



# Kent State University Curriculum Guidelines 2014-2015

Curriculum Services  
Office of the Provost  
18 August 2014

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## INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

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

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

### Office of Curriculum Services

**Location:** Suite 208, Schwartz Center, 800 E. Summit St., Kent Campus

**General E-mail:** [curriculum@kent.edu](mailto:curriculum@kent.edu) | **Fax:** 330-672-2645

Name	How We Can Help You	Extension/E-mail
<b>Therese Tillett</b> Director	<ul style="list-style-type: none"> <li>▪ New degrees or majors</li> <li>▪ Academic policies</li> <li>▪ Academic structure changes (e.g., departments, centers)</li> <li>▪ Educational Policies Council</li> <li>▪ EPC Ad Hoc Committee</li> <li>▪ State-wide credit transfer (TAG, OTM, CTAG, AP)</li> </ul>	2-8558 <a href="mailto:ttillet1@kent.edu">ttillet1@kent.edu</a>
<b>Jennifer Kellogg</b> Academic Program Coordinator	<ul style="list-style-type: none"> <li>▪ <i>University Catalog</i> and Roadmaps</li> <li>▪ <i>Programs and Degrees</i> website</li> <li>▪ Prerequisite errors in Banner</li> <li>▪ General curriculum questions</li> <li>▪ Review and implementation of academic programs and courses for the following:               <ul style="list-style-type: none"> <li>□ College of Applied Engineering, Sustainability and Technology</li> <li>□ College of Business Administration</li> <li>□ College of Education, Health and Human Services</li> <li>□ College of Nursing</li> <li>□ College of Public Health</li> <li>□ College of the Arts</li> <li>□ School of Digital Sciences</li> </ul> </li> </ul>	2-1885 <a href="mailto:jkellog7@kent.edu">jkellog7@kent.edu</a>
<b>Katie Smith</b> Academic Program Coordinator	<ul style="list-style-type: none"> <li>▪ <i>University Catalog</i> and Roadmaps</li> <li>▪ <i>Programs and Degrees</i> website</li> <li>▪ Prerequisite errors in Banner</li> <li>▪ General curriculum questions</li> <li>▪ Review and implementation of academic programs and courses for the following:               <ul style="list-style-type: none"> <li>□ College of Architecture and Environmental Design</li> <li>□ College of Arts and Sciences</li> <li>□ College of Communication and Information</li> <li>□ College of Podiatric Medicine</li> <li>□ Regional College</li> </ul> </li> </ul>	2-8559 <a href="mailto:ksmit154@kent.edu">ksmit154@kent.edu</a>
<b>Whitney Wenger</b> Academic Program Officer	<ul style="list-style-type: none"> <li>▪ CurricUNET training and support</li> <li>▪ Curriculum review and approval process and procedures</li> <li>▪ General curriculum questions</li> </ul>	2-1951 <a href="mailto:wwenger@kent.edu">wwenger@kent.edu</a>

## CURRICULUM CALENDAR FALL 2014

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

## CURRICULUM CALENDAR SPRING 2015

	January	February	March	April	May
<b>Monday</b>		2	2		
<b>Tuesday</b>		3	3		
<b>Wednesday</b>		4	4	1	
<b>Thursday</b>	1 KSU closed	5	5	2	
<b>Friday</b>	2	6	6	3	1 2015 roadmaps published <sup>2</sup>
<b>Monday</b>	5 submissions due for EPC	9 Senate meeting	9 Senate meeting	6	4 final exam week
<b>Tuesday</b>	6	10	10	7	5
<b>Wednesday</b>	7	11	11	8	6
<b>Thursday</b>	8	12	12	9	7
<b>Friday</b>	9 URCC meeting	13 URCC meeting	13 URCC meeting UG catalog 1 <sup>st</sup> proofs due	10 URCC meeting UG catalog 2 <sup>nd</sup> proofs due	8 URCC meeting
<b>Monday</b>	12 spring term starts	16 <b>EPC meeting</b>	16 <b>EPC meeting</b>	13 Senate meeting	11 Senate meeting
<b>Tuesday</b>	13	17	17	14	12
<b>Wednesday</b>	14	18	18	15	13
<b>Thursday</b>	15	19	19	16	14
<b>Friday</b>	16	20	20 GR 1 <sup>st</sup> catalog proofs due	17 GR 2 <sup>nd</sup> catalog proofs due	15
<b>Monday</b>	19 KSU closed	23 submissions due for Mar EPC	23	20 <b>EPC meeting</b> <sup>3</sup>	18 <b>EPC meeting</b> <sup>4</sup>
<b>Tuesday</b>	20	24	24	21	19
<b>Wednesday</b>	21	25	25	22	20
<b>Thursday</b>	22	26	26	23	21
<b>Friday</b>	23	27	27	24	22
<b>Monday</b>	26 <b>EPC meeting</b> <sup>1</sup> submissions due for Feb EPC		30 submissions due for Apr EPC	27 submissions due for May EPC	25 KSU closed
<b>Tuesday</b>	27		31	28	26
<b>Wednesday</b>	28			29	27
<b>Thursday</b>	29			30	28
<b>Friday</b>	30				29

1. January's EPC meeting is the final meeting to approve program and course changes for fall 2015.
2. University Catalog published 1 June 2015
3. April's EPC meeting is the final meeting to approve policy changes for fall 2015 that must also receive Board of Trustees and/or Faculty Senate approval.
4. May's EPC meeting is the final meeting to approve policy and other catalog changes for fall 2015 that do not need to receive Board of Trustees and/or Faculty Senate approval.

## I. EDUCATIONAL POLICIES COUNCIL

### HISTORY OF THE EDUCATIONAL POLICIES COUNCIL

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

The goal with the reorganization to create the EPC was to delegate much of the responsibility for curricular changes to departmental and college curriculum bodies, thereby freeing the EPC to focus on long-range academic planning and overall curricular planning and policy guidelines for the university.

### SUBCOMMITTEES OF THE EDUCATIONAL POLICIES COUNCIL

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#### EPC AD HOC COMMITTEE FOR ACADEMIC POLICIES

The EPC Ad Hoc Committee for Academic Policies was established in spring 2013, charged with reviewing Kent State's academic policies against published literature and research and Kent State data to better understand what needs to be accomplished to support undergraduate student progress toward graduation.

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

#### UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

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

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

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

#### THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE. The council was established in 1969.



**EDUCATIONAL POLICIES COUNCIL IN THE POLICY REGISTER**

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

- A. **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.
- B. **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:
1. Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;
  2. Overall curricular planning and policy guidelines for the university;
  3. Sensitivity to proliferation and duplication of courses and programs;
  4. Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;
  5. Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors and colleges;
  6. At its discretion, review of all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies;
  7. Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and
  8. Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures e.g., academic department, college.
- C. **Periodic review of the educational policies council.** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.
- D. **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in agenda of the educational policies council. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.
1. Curricular matters determined and proposed solely by academic departments shall be as follows:
    - a. Changes in course descriptions not involving substantial changes in course content;
    - b. Changes in course titles not involving substantial changes in course content;
    - c. Changes in course prerequisites not affecting any other academic unit;
    - d. Inactivation of courses not affecting any other academic unit; and
    - e. Changes in course numbers not affecting level.
  2. Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:
    - a. Changes in course credit hours;
    - b. Changes in course numbers affecting the level of courses;

- c. Inactivation of courses affecting other academic programs or general curricular requirements within the parent college;
  - d. New or additional courses;
  - e. Substantial changes in course content affecting description and title, constituting essentially new courses; and
  - f. Changes in or establishment of major, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
- a. Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;
  - b. Substantial changes in content affecting title and description of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - c. Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;
  - d. Changes in course numbers affecting level of courses required in academic programs or other curricular requirements of colleges other than the parent college; and
  - e. Establishment of new or additional courses designed for academic programs or other curricular requirements of colleges other than the parent college.
4. Curricular matters initiated and determined by college curriculum bodies shall be as follows:
- a. Policies for major, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
  - b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: December 1, 2012

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

### **3342-2-05 FACULTY SENATE CHARTER (EXCERPT)**

#### **G. Councils, committees and commissions.**

2. Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
- a. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.
  - b. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.
  - c. The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.
  - d. The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.

Effective: May 20, 2009

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

**3342-2-06 FACULTY SENATE BYLAWS (EXCERPT)****F. Councils, committees and commissions.**

1. Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.
2. Educational policies council.
  - a. Composition.
    - (1) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.
  - b. Function.
    - (1) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.
    - (2) The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.
    - (3) The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.
  - c. Division of labor.
    - (1) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.
    - (2) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
    - (3) All commissions appointed to consider academic planning for the university shall report to the educational policies council.

- (4) The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.
- d. Voting.
    - (1) “Ex officio” members shall have vote and shall consist of those who are “ex-officio” members of the undergraduate council and/or the graduate council.
    - (2) “Ex officio” members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.
    - (3) “Ex officio” members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.
  - e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.
  - f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.
  - g. To ensure representation from among the university’s graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.
  - h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the “ex officio” membership.
  - i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.
  - j. The educational policies council shall meet at least once during each term of the academic year.
  - k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.
  - l. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: October 3, 2013

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

## GUIDELINES FOR DETERMINING EPC AGENDA STATUS

- A. **Action Items:** Items reviewed, discussed and voted upon by EPC members.
1. Major or degree – establishment, revision of name, inactivation
  2. Minor – establishment
  3. Certificate – establishment
  4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) – establishment, revision, inactivation
  5. Academic unit (college, school, department) – establishment, revision, inactivation
  6. Center or institute – establishment, revision, inactivation
  7. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
  8. University academic policy – establishment, revision, inactivation
  9. University academic operational procedure or regulation – establishment, revision, inactivation
- B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.
1. Major or degree – letter of intent or program development plan to establish (sent to the Ohio Board of Regents for approval before submitting full proposal)
  2. Temporary suspension of admissions into an academic program
  3. Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program – establishment, revision, inactivation
  4. Online delivery (more than 50 percent) of an existing degree program – establishment, revision, inactivation
  5. Five-year review of certificate programs
- C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; considered approved once meeting is adjourned
1. Major – revision (including new, revised, inactivated concentrations)
  2. Minor – revision, inactivation
  3. Certificate – revision, inactivation
  4. Articulation or consortia agreement with curricular implications – establishment, revision, inactivation
  5. Course – establishment, revision, inactivation
  6. Course designated a university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) – establishment, revision, inactivation
  7. Academic policy or requirement within academic unit – establishment, revision, inactivation

EPC Agenda	Aug 2010- May 2011	Aug 2011- May 2012	Aug 2012- May 2013	Aug 2013- May 2014
<b>Curricular Items</b>	244	295	248	263
<b>Course Changes</b>	1,276	1,779	1,270	1,307

## CURRICULUM RESPONSIBILITY

### ROLES AND RESPONSIBILITIES IN THE CURRICULUM PROCESS

Role	Curriculum Responsibilities
<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Knows the discipline/program that needs to be established/revised</li> <li>Keeps current in field</li> <li>Conducts research for the proposed changes</li> <li>Articulates rationale for curriculum decisions</li> <li>Works with others to document and submit proposal</li> <li>Seeks review and feedback on proposed changes</li> </ul>
<b>Program/ Subject Area</b>	<ul style="list-style-type: none"> <li>Content experts</li> <li>Current in their profession</li> <li>Know competition</li> <li>Assess learning outcomes for compliance, validity and alignment with program's mission and objectives</li> <li>Works to meet accreditation needs</li> <li>Advises, informs and/or approves changes</li> </ul>
<b>Faculty Advisory Committee / Department Curriculum Committee</b>	<ul style="list-style-type: none"> <li>Assess and evaluates curriculum impact on area's sustainability, students, faculty and other resources</li> <li>Advisor to the chair/director</li> <li>Develops and maintains current instructional programs and course syllabi</li> <li>Approves internal modifications and solicit input from other departments where program changes and offerings may have impact</li> <li>Approves all workshop and special topics courses each time a title changes</li> <li>Approves course content when offered off campus or online in accord with existing policies and procedures</li> <li>Establishes and utilizes procedures for reviewing and evaluating existing and new courses, programs and policies.</li> <li>Maintains strong departmental academic, instructional and grading standards</li> <li>Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities</li> </ul>
<b>School Director/ Department Chair</b>	<ul style="list-style-type: none"> <li>Fosters the development of undergraduate and graduate programs within university guidelines</li> <li>Encourages appropriate curriculum modifications, changes and innovations in programs</li> <li>Approves resource allocations</li> <li>Seeks opportunities to leverage existing/emerging resources</li> <li>Insures course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students</li> </ul>
<b>College Curriculum Committee</b>	<ul style="list-style-type: none"> <li>Reviews curricular proposals from schools/departments within college</li> <li>Initiates course, program requirement and policy proposals</li> <li>Made aware of special topics and other academic changes</li> <li>Examines curriculum impact and duplication within and outside college</li> <li>Ensure appropriate consultation of impact</li> <li>Seeks curriculum changes that may be complementary and/or basis for collaboration</li> <li>Source of information to units about curricular-related changes and requirements</li> <li>Garner support when inactivation is identified</li> <li>Looks for letters of support</li> <li>Reviews resources (e.g., staffing, facilities, library)</li> <li>Review program outcomes for alignment with college mission</li> <li>Informed on off-site and online offerings, articulation agreements and other collaborations and partnerships outside the college</li> </ul>

Role	Curriculum Responsibilities
<b>Dean (Campus/College)</b>	<ul style="list-style-type: none"> <li>▪ Reviews impact on finances, faculty, facilities, equipment, support staff</li> <li>▪ Seeks opportunities to leverage existing/emerging resources</li> <li>▪ Participates in accreditation reviews and decisions</li> <li>▪ Assesses sustainability, demand, need, placement</li> <li>▪ Examines curriculum impact and duplication in and outside college/campus</li> </ul>
<b>Institutional Academic Advisory Committee</b>	Graduate Studies Administrative Advisory Committee (GSAAC) <ul style="list-style-type: none"> <li>▪ Reviews and advises on graduate operational issues</li> <li>▪ Initiates and recommends changes to the graduate studies dean</li> </ul> Associate and Assistant (A&A) Deans Committee <ul style="list-style-type: none"> <li>▪ Reviews and advises on undergraduate operational issues</li> <li>▪ Initiates and recommends changes to the EPC</li> </ul> EPC Ad Hoc Committee <ul style="list-style-type: none"> <li>▪ Reviews, initiates and revises policies to promote undergraduate student success</li> </ul>
<b>University Requirements Curriculum Committee (URCC)</b>	<ul style="list-style-type: none"> <li>▪ EPC sub committee</li> <li>▪ Oversees university-wide undergraduate curricular requirements (Kent Core, diversity, writing intensive, experiential learning, freshmen orientation)</li> <li>▪ Reviews and approve courses and policies for conformity to these requirements</li> <li>▪ Periodic reviews and recommends changes in these requirements</li> <li>▪ Directs assessment and evaluation of student success within these requirements</li> </ul>
<b>Graduate Studies Dean</b>	<ul style="list-style-type: none"> <li>▪ Reviews programs proposals to ensure university and Ohio Board of Regents compliance and approval</li> <li>▪ Communicates to other departments</li> <li>▪ Notify state when program inactivated or changed delivery mode</li> <li>▪ Facilitate program review process</li> <li>▪ Oversees advisory committee to review graduate curriculum and policies</li> <li>▪ Implements admission process</li> <li>▪ Decides exceptions to admission criteria</li> </ul>
<b>Curriculum Services</b>	<ul style="list-style-type: none"> <li>▪ Provides holistic view of university curriculum</li> <li>▪ Assists and guides faculty and units in proposing change</li> <li>▪ Owns and maintains curriculum process, procedures and management system (CurricUNET)</li> <li>▪ Serves the provost in reviewing and granting preliminary approval of all change (program, policy, course, structure)</li> <li>▪ Implements approved changes (catalog, course inventory)</li> <li>▪ Communicates major changes to advisors and other student services (e.g., registrar, admissions, bursar, student financial aid)</li> <li>▪ Assists in updating GPS degree audit</li> <li>▪ Maintains curriculum archive</li> <li>▪ Responds to questions about changes/curriculum process</li> <li>▪ Secretary and coordinator for EPC</li> <li>▪ Reports curriculum to state, federal and other agencies</li> <li>▪ Ensures curriculum integrity and alignment with university, state, accreditor and federal policy and procedures</li> <li>▪ Ensures curriculum functionality (Banner, GPS degree audit, prerequisites)</li> <li>▪ Knowledgeable about university academic programs and policies</li> <li>▪ Liaison with Ohio Board of Regents for undergraduate curriculum</li> <li>▪ Ensure consistency of process</li> <li>▪ Source of information about university curriculum</li> </ul>

