


KENT STATE
UNIVERSITY
FACULTY SENATE

TO: Members of the Faculty Senate and Guests

DATE: September 1, 2013

FROM: Paul Farrell, Chair of the Faculty Senate

SUBJECT: Agenda and Materials for the September 9, 2013 Faculty Senate Meeting

Attached you will find the agenda and the materials for the September 9th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Please join us, if you can, for a few minutes of informal conversation prior to the meeting.

1. Call to Order
2. Roll Call
3. Approval of the July 15, 2013 Faculty Senate Meeting Minutes
4. Briefing by Chair and Vice Chair of the Presidential Search Committee (Trustee Richard Marsh, Trustee Dennis Eckart)
5. President's Remarks
6. Chair's Remarks
7. Reports
 - a. State mandated remediation-free standards (Provost Diacon)
8. EPC Items:
 - a. Division of Graduate Studies
Establishment of policy on academic standing for graduate students to replace current policies on dismissal and dismissal appeals. Effective Fall 2013. Tabled at July meeting. Modified to include CPM students.
 - b. Office of Enrollment Management and Student Affairs
Revision to administrative policy 3342.3-01.2 regarding class attendance and class absence to ensure compliance with state and federal laws (e.g., Americans with Disabilities Act) and to provide greater procedural clarity relative to the various reasons for students' class absences. Effective Fall 2013
 - c. EPC Ad Hoc Committee for Academic Policies
Revision to university registration policy to limit course registrations adds after the semester has begun—from current end of second week to proposed end of first week (prorated for summer and part-of-term courses)—as well as to update language reflecting current practices. Effective Fall 2014.

- d. Office of the Provost
Revision to policy on instructional activities and the credit hour to include a definition of emporium courses. Effective Fall 2013
 - e. Office of the Provost
Revision to policy on catalog rights and exclusions to include course specifications, and revision to administrative policy and procedure 3342.3-01.1 regarding academic requirements, course specifications and course offerings. Effective Fall 2014
 - f. Office of the Provost
Revision to administrative policy 3342-01.5 on academic forgiveness to replace outdated language regarding how the university calculates credit hours and GPA when academic forgiveness is applied to a student's record. Effective Fall 2014
9. Old Business:

Motion to amend the Faculty Senate Bylaws regarding representations of Colleges
 10. Announcements / Statements for the Record
 11. Faculty Senate Meeting Adjournment



FACULTY SENATE
Minutes of the Meeting
July 15, 2013

Senators present: Ann Abraham, Madhav Bhatta, David Dees, Rick Feinberg, Steve Fountain, Min He, Susan Iverson, Jay Jahangiri, Thomas Janson, Robert Kairis, Stephen Minnick, Jayne Moneysmith, Susan Roxburgh, Edith Scarlatto, Wilma Seeberg, Beatrice Turkoski, Roberto Uribe-Rendon, Robin Vande Zande, Will Ward, Christopher Was, Susan Weaver, Donald White, Linda Williams

Senators not present: Brian Baer, Patti Baller, Vanessa Earp, Paul Farrell, Mary Ferranto, Lee Fox-Cardamone, Kimberly Garchar, George Garrison, Willie Harrell, Mack Hassler, Mary Kellerman, Deborah Knapp, Tracy Laux, Richard Mangrum, Oana Mocioalca, David Riccio, Daniel Roland, Mary Beth Rollick, Deborah Smith, Fred Smith, Terrence Uber, Kim Winebrenner

Ex-Officio Members present: President Lester Lefton; Provost & Senior V.P. for Academic Affairs Todd Diacon; Deans: Sonia Alemagno, James Bracken, John Crawford, Robert Sines, Douglas Steidl, Wanda Thomas

Observers present: Michael Allen (GSS), Larry Osher (Podiatric Medicine),

Observers not present: Michelle Crisier (USS), Myra West (Emeritus Professor)

Guests present: Fashaad Crawford, Lisa Delaney, Fran Haldar, LuEtt Hanson, Mark James, Douglas Kubinski, Ralph Lorenz, Eric Mansfield, Rebecca Murphy, Willie Oglesby, Waliah Poto, Jennifer Sandoval, Melody Tankersley, Therese Tillett, Bill Willoughby

1. Call to Order

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

2. Roll Call

Senator Dees, acting secretary, called the roll.

3. Approval of the Faculty Senate Meeting Minutes of May 13, 2013

Vice-Chair White called for corrections to the meeting minutes. Senator Feinberg moved to approve the meeting minutes; Senator Kairis seconded. The minutes of the May 13, 2013 meeting were approved.

4. Provost's Remarks

Provost Diacon announced that Fashaad Crawford will be the Assistant Provost for Accreditation, Assessment, and Learning. Dr. David Dees will serve as the Interim Director of the Faculty Professional Development Center. Provost Diacon invited Dr. Dees to the podium to make a few remarks.

Dr. Dees stated that one of his first priorities would be to put a steering committee together to help guide the future of the Faculty Professional Development Center. He will be working with Faculty Senate, AAUP, and the Provost's Office to select faculty members for the steering committee. They will look at how other Faculty Professional Development Centers are structured around the country and use some of that data to guide the center. Eve Dalton was hired to be the manager of the center.

Senator Seeberg asked Dr. Dees about the qualitative software NVivo10 evidently the new campus license has not yet been paid. Provost Diacon stated that he would have Associate Provost Tankersley look into the matter.

5. Vice-Chair's Remarks

Vice-Chair White welcomed everyone to the July Faculty Senate Meeting. He announced that Senators David Dees and Lee Fox were appointed to serve on the Faculty Senate Executive Committee for the 2013-2014 academic year.

6. EPC Items

- a. Division of Graduate Studies: Establishment of policy on academic standing for graduate students to replace current policies on dismissal and dismissal appeals. Effective Fall 2013.

Provost Diacon stated that these are policies that already exist at the university, they are just being written down and added to the catalogue. Therese Tillett reported that they are also examining the College of Podiatric Medicine policies on these same issues and that in the future this language may change slightly.

Senator Williams asked why we were voting on this language today if there is the possibility that it will change to incorporate some language for the College of Podiatric Medicine. Provost Diacon asked Therese Tillett if there would be an issue with OBR if this language was not passed at this meeting. Therese Tillett stated that there would not be an issue.

Senator Williams moved to table this issue until the September Faculty Senate Meeting. Senator Janson opposed tabling the policy. Senator Janson stated that the language approved at the Graduate EPC greatly clarifies things for students and that the information in the catalogue is not clear. Senator Janson urged passing the proposal. Senator Williams was concerned that as soon as the policy was passed it would be placed in the catalogue, however, Senator Janson stated that the change would not go into the current catalogue but the one for the 2014-2015 academic year. At this time Therese Tillett stated that this policy was actually already in the 2013-2014 catalogue. Senator Iverson clarified that the policy was already in the catalogue and it would be retroactively approved. Therese Tillett stated that the catalogue had to be updated by June 1 and since the policy did not pass EPC until May her office went ahead and included it in the current catalogue. She stated that if Faculty Senate did not pass the policy she would remove it from the catalogue.

Senators expressed concern over what else may find its way into the catalogue due to timelines. Senator Iverson stated that this situation begs review of what else goes into the catalogue that has not been reviewed or is sort of pseudo official. It feels very disempowering. Provost Diacon interjected that if Faculty Senate has not passed the policy then it would not be enforceable. Senator Williams stated that the catalogue is seen as a contract between the students and the university. Provost Diacon stated that the policy will come back to Faculty Senate and include the particular language relating to the College of Podiatric Medicine.

Senator Fountain seconded the motion to table this item until the September meeting. The motion to table the item passed (12 votes to 8).

Senator Iverson asked if there has been any discussion of changing the timeframe for completing doctoral course work from five years to six years. Luett Hanson, Associate Dean for the College of Communication and Information, replied that they have noticed a discrepancy between the students who enter a doctoral program with a Master's Degree and those that do not. This issue is going to be discussed at futher.

- b. College of Public Health: Merger of two academic departments – Department of Environmental Health Sciences and Department of Epidemiology and Biostatistics – to form the Department of Biostatistics, Environmental Health Sciences and Epidemiology. Effective Fall 2013.

Dean Alemagno presented this proposal. Senator Roxburgh asked if the name change was important. Dean Alemango replied that having the new name would help keep things clear for accreditation purposes and that the faculty voted for the new name.

The motion passed.

- c. Regional College: Establishment of an Agribusiness major within the Bachelor of Science degree, to be offered on the Tuscarawas Campus. Included in the proposal are establishment of 14 AGRI courses. Minimum total credit hours to program completion are 121. Effective Fall 2014.

Senator Williams inquired about the faculty necessary to teach the courses. The current proposal does not call for new faculty positions. Assistant Dean of the Tuscarawas Campus, Fran Haldar, replied that they would like to hire one tenure track faculty member to teach the 14 new courses. They would like to use adjuncts until the program is built up and they can sustain more tenure track positions. Dean Wanda Thomas stated that this is not an unusual practice when starting a new degree on a Regional Campus. She also stated that not all 14 of the new courses would be offered right away. Provost Diacon stated that if the proposal had come to him and included four new tenure track faculty positions he would not have approved it. He believes starting this way and slowly added faculty positions based on the growth of the degree program is the responsible thing to do.

Senator Vande Zande asked how the standards for the program were going to be established since there is no accrediting body. Dean Thomas responded that they would set up an advisory board made up of professionals in the industry. This body would help to create learning outcomes.

The motion passed.

7. Announcements / Statements for the Record

Senator Janson stated that during the meeting he looked at the website for the Faculty Professional Development Center and noticed that that the only name mentioned was Jeffrey Pellegrino. Senator Janson asked what happened to Jeffrey Pellegrino since Provost Diacon or Dr. Dees did not mention his name. Dr. Dees responded that Jeffrey Pellegrino is now working with Eboni Pringle, Interim Dean of Undergraduate Studies, and that he is doing very good work. Dr. Dees responded that the website has not been updated because Eve Dalton has to go through training before that can happen. Nancy Krestan works half time on the budget and there is also a student worker.

9. Adjournment

Vice-Chair White adjourned the meeting at 4:05 p.m.

Respectfully Submitted,
Vanessa J. Earp, Secretary Faculty Senate

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4/29/13** Curriculum Bulletin _____
Effective Date **Fall 2013** Approved by EPC _____

Department _____
College **select one**
Proposal **Establish Policy**
Proposal Name **Academic Standing—Graduate**

Description of proposal:

Currently, there is a policy on academic standing in the catalog, but it pertains to undergraduate students only. For graduate students, pertinent information is scattered throughout the catalog, or is missing from the catalog altogether. The proposed policy attempts to address these limitations by including relevant information in one location to ensure students are fully informed about university and program requirements and expectations. Further, the proposed policy will align our existing policy with best practices in graduate education.

