62.	Russian Literature, Culture and Translation	121	Yes
63.	Russian Translation	121	Yes
64.	School Health Education	121	Yes
65.	Sociology	121	Yes
66.	Spanish Literature, Culture and Translation	121	Yes
67.	Spanish Translation	121	Yes
68.	Speech Pathology and Audiology	121	Yes
69.	Sport Administration	121	Yes
70.	Teaching English as a Second Language	121	Yes
71.	Technical and Applied Studies	121	Yes
72.	Technology	121	Yes
73.	Theatre Studies (BA)	121	Yes
74.	Theatre Studies (BFA, Design and Technology)	121	Yes
75.	Zoology	121	Yes
76.	Nursing	122	Yes
77.	Art History	123	Yes
78.	Advertising	124	Yes
79.	Electronic Media	124	Yes
80.	Journalism	124	Yes
81.	Public Relations	124	Yes
82.	Trade and Industrial Education	124	Yes
83.	Visual Journalism (inactivated fall 2014)	124	Yes
84.	Applied Engineering (Mechanical Engineering Technology)	125	Yes
85.	Architectural Studies	125	Yes
86.	Art Education	125	Yes
87.	Crafts or Fine Arts	125	Yes
88.	Fine Arts	125	Yes
89.	Photo Illustration	127	Yes
90.	Fashion Design (BA)	121	No
91.	Human Development and Family Studies (Nursing Home Administration)	121	No
92.	Integrated Language Arts	121	No
93.	Integrated Mathematics	121	No
94.	Technology (Teacher Education Licensure)	121	No
95.	Medical Technology	122	No
96.	Special Education (ASL/English Interpreting)	123	No
97.	Special Education (Deaf Education)	123	No
98.	Theatre Studies (BFA, Musical Theatre)	123	No
99.	Visual Communication Design (BA)	123	No
100.	Fashion Design (BFA)	124	No
101.	Integrated Social Studies	124	No

Count	Major Name (Concentration Name)	Minimum Total Hours	Reduced to 120 *
102.	Crafts	125	No
103.	Horticulture	125	No
104.	Music	125	No
105.	Special Education (Mild/Moderate Social Studies and Reading)	126	No
106.	Visual Communication Design (BFA)	126	No
107.	Special Education (Moderate/Intensive Educational Needs)	127	No
108.	Early Childhood Education	128	No
109.	Middle Childhood Education (Language Arts and Science)	128	No
110.	Dance (Performance)	129	No
111.	Dance (Dance Education)	130	No
112.	Architecture	131	No
113.	Interior Design	131	No
114.	Middle Childhood Education (Social Studies and Language Arts)	131	No
115.	Special Education (Mild/Moderate Language Arts and Reading)	131	No
116.	Middle Childhood Education (Language Arts and Mathematics)	132	No
117.	Music Education	132	No
118.	Physical Science	132	No
119.	Life Science	133	No
120.	Special Education (Mild/Moderate Mathematics and Reading)	133	No
121.	Earth Science (BSE)	134	No
122.	Life Science/Chemistry	135	No
123.	Middle Childhood Education (Social Studies and Science)	137	No
124.	Middle Childhood Education (Mathematics and Science)	139	No
125.	Middle Childhood Education (Mathematics and Social Studies)	143	No
126.	Integrated Science (Earth Science)	144	No
127.	Integrated Science (Chemistry)	145	No
128.	Integrated Science (Life Science)	145	No
129.	Integrated Science (Physics)	148	No
130.	Physical Education (Health and Physical Education)	159	No
131.	School Health Education (Health and Physical Education)	159	No

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Jan-13** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **EPC Ad Hoc Committee for Academic Policies**  
 College \_\_\_\_\_  
 Proposal **Establish Policy**  
 Proposal Name **Continuous Registration in Remediation**

**Description of proposal:**

**Students placed into any developmental (remedial) course must register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement.**

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

**Policy affects student scheduling, but should not affect students' program sequencing as it is expected that remediation is completed before college-level coursework is undertaken. Policy should improve time to graduation, preventing time gaps between remediation and college-level mathematics that cause students to be unsuccessful.**

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

**Provost, College Deans, Department of Mathematical Sciences**

### REQUIRED ENDORSEMENTS

Department Chair / School Director	____/____/____
Campus Dean (for Regional Campuses proposals)	____/____/____
College Dean (or designee)	____/____/____
Dean of Graduate Studies (for graduate proposals)	____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)	____/____/____

## Proposal Summary Establishment of a Policy for Continuous Registration in Remediation

### SUBJECT SPECIFICATION

This proposal seeks to require students placed into any developmental (remedial) course to register continuously until they have successfully completed the course(s). Students who have a specific required mathematics course in their program and are placed into developmental mathematics must begin taking the developmental courses in their first semester at Kent State and register continuously until they have successfully completed their program's first mathematics requirement. If students delay taking developmental mathematics, after more than one semester they will be reassessed for placement.

### BACKGROUND INFORMATION

Many studies support the importance of completing certain gateway courses, especially mathematics, early in a student's college career. One study found that performance in the first-year mathematics and English course was the second strongest predictor of retention after the first-year.

**Remedial education course sequences are a key factor in high student attrition.**

The long sequences of remedial education courses create many opportunities for students to drop out. A student may pass one remedial education course but fail to enroll in the next course. Worse yet, many who complete their remedial sequence never enroll in gateway courses. Thus, reforms to courses, while they may result in modest student learning gains, do not address the larger problem of students failing to persist through their remedial sequence or a college gateway course.

Data collected by Complete College America found that among its participating states only 22 percent of community college students and 37 percent of students attending a four-year institution who were placed into remedial education math or English courses completed a gateway class in their designated subject area within two years. Not surprisingly, students placed in a sequence of three or more remedial courses have the hardest time. Students who start three levels below college level rarely complete their full sequence within three years—just 16 percent for math and 22 percent for reading. It has become increasingly clear that a significant number of students fail to enter a college program of study not because they fail any given remedial course but because they do not enroll in the subsequent remedial or gateway course.<sup>1</sup>

Data research on approximately 1,000 new students enrolled in the last two developmental courses at the Kent Campus' Math Emporium in fall 2011 showed that 75 percent of those students who enrolled in a college-level math course in spring 2012 following the developmental course earned a C or better grade in the subsequent course. Students who waited until fall 2012 to take a college-

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<sup>1</sup> Charles A. Dana Center, Complete College America Inc., Education Commission of the States, Jobs for the Future (December 2012). Core principles for transforming remedial education: a joint statement. Retrieved from [www.completecollege.org/docs/remediation\\_joint\\_statement-embargo.pdf](http://www.completecollege.org/docs/remediation_joint_statement-embargo.pdf).

level math course after completing the developmental course a year earlier saw that percent rate of earning a C or better drop eight points to 67 percent<sup>2</sup>.