<b>Role</b>	<b>Curriculum Responsibilities</b>
<b>Provost</b>	<ul style="list-style-type: none"> <li>Involved in the strategic goals of the university</li> <li>Sets the university agenda for academic programming and determines priorities</li> <li>Reviews significant academic changes with initiators/deans prior to approval</li> <li>Approves all items that will go before the Board of Trustees for approval</li> <li>Signs articulation agreements and new program proposals</li> <li>Introduces and champions academic items to Board of Trustees</li> <li>Approves EPC agenda before publication and chairs the EPC meeting</li> <li>Mediates/facilitates differences and determines course of action</li> </ul>
<b>Educational Policies Council (EPC)</b>	<ul style="list-style-type: none"> <li>Subcommittee of the Faculty Senate</li> <li>Emphasizes long-range academic planning, both conceptually and structurally, that reflect the mission and goals of the university</li> <li>Approves overall curricular planning and policy guidelines for the university</li> <li>Arbitrates interdepartmental and intercollegial curricular disputes or misunderstandings;</li> <li>Monitors changes generated by a specific academic unit as they affect other areas</li> <li>At its discretion, reviews all curricular changes and proposals originating with academic units to assure effective adherence to university-wide policies</li> <li>Acts on matters referred to the council</li> <li>Approves new or revised academic programs, policies, operational procedures and regulations and academic structures</li> </ul>
<b>Faculty Senate</b>	<ul style="list-style-type: none"> <li>Ensures curriculum integrity and quality, alignment with university mission and commitment to resources</li> <li>Examines curriculum impact, demand and duplication of resources across university</li> <li>Delegates curriculum initiatives to sub committees</li> <li>Oversees academic standards and educational policies and academic programs</li> <li>Consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions</li> </ul>
<b>President</b>	<ul style="list-style-type: none"> <li>Kept apprised by new curriculum by provost</li> <li>Determines university resource allocations and priorities</li> <li>Defines mission and goals of the university jointly with the Board of Trustees</li> <li>Champions the university's strategic plan</li> </ul>
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>Defines mission and goals of the university jointly with the president</li> <li>Approves new and significant revisions to degree programs before they go to Ohio Board of Regents</li> <li>Approves academic structure changes</li> <li>Approves university-wide academic policies</li> <li>Reviews curriculum viability and student need and success</li> <li>Reviews and discusses information items presented by the provost</li> </ul>
<b>Ohio Board of Regents</b>	<ul style="list-style-type: none"> <li>Approves new and significant revisions (e.g., name change, inactivation) to degree programs</li> <li>Approves alternative offerings of degree programs (e.g., online, off-site, accelerated)</li> <li>Assigns subsidy level to courses</li> <li>Set curriculum guidelines for public intuitions</li> <li>Initiates transfer pathways between public institutions</li> </ul>
<b>GPS Degree Audit Analyst</b>	<ul style="list-style-type: none"> <li>Notified of curriculum changes that affect undergraduate program requirements</li> <li>Updates GPS degree audits for undergraduate programs</li> </ul>
<b>Student Financial Aid</b>	<ul style="list-style-type: none"> <li>Notified of new, revised and inactivated certificates</li> <li>Updates financial aid eligibility status with U.S. Department of Education</li> </ul>



## CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
<ul style="list-style-type: none"> <li>Changes in course descriptions not involving substantial changes in course content</li> <li>Changes in course titles not involving substantial changes in course content</li> <li>Changes in course prerequisites not affecting any other academic unit</li> <li>Inactivation of courses not affecting any other academic unit</li> <li>Changes in course numbers not affecting level</li> </ul>	A	N				A	N				
<ul style="list-style-type: none"> <li>Changes in course credit hours</li> <li>Changes in course numbers affecting the level of courses</li> <li>Inactivation of courses affecting other degree programs or general curricular requirements within the college</li> <li>New or additional courses</li> <li>Substantial changes in course content affecting description and title, constituting essentially new courses</li> </ul>	A	A				A	N				
<ul style="list-style-type: none"> <li>Inactivation of courses affecting degree programs or general curricular requirements of colleges other than parent college</li> <li>Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college</li> <li>Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other than parent college</li> <li>Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college</li> <li>Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college</li> </ul>	A	A	N			A	N				
<ul style="list-style-type: none"> <li>Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)</li> </ul>	A	A		A		A	N				

**Legend: A = Approval    N = Notification**

*Continued on next page*

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
<ul style="list-style-type: none"> <li>Revision of major (including new, revised, inactivated concentrations)</li> <li>Revision or inactivation of a minor</li> <li>Revision or inactivation of a certificate</li> <li>Establishment, revision or inactivation of a policy within an academic unit</li> <li>Establishment, revision or inactivation of an articulation/consortia agreements</li> <li>Temporary suspension of admission into a program</li> </ul>	A	A			A	A	N				
<ul style="list-style-type: none"> <li>Letter of intent to establish a major or degree</li> <li>Alternate online (50%+) delivery for existing program</li> <li>Alternate off-site (50%+) delivery for existing program</li> </ul>	A	A			A	A	N				A
<ul style="list-style-type: none"> <li>Name change of a major or degree</li> </ul>	A	A			A	A	A	A	N	N	A
<ul style="list-style-type: none"> <li>Establishment of a minor</li> <li>Establishment of a certificate</li> </ul>	A	A			A	A	A	N			
<ul style="list-style-type: none"> <li>Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial</li> </ul>				A		A	A	N			
<ul style="list-style-type: none"> <li>Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program)</li> <li>Establishment, revision or inactivation of a university-wide academic operational procedure or regulation</li> <li>Revision of a university-wide academic policy</li> </ul>	A	A	A		A	A	A	A	N		
<ul style="list-style-type: none"> <li>Inactivation of a major or degree</li> <li>Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core)</li> <li>Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy</li> <li>Establishment revision or inactivation of an academic unit (college, school, department)</li> <li>Establishment, revision or inactivation of an institute</li> <li>Establishment, revision or inactivation of a center</li> </ul>	A	A	A		A	A	A	A	A	A	
<ul style="list-style-type: none"> <li>Inactivation of a major or degree</li> </ul>	A	A	A		A	A	A	A	A	A	N
<ul style="list-style-type: none"> <li>Establishment of a major or degree</li> <li>Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)</li> </ul>	A	A	A		A	A	A	A	A	A	A

**Legend: A = Approval    N = Notification**

Effective: March 17, 2012

## PARLIAMENTARY PROCEDURES

### ROBERT'S RULES OF ORDER

Robert's Rules of Order provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate—to act according to its considered judgment after a full and fair “working through” of the issues involved.

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

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

#### Procedures

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

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

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

YOU WANT TO	YOU SAY	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?
Kill motion for this session	I move that the motion be postponed indefinitely (exception: motion to reconsider can be made at same session)	No	Yes	Yes	No	Majority
Bring business before assembly (a main motion )	I move that/to ...	No	Yes	Yes	Yes	Majority

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

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

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

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

Excerpted from *Summary Version of Robert's Rules of Order* (© 1997 Beverly Kennedy) and *Parliamentary Motions Guide Based on Robert's Rules of Order, 11<sup>th</sup> Edition* (© Jim Slaughter).

## II. ACADEMIC ORGANIZATION

### POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

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#### ADMINISTRATIVE POLICY 3342-2-03.1

- A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

#### B. Policy Implementation.

##### 1. Regional Campus

- a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.
- b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.
- c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.
- d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.
- e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.
- f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

##### 2. College

- a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.
- b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.
- c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

- d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

### **3. Departments and dependent schools**

- a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.
- c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.
- d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.
- e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.
- f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.
- g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

### **4. Independent school or graduate school**

- a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.
- b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.
- c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.
- d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

- e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.
- f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.
- g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

## **5. Divisions**

- a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:
  - (1) Libraries and Media Services
  - (2) Research and Graduate Studies
  - (3) Undergraduate Studies

## **6. Institute**

- a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.
- b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.
- c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).
- d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.
- e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

**7. Center**

- a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.
- b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.
- c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).
- d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.
- e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

**8. Other Designations for General-Purpose Organizational Structures**

- a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.
- b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

**C. Review Procedures for Secondary Administrative Units**

1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: August 13, 2007

Prior Effective Dates: 11/4/1977, 8/31/1979, 4/30/1982, 10/5/1988, 10/24/1988, 5/1/1995, 3/7/2000, 9/19/2006



## ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

See the programs Excel document on the Curriculum Services website for academic programs housed within the individual units ([www.kent.edu/provost/curriculum](http://www.kent.edu/provost/curriculum)).

### College of Applied Engineering, Sustainability and Technology

### College of Architecture and Environmental Design

### College of the Arts

School of Art  
Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising  
Hugh A. Glauser School of Music  
School of Theatre and Dance

### College of Arts and Sciences

Department of Anthropology  
Department of Biological Sciences  
School of Biomedical Sciences  
Department of Chemistry and Biochemistry  
Department of Computer Science  
Department of English  
Department of Geography  
Department of Geology  
Department of History  
Department of Mathematical Sciences  
Department of Modern and Classical Language Studies  
Department of Pan-African Studies  
Department of Philosophy  
Department of Physics  
Department of Political Science  
Department of Psychological Sciences  
Department of Sociology

### College of Business Administration

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

### College of Communication and Information

School of Communication Studies  
School of Journalism and Mass Communication  
School of Library and Information Science  
School of Visual Communication Design

### College of Education, Health and Human Services

School of Foundations, Leadership and Administration  
School of Health Sciences  
School of Lifespan Development and Educational Sciences  
School of Teaching, Learning and Curriculum Studies

### College of Nursing

### College of Podiatric Medicine

### College of Public Health

Department of Biostatistics, Environmental Health Sciences and Epidemiology  
Department of Health Policy and Management  
Department of Social and Behavioral Sciences

### Honors College

### Regional College

### School of Digital Sciences

### Division of Graduate Studies

### Division of Undergraduate Studies

### Division of University Libraries

### Kent State University Campuses

Ashtabula Campus  
East Liverpool Campus  
Geauga Campus (includes Regional Academic Center in Twinsburg)  
Kent Campus (includes Independence site)  
Salem Campus  
Stark Campus  
Trumbull Campus  
Tuscarawas Campus

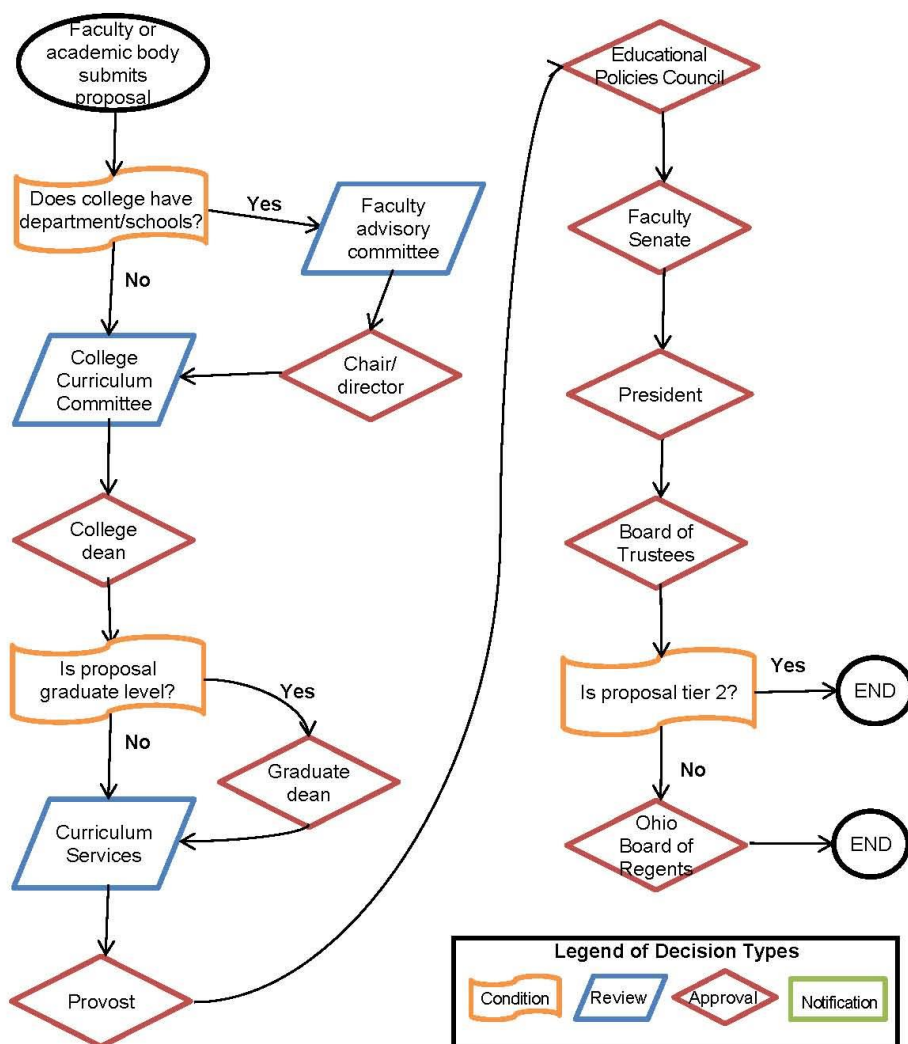
## ACTIVE ACADEMIC CENTERS AND INSTITUTES

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Applied Psychology Center	Faculty and Professional Development Center
Center for Applied Conflict Management	Family Child Learning Center
Center for Comparative and Integrative Programs	Gerald H. Read Center for International and Intercultural Education
Center for Conrad Studies	Gerontology Center
Center for Ecology and Natural Resource Sustainability	Glenn H. Brown Liquid Crystal Institute
Center for Educational Leadership Services	Global Management Center
Center for Entrepreneurship and Business Innovation	Hattie Larlham Research Institute
Center for Health Promotion through Education	Institute for African American Affairs
Center for Information Systems	Institute for Applied Linguistics
Center for Innovation in Transition and Employment for Youth with Disabilities	Institute for Bibliography and Editing
Center for International and Intercultural Education	Instructional Resources Center
Center for Library and Information Literacy Education	International Institute for Human Service Workforce Research and Development
Center for Materials Informatics	Justice Volunteer Center
Center for Nuclear Research	Kent Regional Business Alliance
Center for Nursing Research	Lyman L. Lemnitzer Center for NATO and European Union Studies
Center for Nutrition Outreach	Media Law Center for Ethics and Access
Center for Public Policy and Health	New Media Center
Center for Scholastic Journalism	Ohio Employee Ownership Center
Center for Sport, Recreation and Tourism Development	Ohio Literacy Resource Center
Center for Study of Ethnic Publications and Institutions	Ohio Small Business Development Center
Center for the Study and Development of Minority Businesses	Ohio Small Business Development Center at the Kent Regional Business Alliance
Center for the Study and Prevention of Violence	Ohio Small Business Development Center, Tuscarawas Campus
Center for the Study of Information and Religion	Psychological Clinic
Center for the Study of Librarianship	Reading and Writing Development Center
Center for the Treatment and Study of Traumatic Stress	Regional Corporate and Community Services
Center Human Development	Reinberger Children's Library Center
Center of Pan African Culture	Research and Evaluation Bureau
Center of Public Health Preparedness	Research Center for Educational Technology
Child Development Center	Research in Justice Issues
Communication Research Center	Scholarship Recruitment Challenge
Counseling and Human Development Center	Speech and Hearing Clinic
Cuban Studies Institute	Student Development Center, Stark Campus
Entrepreneurial Academy	Survey Research Laboratory
Ethnic Heritage Center	Urban Design Center of Northeast Ohio
	Western Reserve Business Center for Women
	Wick Poetry Center
	Women's Resource Center

## APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

See Section V for curricular forms and documentation to establish, revise or inactivate.



### Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) – establishment, inactivation, revision (e.g., name change, merger, school to college)
- Center – establishment, revision, inactivation
- Institute – establishment, revision, inactivation

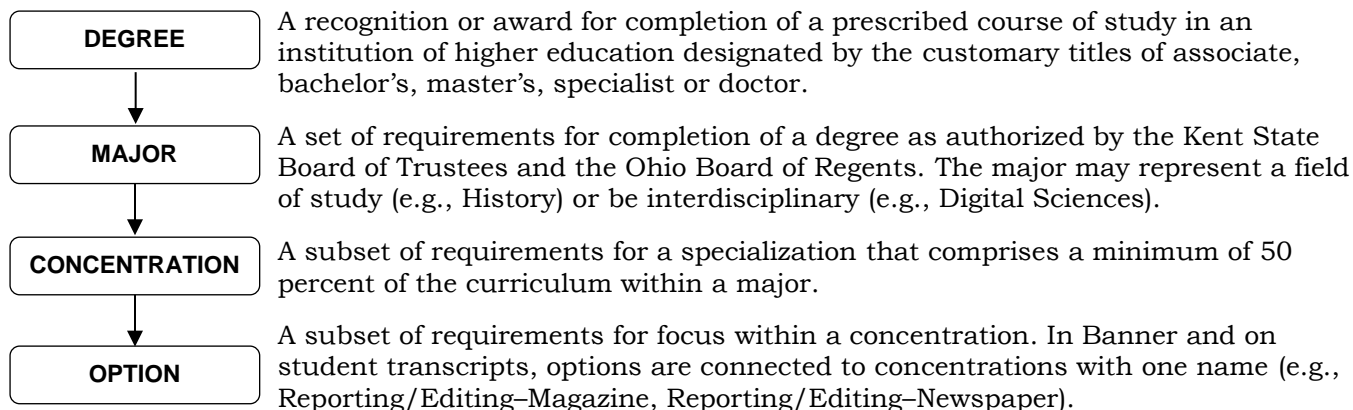
### Tier 1 proposals (Ohio Board of Regents final approver)

- College – establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

### III. ACADEMIC PROGRAMS AND POLICIES

#### CURRICULUM NOMENCLATURE

The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical categories.