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

Much of the proposed policy reflects existing practices, so there will be minimal impact. Programs may need to update materials, both printed and electronic, to reflect the new policy.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

REQUIRED ENDORSEMENTS

Department Chair / School Director / /

Campus Dean (for Regional Campuses proposals) / /

College Dean (or designee) / /

Nancy Be Hester

Dean of Graduate Studies (for graduate proposals) 4/29/13

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



DIVISION OF GRADUATE STUDIES

TO: Therese Tillett, Director, Curriculum Services
FROM: Mary Ann Stephens, Dean, Graduate Studies *maps*
DATE: April 29, 2013
SUBJECT: Policy on Academic Standing—Graduate

Following a comprehensive review of the policies at several other universities, the Graduate Studies Administrative Advisory Committee developed the proposed policy. The proposed policy is intended to replace the current policies on dismissal and dismissal appeals.

Please let me know if you have any questions.

Proposal Summary for a Policy Academic Standing—Graduate

Subject Specification:

Develop policy on academic standing for graduate students.

Background Information:

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington-Seattle; and University of Wisconsin-Madison. Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

Currently, there is a policy on academic standing in the catalog, but it pertains to undergraduate students only. For graduate students, pertinent information is scattered throughout the catalog, or is missing from the catalog altogether. The review of policies from other universities revealed:

- 1) All five universities (OSU, UC, ASU, UWash, and UWisc) have a policy on academic standing for graduate students. To be in good standing, all five universities require that students maintain a 3.0 GPA or better and make reasonable progress toward their degree (as determined by the graduate program). ***At KSU, there is no policy on academic standing for graduate students. The policy on academic dismissals mentions “good academic standing,” but only as it pertains to grades. To ensure that students are aware of expectations, a policy on academic standing that is separate from the dismissal policy is needed. Moreover, the stated policy should include criteria in addition to the GPA (e.g., progress toward degree and other program requirements).***
- 2) Four of the five universities (UC, ASU, UWash and UWisc) include specific information on grading, such as stating that “incomplete” grades may reflect lack of academic progress. ***KSU’s policy on academic dismissals discusses grades, but it only superficially addresses the issue of grading.***
- 3) Four of the five universities (OSU, ASU, UWash and UWisc) have policies on academic probation, which require that students be placed on probation before they are dismissed. At OSU, ASU and UWisc, the graduate school monitor’s students’ grades and places students on probation (progress toward degree is monitored by the program). At UWash, both the GPA and progress toward degree are monitored by the program. At all four universities, the final decision is made by the graduate dean (upon recommendation by the program). ***KSU does not have a policy on probation.***
- 4) All five universities require that students follow normal university academic grievance procedures to appeal dismissals. ***KSU currently has a separate appeal process intended for academic dismissals only. The proposed policy will direct students to appeal any academic grievance (including an academic dismissal) through a general academic appeal process.***

Proposal Summary for a Policy
Academic Standing—Graduate

The proposed policy attempts to address these limitations by 1) providing a definition of good academic standing that takes into account GPA, progress toward degree and other program requirements; 2) including information on grades and grading; 3) outlining a process for probation, academic dismissals and non-academic dismissals; and 4) explaining which responsibilities belong to the student, the program, the college and the graduate school.

Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, expectations will remain ambiguous to students and programs/colleges.

Specific Recommendation and Justification:

The specific recommendation is to develop policy on good academic standing, outline a process for probation and revise the current catalog language on academic dismissals for publication in the 2013-14 university catalog.

The rationale for developing/revising the policy is to:

- 1) Codify existing practices;
- 2) Ensure that students are fully informed about university and program requirements and expectations; and
- 3) Be more consistent with best practices in graduate education.

Timetable and Actions Required:

EPC Approval, May 2013
Effective, Fall 2013

Academic standing - Graduate**Dismissal**

Kent State University 2012 Catalog > [Academic Policies](#) > **Academic standing - Graduate**

Dismissal

Graduate: Good academic standing indicates that the student is meeting university and program requirements and is making satisfactory progress towards his or her degree. The definition of satisfactory performance and progress toward completion of the degree may differ among degree programs; therefore, it is imperative that each graduate program have these requirements in writing and distribute them to graduate students. The academic performance and progress of each student should be reviewed at least annually. Students who fail to meet requirements should be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.

Grading. Only work of high quality is approved for graduate credit. Graduate students are expected to maintain a minimum 3.000 average GPA in all work attempted at Kent State grade point average. * A graduate student who receives a combination of more than 8-eight credit hours of grades lower than B- (2.3.7000) is subject to dismissal. A graduate student who receives or lower grades, or more than 4-four credit hours of grades lower than C (2.000) is also subject to dismissal. Some programs impose higher standards.

A student who fails to maintain a 3.000 average is subject to dismissal. Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of Satisfactory (S) are awarded credit hours, but do not affect the grade point average. Grades of Unsatisfactory (U) are recorded as attempted hours, and are counted as an F in computing grade point averages. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student's computing grade point averages. In addition, in order to qualify for graduation, a 3.000 average must be maintained for all graduate coursework. Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect grade point average. Grades of Incomplete (IN), In Progress (IP) and Withdrawal (W) are not used in computing grade point averages. Only graduate course credits count toward a graduate degree. Undergraduate course credits are not counted toward completion of any advanced degree. Dismissal may be recommended by the chair (or director) of the student's department to the college dean, or the college dean may request the action of the department chair, or action may be recommended by the college dean's designee.

When a department has determined that the number of in-progress (IP) or incomplete (IN) grades on a student's record indicates poor progress toward completion of a degree, it may recommend to the college dean dismissal of the student.

In determining a graduate student's grade point average, all graduate courses attempted by the student while in a Kent State University graduate program are included in the computation. A change by a graduate student from one department or program to another does not eliminate the grades received under the first enrollment from, which are computed in the student's grade point average. Graduate (but not undergraduate) courses taken by the student over and above those required for the student's program are included in the grade point average.

* Students seeking the Doctor of Podiatric Medicine degree are expected to maintain a minimum 2.000 grade point average.

Progress Toward Degree Completion. All graduate students are expected to meet university and program requirements, and to make systematic progress toward completion of their degree. This

progress includes satisfying the conditions listed below, and achieving the requirements set by the individual degree program. If a student fails to satisfy the requirements of his or her degree program and/or the conditions outlined below, the student may be dismissed from the program.

1. Maintain status as a degree-seeking student by registering for at least one graduate credit that contributes to degree requirements (as determined by the graduate program) each calendar year or by taking an approved leave of absence. Courses taken for audit and course withdrawals will not be counted as fulfilling the minimum enrollment requirements. Meeting this minimum enrollment requirement does not guarantee the student will meet the minimum requirements of other programs, offices or agencies.
2. Doctoral students must comply with the time limits for passing candidacy (five years from first enrollment) and for passing the final oral examination (five years from candidacy). Individual degree programs may have shorter time limits.
3. Satisfy the maximum time limit for graduation (six years from first enrollment for master's students, ten years from first enrollment for doctoral students entering with a bachelor's degree, nine years from first enrollment for doctoral students entering with a master's degree). Individual degree programs may have shorter time limits.

In addition to the performance and progress made upon the conditions listed above, individual degree programs will review student performance in the fulfillment of the degree program's requirements. Consideration may include, but is not limited to, such factors as performance during informal coursework and seminars, research capability and performance, professional standards of conduct and the number of AU, IN, IP and W grades on a student's record.

Review of Academic Performance

Each graduate program should review the academic performance and progress of its students, according to university and program requirements, at least once per academic year. Reviews may result in one of four outcomes:

Dismissal. The student has failed to meet requirements.

Probation. The student's performance and/or progress is unsatisfactory.

Warning. The student's performance and/or progress falls slightly below expectations.

No action. The student's performance and progress are satisfactory.

Academic Dismissal. Review of a student's performance and progress may result in a recommendation for academic dismissal. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program.

At the College of Podiatric Medicine, recommendations for dismissal are communicated by faculty to the college dean. The final decision rests with the Academic Appeals Committee. The Director of Student Academic Services is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the college dean, and the student is immediately removed from the graduate program.

Non-academic Dismissal. In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a department program has the right to separate from the program dismiss a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades meeting academic requirements. Such expectations for performance must have been communicated to students in writing at the time of admission. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program. Programs, along with the factors involved, are listed with the college dean. Administrators of these programs will inform the student upon admission of the nature of the assessment and the process by which it is made. A student separated from such a program has the right to appeal the decision. Information on the process of appeal is available in the office of the college dean, appropriate academic offices and student services offices upon request.

Probation. Review of a student's performance and progress may result in a recommendation for probation. Probation may be recommended for a student who deviated suddenly and substantially from program expectations, for a student who was previously issued a warning and did not correct the deficiency which caused the warning, or for a student who was previously issued a warning and corrected the deficiency but failed additional performance requirements. A graduate program may recommend numerous semesters of probation for a student, but only one semester may be recommended at a time.

Recommendations for probation must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. Recommendations must include expectations for future performance and a timetable for the correction of deficiencies. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision and expectations for future performance. The Registrar is notified by the academic college dean, and the student is immediately placed on probation.

Students on probation will be reviewed by the program at least once each semester. The review may result in return to good academic standing, continued probation or dismissal from the program. To return to good academic standing, the student must have corrected the deficiency which caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's grade point average must be a part of normal degree requirements and must be approved in advance by the program.

When a review results in the determination that a student should return to good academic standing, the student's name and the recommendation must be transmitted by the head of the graduate program to the dean of the academic college. If the academic college dean accepts the recommendation, the student will be placed in good academic standing.

Warning. A warning may be issued to a student if the student's performance and/or progress falls slightly below expectations (e.g., failure to make timely progress on thesis or dissertation; cumulative grade point average is above 3.000, but term grade point average is below 3.000). Warnings are documented by the graduate program and may be communicated to the academic college dean, but are not reported to the Registrar. The student is provided with written communication regarding the

warning, including expectations for future performance and a timetable for the correction of deficiencies.

No action. If a student's performance and progress are satisfactory, the program may provide the student with written communication regarding their satisfactory performance and progress in the degree program.

Graduate Assistants

A student may not be appointed or reappointed as a graduate assistant while on probation.

Leaves of Absence

Students who are on an official leave of absence cannot be recommended for probation or dismissal.

Appeals

A student who is dismissed has the right to appeal the decision. Appeals must follow the process outlined in the university policy on academic grievances.

Dismissal Appeals

Kent State University 2012 Catalog > Academic Policies > Dismissal Appeals

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered. Appeal letters for dismissals must be received by the college or campus no later than 14 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at the calendar page of the Office of the University Registrar website.

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

- 1.—An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
- 2.—Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
- 3.—An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
- 4.—A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
- 5.—The student's full name, Kent State ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

Academic standing - Graduate

Dismissal

[Kent State University 2012 Catalog](#) > [Academic Policies](#) > [Academic standing - Graduate Dismissal](#)

~~Graduate:~~ Good academic standing indicates that the student is meeting university and program requirements and is making satisfactory progress towards his or her degree. The definition of satisfactory performance and progress toward completion of the degree may differ among degree programs; therefore, it is imperative that each graduate program have these requirements in writing and distribute them to graduate students. The academic performance and progress of each student should be reviewed at least annually. Students who fail to meet requirements should be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.