## ALTERNATIVES AND CONSEQUENCES

The alternate is no policy, and the university will continue to have to provide additional services to students who put off their mathematics, English or other requirements until later in their academic career, sometimes even the semester they want to graduate. This action tends to delay their graduation.

By taking the appropriate remedial courses beginning in the first semester and stay continuously enrolled, students will be better prepared to meet the challenges of their later course requirements.

## SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended the Developmental Coursework policy as published in the University Catalog be updated to reflect this new policy and help increase Kent State's success rates in college-level courses:

### **Developmental Coursework**

"Developmental" means a course that is below college level and cannot be applied toward a certificate or degree program. At Kent State, course numbers that begin with a "0" (e.g., US 00003) are designated as developmental and may be prescribed or recommended through placement testing. Although these courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. None of these courses may be taken pass/fail.

Students placed into any developmental course must continuously enroll in the course(s) each semester until they successfully complete the course or sequence of courses. Students who delay the start of their developmental mathematics coursework more than one semester must be reassessed for placement (a fee may be charged). Students who are placed into a developmental mathematics course and whose program has a specific mathematics requirement must continuously enroll in the course(s) each semester, beginning with their first semester at Kent State, until they successfully complete their first non-developmental mathematics requirement.

## TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies .....	approved 22 February 2013
Educational Policies Council.....	27 January 2014
Faculty Senate.....	10 February 2014
Implementation in the University Catalog .....	Fall 2014

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<sup>2</sup> Data provided from the Office of Research, Planning and Institutional Effectiveness. Research was limited to students who earned minimum C grade in MATH 10023 or 10024 in fall 2011, which enabled them to register for a college-level math course. Of the nearly 1,000 students, 71% registered for their first college-level math course in spring 2012; 2% registered for their first college-level math course in summer 2012; 10% registered for their first college-level math course in fall 2012; and 18% did not register for a Kent State college-level math course in 2012 (percentages add to more than 100% due to rounding).

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Oct-13** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **Modern and Classical Language Studies**  
 College **AS - Arts and Sciences**  
 Degree **BS - Bachelor of Science**  
 Program Name **French Translation** Program Banner Code **FRTR**  
**German Translation** **GRTR**  
**Russian Translation** **RUTR**  
**Spanish Translation** **SPTR**

Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_

Proposal **Revise program - Translation [TRNS] major**

Description of proposal:

1. Remove the four existing BS degree programs from suspension and consolidate them into one major, Translation [TRNS], with four concentrations, French [FR], German [GER], Russian [RUSS], Spanish [SPAN]. The name change reflects the focus of the major and will allow Kent State to offer additional language concentrations without the need for a new degree when/if growth in other languages not currently offered occurs;
2. Create a more flexible curriculum by specifying 30000-/40000-level electives, rather than listing individual courses; and allowing students to demonstrate language proficiency through testing, Advanced Placement, as well as coursework.
3. Replace the subject area specialty with the requirement that students declare a departmentally-approved minor, certificate or second major/degree.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: **121** Proposed total credit hours **121**

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

**None**

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

**N/A**

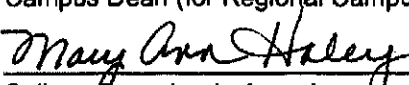
### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director

*Nov 125 / 120.3*

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

*1 1*

  
 College Dean (or designee)

*1216 / 113*

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

*1 1*

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

*1 1*


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Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Keiran Dunne, Chair, Modern & Classical Language Studies 

From: Jessie Carduner, MCLS CC Convener

Date: 11-24-2013

Re: B.S. in Translation

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On November 22, 2013, the MCLS Curriculum Committee voted to make the following curricular changes:

1. Remove the B.S. in French Translation, B.S. in German Translation, B.S. in Russian Translation and B.S. in Spanish Translation from suspension.
2. Combine the four programs into a single B.S. in Translation program with (currently) four concentrations: French, German, Russian and Spanish. It was confirmed through OBR that this could be done with a name change.
3. Modify the program requirements as follows:
  - a. Replace the "subject area specialty" (formerly 27-33 credits) with the requirement that students declare a minor, second major or certificate in an area in which there is high demand for translators; a minimum of 18 hours from one of these secondary programs is required for the major.
  - b. Reduce the number language core courses from 24-27 credits (this varied by language) to 18 credits and make these electives rather than specific courses.
  - c. Increase the number of general electives from 6-9 (varied by language) to 15-18 (will depend on size of minor, second major or certificate and minimum number of hours to graduation and to meet upper division hours)
  - d. Other program requirements, 15 hours of non-language-specific translation courses and 10 hours of language-specific translation course remain unchanged.
4. Modify the roadmaps to reflect changes in program requirements.
5. Update the text of the program description in the catalog.

Attachments:

- CCP
- OBR Name and Curriculum Modification Form (per Therese Tillett, this replaces the proposal summary form.)

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- Catalog copy text for program description, career opportunities and so forth
- Catalog copy for program requirements showing old requirements, new requirements and summary of changes
- Roadmaps (8 total; 2 per language concentration). For each language one roadmap shows the marked up changes and one roadmap is a clean copy of what the roadmap will look like in the new catalog.

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## CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION

**Date of submission:** *date to come, following Board of Trustees approval*

**Name of institution:** Kent State University

**Previously approved titles:** Bachelor of Science degree:

- French Translation major
- German Translation major
- Russian Translation major
- Spanish Translation major

**Proposed new title:** Bachelor of Science degree:

- Translation major<sup>1</sup>
  - French concentration
  - German concentration
  - Russian concentration
  - Spanish concentrations

**Proposed effective date:** Fall 2014

**Date that the request received final approval from the appropriate institutional committee:**  
*[anticipated March 2014], Kent State University Board of Trustees*

**Primary institutional contact for the request:**

**Name:** Therese E. Tillett  
**Title:** Director of Curriculum Services, Office of the Provost  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

**Leads to educator preparation licensure or endorsement:** No

**Explain the rationale for name and curricular changes:**

Kent State University's Department of Modern and Classical Language Studies has offered four BS degree translation programs—French Translation, German Translation, Russian Translation and Spanish Translation—since 1991. In Spring 2013, the department temporarily suspended admissions to the four translation majors in order to review the programs and restructure them in a way that makes better use of existing resources, promotes more timely graduation and which better advances students academic and career goals. . This period coincided with the department reviewing and revising its four BA degree language programs.