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

#### KENT STATE'S PROGRAM AND COURSE COUNT

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Associate	Degrees	5	5	5	5	5
	Majors *	37	38	35	35	35
	Concentrations	19	22	24	24	24
Bachelor's	Degrees	11	12	12	12	12
	Majors *	121	122	122	125	120
	Concentrations	166	172	192	201	207
Master's	Degrees	17	18	18	22	22
	Majors *	118	112	110	114	115
	Concentrations	157	157	161	146	154
Post-Master's	Degrees	1	1	1	1	1
	Majors *	8	6	6	6	6
Doctoral	Degrees	2	3	4	4	4
	Majors *	47	48	48	49	49
	Concentrations	23	24	25	26	26
<b>Total Degrees</b>		<b>36</b>	<b>39</b>	<b>40</b>	<b>44</b>	<b>44</b>
<b>Total Majors</b>		<b>331</b>	<b>326</b>	<b>321</b>	<b>329</b>	<b>325</b>
Certificates	Undergraduate	42	26	16	19	18
	Post-Bachelor's	21	24	17	19	20
	Post-Master's	34	31	28	28	23
Minors		108	122	134	144	144
Courses **		8,513	8,602	7,619	7,879	8,029

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

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

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

## CURRICULUM DEFINITIONS

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### MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

Per the Ohio Board of Regents guidelines, a major must comprise a minimum of 30 semester hours in a particular discipline.

**Concentration.** Majors may have concentrations (required or optional) to indicate in-depth knowledge in a particular area of the major and is recognized on the student's transcript. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major.

### MINOR

An academic minor is a curriculum component, smaller than the major, that enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme, with a scope that may be in-depth or broad. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide recognition of that work on the student's transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

Per the Ohio Board of Regents guidelines, a minor is minimum 12 credit hours. Kent State' minors normally contain between 18 and 25 credit hours. Minors are sponsored by the unit that offers the courses in that discipline.

Students may not pursue a minor and a major in the same discipline. Students must formally declare a minor, similar to the process by which they declare the major.

## CERTIFICATE

Certificate programs exist at Kent State University to make available a flexible curricular structure to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's transcript. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions and graduation standards.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificates that exceed 21 credit hours must be approved by the Ohio Board of Regents.

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

The Ohio Board of Regents defines the level of certificate programs as the following (adapted from IPEDS Completion Survey Glossary):

**Postsecondary – Less Than One Academic Year:** Requires completion of an organized program of study at the post-secondary level (below the baccalaureate) in less than one academic year. Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours. (Banner code is CER1-1xx.)

**Postsecondary – One to Two Academic Years:** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two full-time equivalent academic years. Total program must be more than 30 and less than 60 semester credit hours. (Banner code is CER2-2xx.)

**Post-Baccalaureate:** Requires completion of organized program of study beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum 15 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

**Post-Master's:** Requires completion of an organized program of study beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. (Banner code is CER8-8xx.)

Approved certificate programs must be reviewed by its sponsoring unit every five years, and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council.

## ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's Regional Campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology-related field. Associate degree programs must contain a minimum of 60 semester credit hours and should not exceed 65 hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Certificates should not exceed four semesters of full-time study.

The **Associate of Arts (AA)** and **Associate of Science (AS)** degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).



The curriculum structure of the AA and AS degrees at Kent State University:

<u>Curriculum Requirements</u>	<u>Credits</u>
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
general electives *	23
<b>Minimum Total</b>	<b>60</b>

\* Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business** (AAB) and the **Associate of Applied Science** (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State:

<u>Curriculum Requirements</u>	<u>Credits</u>
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
<b>Minimum Total</b>	<b>60</b>

\* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

\*\* Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent of total program.

The **Associate of Technical Study** (ATS) degree is an individually planned technical program designed to respond to needs for specific career objectives that are not served by existing degree programs. The ATS degree is divided into two categories at Kent State:

- Category A allows students to develop, in consultation with a faculty advisor, an individualized course of study drawn from two or more technical programs offered at Kent State. Students in the ATS degree category A declare the Individualized Program major.
- Category B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, vocational centers or other educational enterprises that are regionally accredited and/or recognized by the U.S. Department of Education. Students in the ATS degree category B declare the appropriate university-approved major in their field.

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

<u>Curriculum Requirements</u>	<u>Credits</u>
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
articulated credit **	max 30
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
<b>Minimum Total</b>	<b>60</b>

\* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

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

## BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 120 semester credit hours of coursework, although some specialized programs may require more. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core.

The curriculum structure of the bachelor's degree at Kent State University is the following

<u>Curriculum Requirements</u>	<u>Credits</u>
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
two designated-diversity courses (global/U.S.)	varies
designated writing-intensive course	varies
approved experiential learning activity	varies
major requirements *	min 30
additional program requirements	varies
concentration requirements, if any **	varies
general electives	varies
<b>Minimum Total</b>	<b>120</b>

\* Per the Ohio Board of Regents, a major must comprise a minimum of 30 semester hours in a particular discipline.

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

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

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree (formerly the Bachelor of General Studies degree) permits students to construct their own areas of focus within structured limits.

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

Professional bachelor's degrees tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers eight professional undergraduate degrees: the **Bachelor of Applied Horticulture** (BAH), **Bachelor of Business Administration** (BBA), **Bachelor of Fine Arts** (BFA), **Bachelor of Music** (BM), **Bachelor of Radiologic and Imaging Sciences Technology** (BRIT), **Bachelor of Science in Education** (BSE), **Bachelor of Science in Nursing** (BSN) and the **Bachelor of Science in Public Health** (BSPH).

"2+2" Bachelor's Degree Programs: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree at the Regional Campuses. Some course selections leading to associate degrees are more acceptable than others as components of baccalaureate programs, and exact requirements for additional study vary.



## MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. Despite differences in title and objective, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study and the completion of a minimum of 30 semester hours of credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination. Academic credit applicable to the degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission.

Majors within the **Master of Arts (MA)** degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

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

The aim of professional master's degrees is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 19 professional master's degrees: **Master of Architecture (MArc)**, **Master of Arts in Economics (MAE)**, **Master of Arts in Teaching (MAT)**, **Master of Business Administration (MBA)**, **Master of Digital Sciences (MDS)**, **Master of Education (MEd)**, **Master of Fine Arts (MFA)**, **Master of Health Care Design (MHCD)**, **Master of Landscape Architecture I/II (MLA1/2)**, **Master of Liberal Studies (LSM)**, **Master of Library and Information Science (MLIS)**, **Master of Music (MM)**, **Master of Public Administration (MPA)**, **Master of Public Health (MPH)**, **Master of Science in Accounting (MSA)**, **Master of Science in Nursing (MSN)**, **Master of Technology (MTech)** and **Master of Urban Design (MUD)**.

## POST-MASTER'S DEGREE

The **Educational Specialist (EdS)** degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

## DOCTORAL DEGREE

The **Doctor of Philosophy (PhD)** degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree.

Professional doctoral degrees educate students for professional practice, rather than the research-focused Doctor of Philosophy. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates: **Doctor of Audiology** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

### INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

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An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

**Two-plus-two (2+2) articulation** is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

**Dual admission** programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and may be guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

**Joint, consortia or dual enrollment** agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

**Cross registration** agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

**Dual credit** agreements allow high school students to register for a Kent State course taught in the high school by a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. Dual-credit courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. Courses taken for dual credit become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

**Partnerships** provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

**College tech prep** prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

**Trade competency (or block credit)** agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.

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

## ACADEMIC POLICIES

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Academic policies pertain to regulations or procedures developed to maintain standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to the university, selective admission requirements for one or more programs or retention criteria. Academic policies are found in the *University Catalog*. The term "policy" also includes university policies, administrative policies and operational procedures and regulations, which are found in the *University Policy Register* ([www.kent.edu/policyreg](http://www.kent.edu/policyreg)).

**University policies** are defined as policy statement, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire campus community. Such policies require approval of the appropriate chief administrative officer, the president and board.

**Administrative policies** are defined as rules and regulations governing internal operations in concert with university policies. Administrative policies require the approval of the appropriate chief administrative officer and/or the president.

**Operational procedures and regulations** are defined as necessary operational guidelines to implement policies or programs of the university. Such operational procedures and regulations may be established in concert with university policies by the appropriate administrative officer.

## STEPS FOR PROCESSING PROGRAM AND POLICY PROPOSALS

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1. Complete the proposal in CurricUNET. Once submitted, the proposal will be routed to appropriate department or school's curricular body, and then on to the department chair or school director before moving to the college curriculum committee and college dean for approval.
2. If program is graduate level, the CurricUNET proposal will be routed to the dean of Graduate Studies for review and approval.
3. The CurricUNET proposal is routed to Curriculum Services for review and Provost Office approval.

4. Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: [www.kent.edu/provost/curriculum/epc](http://www.kent.edu/provost/curriculum/epc).
5. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Board of Regents for approval (see Section I for curriculum approval chart.)
6. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).
7. The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.
8. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: [www.kent.edu/provost/curriculum/cb](http://www.kent.edu/provost/curriculum/cb).

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

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- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors, and minors are sometimes misidentified as concentrations. Definitions of both can be found on page 25 of this document.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary and in the catalog copy and roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a course proposal also is submitted.
- **Only one proposal is needed** for multiple changes to a major and its concentrations.
- **When in doubt, contact the Curriculum Services staff.** When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.

### DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

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New degree programs forwarded to the Faculty Senate, president, Board of Trustees and Ohio Board of Regents for final approval are included in the *University Catalog* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

See the curriculum calendar in the front of this document for submission deadlines for each EPC meeting.

#### For program requirements:

<u>Deadline</u>	<u>Effective</u>
January EPC	Fall (e.g., January 2015 for fall 2015)

#### For university-wide policies:

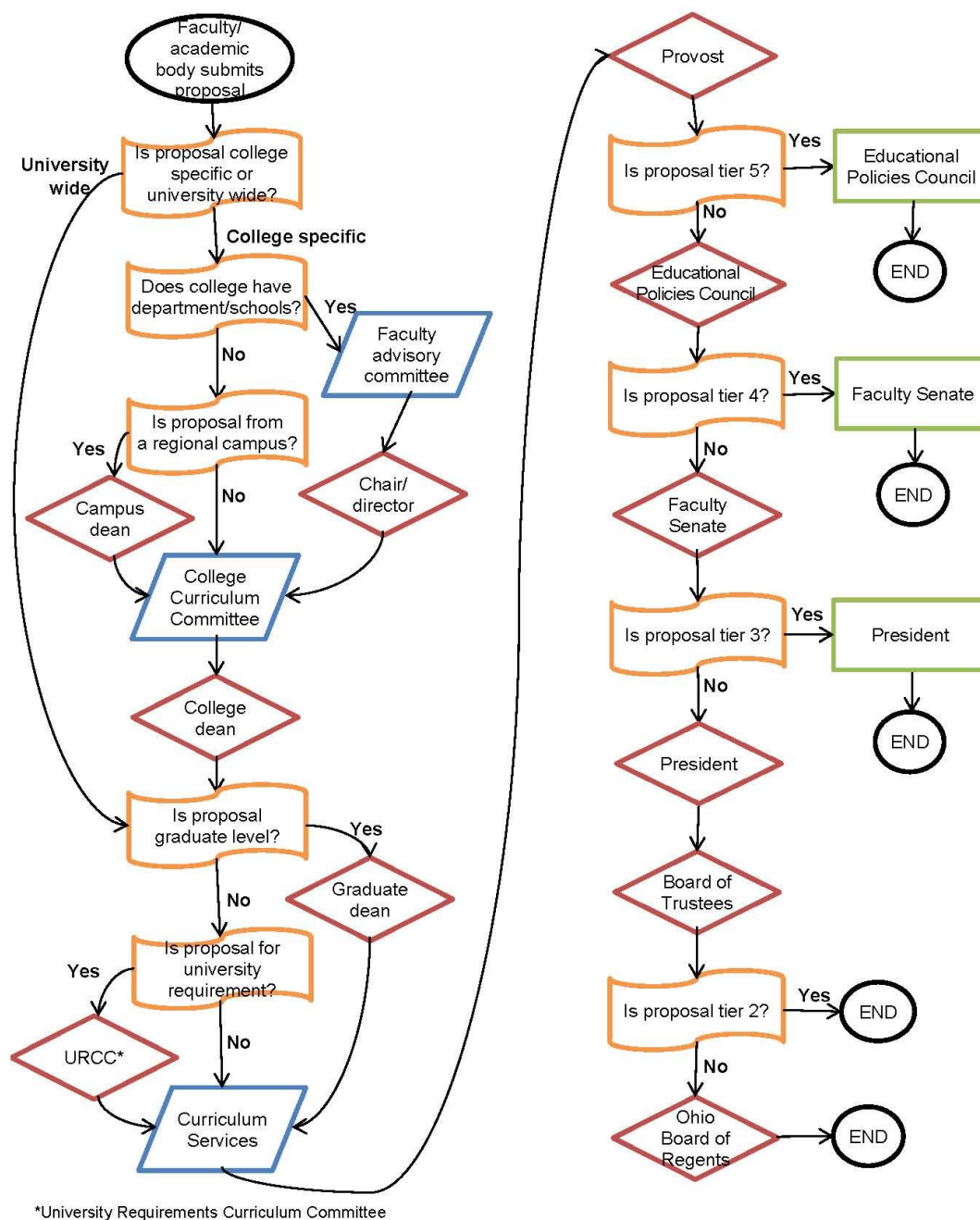
<u>Deadline</u>	<u>Effective</u>
April EPC	Fall (e.g., April 2015 for fall 2015)

#### For college/departmental/program policies and other catalog changes:

<u>Deadline</u>	<u>Effective</u>
May EPC	Fall (e.g., May 2015 for fall 2015)

## APPROVAL FLOWCHART FOR AN ACADEMIC PROGRAM OR POLICY

See Section V for curricular forms and documentation to establish, revise or inactivate.



### Tier 5 proposals (Provost final approver)

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

**Tier 4 proposals (Education Policies Council final approver)**

- Major/degree – name change \* †
- Minor – establishment
- Certificate – establishment
- University-wide academic requirement (e.g., Kent Core) – revision not considered substantial

**Tier 3 proposals (Faculty Senate final approver)**

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

**Tier 2 proposals (President and Board of Trustees final approvers)**

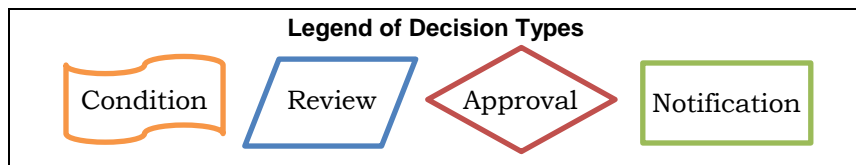
- Major/degree – inactivation
- University-wide academic requirement (e.g., Kent Core) – establishment, substantial revision, inactivation
- University-wide academic policy – establishment, substantial revision, inactivation

**Tier 1 proposals (Ohio Board of Regents final approver)**

- Major/degree – establishment (notification for inactivation)

\* Proposal will go to OBR for approval after final approval in appropriate tier

† Proposal will go to next tiers as notification





## IV. COURSES

### COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

00000 developmental	undergraduate courses	50000 master's	graduate courses
10000 freshman		60000 master's	
20000 sophomore		70000 doctoral	
30000 junior		80000 doctoral	
40000 senior			

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 39 of this document.

Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).

Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx86 through xxx90, which are restricted for future expansion, and the numbers xxx91 through xxx99, which have the following prescribed meanings:

xxx91 Variable-Content Seminar	xxx98 Research or Master's Project
xxx92 Field Experience or Practicum or Internship	4xx99 Senior Project
xxx93 Variable-Topic Workshop	6x199 Thesis I
xxx94 College Teaching	6x299 Thesis II
xxx95 Special Topics	8x199 Dissertation I
xxx96 Individual Investigation	8x299 Dissertation II
xxx97 Variable-Topic Colloquium	

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

## COURSES WITH DESIGNATED NUMBERS

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

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on a seminar course.

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

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on a field experience, practicum or internship course.

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

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees.

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

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

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

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

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

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on pages 41-45 for more information on an individual investigation course.

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

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



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

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

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

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

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

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

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

## CROSS-LISTED COURSES

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Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 38.

## SLASHED COURSES

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Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral).

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 50000-level must be graduate standing; students registering for 70000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

## EQUIVALENT COURSES

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Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

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

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually in the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established. If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number.

## INACTIVATION AND RE-USE OF COURSE NUMBER

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Inactivation of a course or change of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

## DEVELOPMENTAL (REMEDIAL) COURSES

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation.

The following definitions are taken from the Ohio Board of Regents *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Reading:** Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- **Developmental Mathematics–Statistics:** Below-college-level courses that cover topics in statistics and probability.
- **English as a Second Language:** A program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
- **Study Skills:** Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.
- **Other Developmental Courses:** As appropriate. (E.g., Kent State offers a developmental chemistry course.)

## GRADE RULE

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

An in-progress (IP) grade is allowed only for courses that cross over terms as part of the learning experience. It is not to be used in place of an incomplete (IN). For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* ([www.kent.edu/catalog](http://www.kent.edu/catalog)).