~~Grading. Only work of high quality is approved for graduate credit.~~ Graduate students are expected to maintain a minimum 3.000 average GPA in all work attempted at Kent State grade point average. * A graduate student who receives ~~a combination of~~ more than 8 credit hours of grades lower than B- (2.7000) is subject to dismissal. A graduate student who receives ~~or lower grades, or~~ more than 4 credit hours of grades lower than C (2.000) is also subject to dismissal. Some programs impose higher standards.

~~A student who fails to maintain a 3.000 average is subject to dismissal. Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of Satisfactory (S) are awarded credit hours, but do not affect the grade point average. Grades of Unsatisfactory (U) are recorded as attempted hours, and are counted as an F in computing grade point averages. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student's computing grade point averages. In addition, in order to qualify for graduation, a 3.000 average must be maintained for all graduate coursework. Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect grade point average. Grades of Incomplete (IN), In Progress (IP) and Withdrawal (W) are not used in computing grade point averages. Only graduate course credits count toward a graduate degree. Undergraduate course credits are not counted toward completion of any advanced degree. Dismissal may be recommended by the chair (or director) of the student's department to the college dean, or the college dean may request the action of the department chair, or action may be recommended by the college dean's designee.~~

~~When a department has determined that the number of in-progress (IP) or incomplete (IN) grades on a student's record indicates poor progress toward completion of a degree, it may recommend to the college dean dismissal of the student.~~

~~In determining a graduate student's grade point average, all graduate courses attempted by the student while in a Kent State University graduate program are included in the computation. A change by a graduate student from one department or program to another does not eliminate the grades received under the first enrollment from, which are computed in the student's grade point average. Graduate (but not undergraduate) courses taken by the student over and above those required for the student's program are included in the grade point average.~~

* Students seeking the Doctor of Podiatric Medicine degree are expected to maintain a minimum 2.000 grade point average.

Progress Toward Degree Completion. All graduate students are expected to meet university and program requirements, and to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the requirements set by the

individual degree program. If a student fails to satisfy the requirements of his or her degree program and/or the conditions outlined below, the student may be dismissed from the program.

1. Maintain status as a degree-seeking student by registering for at least one graduate credit that contributes to degree requirements (as determined by the graduate program) each calendar year or by taking an approved leave of absence. Courses taken for audit and course withdrawals will not be counted as fulfilling the minimum enrollment requirements. Meeting this minimum enrollment requirement does not guarantee the student will meet the minimum requirements of other programs, offices or agencies.
2. Doctoral students must comply with the time limits for passing candidacy (five years from first enrollment) and for passing the final oral examination (five years from candidacy). Individual degree programs may have shorter time limits.
3. Satisfy the maximum time limit for graduation (six years from first enrollment for master's students, ten years from first enrollment for doctoral students entering with a bachelor's degree, nine years from first enrollment for doctoral students entering with a master's degree). Individual degree programs may have shorter time limits.

In addition to the performance and progress made upon the conditions listed above, individual degree programs will review student performance in the fulfillment of the degree program's requirements. Consideration may include, but is not limited to, such factors as performance during informal coursework and seminars, research capability and performance, professional standards of conduct and the number of AU (audit), IN (incomplete), IP (in progress) and W (withdrawal) grades on a student's record.

Review of Academic Performance

Each graduate program should review the academic performance and progress of its students, according to university and program requirements, at least once per academic year. Reviews may result in one of four outcomes (six outcomes for students in the College of Podiatric Medicine*):

Dismissal. The student has failed to meet requirements.

Probation. The student's performance and/or progress is unsatisfactory.

Warning. The student's performance and/or progress falls slightly below expectations.

No action. The student's performance and progress are satisfactory.

Good Standing. College of Podiatric Medicine student meeting course and program expectations and not carrying any failures on his/her transcript.

Dean's List. College of Podiatric Medicine full-time student earning a 3.500 current grade point average for the fall and spring semesters with no grade below a C or S (satisfactory).

* College of Podiatric Medicine students are ranked at the end of each semester according to their cumulative grade point averages. Ranking is done on an individual basis by class year.

Academic Dismissal. Review of a student's performance and progress may result in a recommendation for academic dismissal. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for

providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program.

At the College of Podiatric Medicine, ~~recommendation determinations~~ for dismissal are ~~communicated by faculty to the college dean~~ made in accordance with the grading policy. The final decision rests with the Academic Appeals Committee. The ~~D~~irector of ~~S~~tudent ~~A~~cademic ~~S~~ervices is responsible for providing the student with written communication regarding the decision. The Office of the University Registrar is notified by the ~~college dean~~director of student academic services, and the student is ~~immediately removed~~ immediately from the graduate program. For more information on that college's policy for dismissal, please refer to the College of Podiatric Medicine section of this Catalog.

Non-academic Dismissal. In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a ~~department program~~ has the right to ~~separate from the program~~dismiss a student who, ~~in the opinion of a duly constituted departmental committee,~~ is not likely to succeed professionally despite ~~earning acceptable grades~~meeting academic requirements. Such ~~expectations for performance~~ must have been communicated to students in writing at the time of admission. ~~Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program.~~programs, along with the factors involved, are listed with the college dean. Administrators of these programs will inform the student upon admission of the nature of the assessment and the process by which it is made. A student separated from such a program has the right to appeal the decision. Information on the process of appeal is available in the office of the college dean, appropriate academic offices and student services offices upon request.

Probation. Review of a student's performance and progress may result in a recommendation for probation. Probation may be recommended for a student who deviated suddenly and substantially from program expectations, for a student who was previously issued a warning and did not correct the deficiency which caused the warning, or for a student who was previously issued a warning and corrected the deficiency but failed additional performance requirements. A graduate program may recommend numerous semesters of probation for a student, but only one semester may be recommended at a time.

Recommendations for probation must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. Recommendations must include expectations for future performance and a timetable for the correction of deficiencies. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision and expectations for future performance. The Registrar is notified by the academic college dean, and the student is immediately placed on probation.

Students on probation will be reviewed by the program at least once each semester. The review may result in return to good academic standing, continued probation or dismissal from the program. To return to good academic standing, the student must have corrected the deficiency which caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's grade point average must be a part of normal degree requirements and must be approved in advance by the program.

When a review results in the determination that a student should return to good academic standing, the student's name and the recommendation must be transmitted by the head of the graduate program to the dean of the academic college. If the academic college dean accepts the recommendation, the student will be placed in good academic standing.

Warning. A warning may be issued to a student if the student's performance and/or progress falls slightly below expectations (e.g., failure to make timely progress on thesis or dissertation; cumulative grade point average is above 3.000, but term grade point average is below 3.000). Warnings are documented by the graduate program and may be communicated to the academic college dean, but are not reported to the Registrar. The student is provided with written communication regarding the warning, including expectations for future performance and a timetable for the correction of deficiencies.

No action. If a student's performance and progress are satisfactory, the program may provide the student with written communication regarding their satisfactory performance and progress in the degree program.

Good standing. A student in the College of Podiatric Medicine who is enrolled in course offerings leading to the D.P.M. degree is considered to be in good standing if he/she is meeting course and/or program expectations and is not carrying any failures on his/her transcript.

Dean's list. A student in the College of Podiatric Medicine earning a 3.5000 current grade point average for the fall and spring academic semester and no grade below a C or S (satisfactory) in all course/rotation work will be cited as a Dean's List honors student at the end of each semester. No student taking less than a full course load will be eligible for the Dean's List.

Graduate Assistants

A student may not be appointed or reappointed as a graduate assistant while on probation.

Leaves of Absence

Students who are on an official leave of absence cannot be recommended for probation or dismissal.

Appeals

A student who is dismissed has the right to appeal the decision. Appeals must follow the process outlined in the university's policy and procedure [on academic grievances](#) for student academic complaints. For dismissal appeal procedures in the College of Podiatric Medicine, please refer to that college section in this Catalog.

Dismissal Appeals

Kent State University 2012 Catalog > Academic Policies > **Dismissal Appeals**

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent documentation for the appeal to be considered. Appeal letters for dismissals must be received by the college or campus no later than 14 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at the calendar page of the [Office of the University Registrar website](#).

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

- 1.—An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
 - 2.—Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
 - 3.—An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
 - 4.—A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
 - 5.—The student's full name, Kent State ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.
- Appeals that do not meet these guidelines will not be reviewed.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date

Curriculum Bulletin _____

Effective Date **Fall 2013**

Approved by EPC _____

Department **Enrollment Management & Student Affairs**
College **select one**
Proposal **Revise Policy**
Proposal Name **Attendance Policy, 3-01.2**

Description of proposal:

Suggested revisions to Policy Register 3-01.2, "Administrative policy regarding class attendance and class absence."

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

Adoption of the revised policy will better ensure compliance with federal and state laws, e.g. Americans with Disabilities Act, and will provide greater procedural clarity relative to the various reasons for students' class absences.

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

- Faculty Senate, Executive Committee**
- Office of General Counsel**
- Enrollment Management and Student Affairs (EMSA)**
- Sponsored programs (e.g. Athletics, Band, etc.)**
- Student Accessibility Services (SAS)**
- University Health Services (UHS)**
- Office of Equal Employment & Affirmative Action**

REQUIRED ENDORSEMENTS

Department Chair / School Director

____/____/____

Campus Dean (for Regional Campuses proposals)

____/____/____

Gregory L. Jarwa

College Dean (or designee)

7/26/13

Dean of Graduate Studies (for graduate proposals)

____/____/____

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

____/____/____

Proposal Summary for a Policy [Revised Attendance Policy, 3-01.2]

Subject Specification:

This document proposes revisions to the current Administrative policy regarding class attendance and class absence [3-01.2], in order to reflect compliance with interpretations to recent changes in federal law (Americans with Disabilities Act), and to provide more procedural clarity for faculty, students, and staff in response to the various reasons for student class absences.

Background Information:

The university's attendance policy was last updated in June 2007. Since then, the 1990 Americans with Disabilities Act has been amended, and those amendments have implications for the university relative to students' disability-related absences. Section C of the current policy, for instance, does not include disability as a possible "legitimate reason" for class absences.

Additionally, as it currently reads, the policy lacks specificity regarding procedures that students and/or faculty ought to follow when a student misses class for reasons other than sponsored programs (e.g. student participation in a sponsored athletic event or band/orchestra performance, etc.). That procedural ambiguity can fuel confusion on either the student or the faculty's part, and jeopardize the integrity of the academic endeavor.