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<sup>1</sup> Per Kent State University curriculum nomenclature, a major is a program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study or be interdisciplinary. A concentration is a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

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The result of that review of the BS degree programs is this proposal to consolidate the four individual translation majors into one major with four concentrations:

Current Majors	Proposed Major
BS degree, French Translation major	BS degree, Translation major, with concentrations in French, German, Russian and Spanish
BS degree, German Translation major	
BS degree, Russian Translation major	
BS degree, Spanish Translation major	

The name change reflects the concrete focus of the major; the consolidation into one major will allow Kent State to offer additional language concentrations in the future without the need to request a new degree program when feasibility becomes apparent and immediate.

The curricular changes create a more flexible program that allows students to graduate in four years, in addition to presenting a more professional focus with interdisciplinary breadth that will give students training in an occupational area of translation, for which Kent State is well-known. Kent State's Institute of Applied Linguistics is one of America's leading university-based translator training programs and coordinates the department's undergraduate translation programs, the MA in Translation and the PhD in Translation Studies. Kent State is the only institution nationwide that offers the complete undergraduate, graduate and doctoral sequence in translation and was ranked by the language services company ALTA among the top five for graduate programs in translation<sup>2</sup>.

As part of the professional focus, students will be required to declare a minor, certificate or second major/degree to complement the Translation major, replacing the loosely defined "subject area specialty" in the current curriculum. Presently, Kent State offers 124 baccalaureate majors, 138 undergraduate minors and 20 post-secondary certificates from which students in the BS Translation degree program can choose an appropriate area based on their career plans. Current students in the four translation majors have chosen such second programs as biology, marketing, advertising, art history, psychology, public health, political science, paralegal studies, international business and teaching English as a foreign language.

A second major or a minor or certificate in another academic area will give Translation students a competitive edge in the workforce, which U.S. Department of Labor projects as one of the fastest-growing sectors globally. The Bureau of Labor Statistics<sup>3</sup> projects a 42 percent growth in employment for interpreters and translators, much faster than the average for all occupations. Industries that employed the most translators in 2010 were professional, scientific and technical services (26 percent), educational services (25 percent), health care and social assistance (13 percent) and government (7 percent).

Ohio is ranked seventh among states with the highest employment level in interpretation and translation. The city of Akron is ranked sixth nationwide among top-paying metropolitan areas, and Southern Ohio is ranked fourth among top-paying non-metropolitan areas<sup>4</sup>. Interpreters and translators are also one of Ohio's fastest growing occupations, with employment growing 31.4

<sup>2</sup> Gearing, J. (September 23, 2009). "Top 10 U.S. Translation Schools." ALTA Language Services Inc. Retrieved from [www.altalang.com/beyond-words/2009/09/23/top-10-us-translation-schools](http://www.altalang.com/beyond-words/2009/09/23/top-10-us-translation-schools).

<sup>3</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*. Retrieved from [www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm](http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm).

<sup>4</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages for Interpreters and Translators, May 2012*. Retrieved from [www.bls.gov/oes/current/oes273091.htm](http://www.bls.gov/oes/current/oes273091.htm).

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percent by 2020 and 90 job openings each year<sup>5</sup>.

**Describe how the name and curricular changes will affect students in the current program:**

As admission to the four translation majors has been suspended since spring 2013, there are few new students in the programs. For fall 2013 enrollment, there are 45 students total in the four translation majors, of which only two are freshmen and 12 are at sophomore level. These in-progress students will be able to complete the program as defined in their catalog, or they can update to the revised program, but they are not required to do so.

**Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes:**

Since only the structure of the program is changing with minor curriculum updates, the Department of Modern and Classical Language Studies anticipates no changes to faculty, administrative or support services. Students will now get increased advising support for their minor, certificate or second major/degree. In addition, these changes will result in more efficient administrative processes as students will be declaring an official program of study, rather than a subject area specialty, which will result in fewer program exceptions made to a student's degree audit.

**Provide evidence that the appropriate accreditation agencies have been informed of the proposed change (if applicable):**

Not applicable as these programs are not endorsed by any specialized accrediting agency.

**Describe how the effectiveness of the new curriculum will be monitored over time:**

The effectiveness of the program will be monitored with regular reviews by the department faculty, conducted in collaboration with Kent State's Office of Accreditation, Assessment and Learning.

**Submit a comparison of the currently authorized curriculum and the proposed curriculum:**

See Appendix A for changes in the curriculum. Among the curriculum changes being made:

- Major requirements are being reduced by 18-20 credit hours to give students the opportunity to select more pertinent electives, thereby allowing for students to graduate in a timely fashion and for greater scheduling flexibility. However, the shared major core for the four concentrations remains unchanged and comprises the following courses:
  - MCLS 30420 Foreign Language and Culture Studies (3)
  - TRST 20009 Multilingual Information Lifecycle (3)
  - TRST 30320 Approaches to Translation (3)
  - TRST 30330 Cross-Language Mediation (3)
  - ENG 20002 Introduction to Technical Writing (3) *or* ENG 30063 Business and Professional Writing (3) *course chosen depends on relationship to minor, certificate, second major*
- Students will also continue to take the following Translation/Language for Special Purposes courses in their concentration language:
  - FR/GER/RUSS/SPAN 3-240 Conversation for Business (3)
  - FR/GER/RUSS/SPAN 4-240 Business & Special Texts (3)

<sup>5</sup> Ohio Department of Jobs and Family Services, 2010-2020 Occupational Trends. Retrieved from [www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf](http://www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf).

MCLS  
6

- FR/GER/RUSS/SPAN 3-231 Translation Practice (1)
- FR/GER/RUSS/SPAN 4-230 Advanced Translation Practice (3)

- Specific courses in the language cluster core (24-27 credit hours) are replaced by upper-division electives (18 credit hours) in students' chosen language to give students more choice and allow for studying abroad opportunities, as students will not be prevented from taking courses on specific rotations.
- Replacing the "subject area specialty" (27-33 credit hours), students will be required to declare, instead, an official minor, certificate or second major/degree (minimum of 18 credit hours) subject to approval by a department faculty advisor in a field related to business, technology, health, medicine, science, law, politics or other field in which there is currently a high demand for translators.

This minor/certificate/second major requirement will benefit students by encouraging application of the Translation major to other areas and toward future career opportunities. In addition, the other program will display on the student's transcript unlike the current subject area specialty. Students will be able to obtain advising from the department housing the other program.

- As a result of these changes, the program's amount of general electives will increase, again allowing for more student choice on the focus of his/her course of study.

These revisions give the program greater flexibility to students preparing for the global workplace. A single curriculum will bring greater uniformity across languages and will make course offerings and scheduling practices more efficient, as well as create cohorts among translation majors, leading to a better student experience and greater student success.