## BANNER CODES FOR GRADE MODES

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

\* graduate courses only

## SCHEDULE TYPES

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

CLN	Clinic	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practicum or Internship
COP	Cooperative Education	PRL	Private Lesson
DSR	Dissertation	RCT	Recitation
FLD	Field Experience	RES	Research
FLT	Flight Training	SEM	Seminar
IND	Individual Investigation	SRP	Senior Project or Honors Thesis
LAB	Laboratory	STU	Studio
LEC	Lecture	WSP	Workshop
LLB	Combined Lecture and Laboratory		

## CREDIT BY EXAMINATION

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted Advanced Placement (AP) and College Level Examination Program (CLEP).

Banner codes for credit by examination are listed below:

- A Credit by exam—available
- D Credit by exam—department approval
- N Credit by exam—not approved

## COURSE ATTRIBUTES

Course attributes designate specific courses that are Kent Core, diversity, etc.

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

## COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx99 (i.e., seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

Banner codes for course repeat are listed below:

RP Course may be repeated for credit

NR Course may not be repeated for credit

## FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's "Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit" (see pages 41-45).

## INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS

### DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

**DEFINITION OF ACADEMIC YEAR LENGTH**

“Academic year” means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

**DEFINITION OF SEMESTER LENGTH**

“Academic semester” means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

**DEFINITION OF INSTRUCTIONAL WEEK TIME**

“Week of instructional time” means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

**DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT**

Credit-to-contact ratios listed below are the minimum university standards. Some programs may require more to fulfill accreditation, licensure, certification or other requirements.

**LECTURE** is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

- One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**SEMINAR** is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

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

**EMPORIUM** courses are offered in a computer-learning center utilizing software to provide an essential resource for students working collaboratively in a problem-based instructional setting or to provide individualized pathways that allow students to progress through the curriculum, based on assessment results of their mastery of the material. An instructional team provides student assistance.

- One credit hour is awarded for one nominal hour (50 clock minutes) in a standard week of a 15-week semester, or for 15 nominal hours (12.5 clock hours) in a semester.

**LABORATORY** is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (150 clock minutes or 2.5 clock hours) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

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

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

**COMBINED LECTURE AND LABORATORY** integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

E.g., a 4-credit combined lecture/laboratory course (with lab having out-of-class assignments) in a standard week of a 15-week semester can be broken down in any of these ways:

- 3 credits lecture + 1 credit laboratory = 3 nominal hours (2.5 clock hours or 150 clock minutes) lecture per week + two nominal hours (100 minutes) laboratory per week
- 2 credits lecture + 2 credits laboratory = two nominal hours (100 clock minutes) lecture per week + four nominal hours (200 clock minutes) laboratory per week
- 1 credit lecture + 3 credits laboratory = one nominal hour (50 clock minutes) lecture per week + six nominal hours (5 clock hours) laboratory per week

**PRACTICUM** and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

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

**FIELD EXPERIENCE** is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

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

**INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY** is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

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

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

- One credit hour is awarded for a minimum 10 clock hours in a standard week of a 15-week semester, or for a minimum 150 clock hours in a semester.



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

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 clock minutes) in a standard week of a 15-week semester, or for 45 nominal hours (37.5 clock hours) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (100 clock minutes) in a standard week of a 15-week semester, or for 30 nominal hours (25 clock hours) in a semester.

**CLERKSHIP** applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

- Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 clock hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

**FLIGHT TRAINING** comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours\* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours\* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours\* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.

\* In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

**APPLIED MUSIC LESSON** is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.



**DISTANCE LEARNING** takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

- Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

Effective: September 9, 2013

Prior Effective Date: November 5, 2012

## DISTANCE-LEARNING COURSES

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Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL).

**Synchronous** is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

**Asynchronous** communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

The delivery modes for DL course sections at Kent State are the following:

1. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is often in text form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail.

In Banner, the following codes define a web-based course:

**V1:** Course is 100 percent asynchronous.

**V2:** Course is 100 percent synchronous.

**V3:** Course is taught at least 50 percent online with scheduled classroom meetings.

2. **Room-based video conferencing (Polycom, formerly VTEL)** is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.
3. **PC-based conferencing (iLinc).** "PC-based" means that each student is sitting at a computer; "conferencing" means that the professor and the students talk to each other live ("synchronously"). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal class; however, the students and instructor are not all in one place.

## COURSE PREREQUISITES

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The Ohio Board of Regents requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" for all undergraduate courses (00000 to 40000 levels) with no prerequisite.

## FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g., "students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

## EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

- |  |   |
|--|---|
| 1. "First-year core requirements"        | 5. "Language proficiency"                         |
| 2. "High school algebra"                 | 6. "Knowledge of computer programming"            |
| 3. "6 credit hours of education courses" | 7. "Successful completion of introductory course" |
| 4. "One law course"                      | 8. "Completion of major requirements"             |

## TANGIBLE PREREQUISITES ACCEPTED BY BANNER

1. **Specific course(s) or a range of courses or credit hours** (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a prerequisite (i.e., must be taken in a prior term), corequisite (i.e., must be taken in same term) or pre/corequisite (i.e., must be taken in either a prior or the same term)
2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., Honors, doctoral candidacy)
3. **Student level** (e.g., senior standing, graduate)
4. **College, department, campus or program** (e.g., major, concentration, minor)
5. **Cumulative grade point average** of the student; **WARNING!** this restriction does not work well in many instances; please contact Curriculum Services to discuss
6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department/faculty

## PREREQUISITE GROUPING ACCEPTED BY BANNER

1. Courses, test scores, student level, college, department, campus, program connected by "AND"
  - a. Example: MUS 10001 and audition passage (using a test score applied to student) and major or minor in music and junior standing
2. Courses, test scores connected by "OR"
  - a. Example: MATH 11010 or 11022; and MATH 12001 or COMPASS Algebra minimum score of 25

## PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

1. Courses/test scores, student level, college, department, campus, program connected by "OR"  
Example: ECON 22003 or Economics major or sophomore standing
2. Special approval connected with any other prerequisite by "OR"  
Example: Graduate standing or special approval (any course prerequisite can be overridden with departmental/faculty approval; therefore, this prerequisite is not needed)
3. GPA connected with any other prerequisite by "OR"  
Example: 2.5 GPA or NURS 20000
4. Different set of prerequisites for different set of students. Example: TECH 14000 for COMT majors or TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 is allowable)

## NOTES ON PREREQUISITES

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

2. All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade unless requested otherwise.

## SPECIAL COURSE FEES

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There are several types of fees charged students. These include registration fees, miscellaneous fees and special course fees. Registration fees include instructional fees, the university general fee and an out-of-state tuition surcharge, if appropriate. Miscellaneous fees are often charged for “out-of-the-ordinary” services. These are services that benefit individual students directly but for which the benefits vary considerably from individual to individual. The amount of the fee is generally set to recover the additional costs related to the special service.

Special course fees have been set to defray some of the extraordinary expenses associated with certain courses. Income from these fees goes to the departments in which the courses are housed; it is used to purchase supplies and pay other costs associated with course instruction. In general, special course fees are discouraged. The fact that a course has extra expenses does not automatically imply that a special course fee may be charged. When permitted, the amount of the fee should not exceed the additional cost, nor should it be used as a basis for generating income to support other, more broad-based instructional needs.

## OHIO ARTICULATION AND TRANSFER POLICY

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The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete “units” of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor’s degrees).

The policy generally preserves the college or university’s practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students.

Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student’s chosen program. Transfer credits will be accepted by the receiving institution and posted to the student’s record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student’s record and appear on the student’s transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student’s degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit. Visit [www.ohiohighered.org/transfer/policy](http://www.ohiohighered.org/transfer/policy) for more information on the state policy.

**TRANSFER ASSURANCE GUIDES (TAG)**

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit [www.ohiohighered.org/transfer/tag](http://www.ohiohighered.org/transfer/tag).

**OHIO TRANSFER MODULE (OTM)**

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit [www.ohiohighered.org/transfer/transfermodule](http://www.ohiohighered.org/transfer/transfermodule).

**CAREER TECHNICAL ASSURANCE GUIDES (CTAG)**

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit [www.ohiohighered.org/transfer/ct2](http://www.ohiohighered.org/transfer/ct2).

**ADVANCED PLACEMENT (AP)**

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit [www.ohiohighered.org/transfer/advancedplacement](http://www.ohiohighered.org/transfer/advancedplacement).

**HOLD POLICY FOR COURSES NOT TAUGHT**

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It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years. These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as variable/special topics, internship, practicum, field experience, individual investigation, research and workshop courses. In addition, the Hold Policy does not apply to cross-listed or slashed courses where one or more of the courses are offered with enrollment.

While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold. Courses that are on hold for three years will be automatically inactivated. The dean and chair/director will be notified in advance of such action.

## LARGE-SCALE COURSE CHANGES

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

## STEPS FOR PROCESSING COURSE PROPOSALS

1. Complete the course proposal in CurricUNET. Once submitted, the proposal will be routed to appropriate department or school's curricular body, and then on to the department chair or school director before moving to the college curriculum committee and college dean for approval.
2. If course has or requests Kent Core, diversity, experiential learning and/or writing-intensive status, the CurricUNET proposal is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval.
3. The CurricUNET proposal is routed to Curriculum Services for review and Provost Office approval. The Curriculum Services office assigns appropriate state subsidy codes.
4. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: [www.kent.edu/provost/curriculum/epc](http://www.kent.edu/provost/curriculum/epc).
5. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (and makes changes to the subsequent *University Catalog* (see timeline on page 50 for effective dates).
6. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Board of Regents.
7. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: [www.kent.edu/provost/curriculum/cb](http://www.kent.edu/provost/curriculum/cb)

## ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by course inactivation or revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 46.
- **Duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- **Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 38.
- **Course numbers** that end in 90 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.

- **Cross-listed and slashed courses** must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 37.
- **Special course fee** additions, revisions and eliminations are submitted separately (see Section V for form). Deadline for submissions is typically the first week of February for the change to be effective that fall semester. More information on special course fees can be found on page 47.

## DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

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The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (The *Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

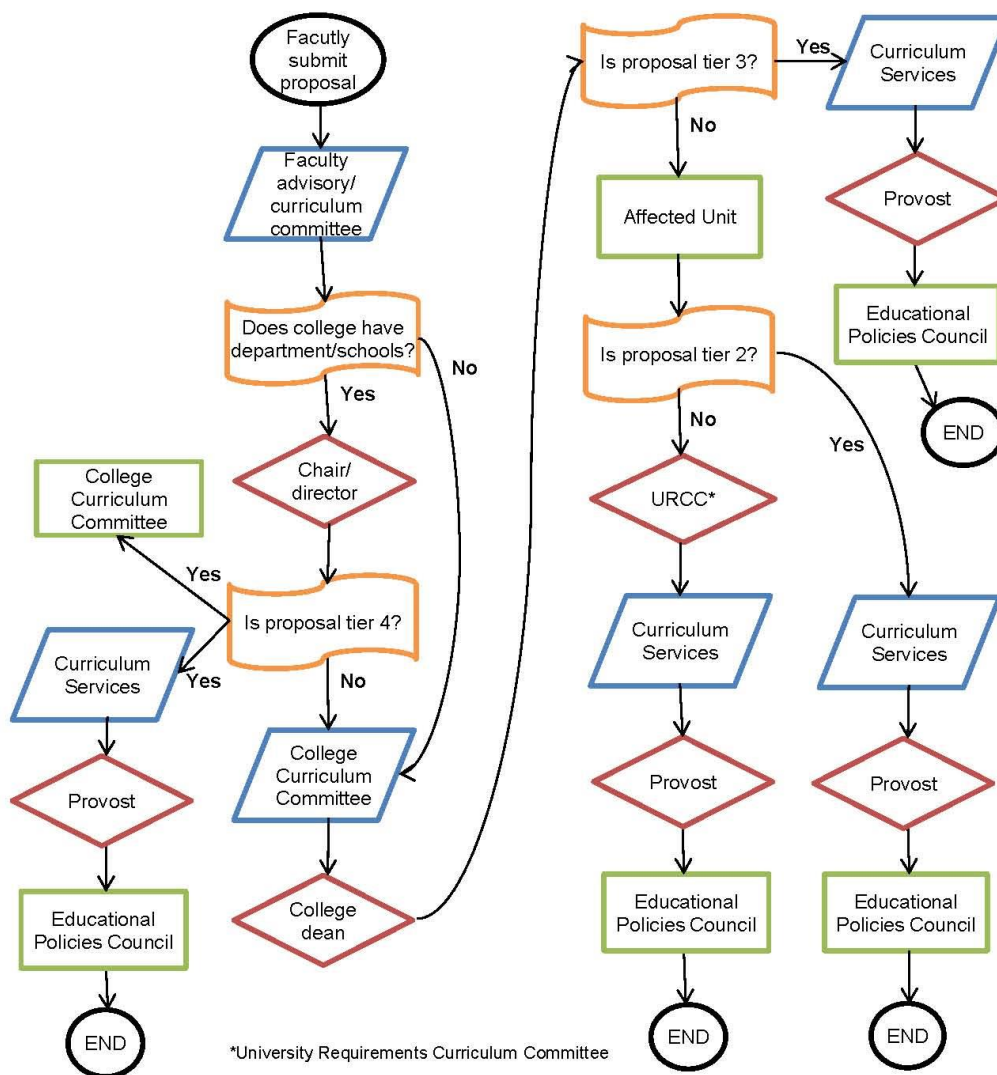
<u>Deadline</u> <sup>1</sup>	<u>Effective</u>	
August EPC	Spring <sup>2</sup>	(e.g., August 2014 for spring 2015)
January EPC	Fall	(e.g., January 2015 for fall 2015)

1. **Course sections must be deleted and rebuilt if** the proposal contains revision of course subject and/or number. To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).
2. **Proposals that cannot be considered effective for spring term** are for courses that request the following:
  - Inactivation
  - Revision of title
  - Revision of subject
  - Revision of credit hours
  - Revision of number
  - Revision of prerequisite that impinges upon program requirements  
(e.g., adding a prerequisite course that is not in the program requirements)



## APPROVAL FLOWCHART FOR A COURSE

See Section V for curricular forms and documentation to establish, revise or inactivate.



**Tier 4 proposals (department chair/school director final approver)**

- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

**Tier 3 proposals (college dean final approver)**

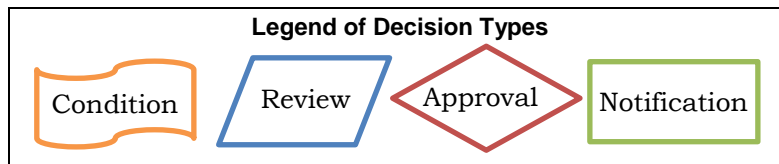
- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects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

**Tier 2 proposals (affected unit acknowledged)**

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

**Tier 1 proposals (University Requirements Curriculum Committee final approver)**

- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)





## ACTIVE COURSE SUBJECTS

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

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

ACCT	Accounting (BU)	COMM	Communication Studies (CI)
ACTT	Accounting Technology (RE)	COMT	Computer Technology (RE)
ADED	Adolescent/Adult Education (EH)	CPHY	Chemical Physics (AS)
AED	Architecture and Environmental Design (AE)	CS	Computer Science (AS)
AERN	Aeronautics (AT)	CTTE	Career-Technical Teacher Education (EH)
AGRI	Agribusiness (RE)	CULT	Cultural Foundations (EH)
ANTH	Anthropology (AS)	DAN	Dance (CA)
ARAB	Arabic (AS)	DSCI	Digital Sciences (DS)
ARCH	Architecture (AE)	ECED	Early Childhood Education (EH)
ARCS	Architectural Studies (AE)	ECET	Early Childhood Education Technology (RE)
ART	Art (CA)	ECON	Economics (BU)
ARTC	Art Crafts (CA)	EDAD	Educational Administration (EH)
ARTE	Art Education (CA)	EDST	Educational Studies (EH)
ARTF	Art Fine Arts (CA)	EDUC	Education (EH)
ARTH	Art History (CA)	EERT	Electrical/Electronic and Related Technologies (RE)
AS	Arts and Sciences (AS)	EHS	Environmental Health Sciences (PH)
ASL	American Sign Language (AS)	EMBA	Executive Master of Business Administration (BU)
ASTU	Aerospace Studies (VA)	ENG	English (AS)
ATTR	Athletic Training (EH)	ENTR	Entrepreneurship (BU)
BAD	Business Administration (BU)	EPI	Epidemiology (PH)
BMRT	Business Management and Related Technologies (RE)	EPSY	Educational Psychology (EH)
BMS	Biomedical Sciences (AS)	EVAL	Evaluation and Measurement (EH)
BSC	Basic Sciences (PM)	EVHS	Environmental Health and Safety (RE)
BSCI	Biological Sciences (AS)	EXPH	Exercise Physiology (EH)
BST	Biostatistics (PH)	EXSC	Exercise Science (EH)
BTEC	Biotechnology (AS)	FDM	Fashion Design and Merchandising (CA)
BUS	Business Administration Interdisciplinary (BU)	FESA	Fire and Emergency Service Administration (RE)
CA	College of the Arts (CA)	FIN	Finance (BU)
CACM	Applied Conflict Management (AS)	FR	French (AS)
CADT	Computer Animation Design Technology (RE)	GAE	Green and Alternate Energy (RE)
CCI	Communication and Information (CI)	GEOG	Geography (AS)
CDAG	Computer Design, Animation and Game Design (RE)	GEOL	Geology (AS)
CHDS	Counseling and Human Development Services (EH)	GER	German (AS)
CHEM	Chemistry (AS)	GERO	Gerontology (EH)
CHIN	Chinese (AS)	GMD	General Medicine (PM)
CI	Curriculum and Instruction (EH)	GRE	Greek (AS)
CLAS	Classics (AS)	HDFS	Human Development and Family Studies (EH)
CLI	Clinical Education (PM)	HEBR	Hebrew (AS)
CLS	Clinical Laboratory Sciences (AS)	HED	Health Education (EH)
CMD	Community Medicine (PM)	HIED	Higher Education (EH)
CMGT	Construction Management (AT)	HIST	History (AS)
		HM	Hospitality Management (EH)
		HONR	Honors (HC)