The proposed revisions attempt to remedy some of the ambiguity and omissions imbedded in the current policy in a number of different ways. Some of these are enumerated below:

- Amendments to the Americans with Disabilities Act (**ADA**) and the interpretation to those amendments obligate universities to consider disability-related absences as possible accommodations. Prior to the recent amendments, disability-related absences were generally not accommodated, and in the rare instances when they were, the negotiation of that accommodation rested solely between the student and the professor. The proposed policy revisions help codify expectations of all involved parties -- students, faculty, Student Accessibility Services -- in these instances.
- Recent findings from the **Office of Civil Rights (OCR)** following a complaint filed against the university, requires the university to revise its policies such that they are consistent with one another, and provide clear instruction to students and faculty/staff as to the necessary course of action in the event of disability-related class absence(s).
- The revised policy offers support to faculty and the integrity of their courses regarding attendance. It affirms the "essential or fundamental academic requirements of the course" and gives, at least implicitly, deference to academic programs in determining the essential components of their course(s) relative to attendance.
- The proposed changes provide greater clarity regarding procedures for the various reasons students may need to be absent from class.

- **Student obligations are specifically articulated** in the proposed revisions which emphasize students' responsibility for their coursework as well as their responsibility for complying with policies and procedures from the respective offices from which they are seeking assistance.
- The proposed policy revisions also **offer specific offices to which faculty and/or students can seek redress** with any concerns about attendance requirements or class absences.

The proposed revisions conform to the mission of the sponsoring unit (EMSA) which, among other things, is “to support the teaching and learning process and the development of the whole student by providing quality programs and services that enhance student learning and student success.” When student, faculty, and staff expectations are clearly articulated in regards to class absences, all parties are aware of their respective responsibilities, and students, especially, then have a framework from which to better gauge their learning and success.

We do not anticipate that adoption of these revisions will require additional fiscal commitments or increased staffing for any department.

Alternatives and Consequences:

The current policy could be minimally revised, specifically in Section C, to include a more expansive list of reasons for class absences. To the current phrasing in Section C, which states, “legitimate reasons for absence include, for example, illness, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings,” additional reasons for absence could include injury, disability-related concerns, and military service.

Although revising only this section of the current policy would expand the list of “legitimate reasons for absence,” it would not provide any clear procedural instructions to either students or faculty in regards to those reasons for absences. More importantly, this alternative does not address the concerns of the Office of Civil Rights (OCR) in regards to revising university policy to more consistently provide guidance for disability-related absences.

Specific Recommendation and Justification:

EMSA recommends the adoption of the proposed revisions to the attendance policy in order to better ensure compliance with federal and state laws, e.g. Americans with Disabilities Act, and to provide greater procedural clarity relative to the various reasons for students' class absences.

Timetable and Actions Required:

EMSA suggests that EPC review and adopt these revisions as quickly as possible, so they can be reviewed by Faculty Senate. It is our hope that Faculty Senate will recommend adoption of these revisions quickly as well so they can be enacted yet this Fall (2013).

CURRENT POLICY

New language is noted as underlined text.
Deleted language is noted as ~~strikethrough text~~.

3342.3 -01.2 Administrative policy regarding class attendance and class absence

- (A) Purpose. Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class. This policy provides for accommodations in accordance with federal and state laws prohibiting discrimination, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, and its implementing regulation, 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12131 et seq., and its implementing regulations, 28 C.F.R. Part 35; as well as university policy 5-16.
- (B) Class attendance. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.
- (C) Class absence. Legitimate reasons for an "excused" absence include, ~~for example, but are not limited to~~ illness, and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.
- (D) Academic requirement. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course ~~expectations~~ requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

The following guidelines describe ~~model~~ procedures for ~~sponsors of appropriate activities, instructors and students~~ requesting and responding to legitimate absences.

- (E) Informal resolution should first be attempted between individual instructors and students in the event of any attendance-related concerns. If informal resolution is unsuccessful, the following offices, with respect to that office's purview, can provide assistance and guidance on attendance concerns and instructions on filing a grievance: student ombuds, student accessibility services and equal opportunity and affirmative action.
- (F) Student Responsibilities: In addition to the policies set forth below, students are responsible for following the procedures and policies of the respective offices from which they are seeking assistance, e.g. student accessibility services, the student ombuds, etc. In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.
- (G) General procedures and responsibilities for requesting and determining legitimate class absence.
- (1) Instructors shall:
- (a) Inform student about assignments to be made during the absences, and make alternative suggestions for acquisition of the material missed.
 - (b) Provide reasonable opportunity for a makeup examination and/or assignment if a legitimate absence occurs on an examination day and/or a day when an assignment is due. In the extraordinary circumstance where it is not feasible to offer a makeup examination and/or assignment, some acceptable alternative must be provided.
 - (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels.

CURRENT POLICY

New language is noted as underlined text.
Deleted language is noted as ~~strikethrough text~~.

- (2) Students shall:
- (a) Follow the documentation procedures required by the respective absence identified below (in sections H, I, and J).
 - (b) Notify their instructors as soon as possible of class absences.
- (DH) Procedures and responsibilities for requesting an absence due to attendance at a sponsored activity.
- (1) Sponsors shall:
 - (a) Provide a list to each participant of all approved events which might involve student absences from classes. The list should be given to the participants at or before the first scheduled class, activity, or field trip of the semester, or before the end of the second week of the semester, whichever occurs first. In cases where the date and time of the scheduled activity is not known within this time frame, approval to schedule an event which will result in student absences must be secured from the administrative officer directly above the sponsoring unit; e.g., college dean, director of athletics, etc.
 - (b) Provide each participating student with a signed "Class Absence Authorization Form" for each of the student's affected classes at the time the list of events is distributed.
 - (c) Seek ~~Coordinate~~ resolution of conflicts with instructors; ~~such resolution is a faculty responsibility, not a student responsibility.~~
 - (2) Instructors shall:
 - (a) Refer to procedures listed in (G)(1). ~~Inform the student about assignments to be made during the absence, and make alternative suggestions for acquisition of the material missed.~~
 - (b) ~~Provide a reasonable opportunity for a makeup examination if a legitimate absence occurs on an examination day. In the extraordinary circumstance where it is not feasible to offer a makeup examination, some acceptable alternative must be provided.~~
 - (c) ~~Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels. Under no circumstances are students responsible for the resolution of such conflicts.~~
 - (3) Students shall:
 - (a) Provide the sponsor of the activity with a list of classes which conflict with the proposed activity or field trip. This list should be presented at or before the first scheduled class or activity meeting that causes the conflict.
 - (b) Present a "Class Absence Authorization Form" to instructors in all affected courses and return the signed "Class Absence Authorization Form(s)" to the sponsor of the activity before the end of the second week of the semester. ~~In the event the absence was due to illness or injury, verification from the health center or other medical officer should be presented to the instructor.~~
 - (c) ~~Be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.~~

CURRENT POLICY

New language is noted as underlined text.
Deleted language is noted as ~~strikethrough text~~.

- (I) Procedures and responsibilities for requesting an absence due to a disability. Under no circumstances are students solely responsible for the resolution of such conflicts arising from disability-related absences.
- (1) Instructors shall:
- (a) Communicate and collaborate with student accessibility services in the event of students' attendance accommodation due to a disability.
- (b) Refer to procedures listed in (G)(1).
- (2) Students shall:
- (a) Consult with student accessibility services if frequent or prolonged absences are anticipated due to a disability.
- (b) In consultation with student accessibility services, and in accordance with its attendance policy modification, provide their instructors, each semester, with an student accessibility services accommodation document, which may be presented to the instructor in lieu of verification from a medical provider.
- (c) Contact their instructor as close to the beginning of the semester as possible to discuss the attendance modification accommodation.
- (J) Procedures and responsibilities for absence due to medical illness/injury.
- (1) Instructors shall:
- (a) Refer to procedures listed in (G)(1).
- (2) Students shall:
- (a) Provide verification from their medical provider.
- (b) Refer to procedures listed in (G)(2).
- (K) Procedures and responsibilities for requesting an absence due to religious observation.
- (1) Instructors shall:
- (a) Refer to procedures listed in (G)(1).
- (2) Students shall:
- (a) Notify the instructor as close to the start of the semester as possible of any scheduled classes that conflict with observed religious holidays.
- (L) Procedures and responsibilities for requesting an absence to perform military service.
- (1) Instructors shall:
- (a) Refer to procedures listed in (G)(1).
- (2) Students shall:
- (a) Notify the instructor as close to the start of the semester, or as soon as possible, of any scheduled classes that conflict with military leave.
- (b) Consult the university registrar in the event that a prolonged absence is anticipated.

REVISED POLICY**3342.3 -01.2 Administrative policy regarding class attendance and class absence**

- (A) Purpose. Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class. This policy provides for accommodations in accordance with federal and state laws prohibiting discrimination, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, and its implementing regulation, 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12131 *et seq.*, and its implementing regulations, 28 C.F.R. Part 35; as well as university policy 5-16.
- (B) Class attendance. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.
- (C) Class absence. Legitimate reasons for an "excused" absence include, but are not limited to illness, and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings.
- (D) Academic requirement. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

The following guidelines describe procedures for requesting and responding to legitimate absences.

- (E) Informal resolution should first be attempted between individual instructors and students in the event of any attendance-related concerns. If informal resolution is unsuccessful, the following offices, with respect to that office's purview, can provide assistance and guidance on attendance concerns and instructions on filing a grievance: student ombuds, student accessibility services and equal opportunity and affirmative action.
- (F) Student Responsibilities: In addition to the policies set forth below, students are responsible for following the procedures and policies of the respective offices from which they are seeking assistance, e.g. student accessibility services, the student ombuds, etc. In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.
- (G) General procedures and responsibilities for requesting and determining legitimate class absence.
 - (1) Instructors shall:
 - (a) Inform student about assignments to be made during the absences, and make alternative suggestions for acquisition of the material missed.
 - (b) Provide reasonable opportunity for a makeup examination and/or assignment if a legitimate absence occurs on an examination day and/or a day when an assignment is due. In the extraordinary circumstance where it is not feasible to offer a makeup examination and/or assignment, some acceptable alternative must be provided.
 - (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels.

REVISED POLICY

- (2) Students shall:
 - (a) Follow the documentation procedures required by the respective absence identified below (in sections H, I, and J).
 - (b) Notify their instructors as soon as possible of class absences.
- (H) Procedures and responsibilities for requesting an absence due to attendance at a sponsored activity.
 - (1) Sponsors shall:
 - (a) Provide a list to each participant of all approved events which might involve student absences from classes. The list should be given to the participants at or before the first scheduled class, activity, or field trip of the semester, or before the end of the second week of the semester, whichever occurs first. In cases where the date and time of the scheduled activity is not known within this time frame, approval to schedule an event which will result in student absences must be secured from the administrative officer directly above the sponsoring unit; e.g., college dean, director of athletics, etc.
 - (b) Provide each participating student with a signed "Class Absence Authorization Form" for each of the student's affected classes at the time the list of events is distributed.
 - (c) Coordinate resolution of conflicts with instructors.
 - (2) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (3) Students shall:
 - (a) Provide the sponsor of the activity with a list of classes which conflict with the proposed activity or field trip. This list should be presented at or before the first scheduled class or activity meeting that causes the conflict.
 - (b) Present a "Class Absence Authorization Form" to instructors in all affected courses and return the signed "Class Absence Authorization Form(s)" to the sponsor of the activity before the end of the second week of the semester.
- (I) Procedures and responsibilities for requesting an absence due to a disability. Under no circumstances are students solely responsible for the resolution of such conflicts arising from disability-related absences.
 - (1) Instructors shall:
 - (a) Communicate and collaborate with student accessibility services in the event of students' attendance accommodation due to a disability.
 - (b) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Consult with student accessibility services if frequent or prolonged absences are anticipated due to a disability.
 - (b) In consultation with student accessibility services, and in accordance with its attendance policy modification, provide their instructors, each semester, with an student accessibility services accommodation document, which may be presented to the instructor in lieu of verification from a medical provider.
 - (c) Contact their instructor as close to the beginning of the semester as possible to discuss the attendance modification accommodation.