---

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon  
Senior Vice President for Academic Affairs and Provost  
Kent State University

MCLS  
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# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Jun-13** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **Journalism and Mass Communication**  
 College **CI - Communication and Information**  
 Degree **BS - Bachelor of Science**  
 Program Name **Electronic Media** Program Banner Code **ELMD**  
 Concentration(s) **Electronic Media Production; Electronic Media Sports Production; Electronic Media Management**  
 Concentration(s) Banner Code(s) **BS-ELMP; BS-ELMS; BS-ELMM**  
 Proposal **Revise program - Digital Media Production [DMP]**

**Description of proposal:**

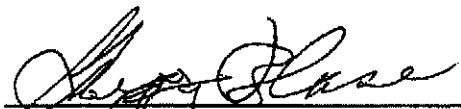
**Change the name of the Electronic Media major (ELMD) to Digital Media Production major. The Digital Media Production major will include two concentrations - the Television Concentration and the Digital Film Concentration.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **124** Proposed total credit hours **124**

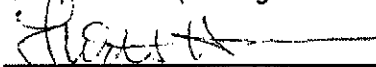
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**NA**

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

**Digital Sciences****REQUIRED ENDORSEMENTS**
  
 Department Chair / School Director
11/18/13

Campus Dean (for Regional Campuses proposals)

1/1
  
 College Dean (or designee)
12/17/13

Dean of Graduate Studies (for graduate proposals)

1/1

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

1/1

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-13** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **Journalism and Mass Communication**  
 College **CI - Communication and Information**  
 Degree **BS - Bachelor of Science**  
 Program Name **Electronic Media** Program Banner Code **ELMD**  
 Concentration(s) **Electronic Media Production; Electronic Media Sports Production; Electronic Media Management**  
 Concentration(s) Banner Code(s) **BS-ELMP; BS-ELMS; BS-ELMM**  
 Proposal **Inactivate program**

Description of proposal:

**Inactivate the following concentrations in the Electronic Media major (ELMD): Electronic Media Production (ELMP); Electronic Media Sports Production (ELMS); Electronic Media Management (ELMM).**

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

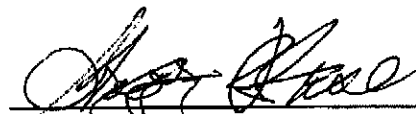
Current total credit hours: **124** Proposed total credit hours **124**

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

**NA**

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

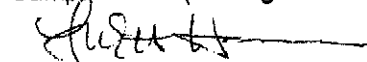
### REQUIRED ENDORSEMENTS



Department Chair / School Director

11/18/13

Campus Dean (for Regional Campuses proposals)



College Dean (or designee)

1/1

12/17/13

Dean of Graduate Studies (for graduate proposals)

1/1

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

1/1



# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-13** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **Journalism and Mass Communication**  
 College **CI - Communication and Information**  
 Degree **BS - Bachelor of Science**  
 Program Name **Digital Media Production** Program Banner Code \_\_\_\_\_  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**Establish the following concentrations in the Digital Media Production Media major: Digital Media Production; Television**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **124** Proposed total credit hours **124**

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

NA

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

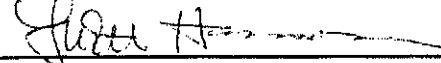
### REQUIRED ENDORSEMENTS

  
 \_\_\_\_\_  
 Department Chair / School Director

11/18/13

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

1/1/

  
 \_\_\_\_\_  
 College Dean (or designee)

12/17/13

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1/1/

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

1/1/

## **Proposal Summary**

### **Change the name and make curricular revision to the Electronic Media Major (BS-ELMD)**

#### **Description of Action, Including Intended Effect**

Change the name of the Electronic Media Major (BS-ELMD) to Digital Media Production. Inactivate the three concentrations: Electronic Media Production (BS-ELMP); Electronic Media Sports Production (BS-EMPS); Electronic Media Management (BS-ELMM).

Establish two new concentrations: The Television Concentration and the Digital Film Concentration.

The intended effect is to make the major more current with industry standards in both the television industry and the digital film industry. Television is still one of the major vehicles for digital content and, although film is being used less and less, digital film is still the industry standard term for digital content. The term Digital is replacing the term Electronic as a better term to reflect how information is disseminated.

#### **Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)**

NA

#### **Fiscal, Enrollment, Facilities and Staffing Considerations**

At present, no additional faculty or staff will be needed, as the current faculty will teach the updated courses and content.

#### **Evidence of Need and Sustainability if Establishing**

This is a name and content change to an existing major.

#### **Provisions for Phase-Out if Inactivating**

Students will not be adversely affected in any way. Current students may opt to change their major from Electronic Media Production to Digital Media Production and follow the new curriculum, but are not required to do so. Courses required in older catalogs will still be offered or course substitutions will be allowed to ensure graduation.

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

Approval of JMC Curriculum Committee – August 2013

Approval of JMC Faculty – August 2013

Approval of College Curriculum Committee – October 2013

Approval of EPC – January 2014

Approval of Faculty Senate – February 2014

Approval of Board of Trustees – May 2014

Approval of Board of Regents – June 2014

Inclusion in Fall 2014 catalog



**Board of Regents**

University System of Ohio

## **CHANGE REQUEST: NAME AND CURRICULUM MODIFICATION**

**Date of submission:** [11/25/13]

**Name of institution:** Kent State University

**Previously approved title:** Electronic Media major within the Bachelor of Science degree

**Proposed new title:** Digital Media Production major within the Bachelor of Science degree

**Proposed implementation date of the request:** Fall 2014

**Date that the request received final approval from the appropriate institutional committee:**  
[DATE] (Kent State University Board of Trustees)

**Primary institutional contact for the request**

**Name:** Therese E. Tillett  
**Title:** Director of Curriculum Services  
 Office of the Provost  
**Phone:** 330-672-8558  
**E-mail:** ttillet1@kent.edu

**Educator Preparation Programs:**

Leads to licensure: No  
 Leads to endorsement: No

**Explain the rationale for name and curricular changes.**

The bachelor's degree Electronic Media major has been offered at Kent State since the Department of Telecommunications moved from the School of Speech and Rhetoric to the School of Journalism in 1988.

The name Digital Media Production better reflects the current technology used in all forms of electronic media. Students, employers and professionals in the field associate the term "digital" with the way messages and content are transmitted to a multitude of platforms. Students understand the term "digital" and how it is the technology behind their smart phones, tablets, televisions and radio.