**ACTIVE COURSE SUBJECTS *continued***

HORT	Horticulture (AS)	OIA	Office of International Affairs (VA)
HPM	Health Policy and Management (PH)	ORT	Podiatric Biomedicine/Orthopedics (PM)
HRTG	Heritage Languages (AS)	PADM	Public Administration (AS)
HST	Human Services Technology (RE)	PAS	Pan-African Studies (AS)
IAKM	Information Architecture and Knowledge Management (CI)	PEB	Physical Education–Basic (EH)
ID	Interior Design (AE)	PEP	Physical Education–Professional (EH)
IERT	Industrial Engineering and Related Technologies (RE)	PH	Public Health (PH)
IHS	Integrated Health Studies (EH)	PHIL	Philosophy (AS)
ILS	Integrated Life Sciences (AS)	PHY	Physics (AS)
INS	Insurance Studies (RE)	PLST	Paralegal Studies (AS)
ITAL	Italian (AS)	PMD	Podiatric Medicine (PM)
ITAP	Information Technology for Administrative Professionals (RE)	POL	Political Science (AS)
ITEC	Instructional Technology (EH)	PSYC	Psychology (AS)
JAPN	Japanese (AS)	PTST	Physical Therapist Assistant Technology (RE)
JMC	Journalism and Mass Communication (CI)	RADT	Radiologic Technology (RE)
JUS	Justice Studies (AS)	REL	Religion (AS)
KBA	Kent Blossom Art (CA)	RERT	Real Estate and Related Technologies (RE)
KBM	Kent Blossom Music (CA)	RHAB	Rehabilitation Counseling and Training (EH)
KBT	Kent Blossom Theatre (CA)	RIS	Radiologic and Imaging Sciences (RE)
LARC	Landscape Architecture (AE)	RPTM	Recreation, Park and Tourism Management (EH)
LAT	Latin (AS)	RTT	Respiratory Therapy Technology (RE)
LCDE	Liquid Crystal Display Engineering (AT)	RUSS	Russian (AS)
LIB	University Libraries (VA)	SBS	Social and Behavioral Sciences (PH)
LIS	Library and Information Science (CI)	SEED	Secondary Education (EH)
MATH	Mathematics (AS)	SOC	Sociology (AS)
MCED	Middle Childhood Education (EH)	SPA	Speech Pathology and Audiology (EH)
MCLS	Modern and Classical Language Studies (AS)	SPAD	Sport Administration (EH)
MERT	Mechanical Engineering and Related Technologies (RE)	SPAN	Spanish (AS)
MFGT	Manufacturing Engineering Technology (RE)	SPED	Special Education (EH)
MIS	Management and Information Systems (BU)	SPSY	School Psychology (EH)
MKTG	Marketing (BU)	SRM	Sport and Recreation Management (EH)
MMTG	Managerial Marketing (BU)	SUR	Podiatric Surgery (PM)
MSCI	Military Science (VA)	SVCD	Summer Visual Communication Design (CA)
MUS	Music (CA)	TAS	Technical and Applied Studies (RE)
NRST	Nursing Technology (RE)	TECH	Technology (AT)
NSE	National Student Exchange	THEA	Theatre (CA)
NURS	Nursing (NU)	TRST	Translation Studies (AS)
NUTR	Nutrition (EH)	UD	Urban Design (AE)
OCAT	Occupational Therapy Assistant Technology (RE)	US	Undergraduate Studies (US)
		VCD	Visual Communication Design (CI)
		VIN	Viticulture and Enology (RE)
		VTEC	Veterinary Technology (RE)
		WMST	Women's Studies (AS)

## V. CURRICULAR FORMS AND DOCUMENTATION

### ARCHIVED PROPOSALS

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**PROGRAM PROPOSALS PRE-2016 AND COURSE PROPOSALS PRE-2009** received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender ([diprod01.uis.kent.edu/appxtender/login.aspx](http://diprod01.uis.kent.edu/appxtender/login.aspx)), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time ([www.kent.edu/provost/curriculum/archives/upload/AppXtender\\_user\\_manual.pdf](http://www.kent.edu/provost/curriculum/archives/upload/AppXtender_user_manual.pdf)). ApplicationXtender is password protected; please contact Jennifer Kellogg to receive access.

**COURSE PROPOSALS 2009-2015** are archived in the historical view of the Course Catalog Update workflow, accessible through FlashLine. All submitted proposals can be viewed no matter if the proposal was approved, denied or no action taken.

**PROGRAM, COURSE AND POLICY PROPOSALS 2016** will be archived in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)).

### FORM DEFINITIONS

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**CURRICUNET** is a web-based software ([www.curricunet/kentstate](http://www.curricunet/kentstate)) used to propose, review, approve and track course, program and policy establishments, revisions and inactivations. This software management system replaces the Course Catalog Update workflow and paper proposals.

**CERTIFICATION OF CURRICULUM PROPOSAL (CCP)** is a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. Beginning fall 2014, CCP forms will be used only for the following:

- Establish, revise or inactivate an academic college, school, department, division, center or institute
- Establish, revise or inactivate a consortia or articulation agreement with another institution(s)
- Temporarily suspend admissions into an academic program
- Offer fully online an existing degree program
- Offer more than 50 percent of an existing degree program's total credits at an approved off-site location

**COURSE CATALOG UPDATE (CCU)** replaced the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated. CCU will be replaced by CurricUNET beginning in fall 2014. All course and program establishments, revisions and inactivations will be routed through CurricUNET. Ability to submit proposals via the CCU workflow will be disabled beginning in summer 2015, although the archived view will continue to be accessible until it is merged into ApplicationXtender.

**PROGRAM ROADMAP** is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* ([www.kent.edu/catalog](http://www.kent.edu/catalog)) and on the GPS website ([www.kent.edu/gps](http://www.kent.edu/gps)). A roadmap should accompany a proposal to establish or revise a program. Concentrations within a major have their own roadmap.

**FORMS FOR KENT CORE, DIVERSITY, WRITING INTENSIVE AND EXPERIENTIAL LEARNING** will appear in the CurricUNET Course Checklist if one or more of those attributes is selected when establishing or revising an undergraduate course. Please review the guidelines for each (pages 61-70) before completing the forms in CurricUNET.

**RECOMMENDATION TO CHANGE SPECIAL COURSE FEES FORM** is to be submitted for new, revised or eliminated special course fees. See Section IV for more information. This form must be submitted to Jonathan Carlson, associate vice president of academic budget and resource management, by a pre-determined deadline date (typically December or January) to be effective for the subsequent fall semester. The Board of Trustees is the final authority in approving fee changes.

## ESTABLISHING A NEW COURSE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course

### 1. **Enter Course Information.**

- a. College
- b. Department
- c. Course subject
- d. Course number
- e. Course title
- f. Title abbreviation
- g. Course description
- h. Is this course part of:
  - (1) Kent Core (if selected, refer to pages 58-59)
  - (2) Writing Intensive Course (WIC) (if selected, refer to page 60)
  - (3) Diversity Requirement (if selected, refer to page 59)
  - (4) Experiential Learning Requirement (ELR) (if selected, refer to pages 60-61)
  - (5) Freshman Orientation (FYE)
- i. Proposal type

### 2. **Basic Course Data.**

- a. Cross listed
- b. Slash course
- c. Related disciplines
- d. Requested effective term

### 3. **Course Credits/Hours.**

- a. Variable hours exist
- b. Credit hours
- c. Contact hours per week (You must select at least one category. Should be per week; can divide among lecture/lab/clinic etc. if applicable)

### 4. **Additional Course Information.**

- a. Can this course be repeated for credit?
- b. Course level
- c. Grade rule
- d. Rational for IP grade request (if applicable)
- e. Schedule type
- f. Credit by exam

### 5. **Course Learning Outcomes:** Upon successful completion of this course, students will be able to... .

### 6. **Requisites.** (Course prerequisite/co-requisite)

### 7. **Content Outline:** List contact (nominal) hours for each topic.

### 8. **Textbooks and Other Materials.**

### 9. **Activities That Support Outcomes.**

- a. In-class activities that support course learning outcomes.
- b. Out-of-class activities that support course learning outcomes.

### 10. **Methods of Assessment/Evaluation.**

- a. This section defines the ways students will demonstrate that they have met the course learning outcomes.

- b. Multiple measures may include, but are not limited to, the following: exams, quizzes, research projects, portfolios, papers, oral presentation, projects, field trips, group projects, class participation, class work, homework, lab activities, class performance, final , discussion and additional assessment information.

#### 11. **Proposal Summary.**

- a. Explain the purpose for this proposal.
- b. Explain how this proposal affects program requirements and students in your unit.
- c. Explain how this proposal affects courses, program requirements and students in other units.
- d. Are existing facilities sufficient to support this course offering?
- e. Is there an existing instructor(s) for this course, or will additional instructor(s) need to be hired?
- f. Name of instructor(s) contributing to content development
- g. Units consulted (other departments, programs or campuses affected by the proposal)

### REVISING OR INACTIVATING AN EXISTING COURSE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Revise Approved Course

#### 1. **Proposal Type.**

- a. Course Revision – Not Substantial
  - (1) Revisions considered not substantial are the following:
    - Changes to course number not affecting level (e.g., 20000 level revised to 30000 level)
    - Changes to course description not involving substantial changes in course content
    - Changes to course title not involving substantial changes in course content
    - Changes to course prerequisite not affecting any other academic unit
- b. Course Inactivation – Not Substantial
  - (1) Inactivation considered not substantial is one that that does not affect a program or course prerequisite.
- c. Course Revision – Substantial
  - (1) Revisions to undergraduate courses considered substantial are the following:
    - Changes in course credit hours
    - Changes to course number affecting level (e.g., 20000 level revised to 30000 level)
    - Substantial changes to course content
    - Changes to course description due to substantial changes in course content
    - Changes to course title due to substantial changes in course content
    - Changes to prerequisite that affect programs or general curricular requirements of college
- d. Course Inactivation – Substantial
  - (1) Inactivation considered substantial is one that that affects a program or course prerequisite

#### 2. **Brief description of revision.**

#### 3. **For Course Revisions.**

- a. Revise any course information if applicable: course subject, number, title, title abbreviation, slash/cross-listed, credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite, university requirement attribute (Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation).
- b. If you select adding attribute of Kent Core, diversity, etc., refer to those sections.

#### 2. **Proposal Summary.**

- a. Explain the purpose for this proposal.

- b. Explain how this proposal affects program requirements and students in your unit.
- c. Explain how this proposal affects courses, program requirements and students in other units.
- d. Are existing facilities sufficient to support this course offering?
- e. Is there an existing instructor(s) for this course, or will additional instructor(s) need to be hired?
- f. Name of instructor(s) contributing to content development
- g. Units consulted (other departments, programs or campuses affected by the proposal)

## REQUESTING KENT CORE ATTRIBUTE

Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course  
(**OR** Revise Approved Course) → select Kent Core as attribute

Please review the Kent Core Policy Statement in this section before completing and submitting the CurricUNET proposal. Attach a master syllabus for the course in the Attached Files section

## KENT CORE FORM (PART A)

1. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. *Please complete or write "N/A" if the category desired is not in Category I or II.*
3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.
4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.
5. Has this course been offered previously?
6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?
7. Please complete and attach a sample syllabus.
8. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog* by answering the questions "What method(s) will be used to assess student learning?" and "What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?" for the following categories:
  - a. Acquire critical thinking and problem-solving skills (Ohio Transfer Module: Evaluate arguments in a logical fashion; competence in analysis and logical argument) Apply principles of effective written and oral communications (Ohio Transfer Module: Communicate effectively) Broaden their imagination and develop their creativity
  - b. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
  - c. Develop competencies and values vital to responsible uses of information and technology
  - d. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens (Ohio Transfer Module: Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy)
  - e. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance (Ohio Transfer Module: Acquire an understanding of our global and diverse culture and society)
  - f. Increase their awareness of ethical implications of their own and others' actions
  - g. Integrate their major studies into the broader context of a liberal education
  - h. Strengthen quantitative reasoning skills
  - i. Understand basic concepts of the academic disciplines (Ohio Transfer Module: Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities)



**KENT CORE FORM (PART B)**

1. The form lists the Kent Core learning objectives; marking the box beside the learning objectives opens corresponding Ohio Transfer Module learning objectives. (More information may be found at [http://regents.ohio.gov/transfer/policy/OTMGuidelines\\_AllDisciplinesOct08.pdf](http://regents.ohio.gov/transfer/policy/OTMGuidelines_AllDisciplinesOct08.pdf))
2. Provide a description of the assessment methods for each specific learning outcome listed.
  - a. The assessment method should be described in sufficient detail that faculty member(s) who teach the course and URCC members reviewing the assessment plan will be able to come to a common understanding of what is expected. If a common assessment is being proposed, it would be constructive to include the exact questions, problems, case studies, etc. to be used.
  - b. When choosing methods of assessment, remember that for every assessment method proposed, there must be corresponding evidence.
3. Provide a description of the evidence from the assessment that will be presented annually to the URCC. See the Academic Quality Improvement Program's website at [www.kent.edu/aqip](http://www.kent.edu/aqip) (Learning Assessment link) for information of the types of evidence appropriate for various methods of assessment. The summary is to be submitted to the URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty's review of the results and a description of any modifications to the plan and/or course that are going to be made as a result of the review.
4. Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their annual summary.

**REQUESTING DIVERSITY REQUIREMENT ATTRIBUTE**


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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course (**OR** Revise Approved Course) → select Diversity Requirement as attribute

Please review the Diversity Course Requirement Objectives and Criteria in this section before completing and submitting the CurricUNET proposal. Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.
2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?
3. For what audience would this be a particularly good diversity course? Explain.
4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.
5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?
6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?
7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues or both? Explain.
8. Attach a typical course syllabus

## REQUESTING WRITING-INTENSIVE COURSE (WIC) ATTRIBUTE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course (**OR** Revise Approved Course) → select Writing Intensive Course (WIC) as attribute

Please review the Guidelines for Writing-Intensive Course (WIC) Proposals in this section before completing and submitting the CurricUNET proposal. Attach a master syllabus for the course in the Attached Files section. The course objectives section of the syllabus must include the goals of the writing component and grade percentages on written assignments clearly must be stated on the syllabus.

1. Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (WIC Guidelines: Items 2, 3, 5)
2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content*. (WIC Guidelines: Item 2)
3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (WIC Guidelines: Item 2)
4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (WIC Guidelines: Item 4)
5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (WIC Guidelines: Item 4)
6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)
7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (WIC Guidelines: Item 5)
8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (WIC Guidelines: Item 4)
9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

## REQUESTING EXPERIENTIAL LEARNING REQUIREMENT ATTRIBUTE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course (**OR** Revise Approved Course) → select Experiential Learning Requirement as attribute

Please review the (1) Experiential Learning Requirement Designation Rubric, (2) Experiential Learning Requirement Policy Statement and (3) Experiential Learning Requirement Guidelines in this section before completing and submitting the CurricUNET proposal. Attach a master syllabus for the course in the Attached Files section. The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Select appropriate experiential learning category/categories:
  - Civic Engagement
  - Creative/Artistic Activities
  - Practical Experiences
  - Research
  - Study Abroad/Away
2. Describe how the course provides opportunities for students to:
  - a. Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;



- b. Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
  - c. Reflect on the meaning of the experience for their current and future learning.
3. Explain how the three learning outcomes will be assessed:
  - a. Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
  - b. Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
  - c. Reflect on the meaning of the experience for their current and future learning.
4. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

## KENT CORE POLICY STATEMENT

### PART I: PHILOSOPHICAL BASIS FOR THE KENT CORE

The Kent Core is at the foundation of the university's mission to prepare students to live in today's complex, global society. It broadens intellectual perspectives, fosters ethical and humanitarian values and prepares students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world.

Kent Core course enable students to:

- Acquire critical thinking and problem-solving skills
- Apply principles of effective written and oral communications
- Broaden their imagination and develop their creativity
- Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
- Develop competencies and values vital to responsible uses of information and technology
- Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens
- Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
- Increase their awareness of ethical implications of their own and others' actions
- Integrate their major studies into the broader context of a liberal education
- Strengthen quantitative reasoning skills
- Understand basic concepts of the academic disciplines

Although not every Kent Core course will address all these goals, learning within the Kent Core as a whole enables students to acquire the tools for living rich and meaningful lives in a diverse society.