REVISED POLICY

- (J) Procedures and responsibilities for absence due to medical illness/injury.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Provide verification from their medical provider.
 - (b) Refer to procedures listed in (G)(2).
- (K) Procedures and responsibilities for requesting an absence due to religious observation.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester as possible of any scheduled classes that conflict with observed religious holidays.
- (L) Procedures and responsibilities for requesting an absence to perform military service.
 - (1) Instructors shall:
 - (a) Refer to procedures listed in (G)(1).
 - (2) Students shall:
 - (a) Notify the instructor as close to the start of the semester, or as soon as possible, of any scheduled classes that conflict with military leave.
 - (b) Consult the university registrar in the event that a prolonged absence is anticipated.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Jul-13** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**

Proposal Name **Revision of the university registration policy**

Description of proposal:

Revisions are recommended to the registration policy, as published in the University Catalog and on the University Registrar website, in order to update language to reflect current practice and to decrease the amount of time students can add a course to their schedule after the semester has begun—from current two weeks to proposed one week for courses scheduled in a full 15-week semester (prorated equivalent deadline for summer or flexibly scheduled course).

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

Setting a shorter deadline for students to add a course will increase petition requests to the Office of the University Registrar and approval requests of the appropriate faculty member. Therefore, it is imperative that an online petition form is developed to coincide with this policy's implementation to automate the petition process, currently done manually.

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

Office of the University Registrar, Office of the Provost

REQUIRED ENDORSEMENTS

Department Chair / School Director ____/____/____

Campus Dean (for Regional Campuses proposals) ____/____/____

College Dean (or designee) ____/____/____

Dean of Graduate Studies (for graduate proposals) ____/____/____

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

Proposal Summary

Revision of the University's Registration Policy

Subject Specification

This proposal seeks to revise the registration policy as published in the University Catalog and on the Office of University Registrar website. The most significant revision is changes to the add/drop deadlines to decrease the amount of time students can add a course to their schedule after the semester has begun—from two weeks to one week for courses scheduled in a full 15-week semester (prorated equivalent deadline for summer or flexibly scheduled courses¹).

Background Information

The Educational Policies Council (EPC) Ad Hoc Committee for Academic Policies was charged in spring 2013 with making recommendations that promote student success at Kent State. In turn, the committee members solicited comments from colleagues and constituents on academic policies they felt were obstacles for academic integrity and/or student success. One of the first items brought before the committee was a review of Kent State's course add/drop deadlines as stated in the university's registration policy.

Presently, Kent State's course add/drop deadlines allow all students to register for courses without prior approval from the instructor up until the Sunday after the first two weeks of the start of the semester (or the prorated equivalent for summer or flexibly scheduled courses). Allowing a student to enter a classroom at that late date without the instructor's knowledge or permission puts both that student and instructor at a disadvantage. In most instances, by the end of the second week of a full-term course, the goals and objectives of the course have been discussed, the syllabus examined, homework assigned and, perhaps, quizzes given out and evaluation scores collected.

Data on registration activity during the second week of the fall 2012 semester² reveals that approximately 15 percent of the students adding a course later withdrew, and 15 percent either failed the course or earned a C-, D+ or D grade. Another 20 percent dropped the course, presumably soon after adding it without attending a single class.

Data on fall 2011 retention rates³ demonstrates that first-year attrition increases among new freshmen on the Kent Campus if they add a course in the second week of the semester (table 1).

Table 1: Fall 2011 retention rate for all Kent Campus new freshmen, based on number of courses added in second week

Number of courses added	Student count	First-year retention
0	4,048	77.1%
1	235	74.9%
2	30	63.3%
3	9	66.7%
4+	9	66.7%

¹ Flexibly scheduled courses do not meet for the full semester (e.g., five-week course)

² Data provided by the Office of the University Registrar.

³ Data provided by the Office of Research, Planning and Institutional Effectiveness.

Based on a review of other Ohio universities' registration policies, Kent State's current course add deadline is among the most lenient, see table 2 below.

Table 2: Registration deadlines at Ohio universities for full-term courses

Institution	Last Day to Add	Last Day to Drop*
Bowling Green State University	7 calendar days	14 calendar days
Central State University	9 calendar days	9 calendar days
Cleveland State University	end of 1st week (Sunday)	Friday of 2nd week
Kent State University	end of 2nd full week (Sunday)	end of 2nd full week (Sunday)
Miami University	Friday of 1st week (without prior approval)	20% of class (approximately 3rd week)
Ohio State University	Friday of 1st week (without prior approval) Friday of 2nd week (with prior approval)	Friday of 3rd week
Ohio University	Friday of 1st week (without prior approval) Friday of 2nd week (with prior approval)	Friday of 2nd week
Shawnee State University	7 calendar days	7 calendar days
University of Akron	5 calendar days (without prior approval) 15 calendar days (with prior approval)	15 calendar days
University of Cincinnati	7 calendar days (without prior approval) 15 calendar days (with prior approval)	15 calendar days
University of Dayton	7 calendar days	end of 3rd week
Wright State University	Monday of 3rd week (without \$100/credit fee)	end of 4th full week (Sunday)
Youngstown State University	7 calendar days	end of 2nd week

* This date reflects the last day a student can drop a course before the W (withdrawal) grade is assigned.

The recommendation to decrease the time allowed for students to add a course affects students' ability to self-add through FlashFAST only. Presently, Kent State students are able to petition the Office of the University Registrar to adjust their schedule after the published deadlines. If students want to add a course after the current deadline of two weeks, they must include in the petition a statement of support from the course's instructor. This practice will continue with the proposed revision.

However, it is expected that if or when this new add deadline is enforced, the University Registrar will see an increase of requests for course adds after the first week.⁴ While the requests for exceptions to the deadline most likely will not reach the numbers attained when students were able to self-add in FlashFAST (table 3), the numbers still will be significant as students adjust to the different deadlines, and faculty members may be willing to approve additions to their course enrollment in the second week.

Table 3: Schedule Adjustments⁵

Fall 2012			Spring 2013		
Week	Adjustment type	Section count	Week	Adjustment type	Section count
1	Added	15,500	1	Added	15,883
1	Dropped	13,715	1	Dropped	13,436
2	Added	4,346	2	Added	4,417
2	Dropped	4,758	2	Dropped	4,376

It will no longer be a practical and efficient student service to require students to complete and submit (by mail, fax or in person) a paper form⁶, considering that Kent State offers courses on eight campuses and numerous sites regionally, nationally and internationally, as well as offering online courses available to students located anywhere.

The EPC Ad Hoc Committee worked with Interim University Registrar Gail Rebata and Associate University Registrar Lynette Johnson to decide on the development of an electronic process that will allow a student to submit the petition online as well as to automate course registration and notification for approved course adds.

Once developed, it is anticipated that the electronic petition process will accomplish the following:

1. Allow a student to request registration for a course after the deadline through FlashFAST
2. Notify the instructor of that course section that a request has been submitted
3. Allow the instructor to approve or deny the request⁷
4. If approved, register the student into the course section and perform tuition assessment
5. Notify the student that the request has been approved and processed or denied by the instructor
6. Add the appropriate documentation into Kent State's document archives (ApplicationXtender)
7. Update the university's processing deadlines and tuition credit calculators and related search-results pages

It is also envisioned that this electronic process could replace completely the paper petition exception form and allow students to also request other scheduling adjustments after deadline.

⁴ The committee explored the idea of allowing appropriate administrative staff and faculty to add a student into a course through FlashFAST after the one-week deadline. However, Banner cannot be programmed to discriminate who can or cannot self-add a course, i.e., it cannot shut down the add functionality for students, but keep it open for other populations. In addition, the ability to adjust a student's schedule directly in Banner is authorized exclusively to the Office of the University Registrar, and due to the sensitivity of the data contained there, the committee determined that authority should be upheld.

⁵ Data provided by the Office of the University Registrar.

⁶ Petition for Exception to Registration form: www.kent.edu/registrar/forms/upload/petitionforexceptionform.pdf.

⁷ An instructor's approval to allow a student to register for his/her course after deadline will override the course's pre/corequisites, course capacity and student time conflicts. Approval will not override the student's maximum hours (refer to the policy for Registration for Full- and Part-Time Students in the University Catalog).

During the course of the review of the add/drop deadlines, the EPC Ad Hoc Committee recommended other revisions to the registration policy as either a consequence of the revised deadlines and/or to update language to reflect current practice.

Alternatives and Consequences

The alternate is the status quo and continuation of allowing students to register for a course without instructor approval until after the class has been in session for two weeks (prorated equivalent for summer or flexibly scheduled courses)—in addition to keeping outdated policy language in the University Catalog. The consequences are students under-prepared to continue in the course, and faculty members frustrated by an increase in their class size after two weeks in session (for a full-term course) without their prior consent.

Specific Recommendation and Justification

It is recommended that the changes to the registration policy as noted on pages 5-7 of this proposal be implemented to allow for better faculty control of their course enrollment after the course has begun, as well to update policy language to reflect current practice.

The changes to the add/drop deadlines will result in the following registration schedule for fall and spring semesters (deadlines will be prorated for summer or flexibly scheduled courses):

- Week 1 ▪ Course adds, drops and other schedule adjustments are done by student in FlashFAST
- Week 2 ▪ Course adds are done with instructor permission through petition in FlashFAST
 ▪ Course drops and other schedule adjustments are done by student in FlashFAST
- Week 3 ▪ Course adds are done with instructor permission through petition in FlashFAST
 ▪ Course drops and other schedule adjustments are done through petition
 ▪ Course withdrawals (W grade on transcript) are done by student in FlashFAST
- Week 11 ▪ Course adds are done with instructor permission through petition in FlashFAST
 ▪ Course drops, withdrawals and other schedule adjustments are done through petition

Timetable and Actions Required

EPC Ad Hoc Committee for Academic Policies approved 5 April 2013
Educational Policies Council..... approval sought 19 August 2013
Faculty Senate..... approval sought 9 September 2013
Development and implementation of an electronic
 petition for exception to registration September 2013 to July 2014
Revised policy in the University Catalog fall 2014

Marked-up copy of current policy as published in the 2013 University Catalog

New language is noted as underlined text.
Deleted language is noted as ~~strikethrough text~~.