The major has two concentrations: Television and Digital Film. A large amount of digital content still comes to us from television and many film productions are now shot with video and created digitally. Although the term "film" would suggest a linear format, the industry still uses the term extensively to refer to motion pictures. So these two concentration names are industry standards and are understood to contain digital content.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Nov-13** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_Department **Sociology**College **AS - Arts and Sciences**Degree **MA - Master of Arts**Program Name **Justice** Program Banner Code **JUS** to **Criminology and**Concentration(s) **Studies** Concentration(s) Banner Code(s) **Criminal Justice**Proposal **Revise program**

**Concentrations:** - Victimology [VICT] - Corrections [CORR] - Global Security [GLOBE] - Policing [POLICE]

Description of proposal:

**Revise and re-activate the M.A. in Justice Studies, which was inactivated in 2013. Create concentrations within the program, and offer the program as fully online. Change degree name to Criminology and Criminal Justice; revise Admissions criteria; revise existing courses and create new courses to support the concentrations.**

Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **33**Proposed total credit hours **33**

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

**Should not affect existing programs, policies, or procedures. Resources are available to support the program. Needs assessment demonstrates strong interest in online graduate program in this field.**

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

**Not applicable**

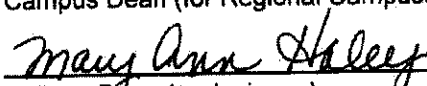
### REQUIRED ENDORSEMENTS

  
 Department Chair / School Director

11/25/13

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

1/1/13

  
 College Dean (or designee)

12/13/13

\_\_\_\_\_  
 Dean of Graduate Studies (for graduate proposals)

1/1/13

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

1/1/13

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# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Nov-13** Curriculum Bulletin \_\_\_\_\_Effective Date **Fall 2014** Approved by EPC \_\_\_\_\_

Department **Sociology**  
 College **AS - Arts and Sciences**  
 Degree \_\_\_\_\_  
 Program Name \_\_\_\_\_ Program Banner Code \_\_\_\_\_  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Revise program**

**Description of proposal:**

**Revise and re-activate the M.A. in Justice Studies, which was inactivated in 2013. Create concentrations within the program, and offer the program as fully online. Change degree name to Criminology and Criminal Justice; revise Admissions criteria; revise existing courses and create new courses to support the concentrations.**


Does proposed revision change program's total credit hours? ☐ Yes ☒ NoCurrent total credit hours: **33** Proposed total credit hours **33**

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

**Should not affect existing programs, policies, or procedures. Resources are available to support the program. Needs assessment demonstrates strong interest in online graduate program in this field.**

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


**Not applicable****REQUIRED ENDORSEMENTS**

  
 Department Chair / School Director

11/25/13

\_\_\_\_\_  
 Campus Dean (for Regional Campuses proposals)

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 College Dean (or designee)

12/13/13

  
 Dean of Graduate Studies (for graduate proposals)

1/21/14

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

1 1

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## Proposal Summary [Revise M.A. in Justice Studies]

### Description of Action, Including Intended Effect

The purpose of this proposal is to (re-)activate and revise the M.A. in Justice Studies, which was inactivated in 2013. We propose to offer the M.A. program and its courses as fully online. The program is now viable due to additional faculty hires in Criminology and the demand established for online programs in this area. Actions include the creation of concentrations within the program (Corrections; Global Security; Policing; Victimology) and adjustment to program requirements; change of degree name to Criminology and Criminal Justice; revision of admissions criteria (change GPA to 3.0 from 3.2; drop GRE requirement; use capstone course as culminating experience); revision of existing courses (and in some cases, course numbers), and creation of new courses to support the concentrations.

### Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Should not negatively affect existing programs, courses, or students. (The current program was inactivated, so no students are currently enrolled.) Faculty are available to teach the courses in the curriculum.

### Fiscal, Enrollment, Facilities and Staffing Considerations

The Sociology Department has the resources (fiscal, staffing, etc.) to support the program. The program was inactivated because of the loss of faculty when the Justice Studies Department was disbanded; Sociology (which houses the Justice Studies programs) now has sufficient faculty in this area to offer the Master's program again.

### Evidence of Need and Sustainability if Establishing

Analysis indicates strong interest in an online degree in this subject area at KSU. Since the MA in JUS program was put on hold, the Department has received 40-60 requests for information on the Master's annually. This indicates strong interest in a program which was not being marketed. Further, Everspring, who will market the revised M.A. in Criminology and Criminal Justice, has indicated that we will enroll between 120-180 students per year in the program by the second year of operation.

### Provisions for Phase-Out if Inactivating

**Timetable and Actions Required:** *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approval by Department:	November 2013
Approval by A&S CCC:	December 2013
Approval by EPC:	January of 2014
Approval by OBR:	
Implementation of revised degree program:	Fall of 2014 (2014 Catalog)

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**KENT STATE**  
UNIVERSITY  
**MEMORANDUM**

**Department of Sociology**

(330) 672-2562

Fax: (330) 672-4724

**TO:** Mary Ann Haley, Assistant Dean, College of Arts and Sciences

**FROM:** Richard T. Serpe, Chair *RSerpe*

**DATE:** November 25, 2013

**SUBJECT:** Sociology Online M.A. in Criminology and Criminal Justice

We are submitting a comprehensive proposal to activate the M.A. in Justice Studies, which was inactivated in 2013. The program will be fully online and we are proposing to change the name of the degree to Criminology and Criminal Justice. Requirements have been revised; the degree is designed with four areas of concentration, a capstone course and totals 33 total credit hours. Admissions criteria have been revised. Below are the details of the proposed revision of the degree. Courses have been revised and there are a number of new courses as well.

**REVISE AND RE-ACTIVATE THE MA**

***Core Required Courses***

1. *Law, Justice, and Society (JUS 66761)*
2. *Theories of Crime and Delinquency (JUS 66763)*
3. *Research Methods in Criminology and Criminal Justice (JUS 66768)*
4. *Designated Concentration Required courses*
  - a. *Corrections Concentration – Choose Either JUS 56705 (Community) or 66766 (Institutional) as designated requirement*
  - b. *Global Security Concentration - Intelligence and National Security (JUS 56800)*
  - c. *Policing - Justice Institutions (JUS 66770)*
  - d. *Victimology - Victimology (JUS 66772)*
5. *Proseminar in Issues in Contemporary Justice (JUS 66762) (Capstone)*

Concentrations (less the one listed for each area in item number 4 above, except for Corrections, due to the choice) [Students will choose one]:

***CORRECTIONS***

Community Corrections (JUS 56705)  
Treatment Methods (JUS 56708)  
Emerging Trends and Issues in Corrections (JUS 56709)  
Institutional Corrections (JUS 66766)

***GLOBAL SECURITY***

Homeland Security (JUS 56801)  
Terrorism and Counterterrorism (JUS 56802)  
Information and Cyber security (JUS 56803)

***POLICING***

Issues in Police Work (JUS 56904)  
Justice Administration (JUS 66767)  
Contemporary Policing (JUS 66773)

***VICTIMOLOGY***

Human Service Agencies and the Law (JUS 57002)  
Restorative Justice and Victim Assistance (JUS 57003)  
Legal Perspectives and Rights in Victimization (JUS 57004)

*500 JUS MA*

*Transmittal memo, p. 2*

Thus, the revised degree will contain four concentrations: Corrections, Global Security, Policing, and Victimology; all students will take one designated course in each area and choose a concentration from the four available, for which they will complete three more courses.