### PART II: CRITERIA GOVERNING INCLUSION OF COURSES IN THE KENT CORE

To be included in the list of courses that satisfy the 36-37-hour Kent Core, a course must:

1. Be at the 10000 or 20000 level
2. Provide essential skills in English composition, mathematics or logic; lie within the broad, general categories of the Humanities and Fine Arts, the Social Sciences and the Basic Sciences; or provide an innovative interdisciplinary treatment addressing one or more of these general categories
3. Be grounded in and representative of a field that has attained maturity and substance with a "critical mass" of its own scholarly literature, methodology and community of specialists
4. Have the faculty and other resources necessary to meet the enrollment demands of Kent Core courses

5. Address concepts central to the subject area as well as relevant Kent Core learning goals (see Part I)
6. Have substantial course content that is not duplicated in other Kent Core course offerings
7. Be offered at least once before it is considered for Kent Core inclusion

### **PART III: REVIEW OF KENT CORE COURSES**

In order to maintain the intent and integrity of the Kent Core, all courses listed under the Kent Core must be periodically and systematically reviewed for:

- Quality and uniformity of course content and instruction
- Conformance to Part I (philosophical basis) and II (criteria) of the Kent Core policy statement

Each department is responsible for maintaining a high level of quality and uniformity in course content and instruction. These shall be monitored by the department offering the course, through the use of appropriately constructed questionnaires and/or any other means of evaluations (peer review, classroom observation, etc.) it deems appropriate. The results of this evaluation will be used in the five-year review of the Kent Core courses.

Conformance to Parts I and II of the Kent Core Policy Statement will be reviewed at five-year intervals by the University Requirements Curriculum Committee, which will recommend any changes in the requirements to the Educational Policies Council through the dean of the Honors College. Part II of the Policy Statement will provide the criteria for the review, which will involve an evaluation of the appropriateness of the course, as defined by its syllabus and as evidenced by the conduct of its instruction.

It should be noted that any department offering a Kent Core course is responsible for ensuring that the course content be consistent with the approved Kent Core course syllabus throughout all sections offered. Changes of content and emphasis must be approved by the University Requirements Curriculum Committee, in addition to regular curricular bodies, if the course is to be retained in the Kent Core.

Effective: January 27, 2010

## **DIVERSITY REQUIREMENTS OBJECTIVES, CRITERIA AND GUIDELINES**

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### **OBJECTIVES**

The purpose of Kent State University's diversity requirement is to help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and ideological differences. The study of diversity is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences.

The diversity requirement is part of the university's broader efforts to encourage, both at the university and beyond, the development of communities in which all members and their contributions are recognized and valued. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences and opportunities to learn how to deal constructively with them.

## CRITERIA

Courses that satisfy the diversity requirement aim to give students significant opportunities to do the following. (It is understood that not every course will address all of these criteria.)

- Address diversity issues, particularly those involving unequal and/or discriminatory treatment
- Compare positive and negative implications of various parochial or "...centric" perspectives
- Encourage global awareness and sensitivity
- Examine patterns and trends of diversity in the United States
- Engage issues of racial or ethnic perceptions, attitudes and stereotypes
- Examine patterns and trends of diversity in the United States
- Explore ways to communicate and participate constructively in a diverse community
- Foster appreciation of aesthetic dimensions of other traditions and cultures
- Learn systematic approaches to understanding cultural differences and commonalities
- Learn systematic techniques for dealing constructively with problems arising out of cultural differences
- Participate in special programs that promote understanding other peoples
- Study Western and non-Western cultures in a world context or from a comparative perspective
- Understand how one's own culture shapes one's perceptions, ideology and values

## GUIDELINES

- Emphasis: The study of diversity (as described in the objectives and criteria sections) must be a primary purpose of a course or program.
- Level: Both lower-division and upper-division courses may be proposed.
- Previous Offering: A course must have been offered at least once before consideration.
- Disciplinary/Interdisciplinary: Courses within a single discipline as well as interdisciplinary courses may be proposed.
- Foreign Language Instruction: Elementary language acquisition courses are not eligible. More advanced language courses may be submitted for consideration.
- Formal Approval Process: Diversity curricular proposals must be approved by the department/school curriculum committee, college curriculum committee, University Requirements Curriculum Committee and the Educational Policies Council.
- Degree Program Approval: In some degree programs, diversity has been made an integral and pervasive part of the curriculum. If breadth and intensity of diversity across the curriculum can be demonstrated by the academic unit, program completion will serve as the equivalent of the second course in the diversity requirement.
- Review Cycle: The diversity requirement and designated courses/programs are to be periodically and systematically reviewed for conformity to the Objectives and Criteria. Review by the University Requirements Curriculum Committee will occur every five years.

## GUIDELINES FOR WRITING-INTENSIVE COURSE (WIC) PROPOSALS

### A. The Writing-Intensive Course Graduation Requirement

Kent State University established a writing-intensive graduation requirement for all baccalaureate students who enrolled fall 1992 or later as new freshmen. Beginning with the 1994-1995 *Undergraduate Catalog*, all students were required to complete at least one upper division course designated as "writing intensive" with a grade of "C" (2.00) or above. The University Requirements Curriculum Committee (URCC) is responsible for approving writing-intensive course proposals before submission to the Educational Policies Council (EPC).

## B. Requirement Criteria and Principles

The university-wide writing-intensive course graduation requirement, as approved by the Educational Policies Council, established the following basic criteria for designating a course as “writing intensive” for the purposes of satisfying the requirement.

To be approved as a writing-intensive course (WIC), the course:

1. Must be upper division;
2. Must be designed, at least in part, to help students become effective writers in a specific discipline;
3. Must involve a substantial amount of writing; and
4. Must provide students with at least one writing assignment where there is an opportunity for guided revision before grading occurs.

In addition, the final grade in the WIC must reflect the student’s writing performance in that course.

The following basic principles were also set forth in the EPC resolution establishing the requirement:

5. Normally, a writing-intensive course is a content course rather than a course in writing as a basic skill.
6. The course is not intended as an additional requirement but as a designation of a course already included in a major.
7. Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline, with approval from the student’s major department/school.

The First Periodic WIC Review Report (April 2007) recommended a course section size maximum of 25 and recommended that a minimum of 50 percent of the final course grade should be based on writing assignments.

## C. Guidelines

The following guidelines should be used by departments and schools in the development of writing-intensive courses and in the preparation of the Writing-Intensive Course (WIC) Information Form.

### Item 1: The course must be upper division.

All writing-intensive courses must be at the 30000 and 40000 level.

### Item 2: The course must be designed, at least in part, to help students become effective writers in a specific discipline.

Each department should submit proposals based on discussions among its relevant faculty who develop agreed upon expectations about:

1. What constitutes “writing” of various kinds in that particular discipline;
2. How course assignments reflect or are representative of the different kinds of writing practices current in the discipline and profession;
3. How the assignments are structured to integrate the practice of these different kinds of writing with course content; and
4. How writing in the discipline becomes a method of learning specific material as taught within courses in this discipline. In evaluating each proposal, department and college curriculum committees should carefully consider the evidence regarding each of these issues.

Results of such departmental discussions and agreements will be reported on the WIC Information Form. This form—along with a revised Basic Data Sheet, Certification of Curriculum Proposal and master syllabus—will be submitted for each course proposed as “writing intensive.”

**Item 3: There must be a substantial amount of writing.**

Ideally, a proposed course establishes the following expectations: a student will engage in structured writing experiences that emphasize writing as a process; the course includes a broad array of preparatory and substantive writing activities; and the writing assignments build in intensity with an increasing level of expectations over the duration of the course. *A focus on writing as a central element of the course will be a strong indication that it provides a “substantial” and “intensive” writing experience.*

Because a variety of approaches may be appropriate, the guidelines do not specify a minimum number of pages, types of writing or number of writing experiences required to meet this criterion. Courses may require *numerous* short written assignments or the traditional, longer term paper but with several preliminary or preparatory writing assignments related to a “final” submission. The writing may be descriptive or analytical. When a course requires several shorter pieces, the length as well as the content (whether descriptive or analytical, for example) and the extent to which the various pieces of writing are interrelated and build upon one another may, in combination, demonstrate that the writing should be considered “substantial.”

Although neither a minimum number of assignments nor a minimum number of pages is required, the amount of writing should be consistent with the performance and grading expectations discussed in Item 5 below.

The guidelines also do not establish a minimum number of credit hours for courses that fulfill the requirement, but the standard has been the three-credit course. If two-credit courses are approved, it would be under the following circumstances: first, the student is required to take more than one course (for a total of more than the standard three credits); or second, the writing in the course is at least as “substantial” as that in the standard three-credit course and the writing comprises a larger percentage of the course grade. One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing (see Item 5 below).

**Item 4: At least one of the assignments must provide students with an opportunity for guided revision before grading occurs.**

Guided revision requires that the instructor provide written feedback on the *draft* submitted for at least one of the writing assignments. In addition, *active communication* between the student and instructor (in particular, out-of-class meetings) is strongly encouraged. Additional instructional methods may also be effective, such as use of classroom sessions for discussions on positive and negative elements of the writing in the draft documents or peer review by other students in the class. At minimum, the student must receive written feedback from the instructor *with the opportunity* for individual meetings if requested by the student. It is also important that the assignment to be revised is initially due and returned with instructor comments *early enough* in the term to allow sufficient time for consultation with the instructor, revision and resubmission prior to the end of the semester.

Several additional points should be noted. First, to provide an *opportunity* for revision does not require that the student actually revises the paper, although it is anticipated that instruction about the writing process would emphasize the value of revision. Second, the opportunity must be provided to *all* students in the class, regardless of performance on the draft. Third, it should be clear that the draft is *not* simply “returned to students and revised according to the instructor’s comments.” Rather, instructor comments should provide general guidance and overall suggestions that will assist students as they develop their own revisions. Fourth, the assignment is not to be graded until after the revision. Fifth, if the assignment is submitted in stages—e.g., outline, bibliography, first draft and revised final paper—it is acceptable to assign grades to the outline and bibliography (even if revision is also allowed on these two components) as long as the first draft is not assigned a grade prior to revision.

In some sense, a “substantial” portion of the total amount of writing should be allowed revision. A minor piece of the total writing (for example, an outline) should not be the only writing assignment allowed revision. Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, the class maximum should be 25 or below. If the expected class maximum will be above 25, the department must describe efforts to reduce class size to 25 or below and explain how the writing-intensive nature of the course will be maintained with the larger class size.

**Item 5: The grade in the course must reflect the student's writing performance.**

Students are required to pass the writing-intensive course with a grade of "C" or above. This grade must reflect the student's writing performance and must include a measure of the student's effectiveness as a writer within the discipline.

Specific elements included in the assessment of writing performance will vary from course to course and may range from basic skills to the organization and clear expression of ideas and the use of critical thinking skills in developing and supporting arguments. Assessment of writing performance must also include those elements specific to the individual discipline (such as methods, techniques, styles or kinds of writing). Although basic skills (spelling, punctuation, grammar, use of footnotes and citations, etc.) may be included, the assessment must go beyond these skills to include more substantive elements of the writing process.

It is recognized that approaches to integrating writing assignments into course content will vary and that some writing assignments may be "ungraded." However, because the writing-intensive course must be completed with a grade of "C" or above, the percentage of the course grade that is based on the writing assignments needs to be carefully considered. In planning the course, the instructor should ask if the failure to earn a "C" average on writing assignments would result in a course grade below a "C." If not, then the percentage assigned to writing assignments may be inadequate.

Essay exams are excluded from the final grade percentage based on writing unless it is clear that essay questions constitute writing in the discipline and/or it is specified in the course syllabus that the writing itself is evaluated as a significant part of the exam grade.

Given these requirements, it is normally expected that a minimum of 50% of the final course grade will be based on the writing assignments. In many cases, it will be more. If the final course grade percentage is below 50%, departments must explain what efforts have been made to meet this standard and provide a rationale for granting an exception.

One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing.

**Item 6: A writing-intensive course is a content course, rather than a course in writing as a basic skill.**

Based on this principle, proposals for "individual investigation" courses will not be approved. It is also this principle that underlies concerns about "add-on" courses. The reluctance to approve add-on credits stems from five concerns:

1. Desire to place emphasis on the writing process within a discipline;
2. To have writing in the discipline integrated into course content;
3. To have writing in the discipline become a method of learning specific material within courses in the discipline; and
4. To have writing and the writing process discussed within course and class contexts.
5. The final concern is of a different nature: The desire to avoid adding credit hours to major requirements. Departments or schools must provide sufficient rationale and evidence for any exception to this principle.

**Item 7: The course is not intended as an additional requirement but as a designation of a course already included in the major.**

Monitoring of credit hours for major requirements and degree requirements is left to the determination of the appropriate curricular bodies.

**Item 8: Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline, with approval from the major department or school.**

This guideline does not absolve *any* unit of its obligation to provide writing experiences within the major. It does recognize that, on an occasional basis, a student may request approval to fulfill the requirement by taking a course in an area outside the major discipline. With regard to interdisciplinary majors, courses in the respective areas have been approved as writing intensive. In cases where a student changes majors or has multiple majors, the writing-intensive requirement will be determined on a case-by-case basis by the department and college.

Effective May 14, 2007 (Faculty Senate)

Prior Effective Date: August 1, 1993

## EXPERIENTIAL LEARNING REQUIREMENT POLICY STATEMENT

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### PURPOSE

The purpose of Kent State's experiential learning requirement (ELR) is to provide students with direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad/away, and culminating experiences such as internships, student teaching, and capstone projects, to name a few.

### CRITERIA

Each ELR course or activity must provide opportunities for students to meet the learning outcomes listed below. Students will be able to:

- Connect ideas, concepts, and skills developed at the University with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience.

Students will also be required to meet any additional learning outcomes as defined by the course, program or faculty member.

Each ELR course or activity must have a plan of assessment for the experiential learning that has taken place.

### CURRICULAR GUIDELINES

- All students must satisfy the experiential learning requirement as part of the requirements for any baccalaureate .
- Experiential learning opportunities must be completed while a student at Kent State University; however, the experiences may occur on or off campus. The expectation is that students will complete the ELR after the first year of study.
- Experiential learning opportunities must meet existing University regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).
- In the case of a program-approved ELR course, satisfactory completion will be determined by the instructor of the course. In the case of a program-approved ELR Activity, satisfactory completion will be determined by the faculty member.



- If an ELR course also is designated as a diversity course, a Kent Core course, and/or a writing intensive course, the student shall receive credit for fulfilling requirements in all applicable categories.
- If a unit does not approve an experience as meeting the ELR, a student who wishes to appeal that decision should submit a letter of appeal to the dean's office in the student's degree-granting College.

## EXPERIENTIAL LEARNING REQUIREMENT GUIDELINES

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The Experiential Learning Requirement was approved by Faculty Senate on February 14, 2011, to be in effect fall semester 2012. The following information from the document approved by Faculty Senate is provided for additional guidance about the nature of the requirement.

### Definition:

Experiential learning at Kent State University is defined as “direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues.” Experiential learning opportunities exist in a variety of academic and non-academic forms at this University and may include community service, service-learning, undergraduate research, and culminating experiences such as internships and capstone projects, to name a few. Since diversity in student needs exists, Experiential learning may utilize deliberate and purposeful engagement outside the typical classroom environment to influence student knowledge, skills, and values, and to promote the public good.

Kent State recognizes five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. Approved activities might fit one or more of these categories. These categories are provided as a guide to consider what types of activities meet the requirement.

1. **Civic Engagement** enables Kent State students to interact with people from diverse backgrounds; to challenge their understanding of community needs and the systems addressing those needs; and to explore ways of improving community life. The primary purpose for activities that fall into this category encompasses community involvement, awareness, learning, or reflection.
2. **Creative/Artistic Activities** enable Kent State students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. These works may be original or interpretative and may be expressed through performances, portfolios, exhibits, pieces of work, or other significant projects.
3. **Practical Experiences** enable Kent State students to actively use the skills and concepts related to their career path while engaging in work-like settings that are common to their field of study, such as internships.
4. **Undergraduate Research** activities enable Kent State students to engage in substantial systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. This research can be applied, creative/artistic, descriptive, experimental, historical, inferential, observational, or theoretical. Research must be at the upper-division level and must be done as an individual investigation, senior honors thesis/project, or grant-related research. Research must be engaged with the external community, either through the research itself or in the dissemination of the research through publications or presentations.
5. **Study Abroad/Away** activities enable Kent State students to be immersed in an off-campus environment. These experiences contribute to a student's understanding of culture, customs, diversity, history, language, politics, religion, society, and/or traditions.

**EXPERIENTIAL LEARNING REQUIREMENT DESIGNATION RUBRIC**

This rubric is to be used as an aid in determining if a course section meets the criteria for ELR designation.