Registration

Only students who have been formally admitted to Kent State University may register for coursework and pay the appropriate fees. An official registration is a record of the students' approved schedule of classes maintained online in the university's student information system, Banner. Students who are not officially registered for a course by published university deadlines should not attend classes and will not receive credit or a grade for the course. Students are responsible for their schedules and have the ultimate responsibility to confirm the accuracy frequently during the semester before posted deadline dates. Allowing a member of the university staff to make schedule changes does not relieve the student of his or her responsibilities.

Students register for courses online through FlashFAST (log onto [FlashLine](#) and click on the Student Tools and Courses tab). Students must clear any registration holds before adjusting their class schedule. Refer to the [Office of the University Registrar website](#) for registration information, instructions, dates, deadlines and procedures. New freshmen and new transfer students register through the various campus advising and registration orientation programs.

Kent State University reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classes if there is insufficient student demand or if resources are unavailable to offer the course. ~~Students interested in registering at a Regional Campus should check with the campus in which they are interested for specific dates, times and procedures involving registration transactions (initial registrations, schedule adjustments, course withdrawals, etc.) must be completed by the published deadlines found on the appropriate term calendar on the [Office of the University Registrar website](#).~~

Flexibly Scheduled Course Sections

Some courses are offered as flexibly scheduled sections, that is, the section does not meet for the full semester. Eligibility for processing registration transactions for these courses (adding, dropping or withdrawing) is determined by the beginning and ending dates of the section. See the [Office of the University Registrar website for deadlines](#). To view registration deadlines for these courses, students should access the Detailed Class Search from the [Registrar's Office Schedule of Classes Search](#). After locating the course, click on the "Registration Deadlines" link to see course-specific dates. Students can also find this information on their Student Printable Schedule in FlashLine.

Add, Drop and Other Schedule Adjustments

Schedule Adjustments are changes to a student's class schedule for students who have already enrolled in at least one course (1 credit or more) for that semester, and are permitted by published university deadlines for the course(s). During registration, students may make the following adjustments:

1. Adding a course/section ~~(permitted on a space available basis).~~
 - Permitted by the end of the first week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*). After that deadline, students may add a class or change sections of a class only with the written permission the course's instructor and submission of a Petition for Exception to Registration through FlashFAST.
 - Permitted on a space-available basis and meeting course registration eligibility.

2. Dropping a course/section.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
3. Changing credit hours for a variable-credit-hour course.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
4. Changing from graded to pass/fail or audit status.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).
5. Changing from pass/fail or audit to graded status.
 - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*).

Students will use FlashFAST via FlashLine to process schedule adjustments by the deadlines listed above.* ~~their registration transactions as outlined on the [Office of the University Registrar website](#).~~ There are no processing fees required for schedule adjustments. Students must submit a Petition for Exception to Registration Form to the Office of the University Registrar when requesting schedule adjustments after the university deadlines listed above.* ~~The following schedule adjustments may be permitted:~~

~~Schedule adjustments are permitted as outlined on the [Office of the University Registrar website](#). There are no processing fees required for schedule adjustments.~~

Withdraw

Withdrawal from any or all courses is permitted through the 10th week of the fall or spring semester (or the prorated deadline for summer or flexibly scheduled sections*). After that time, students are considered to be committed to all remaining courses and must complete them. If students are unable to complete the semester because of extreme circumstances that first occur after the deadline, students should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the fall or spring semester* will appear on the students' academic record with a grade of W.* For more information on the W grade, please refer to Grading Policies and Procedures in the University Catalog.

~~If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. See the [Office of the University Registrar website](#) for deadlines.~~

Any applicable tuition credit (policy published on the [Office of the Bursar website](#)) is determined by the date the transaction is processed on FlashFAST.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a Professionalism Deficiency Evaluation.

[paragraph moved from "late registration" section]

Late Registration Fee

~~Students who are not officially enrolled for any coursework (i.e., neither registered nor paid fees) as of the end of the first day week of classes for the fall and spring semesters* will have a late registration fee assessed for any initial registration processed. ~~to process a late registration through FlashFAST. All late registrations must be completed prior to the beginning of the third week of classes for fall and spring semesters*~~ If class beginning and/or ending dates are other than the regular session dates for a full term, deadlines may be different than noted above. For determining deadlines for these flexibly scheduled classes, visit the [Office of the University Registrar website](#). ~~Late registrations will not be accepted after the published university deadlines for the course(s).~~~~

~~A late registration fee will be assessed for any registration processed after the first week of classes for fall and spring semesters.* A non-payment fee will be assessed for registrations not paid by the end of the second week of classes. Visit the [Office of the Bursar website](#) for information on students' fees.~~

~~Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a Professionalism Deficiency Evaluation.~~

~~*[paragraph moved to end of "withdraw" section]*~~

Registration Cancellation

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible and no later than the end of the first week of classes (or the prorated deadline for summer or flexibly scheduled sections*).* This may be accomplished by the student dropping all courses via FlashFAST during registration periods. Any paid registration not canceled by the end of the first week of classes (or the prorated deadline for summer or flexibly scheduled sections*) will be subject to the refund policy published on the [Office of the Bursar website](#). Any applicable refund is determined by the date the transaction is processed in the student information system.

- * ~~Please refer to the [Office of the University Registrar's summer term calendar](#) for summer deadlines. If the course's starting and/or ending dates are different than the regular start/end dates for the full fall or spring semester, deadlines may be different than noted above. For these flexibly scheduled courses and for courses scheduled in the summer, students should access the Detailed Class Search from the [Registrar's Office Schedule of Classes Search](#). After locating the course, click on the "Registration Deadlines" link to see course-specific dates. Students can also find this information on their Student Printable Schedule in FlashLine.~~

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Jul-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of the policy on instructional activities and the credit hour to include a definition of emporium courses**

Description of proposal:

This proposal seeks to add a definition and credit guidelines for an “emporium” course to Kent State’s policy on instructional activities and the credit hour. Emporium courses are structured differently than lecture and laboratory courses and should not be assigned either of those activities if Kent State wants to ensure accuracy and transparency in how the university structures and reports its courses for state, federal and accreditation compliancy.

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

None. The instructional activity "emporium" will be assigned to only those courses that align with the proposed definition, which are developmental mathematics courses (MATH 00021-00024) presently, but may include other similar courses in the future.

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

Department of Mathematical Sciences, College of Arts and Sciences, Regional College, Office of the Provost, Office of the University Registrar, Office of Curriculum Services

REQUIRED ENDORSEMENTS

_____/_____/_____
Department Chair / School Director

_____/_____/_____
Campus Dean (for Regional Campuses proposals)

_____/_____/_____
College Dean (or designee)

_____/_____/_____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Revision of the Policy on Instructional Activities and the Credit Hour to Include Emporium Courses

Subject Specification

This proposal seeks to add a definition and credit guidelines for an “emporium” course to Kent State’s policy on instructional activities and the credit hour. The full policy can be viewed at the end of this document.

Background Information

Since 2011, Kent State has offered the Math Emporium to students who have been assessed and placed into developmental mathematics courses (MATH 00021-00024). These emporium courses are structured differently than lecture and laboratory as the students learn at their own pace by individually interacting with a web-based artificially intelligent assessment and learning computer system (ALEKS)—albeit in a class setting—with guidance from on-site instructional team comprising faculty, graduate students and peer tutors.

The out-of-class expectation for the instructor of record is not to prepare lectures or grade student papers; instead the instructor monitors student progress within the software system with a view to initiate pedagogically helpful personal or electronic interactions with individual students in and out of class. Generally, the expectation for the assistants is to engage with the students in the lab and help them one-on-one; the role is as a tutor, and no preparation time is expected. Some assistants are granted teaching assistant status within the software system so they can monitor and engage with a subset of the class in a deeper way. The out-of-class expectation for such teaching assistants is 0.5 hour for each hour of work in class.

Therefore, for these developmental mathematics courses, a new instructional activity, “emporium,” has been created with its own credit-hour definition to ensure Kent State’s compliance with the federal definition of the credit hour for a lecture course, which affects federal financial aid, reaccreditation, Affordability Care Act, among other regulations.

Alternatives and Consequences

The alternate is to continue assigning the activity “lecture” to emporium courses even though these courses do not meet the lecture definition by Kent State standards. Assigning “laboratory” activity will create the same issue. Kent State will feel the consequences with the next accreditation visit from the Higher Learning Commission, which will be looking closely at how Kent State courses match the university’s written policy on the credit hour definition, learning outcomes and assignments in and out of the classroom.

Specific Recommendation and Justification

It is recommended that the following definition be added to Kent State’s policy on instructional activities and the credit hour to ensure accuracy and transparency in how Kent State structures and reports its courses for state, federal and accreditation compliancy.

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

Timetable and Actions Required

Educational Policies Council..... approval sought 19 August 2013
Faculty Senate..... approval sought 9 September 2013
Implementation of new definition in policy anticipated September 2013
Attachment of “emporium” activity to courses spring 2014

Policy on Instructional Activities and the Credit Hour

DEFINITION OF SEMESTER CREDIT HOUR

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

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

DEFINITION OF ACADEMIC YEAR LENGTH

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

DEFINITION OF SEMESTER LENGTH

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

DEFINITION OF INSTRUCTIONAL WEEK TIME

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

Policy on Instructional Activities and the Credit Hour

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

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

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

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

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

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

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

Policy on Instructional Activities and the Credit Hour

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 laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:

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

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

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

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

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

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

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

Policy on Instructional Activities and the Credit Hour

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 (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) 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 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

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

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

Policy on Instructional Activities and the Credit Hour

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.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Jul-13** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department _____

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of the catalog rights and exclusions policy and administrative policy 3342.3-01.1 to clarify enforcement of course specifications**

Description of proposal:

Proposal seeks to clarify that course specifications such as course title, content, prerequisite and status (e.g., Kent Core) are in force for the term in which the student is enrolled in the course. Presently, Kent State's catalog rights and exclusions policy does not address course specifications, and administrative policy 3342.3-01.1 is vague on the subject, noting only that course specifications "are based on the current catalog," which may or may not be the term the student took the course in question.

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

None. Clarifying the policy will alleviate confusion, inconsistency in practice and requests for exceptions to courses and programs.

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

Associate and Assistant Deans Committee approved the policy revision on 14 May 2013.

REQUIRED ENDORSEMENTS

_____/_____/_____
Department Chair / School Director

_____/_____/_____
Campus Dean (for Regional Campuses proposals)

_____/_____/_____
College Dean (or designee)

_____/_____/_____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Revision of the catalog rights and exclusions policy and administrative policy 3342.3-01.1 to clarify enforcement of course specifications

Subject Specification

This proposal seeks to clarify that course specifications such as course title, content, prerequisite and status (e.g., Kent Core) are in force for the term in which the student is enrolled in the course.