With respect to course-level information, we propose the following:

Change the name of the following course:

- JUS 66768: Research Methods in Criminology and Criminal Justice
  - This was previously named "Research Methods in Justice Studies." The name change more accurately reflects the content.

Change attributes of the following courses (REVISE existing courses):

- Community Corrections (JUS 56705)
- Treatment Methods (JUS 56708)
- Law, Justice, and Society (JUS 66761)
- Proseminar in Issues in Contemporary Justice (JUS 66762)
- Theories of Crime and Delinquency (JUS 66763)
- Research Methods in Criminology and Criminal Justice (JUS 66768)
- Institutional Corrections (JUS 66766)
- Justice Administration (JUS 66767)
- Justice Institutions (JUS 66770)
- Victimology (JUS 66772)
- Contemporary Policing (JUS 66773)

Establish the following courses:

- Emerging Trends and Issues in Corrections (JUS 56709)
- Intelligence and National Security (JUS 56800)
- Homeland Security (JUS 56801)
- Terrorism and Counterterrorism (JUS 56802)
- Information and Cyber security (JUS 56803)
- Issues in Police Work (JUS 56904)
- Human Service Agencies and the Law (JUS 57002)
- Restorative Justice and Victim Assistance (JUS 57003)
- Legal Perspectives and Rights in Victimization (JUS 57004)

In addition, several of the courses have undergraduate 'slash' courses (some existing, some new):

The attributes of the following existing undergraduate courses have been revised:

- Community Corrections (JUS 46705)
- Treatment Methods (JUS 46708)
- Issues in Police Work (JUS 46904)
- Human Service Agencies and the Law (JUS 47002)

Establish the following undergraduate courses (and slash with 50,000s above)

- Intelligence and National Security (JUS 46800)
  - This course has been taught several times and we wish to establish it as a permanent course.
- Homeland Security (JUS 46801)
  - This course has been taught several times and we wish to establish it as a permanent course.
- Terrorism and Counterterrorism (JUS 46802)
  - This course has been taught several times and we wish to establish it as a permanent course.
- Information and Cyber security (JUS 46803)
- Restorative Justice and Victim Assistance (JUS 47003)
- Legal Perspectives and Rights in Victimization (JUS 47004)

Please let me know if you have any questions.

See JUS-MH  
2.



## Kent State University Catalog 2012 - 2013

### College of Arts and Sciences

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Business Administration
- College of Communication and Information
- College of Education, Health and Human Services
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies

More Graduate Programs

### Criminology and Criminal Justice Studies - M.A.

Kent State University 2012 Catalog > College of Arts and Sciences > Graduate Programs > Justice Studies - M.A.

Download to print

Admission to the program is temporarily suspended and will resume by fall 2013 contingent on university approval procedures.

College College of Arts and Sciences

Department Department of Sociology  
215 Merrill Hall  
Tel: 330-872-2582  
E-mail: [sowens@kent.edu](mailto:sowens@kent.edu)  
Web: [www.kent.edu/cas/sociology](http://www.kent.edu/cas/sociology)

#### Resources

- Program Requirements
- College Policies
- Academic Policies

Description The Master of Arts in Justice Studies prepares students for staff and administrative careers in fields related to the prevention, treatment and control of crime and delinquency. It also offers opportunities for agency personnel to broaden their education and upgrade their skills. An important purpose of the program is preparation for advanced study at the doctoral level.

Admission Requirements Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation (preferably academic).

Graduation Requirements Requirements for the degree are 33 semester hours. These requirements include 12 hours of required core courses, 12 hours of electives, and 8 hours of thesis, internship and research paper, or an additional course and research paper.

Thesis/Dissertation Students have three options for the final culminating research requirement. The first option is the thesis requirement. The second option is an internship and research paper. The third option is to complete one additional elective course and write a research paper.

If a student chooses the thesis option, the thesis topic must be approved by the student's thesis committee. A completed thesis must show evidence of original research and meet the standards set by the university.

If a student chooses the internship and research option, the internship arrangements can be made with a wide variety of juvenile and adult federal, state and county justice agencies. Students must also write a monograph over the internship experience. In addition to the internship, the student must complete an original research paper and oral examination on the research paper.

If a student chooses the additional elective course and research paper, the student can select any 60000-level course, except JUS 66796 Individual Investigation. The student must also complete an original research paper and oral examination on the research paper.

Program Learning Outcomes

SEE INSERT A



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**INSERT A**

**Program Learning Outcomes**

Graduates of this program will be able to:

1. Demonstrate a practical understanding of criminological theory by using it to better understand crime and criminal behavior, pose and attempt to answer research questions, and see its connection to crime policy.
2. Demonstrate mastery of the significant empirical findings in the major areas of criminology and criminal justice.
3. Demonstrate an appreciation for the use of the scientific method in the study of crime, a practical understanding of research methods used in the field, and a practical understanding of statistics in social science research.
4. Develop basic skills in planning and conducting research projects, including evaluation research in particular.
5. Describe the role of race/ethnicity, gender, sexual orientation, and social class as they relate to crime and victimization.
6. Effectively communicate criminological knowledge and write a clear and concise analysis of issues, policies, and research in the field.

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## Kent State University Catalog 2012 - 2013

### College of Arts and Sciences

- Visual Arts
- Music
- Theatre
- Dance
- Film
- Journalism
- Mass Communication
- Public Administration
- Political Science
- Sociology
- Anthropology
- History
- Geography
- Environmental Science
- Environmental Studies
- Health, Behavior, and Society
- Human Services
- International Studies
- Law
- Library Science
- Management
- Marketing
- Psychology
- Social Work
- Statistics
- Teacher Education
- Women's Studies
- Youth Studies

More Graduate Programs

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Business Administration
- College of Communication and Information
- College of Education, Health and Human Services
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies

## Criminology and Criminal Justice

### Justice Studies - M.A. Program Requirements

Kent State University 2012 Catalog > College of Arts and Sciences > Graduate Programs > Justice Studies - M.A. > Justice Studies - M.A. Program Requirements