<b>Learning Outcomes</b>	<b>Not clearly described</b>	<b>Somewhat described</b>	<b>Clearly described</b>
<b>1a.</b> The course provides opportunities for students to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.	The proposal provides a general overview of the course; however, it does not clearly describe how the ELR activity(s) will: ■ Facilitate an understanding of course ideas, concepts, and skills. ■ Allow for the application of knowledge in a new and different context.	The proposal provides a good overview of the course and the ELR activity(s); however, ideas of how the activity will: ■ Facilitate an understanding of course ideas, concepts, and skills. ■ Allow for the application of knowledge in a new and different context appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of the course, the ELR activity(s), and clearly describes how course ideas, concepts, and skills will be applied in a new and different context.
<b>1b.</b> The course provides opportunities for students to demonstrate how this experience broadens their understanding of the discipline, the world, or themselves as learners.	The proposal provides a general overview of course assignments; however, it does not clearly describe: ■ The connection between assignments and the ELR activity(s). ■ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.	The proposal provides a good overview of course assignments; however, descriptions of: ■ The connection between assignments and the ELR activity(s). ■ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of course assignments, their connection to the ELR activity(s), and how students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.
<b>1c.</b> The course provides opportunities for students to reflect on the meaning of the experience for their current and future learning.	The proposal suggests reflection will occur; however, does not include a clear description of: ■ The reflective assignments how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning.	The proposal provides a good overview of reflective assignments; however, descriptions of: how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of reflective assignments and clearly describes how reflection will facilitate student meaning of the ELR activity(s) and their current and future learning.
<b>2a.</b> The three learning outcomes will be assessed.	The proposal suggests assessment will occur; however, does not include a clear description of: ■ Assessment assignments specific to the learning outcomes identified in items 1a.-1c. above.	The proposal provides a good overview of assessment assignments; however, descriptions: ■ Are underdeveloped for one or more of the learning outcomes identified in items 1a.-1c. above. ■ Appear sparingly throughout proposal and/or syllabus.	The proposal provides a solid overview of assessment assignments and clearly describes standards to assess student learning for each outcome identified in items 1a.-1c. above.
<b>Self-assessment totals</b> (write the number of check marks in each column)			

**Examples of Experiential Learning Activities**

*These examples are meant to give a general idea about possibilities within the five categories of ELR.*

Civic Engagement Examples

Community development  
Community-based action research  
Community-based research  
Service-learning

Research Examples

Community-based research  
Creative activities  
Field research  
Oral history research  
Substantial lab-based research (e.g., off-campus work, working as part of grant in the chemistry lab)

Creative Activities Examples

<i>Architecture</i> Exhibits Original designs	<i>Art</i> Creative projects Exhibits	<i>Fashion</i> Original design portfolio Original designs Runway show
<i>Dance</i> Internship Major dance performance Original choreography Student direction	<i>Music</i> Compositions Concertos Major roles Recitals	<i>Theatre</i> Directing Major role Playwright Principal costume designer Principal lighting designer Principal set designer
<i>English/writing</i> Creative projects Oral interpretation Original poetry Original writing project	<i>Journalism and mass communication</i> Editorial writing General editing Publisher	<i>Generalized discipline creative projects:</i> Discipline-specific exhibits Discipline-specific portfolios
<i>Visual communication design</i> Original design portfolio		

Practical Experiences Examples

Applied workshops Apprenticeships Career/professional internship Clerkship Clinical fieldwork/practicum Clinical research Coaching Cooperative education/ experience Counseling practicum Curricular practical training (CPT) (per U.S. citizenship and immigration services) Experiential/lab experience Exploratory courses Entrepreneurships Fellowships Field experience Freshman interest groups (FIGs)	Geology field camp Independent study Internships Leadership/management experience Learning communities Optional practical training (OPT) (per U.S. citizenship and immigration services) Politics/public policy experience Practicum Practicum-oriented thesis project Practicum-oriented research Residency experience Service-learning Student teaching Substantial research	Laboratory experience (collaboration with faculty and/or graduate student research: e.g., psychology, animal, or human subjects research; sociology survey study; oceanographic or limnologic field work; ecological field work; chemical synthesis in the lab; or particlephysics work) Teaching practicum Training program Tutoring Volunteer work in discipline/area of study Work experience Work in clinical settings Work study (related to study)
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Study Abroad/Away Examples

Columbus program each fall Faculty-led short-term programs Fashion Design Studio in NYC Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as Discovery Channel, MTV, Smithsonian, etc. National Student Exchange	Overseas student teaching through COST Semester, year-long, and summer programs: Florence, Geneva, Dresden Summer Language Program, Leicester, Ulster, Uganda, China, Quebec, Mexico, etc. Semester at Sea Summer Intensive Study in Dance WPNI program each spring
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**RECOMMENDATION TO CHANGE SPECIAL COURSE FEES**

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Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

After the form is signed by the college dean (or designee), please forward to Jonathan Carlson associate vice president for academic budget and resources (Executive Suite, Library). The Board of Trustees is final approver of all fees. Typically, the Board approves fees in the spring for the next full academic year (e.g., board approves at spring 2015 meeting for fall 2015 implementation).

Department/School:

Course Subject and Number:

Effective Term:

Course Title:

Credit Hours:

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Current Fee: \$	/semester <b>OR</b>	Proposed Fee: \$	/semester <b>OR</b>
\$	/credit hour (if variable)	\$	/credit hour (if variable)

Percentage Change:      %      ☐ increase      ☐ decrease

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Explain the rationale for the proposed new fee or the change in the current fee (attach memo if necessary)

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Projected annual income (use annual enrollment for past three years, or estimate enrollment for new; attach Excel worksheet if needed)

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**REQUIRED ENDORSEMENTS**

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

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

\_\_\_\_/\_\_\_\_/\_\_\_\_

## ESTABLISHING A NEW ASSOCIATE OR BACHELOR'S DEGREE OR MAJOR

Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create My Letter of Intent  
*Before undertaking the paperwork, contact Therese Tillett in Curriculum Services to discuss the process, updates and timeline of the initiative.*

### LETTER OF INTENT

1. **Cover.**
  - a. Select the type of proposal.
    - (1) New degree in an approved institution
    - (2) New program within an existing degree (e.g., major, minor, concentration)
    - (3) Certificate program
    - (4) New licensure/endorsement area (educator preparation)
    - (5) Other (please describe)
  - b. Select all alternative delivery options that apply.
    - (1) More than 50% of the program will be offered online
    - (2) More than 50% of the program will be offered using a flexible or accelerated delivery model
    - (3) More than 50% of program will be offered at a site different from the institution's central/main campus location
    - (4) The program will be offered at multiple campus locations
  - c. Indicate projected start term of the proposed program.
2. **Description:** Provide a brief description of the request.
3. **Additional Information.**
  - a. Explain the institution's rationale for making the request.
  - b. Indicate whether additional faculty and staff will be needed to support the proposed request.
  - c. Indicate whether additional administrations (e.g., admissions, financial aid, registrar) and student support services (e.g., advising, tutoring, counseling) will be needed to support the proposed request.
  - d. Indicate whether additional library services and resources will be needed to support the proposed request.
  - e. Indicate whether additional resources (e.g., facilities, technology) will be needed to support the proposed request.
4. **Attached Files.**
  - a. Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress).
  - b. External letters of support, survey results.

### NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

1. **Establish Need.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

- a. The survey instrument
- b. Target population
- c. Description of sample
- d. Number and name of businesses involved in the sample
- e. Employment opportunities by job titles including:
  - (1) Number of job openings (due to growth)
  - (2) Salary for these employees

Other evidence may include, but is not limited to:

- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, “guaranteed” enrollments and other relevant proof of interest;
  - Local, state and national demographic information demonstrating trends linked to education;
  - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
  - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
  - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate’s leading to a bachelor’s degree);
  - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive “attraction” to the proposed program;
  - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
  - Pilot programs or certificates offered in a limited time period to “test the waters” of the market, with limited or no financial loss to the institution.
  - Other evidence not listed above
2. **Projected Data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor’s and master’s degree programs, list the professional uses of the proposed degree programs.
  3. **Communication.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
  4. **Faculty Credentials and Faculty Capacity.**
    - a. Faculty Credentials. Demonstrate how the following expectations apply to all full-time and part-time instructors, including graduate teaching assistants in the proposed program:
      - Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
      - Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
        - At least a bachelor’s degree if teaching in an associate degree program.
        - At least a master’s degree if teaching in a bachelor’s degree program.
        - A terminal degree if teaching in a graduate program.

- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

b. Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- The program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

5. **Attached Files.** Supplemental information to accompany full proposal, including:

- a. Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress).
- b. External letters of support, survey results.

**FULL PROPOSAL**

CurricUNET: Create Proposal → Revise Approved Program **OR** Search → Program → Copy

1. **Cover.**

- a. Program title
- b. Banner code (contact Curriculum Services for available Banner code for new programs)
- c. College(s)
- d. Department(s)
- e. Degree type
- f. Degree name
- g. Level
- h. Campus(es)

2. **Program Catalog Description.**

- a. Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.
- b. Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).



- c. Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.
3. **Admission and Graduation.**
  - a. Admission requirements
  - b. Graduation requirements
  - c. Major GPA
  - d. Overall GPA
4. **Program Requirements.**
  - a. Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective, concentration).
  - b. List concentrations (required or optional) within the major with courses that comprise each concentration. Each concentration will require its own roadmap.
5. **Program Requirement Notes:** Add any notes relevant to the program.
6. **Major Requirements**
  - a. Create sequencing for the major, including a separate roadmap for each concentration.
  - b. University Summary: Lists courses that fulfill University requirements (Kent Core, Diversity, Experiential Learning).
  - c. Semester Notes: List any notes needed for individual semesters.
7. **Summary of the Request:** Provide a brief summary of the request.
8. **Notification of Agencies.**
  - a. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies) have been notified of the institution's request for the authorization of the new program. Provide documentation of the notification as an appendix item on Attached Files page.
9. **Organizational Structure.**
  - a. Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.
  - b. Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item in the Attached Files page in the checklist.
  - c. Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of appointment, and the frequency of their meetings.
10. **Program Development.**
  - a. Describe how the proposed program aligns with the institution's mission.
  - b. Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.
  - c. Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation of the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.
11. **Collaboration.**
  - a. Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

- b. Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

**12. Student Services.**

- a. Student Administrative Services: Indicate whether the student administrative services (e.g., admissions, financial aid, registrar) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.
- b. Student Academic Services: Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

- 13. Goals and Objectives.** Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

**14. Delivery and Off-site Components.**

- a. Alternative Delivery Options (please check all that apply):
  - (1) More than 50% of the program will be offered using a fully online delivery model
  - (2) More than 50% of the program will be offered using a hybrid/blended delivery model
  - (3) More than 50% of the program will be offered using a flexible or accelerated delivery model
  - (4) Does not apply
  - (5) If one or more of the items is checked, provide a brief description of the delivery model
- b. Off-site Program Components (please check all that apply):
  - (1) Co-op/internship/externship
  - (2) Field placement
  - (3) Student teaching
  - (4) Clinical practicum
  - (5) Does not apply
  - (6) Other
  - (7) If one or more of the items is checked, provide a brief description of the off-site component(s)

**15. Program Assessment.**

- a. Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
  - (1) Name of the unit/position responsible for directing assessment efforts
  - (2) Description of any committees or groups that assist the unit
  - (3) Description of the measurements used
  - (4) Frequency of data collection
  - (5) Frequency of data sharing
  - (6) How the results are used to inform the institution and the program

**16. Measuring Student Success.**

- a. Describe the policies and procedures in place to measure individual student success in the proposed program.
  - (1) Name of the unit/position responsible for directing these efforts
  - (2) Description of any committees or groups that assist the unit
  - (3) Description of the measurements used
  - (4) Frequency of data collection
  - (5) Frequency of data sharing
  - (6) How the results are used to inform the student as they progress through the program
  - (7) Initiatives used to track student success after program completion

**17. Faculty.**

- a. Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between designations.
- b. Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).
- c. Describe the institution's load/overload policy for faculty teaching in the proposed program.
- d. Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the faculty employment process and provide a timeline for hiring such individuals.
- e. Provide the number of existing faculty members available to teach in the proposed program.
  - (1) Full-time
  - (2) Less than full-time
- f. Provide an estimate of the number of faculty members to be added during the first two years of the program operation.
  - (1) Full-time
  - (2) Less than full-time
- g. Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

**18. Faculty Matrix.**

- a. Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.
  - (1) Name of instructor
  - (2) Rank or title
  - (3) Full-time/part-time
  - (4) Degree titles, institution, and year (include the discipline/field as listed on the diploma.)
  - (5) Years of teaching experience in the discipline/field
  - (6) Additional expertise in the discipline/field (e.g., licenses, certifications, if applicable)
  - (7) Title of the course(s) this individual will teach in the proposed program (include the course prefix and number)
  - (8) Number of courses this individual will teach per year at all campus locations

**19. Library Resources and Information Literacy.**

- a. Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).
- b. Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).
- c. Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

- d. Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.
20. **Resources and Facilities.** Describe additional resources (e.g., classrooms, laboratories, technology) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.
21. **Budget.** Complete the table to describe the financial plan/budget for the first three years of program operation.

## ESTABLISHING A NEW MASTER'S OR DOCTORAL DEGREE OR MAJOR

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate))

Create Proposal → Create My Program Development Plan *Before undertaking the paperwork, contact Mary Ann Stephens in Graduate Studies to discuss the process, updates and timeline of the initiative.*

### PROGRAM DEVELOPMENT PLAN

Any institution of higher education desiring to introduce a new degree or new degree program shall submit a Program Development Plan (PDP) to the Ohio Board of Regents' Advisory Committee on Graduate Studies (RACGS) with a copy to the Regent's staff prior to formal application for degree authority. The Program Development Plan should be submitted at the earliest time consistent with the availability of the information requested below and as early as possible within the institutional approval processes.

The Program Development Plan should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
2. Description of the proposed curriculum.
3. Administrative arrangements for the proposed program: department and school or college involved.
4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.
5. Prospective enrollment.
6. Special efforts to enroll and retain underrepresented groups in the given discipline.
7. Availability and adequacy of the faculty and facilities available for the new degree program.
8. Need for additional facilities and staff and the plans to meet this need.
9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

### NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

1. **Establish Need.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:
  - a. The survey instrument
  - b. Target population
  - c. Description of sample
  - d. Number and name of businesses involved in the sample
  - e. Employment opportunities by job titles including:
    - (1) Number of job openings (due to growth)
    - (2) Salary for these employees

Other evidence may include, but is not limited to:

- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, “guaranteed” enrollments and other relevant proof of interest;
  - Local, state and national demographic information demonstrating trends linked to education;
  - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
  - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
  - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate’s leading to a bachelor’s degree);
  - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive “attraction” to the proposed program;
  - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
  - Pilot programs or certificates offered in a limited time period to “test the waters” of the market, with limited or no financial loss to the institution; and/or
  - Other evidence not listed above.
2. **Projected Data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor’s and master’s degree programs, list the professional uses of the proposed degree programs.
  3. **Communication.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
  4. **Faculty Credentials and Faculty Capacity.**
    - a. Faculty Credentials. Demonstrate how the following expectations apply to all full-time and part-time instructors, including graduate teaching assistants in the proposed program:
      - Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
    - At least a bachelor's degree if teaching in an associate degree program.
    - At least a master's degree if teaching in a bachelor's degree program.
    - A terminal degree if teaching in a graduate program.
  - In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
  - For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
  - Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
  - Faculty members show evidence of professional development in the discipline.
  - Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.
- b. Faculty Capacity:
- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
  - The program is led by a full-time faculty member.
  - Full-time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)
  - Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
  - At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
  - Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
  - Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.
5. **Attached Files.** Supplemental information to accompany full proposal, including:
- a. Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (e.g., staffing, space, library/media, finances, student progress).
  - b. External letters of support, survey results.

## FULL PROPOSAL

CurricUNET: Create Proposal → Revise Approved Program **OR** Search → Program → Copy

1. **Cover.**
  - a. Program title
  - b. Banner code (contact Curriculum Services for available Banner code for new programs)
  - c. College(s)
  - d. Department(s)
  - e. Degree type
  - f. Degree name
  - g. Level
  - h. Campus(es)

**2. Program Catalog Description.**

- a. Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.
- b. Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).
- c. Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

**3. Thesis/Dissertation.** Include information regarding capstone requirements such as thesis or dissertation.**4. Admission and Graduation.**

- a. Admission requirements
- b. Graduation requirements
- c. Overall GPA

**5. Program Requirements.**

- a. Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective, concentration).
- b. List concentrations (required or optional) within the major with courses that comprise each concentration.

**6. Program Requirement Notes:** Add any notes relevant to the program.**7. Academic Quality.** Provide analysis on competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.**8. Program Need.**

- a. Examples of potential metrics of program need include:
  - (1) Student interest and demand; potential enrollment; ability to maintain the critical mass of students.
  - (2) Institutional need, plan for overall development of graduate programs at the proposing institutions.
  - (3) Societal demand; intellectual development; advancement of the discipline; employment opportunities.
  - (4) Scope; local, regional and national needs, international need.

**9. Access and Retention of Underrepresented Groups.**

- a. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.
- b. Provide as background a general assessment of:
  - (1) Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups with the discipline.
  - (2) Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

**10. Statewide Alternatives.**

- a. Programs available in other institutions.
- b. Appropriateness of specific locale for the program.
- c. Opportunities for inter-institutional collaboration.
- d. Institutional Priority and Costs.
  - (1) Support and commitment of the proposing institution's central administration
  - (2) Adequacy of available resources committed for the initiation of the program

**11. External Support.** Community, foundation, governmental and other resources.**12. Goals and Objectives.** Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.



13. **Attached Files.** Supplemental information to accompany full proposal.

- a. Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library, finances).
- b. External letters of support, survey results.

## ESTABLISHING A MINOR

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Program

1. **Cover.**

- a. Program title
- b. Banner code (contact Curriculum Services for available Banner Code for new programs)
- c. College(s)
- d. Department(s)
- e. Degree type
- f. Degree name
- g. Level
- h. Campus(es)

2. **Program Catalog Description.**

- a. Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.
- b. Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).
- c. Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.

3. **Admission and Graduation.**

- a. Admission requirements
- b. Graduation requirements
- c. Overall GPA

4. **Program Requirements.** Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective)

5. **Program Requirement Notes.** Add any notes relevant to the program.