Background Information

In discussing students' catalog rights in regards to their academic program requirements and policies, there tends to be confusion on where courses fit in. Kent State's course offerings are continually under examination and revision. Therefore, the specifications of a particular course as listed in a student's catalog may have changed by the time the student registers for the course—e.g., the course title has changed, a lab component has been incorporated, a university designation such as "Kent Core" or "Writing Intensive" has been added or removed.

Kent State reserves the right to make changes as needed in course offerings to be effective whenever determined by the university. Students are held responsible for knowing their student schedule each semester (see Student Responsibilities policy in the University Catalog).

Presently, Kent State's Catalog Rights and Exclusions policy does not address course specifications, and administrative policy 3342.3-01.1 is vague on the subject, noting only that course specifications "are based on the current catalog," which may or may not be the term the student took the course in question.

Consequently, there tends to be misunderstandings when comparing a student's catalog against a particular term's Schedule of Classes, leading to scenarios, for example, when students think they need to adhere to a course's prerequisite as listed in their catalog versus a different one listed in the Schedule of Classes, or they wonder why they did not get "Diversity" credit for a course they completed several years before the course was designated "Diversity." This proposal seeks to lessen that confusion by clarifying when course specifications are to be enforced.

Alternatives and Consequences

The alternate is the status quo. By not having a written policy clarifying current practices on course specifications and catalog rights, the consequences will be ongoing confusion, inconsistency in practice and requests for exceptions to courses and programs.

Specific Recommendation and Justification

It is recommended that the following changes be implemented for greater specificity regarding student catalog rights for courses.

University Catalog: Catalog Rights and Exclusions Policy

excerpt – see page 3 for full policy

Exclusions

- 7. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student took it, the student does not gain or lose anything with that revision.

Policy 3342.3 -01.1: Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings

excerpt – see pages 4-5 for full policy

- (C) Course specifications. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the current catalog term for which the student registered for the course. If the course is revised after the student took it, the student does not gain or lose anything with that revision. ~~Changes in course specifications are intended to be instituted at one time. Courses are taught with the assumption that only one set of prerequisites are in effect.~~ In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student’s degree requirements as specified in (B)(2), dean’s offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

Timetable and Actions Required

Associate and Assistant Deans Committee.....	approved 14 May 2013
Educational Policies Council.....	approval sought 19 August 2013
Faculty Senate.....	approval sought 9 September 2013
President’s Cabinet (administrative policy)	review after Faculty Senate approval
Submission to Legislative Service Commission (administrative policy)	
Board of Trustees	information item 4 December 2013
Effective date of administrative policy	fall 2014
Effective date of catalog policy.....	fall 2014

New language is noted as underlined text.

University Catalog – Catalog Rights and Exclusions

The university has established the following Catalog rights and exclusions relating to degree requirements. While these Catalog rights establish specific degree requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

1. Students' academic requirements are based on the Catalog that is in force during their first semester of enrollment at Kent State University.
2. Students may elect to complete an academic program (major, minor, certificate) under a more recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
3. Students may declare a different Catalog for a minor, certificate or second major/degree. However, all enforced university-level academic policies and procedures are based on the students' Catalog for their primary degree program.
4. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

8. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
9. Undergraduate students who do not satisfactorily complete 12 semester hours at Kent State in two calendar years must satisfy the requirements of the most recent Catalog. Transient work, Credit-By-Examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the 12 hours.
10. Undergraduate students who do not complete degree requirements within six years are required to update to the current Catalog.
11. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
12. Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current Catalog.
13. Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.
14. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student took it, the student does not gain or lose anything with that revision.

In rare instances an exception to the above policy may be granted by the college dean.

New language is noted as underlined text.
Deleted language is noted as ~~struckthrough text~~.

3342.3 -01.1 Administrative policy and procedure regarding academic requirements, course specifications, and course offerings

- (A) Policy. The university reserves the right to change academic requirements, course specifications, the time of meetings of a class, and to drop or add any course from the "Schedule of Classes." These actions are normally taken when changes in certification or licensure standards mandate changes in academic requirements or in university programs, or when there is insufficient student demand or resources are unavailable; nevertheless, such changes should not be to the substantial disadvantage of a student during his/her continuous enrollment.
- (B) Academic requirements.
- (1) University orientation. Undergraduate students are required to complete the university orientation course. Adult students (twenty-one years or older at the time of admission) and transfer students entering with more than twenty-four semester hours (excluding post-secondary and dual-enrollment credit) are exempted from the requirement. Full-time students are expected to complete the university orientation course during their first full semester of enrollment. Part-time students are expected to complete the course before they attain sophomore standing. In addition to the course, all new undergraduate students are required to attend the university orientation program, which occurs just prior to the first week of class fall semester.
 - (2) Catalog in force.
 - (a) Student's academic requirements are based on the catalog that is in force during the student's first semester of enrollment at Kent state university.
 - (b) Students may elect to complete an academic program (major, minor, certificate) under a more recent catalog. When changing catalog year, students must comply with all of the requirements relevant to their program in the newer catalog.
 - (c) Students may declare a different catalog for a minor, certificate or second major/degree; however, all enforced university-level academic policies and procedures are based on the student's catalog for their primary degree program.
 - (d) Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.
 - (e) Students who transfer to another university and return to Kent state university are readmitted under the catalog in force at the time of readmission.
 - (f) Undergraduate students who do not satisfactorily complete twelve semester hours at Kent state in two calendar years must satisfy the requirements of the most recent catalog. Transient work, credit-by-examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the twelve hours.
 - (g) Dismissed students are readmitted under the catalog in force at the time of reinstatement.
 - (h) Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current catalog.
 - (i) Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.
 - (j) In rare instances, an exception to the above policy may be granted by the college dean.
- (C) Course specifications. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the current catalog term for which the student registered for the course. If the course is revised after the student took it, the student does not gain or lose anything with that revision. ~~Changes in course specifications are intended to be instituted at one time. Courses are taught with the assumption that only one set of prerequisites are in effect.~~ In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student's degree requirements as specified in (B)(2), dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Jul-13** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of the academic forgiveness policy**

Description of proposal:

This proposal seeks to correct inaccurate language in the university's academic forgiveness policy about what is calculated when academic forgiveness is enacted. Current language that states the university adjusts cumulative attempted hours and cumulative GPA needs to be changed to reflect that the university adjusts earned hours and GPA when forgiving grades below a C.

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

None. Written policy currently doesn't follow practice. Correcting the policy will better align Kent State written policy with federal financial aid regulations.

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

Office of the University Registrar, Office of Student Financial Aid, Office of the Provost, Office of Curriculum Services

REQUIRED ENDORSEMENTS

Department Chair / School Director ____/____/____

Campus Dean (for Regional Campuses proposals) ____/____/____

College Dean (or designee) ____/____/____

Dean of Graduate Studies (for graduate proposals) ____/____/____

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

Proposal Summary

Revision of Academic Forgiveness Policy

Subject Specification

This proposal seeks to correct inaccurate language in the university's academic forgiveness policy, as published in the University Catalog and in administrative policy 3342-01.5, to reflect current practice and comply with federal regulations.

Background Information

The university's current academic forgiveness policy has been in place since 1981. While the policy's language has been modified through the years, one statement has remained constant: *"All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted."*

This statement may have been true and in practice in 1981; however—at least for the past 15 years—Kent State has not adjusted/does not adjust attempted hours for a student when implementing academic forgiveness. "Attempted hours" are credit hours for courses in which a student has earned a grade or administrative mark (e.g., W, IN). Attempted hours are a reflection of every course that appears on the transcript. This ensures the integrity of a Kent State transcript and complies with federal financial aid regulations.

For academic forgiveness, the university adjusts the student's earned hours. "Earned hours" are credit hours for courses in which a student has earned a passing grade—i.e., a D grade or better—(earned hours also includes credit earned through transfer or exam, although neither type of credit is factored into the student's Kent State GPA or the university's academic forgiveness policy). Since the policy allows for forgiveness of grades C-, D+ and D, which all count in earned hours, a student's earned hours is adjusted to reflect the removal of those grades.

Since the university adjusts individual courses, the student's earned hours by term and level, as well as all grade point averages (excluding the one used for institutional honors), are affected—not just the student's cumulative hours and cumulative GPA as currently stated in the policy.

In other section, a small change is made to clear up awkward language. Therefore, those sections of the policy should read:

Purpose: ... Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, any and all grades of C-, D+, D, F, NF, SF, M and U below a C earned during the previous Kent State enrollment will be disregarded in the ~~cumulative~~ calculations of hours ~~attempted, quality points~~ earned and grade point average.

Procedure: ... All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent State enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation and earned hours, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.

All ~~cumulative~~ calculations of hours ~~attempted, quality points~~ earned and ~~cumulative~~ GPA also will be adjusted.

Exceptions/Explanations: ... It applies to any and all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent State University enrollment, ~~or to none~~.

Alternatives and Consequences

The alternate is the status quo. Not correcting the university policy reflects poorly on academic integrity, causes confusion and may jeopardize Kent State's compliancy with the U.S. Department of Education's satisfactory academic progress regulation, which uses students' attempted hours to ensure they are making academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work and loan programs.

Specific Recommendation and Justification

It is recommended that changes be made to the academic forgives policy as published in the University Catalog and in administrative policy 3342-01.5, noted on the next pages, to ensure accuracy, integrity and compliancy.

Timetable and Actions Required

Educational Policies Council..... approval sought 19 August 2013
Faculty Senate..... approval sought 9 September 2013
President's Cabinet (administrative policy) review after Faculty Senate approval
Submission to Legislative Service Commission (administrative policy)
Board of Trustees information item 4 December 2013
Effective date of administrative policy 3342-01.5..... fall 2014
Effective date of University Catalog policy fall 2014

New language is noted as underlined text.
 Deleted language is noted as ~~strikethrough text~~.

University Catalog – Academic Forgiveness

Purpose: The Academic Forgiveness policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any institution. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness, and improved level of academic performance gained since the interruption of studies at Kent State. Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, any and all grades of C-, D+, D, F, NF, SF, M and U below a C earned during the previous Kent State enrollment will be disregarded in the ~~cumulative~~ calculations of hours ~~attempted, quality points~~ earned and grade point average.

Eligibility: Academic Forgiveness is available to any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months).

Procedure: Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness policy and an Application for Academic Forgiveness form from student's academic advising office. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.

After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum 2.000 GPA to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:

1. All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent State enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation and earned hours, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.
2. All ~~cumulative~~ calculations of hours ~~attempted, quality points~~ earned and ~~cumulative~~ GPA also will be adjusted.
3. If a student has been awarded an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the Academic Forgiveness policy.

If the student fails to maintain a minimum 2.000 GPA for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the 24th semester hour of graded coursework. Students are permitted to use the provisions provided by the Course Repeat Policy during the extension period. If after completing 24 graded semester hours, the returning student has not achieved a 2.000 GPA, eligibility for the academic forgiveness will have expired.