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JUSTICE STUDIES PROGRAM REQUIREMENTS (33 credit hours)		
Course	Title	Credits
JUS 66762	Praseminar in Issues in Contemporary Justice	3
66763	Theories of Crime and Delinquency	3
66767	Justice Administration	3
66768	Research Methods in Justice Studies	3
66775	Research Methods in Justice Studies II	3
Elective*		12
Choose from the following		6
JUS 66198	Thesis I (6)	
66792	Internship in Justice Studies (4) and	
66798	Research (2)	
66798	Research (3) and	
60000	60000 level Justice Studies elective course (3)**	
TOTAL		33

\*Elective courses should be selected in consultation with the faculty advisor

\*\*Excluding JUS 66798.

see attached

INSERT B



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Insert B

CRIMINOLOGY & CRIMINAL JUSTICE PROGRAM REQUIREMENTS (33 credits)		
Course	Title	Credits
JUS 66761	Law, Justice, and Society	3
JUS 66763	Theories of Crime and Delinquency	3
JUS 66768	Research Methods in Criminology and Criminal Justice	3
JUS 56705	Community Corrections	3
JUS 66766	or Institutional Corrections	3
JUS 56800	Intelligence and National Security	3
JUS 66770	Justice Institutions	3
JUS 66772	Victimology	3
JUS 66762	Proseminar in Issues in Contemporary Justice (capstone)	3
Choose at least one Concentration from the following four:		9
<b>Corrections concentration</b>		
JUS 56705	Community Corrections*	
JUS 66766	or Institutional Corrections*	
JUS 56708	and Treatment Methods	
JUS 56709	and Emerging Trends and Issues in Corrections	
<b>Global Security concentration</b>		
JUS 56801	Homeland Security	
JUS 56802	and Terrorism and Counterterrorism	
JUS 56803	and Information and Cyber security	
<b>Policing concentration</b>		
JUS 66773	Contemporary Policing	
JUS 66767	and Justice Administration	
JUS 56904	and Issues in Police Work	
<b>Victimology concentration</b>		
JUS 57002	Human Service Agencies and the Law	
JUS 57003	and Restorative Justice and Victim Assistance	
JUS 57004	and Legal Perspectives and Rights in Victimization	
<b>TOTAL</b>		<b>33</b>

\*Students in the Corrections concentration take both Community Corrections and Institutional Corrections.

SOC-JUS-MA  
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## **Faculty Senate Executive Committee Minutes of the Meeting**

**October 30, 2013**

**Present:** Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary),  
George Garrison (At-Large), David Dees (Appointed),  
Lee Fox-Cardamone (Appointed)

**Not Present:** Provost Diacon (ill)

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

Chair Farrell called the meeting to order at 3:37 p.m. in the Faculty Senate conference room, 227 Schwartz Center.

### **2. Approval of Minutes**

The minutes from the September 24, 2013 Executive Committee Meeting were approved as amended (White/Farrell).

The minutes from the October 7, 2013 Faculty Senate Meeting were approved as amended (Fox/Garrison). The minutes will be presented to the Senate at the November meeting.

The minutes from the October 23, 2013 Executive Committee Meeting were approved as amended (White/Fox).

### **3. Faculty Senate Retreat Discussion**

Tess Kail typed up the notes from the Fall Retreat and the Executive Committee deliberated on which issues to pursue in the upcoming academic year. The committee discussed the possibility of having the Professional Standards Committee work on creating a reward structure for university service. This type of conversation, how to make teaching and service more valued, has occurred at the Chairs and Directors meeting. This would be aligning incentives with the current mission and policies.

It was clear from the retreat that the faculty would like to see FaSBAC hold a review of RCM and to report back to the full Senate. The Executive Committee will work on the language for this motion; the desire is that this motion would be ready to go to the full Senate at the November meeting.

Another idea discussed was to form a committee that would examine work-life balance or a sustainable working environment. There was some disagreement on whether sustainable working environment was the best wording choice. This committee could look at various issues such as faculty morale, participation in shared governance, incentives for participating in shared governance, and faculty evaluation of the administration. The purpose would be to have the University more explicitly recognize the value of faculty roles in shared governance, and the importance of fostering a collaborative and collegial environment. Another important topic to study is the academic career trajectory of faculty.

4. Cost Overruns and Consequent Changes to Science Corridor Renovations

The Executive Committee has heard from various entities that the cost of the science corridor renovations is larger than originally thought and are wondering how this will impact what work will be undertaken. The Executive Committee will ask President Lefton about this issue. Of specific concern are the lab renovations and parking lot size.

5. Review of Deans and Senior Administrator Officers

The Executive Committee has received two inquiries about the policy regarding the review of deans and senior administrator officers.

6. Faculty Census and Changes in Faculty Composition

Chair Farrell is trying to get a final listing from the Provost's Office. The Executive Committee did review the list we have been provided. If that list is correct, the number of At-Large Senators will be reduced. Other colleges may lose a Senate seat based on whether or not they hire any Tenure Track Faculty this academic year. There was also discussion on whether the Regional College should have a Senator based on the Faculty Senate Charter and Bylaws. It was also apparent that there should be more representation for the Non-Tenure Track unit.

7. Adjournment

Chair Farrell adjourned the meeting at 5:59 p.m.

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



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

**November 25, 2013**

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

**Guests:** Lester Lefton, University President; Todd Diacon, Senior Vice President for Academic Affairs and Provost; Jarrod Tudor, Provost's Fellow

**1. Call to Order**

Chair Farrell called the meeting to order at 3:05 p.m. in the Urban Conference Room, second floor of University Libraries.

**2. Meeting Minutes**

The minutes from the October 30, 2013 Executive Committee Meeting were approved as amended.

The minutes from the November 4, 2013 Faculty Senate Meeting were approved as amended. The minutes will be presented to the Senate at the December meeting.

**3. Petitions for Candidacy for Election to Faculty Senate (and the Bylaws stating five signatures are required)**

The Executive Committee reviewed the draft statement that will be sent out.

**4. Discussion with President and Provost**

- A. Indirect Cost Policies and Practices Regarding Off-Campus Research** - It was brought to the Executive Committee's attention that some areas within the university are being charged indirect costs above the national average. Some areas are being charged 47.2%, while other areas are only charged 26% for off-campus research. Provost Diacon replied that it was his understanding that Grant McGimpsey, Vice President for Research, and the specific department in question had reached an agreement to lower this rate. Vice President McGimpsey has been working on redefining "off-campus research." The Provost will double check with Vice President McGimpsey to see what progress has been made on this issue.