6. **Proposal Rationale.**

- a. Description of action, including its intended effect.
- b. Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).
- c. Fiscal, enrollment, facilities and staffing considerations.
- d. Evidence of need and sustainability for establishing.
- e. Units consulted (other departments, programs or campuses affected by this proposal).

7. **Attached Files.** Memos concerning duplication, impact, support, if applicable, that affect department, college, regional campuses' resources (e.g., staffing, facilities, library, finances, student services).

## ESTABLISHING A CERTIFICATE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Program

1. **Cover.**
  - a. Program title
  - b. Banner code (contact Curriculum Services for available Banner code for new programs)
  - c. College(s)
  - d. Department(s)
  - e. Degree type
  - f. Degree name
  - g. Level
  - h. Campus(es)
2. **Program Catalog Description.**
  - a. Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.
  - b. Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).
  - c. Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.
3. **Admission and Graduation.**
  - a. Admission requirements
  - b. Graduation requirements
  - c. Overall GPA
4. **Program Requirements.** Indicate the courses that comprise the program. Please list courses in groups by type (e.g., required, elective)
5. **Program Requirement Notes.** Add any notes relevant to the program.
6. **Notice of Intent (NOI) to Offer an Educational Program.**
  - a. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.
  - b. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.
  - c. Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees, program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies(not including the state licensing/authorization agency and accrediting agency).
  - d. Date of the first day of class. Include both:
    - (1) The first day the program was or will be offered by the institution
    - (2) The day you would like to begin disbursing Title IV funds to students enrolled in the program
7. **New Program Needs Analysis and Faculty Credentials.** All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

- a. **Establish Need.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

- (1) The survey instrument
- (2) Target population
- (3) Description of sample
- (4) Number and name of businesses involved in the sample
- (5) Employment opportunities by job titles including number of job openings (due to growth) and salary for these employees

Other evidence may include, but is not limited to:

- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, “guaranteed” enrollments and other relevant proof of interest;
  - Local, state and national demographic information demonstrating trends linked to education;
  - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
  - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
  - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate’s leading to a bachelor’s degree);
  - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive “attraction” to the proposed program;
  - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
  - Pilot programs or certificates offered in a limited time period to “test the waters” of the market, with limited or no financial loss to the institution.
  - Other evidence not listed above.
- b. **Projected Data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor’s and master’s degree programs, list the professional uses of the proposed degree programs.
- c. **Communication.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
- d. **Faculty Credentials and Faculty Capacity.**
- Faculty Credentials. Demonstrate how the following expectations apply to all full-time and part-time instructors, including graduate teaching assistants in the proposed program:
- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - a. At least a bachelor's degree if teaching in an associate degree program.
  - b. At least a master's degree if teaching in a bachelor's degree program.
  - c. A terminal degree if teaching in a graduate program.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
  - The program is led by a full-time faculty member.
  - Full-time faculty members are involved at each location where more than 50 percent of the academic program can be completed (e.g., main campus, regional campus, additional locations)
  - Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
  - At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
  - Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
  - Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.
8. **Attached Files.** Supplemental information to accompany full proposal.
- a. Internal memos concerning duplication, encroachment, impact, support that affect depart, college and regional campuses' resources (staffing, space, library, finances).
  - b. External letters of support, survey results.

## REVISING OR INACTIVATING A DEGREE, MAJOR, MINOR OR CERTIFICATE

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Revise Approved Program

*Note: Establishing, inactivating or revising a concentration all are considered a revision of the major.*

1. **Type** - revision or inactivation
2. **Cover**
  - a. Program title
  - b. Banner code (contact Curriculum Services for available Banner Code for new programs)
  - c. College(s)
  - d. Department(s)
  - e. Degree type
  - f. Degree name
  - g. Level
  - h. Campus(es)
3. **Program Catalog Description. (If Revising)**
  - a. Program Catalog Description: Provide a brief description of the proposed program as it would appear in the institution's catalog.
  - b. Keywords for GPS Website Search to identify the program for people using the Search Programs and Degrees website ([www.kent.edu/gps](http://www.kent.edu/gps)).
  - c. Career Opportunities: Data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics.
4. **Admission and Graduation. (If Revising)**
  - a. Admission requirements
  - b. Graduation requirements
  - c. Major GPA
  - d. Overall GPA
5. **Program Requirements. (If Revising)**
  - a. Indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical in Requirements section delineated by courses counted in the major GPA and Additional Requirements/general education not counted in the major GPA, electives, etc.).
  - b. List concentrations (required or optional) within the major with courses that comprise each concentration. Each concentration will require its own roadmap.
6. **Program Requirement Notes:** Add any notes relevant to the program.
7. **Proposal Rationale**
  - a. Description of action, including its intended effect.
  - b. Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).
  - c. Fiscal, enrollment, facilities and staffing considerations.
  - d. Evidence of need and sustainability if establishing.
  - e. Provisions of phase-out if inactivating. Include the following:
    - (1) Plans to notify current students, and assist them in completing the program.
    - (2) Loss of faculty or staff positions (if any) and when they were informed.
    - (3) Communication of inactivation with advisor, admissions and financial aid offices.
  - f. Units consulted (other departments, programs or campuses affected by this proposal).
8. **Attached Files.** Supplemental information to accompany full proposal
  - a. Internal memos concerning duplication, encroachment, impact, support that affect department, college and regional campuses' resources (staffing, space, library, finances).
  - b. External letters of support, survey results.

## TEMPORARILY SUSPENDING ADMISSIONS INTO AN ACADEMIC PROGRAM

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Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

1. **Certification of Curriculum Proposal (CCP).** (see page 90)
2. **Proposal summary.**
  - a. Explanation of why temporary suspension of admission is being proposed.
  - b. List of courses that will not be taught if admission into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects.
  - c. Effect on current students enrolled in the program, faculty, staff and active courses.
  - d. Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, grants that could be jeopardized.
  - e. Term and year when it is anticipated that it will end; no temporary suspension of admission may exceed three years.

## ESTABLISHING, REVISING OR INACTIVATING CONSORTIA/ARTICULATION AGREEMENT WITH OTHER INSTITUTION(S)

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1. **Certification of Curriculum Proposal (CCP).** (see page 90)
2. **Legal agreement and course articulation:** Contact Kent State's articulation officer to discuss the process and paperwork involved.

## OFFERING FULLY ONLINE\* AN EXISTING DEGREE PROGRAM

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Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

\* 80 percent or more offered online or through another distance learning delivery

1. **Certification of Curriculum Proposal (CCP).** (see page 90)
2. **Ohio Board of Regents' Change Request Form.**
  - a. Proposed start date.
  - b. Date that the request received final approval from the appropriate institutional committee.
  - c. Does the program lead to educator license or endorsement?
  - d. Institutional support:
    - (1) Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.
    - (2) Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.
    - (3) Describe the technical and help desk support services available to students and faculty (hardware and software systems).
    - (4) Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations).
    - (5) Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.
    - (6) Have the appropriate accreditation agencies been informed of the proposed change?

## e. Administrative and student support services:

- (1) Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
  - Administrative services (admissions, financial aid, registration, student records);
  - Advising regarding program planning and progress;
  - Library resources;
  - Psycho-social counseling;
  - Career advising; and
  - Placement services
- (2) Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

## f. Curriculum:

- (1) Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?
- (2) Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability). If there are differences, please explain.
- (3) Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.
- (4) Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.
- (5) Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.
- (6) Using the chart (see online form), please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

## g. Faculty and administration:

- (1) Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.
- (2) Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.
- (3) Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.
- (4) Using the table (see online form), provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.



## OFFERING 50+ PERCENT OF EXISTING PROGRAM'S TOTAL CREDITS AT APPROVED OFF-SITE\* LOCATION

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Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

\* "Approved off-site" is defined as an Ohio Board of Regents-approved location other than the Kent Campus (e.g., a community college). If the site is not approved (e.g., an office building), contact Therese Tillett or Mary Ann Stephens for the appropriate form.

*Please contact Therese Tillett if you are planning to offer a Kent Campus degree program at a regional campus or Kent State-approved site (e.g., Independence) as the paperwork is streamlined.*

1. **Certification of Curriculum Proposal (CCP).** (see page 90)
2. **Ohio Board of Regents' Change Request Form.**
  - a. Course delivery site (site must be previously approved).
  - b. Proposed start date.
  - c. Date that the request received final approval from the appropriate institutional committee.
  - d. Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*
  - e. Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.
  - f. Changes needed to accommodate the new program(s)
    - (1) Describe the changes in academic and administrative leadership (if any) that will be needed to accommodate the new program.
    - (2) Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.
    - (3) Describe changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.
    - (4) Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.
    - (5) Describe any additional library resources (e.g., personnel, space, technology) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.
    - (6) If a full-service library is not available onsite, please indicate how students, faculty and staff in the new program(s) will access the resources and services of the main campus library.
  - g. Program information:
    - (1) Using the chart (see online form), please list the degree/program area that is being added for delivery at the site. If general education courses are being added as part of this request, include that as a separate program area. Include a list of the courses that will be available onsite as an appendix item.
    - (2) Indicate whether alternative delivery options are available for the program at the proposed site and indicate whether this is different from the delivery option used for the approved program at other locations.

## h. Faculty:

- (1) Complete a faculty matrix for the program being added at the site. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix. A copy of each faculty member’s CV must be included as an appendix item.
- (2) Describe future faculty staffing plans for the program. In your response, include a description of the institution’s plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

## i. Market/workforce need

- (1) Indicate whether the institution performed a needs assessment/market analysis to determine the need for the program(s) at the proposed site. If so, briefly describe the results of those findings.
  - (2) Indicate the projected enrollments for the program(s) over the next three years.
  - (3) Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program(s) to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.
  - (4) Indicate whether any other institution within a 30-mile radius of your institution currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.
3. **Formal letter, memorandum of understanding or other type of correspondence**, if applicable, that outlines the agreement to deliver the program at a site.
  4. **Faculty CV** for each faculty member identified as teaching for the off-site program.

**CERTIFICATION OF CURRICULUM PROPOSAL FORM (ACADEMIC PROGRAMS)**

Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

Preparation Date: *date you completed the form*

Curriculum Bulletin: *curriculum services completes after EPC approval*

Effective Date: *date when proposal becomes effective*

Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit; leave blank if no official department/ school*

College: *select from drop-down box*

Degree: *select from drop-down box; examples: Bachelor of Science, Master of Arts*

Program Name: *write out full name*

Program Code: *Banner code*

Concentration(s): *complete if proposal includes concentration*

Concentration(s) Code(s): *Banner code*

Proposal: *select from drop-down box; examples: establish articulation/ consortia agreement, offer program fully online*

Description of proposal: *be succinct and clear*

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

*be succinct and clear*

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

*list all units and include correspondence with the proposal*

**REQUIRED ENDORSEMENTS**

*must be signed before being submitted to college dean's office*

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

*required if proposal affects a regional campus*

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

*must be signed before being submitted to Office of Curriculum Services*

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

*required if proposal affects graduate level*

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

*signed after EPC approved*

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

## ESTABLISHING AN ACADEMIC POLICY

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Create New Course

Policy recommendations may be initiated by the board, the president, an administrative officer, any committee or council, Faculty Senate and its committees or individual members of the university community (students, faculty, staff). The board is the final authority in resolving conflicts or disputes in the interpretation of university policies.

1. **Select Department.**
2. **Policy Title.** Title of proposal should be succinct and clear.
3. **Proposal Type.**
  - a. New Graduate Policy- University Wide
  - b. New Undergraduate Policy- Within Department
  - c. New Undergraduate Policy- Within College
  - d. New Undergraduate Policy- University Wide
  - e. New Undergraduate Policy- Kent Core, etc.
  - f. New Graduate Policy- Within College
  - g. New Graduate Policy- Within Department
4. **Cover.**
  - a. Policy description
  - b. Effective term
  - c. Describe impact of policy (e.g., duplication issues; enrollment and staffing considerations; need, audience).
  - d. Units consulted
5. **Policy Summary.**
  - a. Subject Specification: One sentence that states the intent of the proposal; include official name(s) of program(s).
  - b. Background Information: A synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:
    - (1) Description of action, including its intended effect
    - (2) Conformity of action with mission of sponsoring unit
    - (3) Rationale for action
    - (4) Effect on current programs, offerings, students, staff
    - (5) Scope of action
    - (6) Fiscal and staffing impact of action
    - (7) Evidence of need and sustainability if establishing
  - c. Alternatives and Consequences: Other options that could be pursued or actions that may occur if this proposal is not approved.
  - d. Specific Recommendation and Justification: The preferred action and the rationale that supports that choice.
  - e. Timetable and Actions Required: A chronology of actions required to approve the proposal with an anticipated implementation date for each action.
6. **Attached Files.**
  - a. Memos concerning impact of new, revised or inactivated policy
    - (1) E.g., duplication, encroachment, support regarding impact on department, college and regional campuses' resources (staffing, space, library, finances, student progress)
  - b. Evidence external to unit in support of policy establishment, revision or inactivation (if appropriate).

## REVISING OR INACTIVATING AN ACADEMIC POLICY

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Available in CurricUNET ([www.curricunet.com/kentstate](http://www.curricunet.com/kentstate)) Create Proposal → Revise Approved Policy

1. **Policy Title:** Title of proposal should be succinct and clear.
2. **Policy Proposal Type.**
  - a. Modify Graduate Policy- University Wide
  - b. Modify Undergraduate Policy- Within Department
  - c. Modify Undergraduate Policy- Within College
  - d. Modify Undergraduate Policy- University Wide
  - e. Modify Undergraduate Policy- Kent Core, etc.
  - f. Modify Graduate Policy- University Wide
  - g. Modify Graduate Policy- Within College
  - h. Modify Graduate Policy- Within Department
  - i. Inactivate Graduate Policy- University Wide
  - j. Inactivate Undergraduate Policy- Within Department
  - k. Inactivate Undergraduate Policy- Within College
  - l. Inactivate Undergraduate Policy- University Wide
  - m. Inactivate Undergraduate Policy- Kent Core, etc.
  - n. Inactivate Graduate Policy- Within College
  - o. Inactivate Graduate Policy- Within Department
3. **Justification.**
4. **Cover.**
  - a. Policy description
  - b. Effective term
  - c. Describe impact of policy (e.g., duplication issues; enrollment and staffing considerations; need, audience).
  - d. Units consulted
5. **Policy Summary.**
  - a. Background Information: A synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:
    - (1) Description of action, including its intended effect
    - (2) Conformity of action with mission of sponsoring unit
    - (3) Rationale for action
    - (4) Effect on current programs, offerings, students, staff
    - (5) Scope of action
    - (6) Fiscal and staffing impact of action
    - (7) Provisions for phase-out if inactivating
  - b. Alternatives and Consequences: Other options that could be pursued or actions that may occur if this proposal is not approved.
  - c. Specific Recommendation and Justification: The preferred action and the rationale that supports that choice.
  - d. Timetable and Actions Required: A chronology of actions required to approve the proposal with an anticipated implementation date for each action.
6. **Attached Files.**
  - a. Memos concerning impact of new, revised or inactivated policy (duplication, encroachment, support regarding impact on department, college and regional campuses' resources [staffing, space, library, finances, student progress])
  - b. Evidence external to unit in support of policy establishment, revision or inactivation.

## ESTABLISHING, REVISING OR INACTIVATING AN ACADEMIC ADMINISTRATIVE UNIT

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### ACADEMIC COLLEGE, SCHOOL, DEPARTMENT, DIVISION, CENTER, INSTITUTE

Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

1. **Certification of Curriculum Proposal (CCP).** *See next page.*
2. **Proposal summary:** All requests for establishing or revising academic administrative structures must be supported with a proposal that addresses:  
*The following information is taken directly from 3342-2-03 university policy regarding the establishment or revision of academic administrative structures [[www.kent.edu/policyreg](http://www.kent.edu/policyreg)].*
  - a. The quality of the faculty, students, and programs.
  - b. Centrality and coherence to the mission and strategic directions of the university and other academic units.
  - c. Comparative advantage versus other structures.
  - d. What makes the unit particularly appropriate for Kent State University.
  - e. Demand for the unit and for the graduates of the unit.
  - f. Duplication and interrelatedness of the unit's program(s) within the university, state, region.
  - g. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.
  - h. Administrative reporting structure.
  - i. Space and capital budget needs.
  - j. A proposed operating budget with any one-time resource needs.
  - k. Evaluation procedures including academic assessment procedures.
  - l. A timetable for proposal implementation.
3. **Memos concerning impact, duplication or support**, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services).
4. **Evidence external to unit in support** of establishment, revision or inactivation (if appropriate).

**CERTIFICATION OF CURRICULUM PROPOSAL FORM (ACADEMIC ORGANIZATIONAL STRUCTURE)**

Available online: [www.kent.edu/provost/curriculum/forms](http://www.kent.edu/provost/curriculum/forms)

Preparation Date: *date you completed the form*

Curriculum Bulletin: *curriculum services completes after EPC approval*

Effective Date: *date when proposal becomes effective*

Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Proposal: *select from drop-down box; examples: establish department, revise center, inactivate institute*

Proposal Name: *brief statement of action*

Description of proposal:

*be succinct and clear*

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

*be succinct and clear*

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

*list all units and include correspondence with the proposal*

**REQUIRED ENDORSEMENTS**

*must be signed before being submitted to college dean's office*

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

*required if proposal affects a regional campus*

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

*must be signed before being submitted to Office of Curriculum Services*

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

*required if proposal affects graduate level*

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

*signed after EPC approved*

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