- B. **Awarding Post-Docs and Summer Research Grants** - It was brought to the attention of the Executive Committee that at times the policy regarding the awarding of post-docs and summer research grants has not always been followed. Provost Diacon replied that it would be beneficial to have Vice President McGimpsey attend the next Faculty Senate Executive Committee meeting to discuss these items.
- C. **Bad Debt Issue** - The President and Provost were asked about the issue of universities being required to pay back the bad debt for students who took out student loans but never attended class. Provost Diacon replied that the U.S. Department of Education conducted a study of 100% online students and whether their grades were being reported correctly. They looked at 50 random Kent State University students' grades. Based on the students' interaction with Blackboard, they determined that improper grades may have been given. The U.S. Department of Education stated that these students should not have been given an F but an NF (never attended) or SF (stopped attending). This appears to be based on a misunderstanding that all courses require assignment submission through Blackboard. It is important that professors report grades accurately, an F, SF, or NF. Provost Diacon stated that if we don't show we have proper procedures in place, then the university could be held liable for this money. At this time have we not been officially audited and no campus, college, or unit is being asked to refund this money.
- Jarrold Tudor, Provost's Fellow, is working with Mark Evans, Director of Student Financial Aid, to put into place procedures to address this issue. The university is going to have to address this issue. Faculty will have to be more accurate in assigning grades, especially the SF and NF grades. The university is also looking at the deregistration policies. Student attendance and class participation need to be better tracked.
- D. **Policy Change on Student Housing** - Provost Diacon presented the changes in the University Policy on Student Housing. This will be placed on the Faculty Senate's December Agenda as an information item.
- E. **Review of Deans and Senior Administrative Officers** - The Executive Committee has received questions from faculty about which deans are scheduled to be reviewed. Provost Diacon replied that he was not sure but would check with Associate Provost Averill. President Lefton recommended that a chart be created that lists all of the deans and their dates of hire and when they are to be reviewed.
- F. **Adding Undergraduate Studies Representatives to University Requirements Curriculum Committee (URCC)** - Since Undergraduate Studies offers a number of courses, the question has arisen whether the Dean of Undergraduate Studies should be on URCC. Provost Diacon agreed and will discuss this with Interim Dean Pringle. The Executive was also supportive and the Committee on Committees will revise the charge to include this addition.



- G. **Suggestion to have Undergraduate EPC and Graduate EPC on Monday and Wednesday of the same week** - Chair Farrell asked Provost Diacon if the Undergraduate EPC and Graduate EPC could be scheduled for the same week. This would make it easier for Faculty Senate, since some of the EPC items may need to be placed on Faculty Senate Agendas. Provost Diacon stated the meetings could be held at the same time, as they were in the past, and the Provost would send Associate Provost Tankersley to one of the meetings while he attends the other. This may start as early as the spring semester.
- H. **ESSI (Online student survey of instruction)** - Provost's Fellow Jarrod Tudor provided an update on the pilot of the online student survey of instruction. There will be a very small pilot (all FYE sections on Kent Campus) done this semester. A link will be sent to the students 15 minutes prior to the start of class, the instructor will leave the room for 15 minutes so students can fill out the survey. They will be given until the end of the day to complete the survey. There is a time limit of 15 minutes to complete the survey. The questions and arrangement of questions will be the same as on the paper survey. Senator Dees expressed concern over the 15-minute time limit. This is an issue that can be examined in the future.
- I. **Transmittal Letter of Motion on Responsibility Center Management (RCM)** - The Executive Committee discussed the Motion on RCM with the President and Provost. Provost Diacon asked how the impact would be measured. One suggestion was to consider the impact of RCM on class size. The Provost stated that he didn't know how you would be able to isolate RCM as the independent variable. President Lefton stated he didn't have a problem with holding a review of RCM and thinks it would be beneficial to see what is working and what is not. The President also stated that faculty need to be made aware of how RCM works; it appears that many faculty members do not seem to understand how RCM works. This could be a great learning opportunity. It is important to have faculty, chairs, deans, and other administrators study this issue.
- J. **Building Update** - President Lefton provided an update on the progress of building and renovations on campus. He stated that the prices seem to be 10% higher than originally predicted. They are reviewing plans to see how to progress. They are working to obtain guaranteed maximum prices (GMP) for each project. Starting in summer and fall of 2014 the campus will start to see the changes.

5. **Finalize Agenda for the December 9, 2013 Faculty Senate Meeting**

Provost Diacon will address Faculty Senate at the December 2013 meeting.

EPC Items:

Action Items

- Revision of department name, from Psychology to Psychological Sciences.
- Establishment of Information Design minor to be offered fully online in addition to on ground at the Kent Campus. Minimum total credit hours to program completion are 18. Effective Fall 2014.

Information Item

- Inactivation of Visual Communication Design major within the Bachelor of Science degree and the combined degree with the Master of Arts degree (the MA degree will continue to be offered). Visual Communication Design is and will continue to be offered as Bachelor of Arts and Bachelor of Fine Arts degrees. Last graduate of the BS degree was one student in summer 2011; last enrollment was one student in spring 2012. Effective Fall 2014.

New Business Items:

- University policy regarding student housing
- Discussion: Faculty Morale (incentive for service)

6. Adjournment

Chair Farrell adjourned the meeting at 5:20 p.m.

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



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

**December 16, 2013**

**Present:** Don White (Vice Chair), George Garrison (At-Large), Dave Dees (Appointed), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)

**Not Present:** Paul Farrell (Chair), Vanessa Earp (Secretary)

**Guests Not Present:** Todd Diacon - Provost and Senior Vice President for Academic Affairs, Grant McGimpsey - Vice President for Research & Sponsored Programs

**1. Call to Order**

Vice Chair White called the meeting to order at 3:40 p.m. in the Faculty Senate conference room, 227 Schwartz Center.

**2. Discuss topics to cover with the Provost (and Vice President McGimpsey)**

Miscommunication lead the Provost to believe that today's meeting was cancelled. However, the Executive Committee continued to discuss the topics that were to be covered:

a. The process for reviewing/selecting awardees and notifying unsuccessful applicants for:

1. Summer Research Awards
2. Post-doctoral Awards
3. Distinguished Scholarship Awards

and the extent to which the University Research Council or faculty at Kent were involved in these processes.

b. The overhead rate for off-campus research and the definition and distribution of such.

Is there a written policy and how is off-campus currently defined?

c. The process for faculty consultation and involvement in developing strategic plans for research, sponsoring events, and participation in initiatives such as the Third Frontier.

Senator Garrison suggested that either Vice Chair White or Chair Farrell contact Provost Diacon and Vice President McGimpsey and request that they address the items above in writing.

The Executive Committee plans to reschedule the meeting with Provost Diacon and Vice President McGimpsey at the next available meeting. Ms. Kail mentioned that the next meeting with Provost Diacon is scheduled for January 22, 2014 in the Urban Conference Room.

4. Executive Committee Christmas Get-Together

The Executive Committee discussed possible times and various locations for their Christmas gathering.

5. Adjournment

Vice Chair White adjourned the meeting at 4:30 p.m.

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