Exceptions/Explanations: The Academic Forgiveness policy is non-selective. It applies to any and all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent State University enrollment, or to none. In the event that a course for which the students previously had received a "passing" grade of C-, D+ or D is required for the degree program the students are pursuing, the students must retake this course unless the dean of the college in which the students are enrolled approves a suitable substitution. The original GPA (unadjusted by the application of the Academic Forgiveness policy) will be used in determining eligibility for university, collegial, departmental or professional honors or other recognition based upon the entirety of students' undergraduate academic career and record of academic performance. Former students returning to the university may request the application of the Academic Forgiveness policy to their record only once in their career at Kent State and within the eligibility standard.

The Academic Forgiveness policy applies only to coursework formerly taken at Kent State University and only to the students' Kent State transcript. It is available to undergraduate students only. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness policy. Completed forms are submitted to the University Registrar for validation and application to the students' records.

New language is noted as underlined text.
 Deleted language is noted as ~~strikethrough text~~.

3342-01.5 Administrative policy regarding academic forgiveness

- (A) Purpose. The academic forgiveness policy pertains only to former Kent state students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any institution. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness and improved level of academic performance gained since the interruption of studies at Kent state.
- (B) Eligibility. The academic forgiveness policy is available to any Kent state university student who has not been enrolled for a period of at least one calendar year (twelve months).
- (C) Procedure.
- (1) Any student who has not been enrolled at Kent state university for at least twelve consecutive months may request information on the academic forgiveness policy, as well as the academic forgiveness form, from the dean of his/her college or regional campus or director of his/her independent school. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.
 - (2) After returning to Kent state, a student must complete a minimum of twelve graded credit hours with a minimum GPA of 2.000 to be eligible for academic forgiveness. If the student meets these conditions, has completed the application for academic forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:
 - (a) All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent state enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.
 - (b) All cumulative calculations of hours ~~attempted, quality points~~ earned and cumulative GPA also will be adjusted.
 - (c) If a student has been awarded an associate degree and/or certificate from Kent state university, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the academic forgiveness policy.
 - (3) If the student fails to maintain a 2.000 GPA for the first twelve semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the twenty-fourth semester hour of graded coursework. Students are permitted to use the provisions provided by the course repeat policy during the extension period. If after completing twenty-fourth graded semester hours, the returning student has not achieved a 2.000 GPA, eligibility for academic forgiveness will have expired.
- (D) Supplementary information.
- (1) The academic forgiveness policy is non-selective. It applies to any and all grades below C (2.000), with the exception of courses taken on a pass/fail basis that were earned in the previous period of Kent state university enrollment, ~~or to none~~. In the event that a course for which the students previously had received a "passing" grade of C-, D+ or D is required for the degree program the students are pursuing, the students must retake this course unless the dean of the college in which the students are enrolled approves a suitable substitution. The original GPA (unadjusted by the application of the academic forgiveness policy) will be used in determining eligibility for university, collegial, departmental or professional honors or other recognition based upon the entirety of students' undergraduate academic career and record of academic performance. Former students returning to the university may request the application of the academic forgiveness policy to their record only once in their career at Kent State and within the eligibility standard.
 - (2) The academic forgiveness policy applies only to coursework formerly taken at Kent state university and only to the students' Kent state transcripts. It is available only to undergraduate students. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the academic forgiveness policy shall determine all questions as to the eligibility for, and the application of, the academic forgiveness policy. Completed forms are submitted to the university registrar for validation and application to the students' records.

Item 9 : Motion to amend the Faculty Senate Bylaws regarding representations of Colleges

“To provide representation from the College of Podiatric Medicine and other colleges, which may not meet the current requirement of 10 regular faculty for direct representation, it is resolved to amend the Faculty Senate Bylaws as follows:

Replace 3342-2-06 (B) (1) (d) with:

3342-2-06 (B) (1) (d) If an academic unit has fewer than ten regular faculty members, but the total number of full-time faculty members exceeds ten, then the electorate for that unit will consist of all full-time faculty members.

And renumber 3342-2-06 (B) (1) (d) accordingly as:

3342-2-06 (B) (1) (e) If an academic unit or the full-time non-tenure-track unit has fewer than ten members, the unit shall be represented in faculty senate elections through self-determined affiliation with another academic unit. The total number of faculty in the combined units shall determine the number of representatives to be accorded to them.”



Faculty Senate Executive Committee Minutes of the Meeting

May 22, 2013

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

Not Present: George Garrison (At-Large)

Guests: Todd Diacon, Provost and Senior Vice President for Academic Affairs

1. Call to Order

Chair Farrell called the meeting to order at 2:35 p.m. in the Urban Conference Room, second floor University Libraries.

2. Discussion with Provost Diacon

Retirements

David Mohan, Dean of the Geauga Campus, will step down June 30th, 2014. Faculty retirement notices are still being sent to the Provost. At the last Board of Trustees meeting they approved 35 retirements. This may be due to the changes in the State Teachers Retirement System (STRS). There may still be faculty considering retirement this summer.

Appointments and Changes in the Provost's Office

Dr. Melody Tankersley has been appointed as the new Associate Provost for Academic Affairs. She will have the same basic duties as Dr. Timothy Chandler, however some of the units who reported to Dr. Chandler will now report to Provost Diacon (Undergraduate Studies and University Libraries). The University Press and Dr. Robert Walker, Director of the School of Digital Sciences, will now report to Dr. Tankersley.

Dr. Fashaad Crawford has been named Assistant Provost for Accreditation, Assessment, and Learning.

The Provost would like the College of Undergraduate Studies to house programs that are not tied to a particular major, such as Experiential Learning.

Dr. Richard Rubin, Associate Provost for Extended Education, will not be replaced. Deborah Huntsman will take on this work.

Provost Diacon will start meeting with the Regional Campus Deans individually once per semester. The Regional Campus Deans undergo a performance review each year by Dr. Wanda Thomas.

The Vice President for Research, Dr. Grant McGimpsey, reports to Provost Diacon.

The Executive Committee inquired if the Provost reviews items that go to EPC from Assistant/ Associate Provosts or Vice Presidents. Provost Diacon stated that yes, although he has not been as attentive to this as he should be. He plans to spend more time on this in the future. He will start looking at proposals for new programs or new centers more closely to identify items that the Board of Trustees may have concerns with.

Provost Diacon is in the process of putting a committee together to review the future of the College of Applied Engineering Sustainably and Technology.

3. Meeting Minutes

The minutes from the Executive Committee Meeting of March 20, 2013 were approved as amended (Earp/White).

4. EPC Items

- A. Division of Graduate Studies: Establishment of policy on academic standing for graduate students to replace current policies on dismissal and dismissal appeals. Effective Fall 2013.

The Executive Committee of Faculty Senate voted to place this item on the agenda of the July Faculty Senate meeting (Fox/White)

- B. College of Arts and Sciences: Inactivation of American Studies major within the Bachelor of Arts degree. There have been only two graduates in the past 10 years; admission to the program was suspended in fall 2010. Proposal includes inactivation of American Studies minor and all AMST courses. Effective Fall 2013.

Approved by the Executive Committee of Faculty Senate (Dees/Fox).

- C. College of Public Health: Merger of two academic departments - Department of Environmental Health Sciences and Department of Epidemiology and Biostatistics - to form the Department of Biostatistics, Environmental Health Sciences and Epidemiology. Effective Fall 2013.

The Executive Committee supports this merger of program because it will reduce the administrative overhead in a college that is in severe financial difficulties. The Executive Committee of Faculty Senate voted to place this item on the agenda of the July Faculty Senate meeting (Earp/Fox).

- D. Regional College: Establishment of an Agribusiness major within the Bachelor of Science degree, to be offered on the Tuscarawas Campus. Included in the proposal is establishment of 14 AGRI courses. Minimum total credit hours to program completion are 121.

There was concern expressed over the need for this degree. Chair Farrell replied that there were a number of support letters written. The Executive Committee of Faculty Senate voted to place this item on the agenda of the July Faculty Senate meeting (White/Fox)

5. Committee Appointments

A. Educational Policies Council (EPC)

Graduate Council - There are two openings that need to be filled. The Executive Committee discussed names and decided on two Senators. Chair Farrell will approach the Senators to inquire if they are still interested.

Undergraduate Council - There are three openings that need to be filled. The Executive Committee discussed names and decided on two Senators. Chair Farrell will approach the Senators to inquire if they are still interested. The Executive Committee will continue to discuss this and identify a third Senator.

B. Committee on Committees

Seven people need to be appointed, two of which need to be Senators. Vice Chair White serves as Chair of this committee. Four faculty members expressed interest in serving on this committee; the Executive Committee discussed two other possible members. Chair Farrell will contact the faculty members to see if they are still interested.

C. Committee on Administrative Officers nominations

The Executive Committee identified Senators and non-Senators to stand for election. The election can either take place at the July Faculty Senate meeting or by written ballot. It was decided to conduct the election by written ballot.

D. FaSBAC preliminary discussion

The Executive Committee will wait to appoint representatives until the College Advisory Committees submit their nominations. Tess Kail will send reminder letters to the College Deans.

6. Discussion on Presidential Search

Richard Marsh, a member of the Board of Trustees, will serve as the Chair of the Presidential Search Committee. The Executive Committee expressed their desire to see a more transparent search than the last search to Provost Diacon. The only required faculty to serve on the search committee are the Chair of Faculty Senate, two faculty members nominated by the Committee on Administrative Officers, and one faculty member nominated by Regional Campus Faculty Advisory Committee. Names of potential faculty members to recommend for service were discussed.

7. Selection of Executive Committee Appointed Members

Senators David Dees and Lee Fox were nominated to serve as appointed members to the Executive Committee of Faculty Senate (Farrell/White). Senator Dees and Senator Fox were elected unanimously.

8. Adjournment

Chair Farrell adjourned the meeting at 4:48 p.m.

Respectfully submitted by Vanessa J. Earp
Secretary of Faculty Senate



Faculty Senate Executive Committee Minutes of the Meeting

June 24, 2013

- Present:** Paul Farrell (Chair), Don White (Vice Chair), Vanessa Earp (Secretary), Lee Fox-Cardamone (Appointed), Tess Kail (Office Secretary)
- Not Present:** David Dees (Appointed), George Garrison (At-Large)
- Guests:** Todd Diacon, Provost and Senior Vice President for Academic Affairs; Dr. Greg Jarvie, Vice President of Enrollment Management and Student Affairs; Dr. Amy Quillin, Associate Director of the Office of Student Accessibility Services; Nicole DeCaprio, Assistant University Counsel

1. Call to Order

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

2. Administrative Policy Regarding Class Attendance and Class Absence

Vice President Jarvie stated that this policy needs to be updated to be in line with Section 504 of the Rehabilitation Act of 1973. The Executive Committee inquired why the changes were needed. Ms. DeCaprio explained that while the law has not changed, the interpretation of the law has changed and become more lenient of accommodations. The University was also prompted to revise the policy due to the resolution of a student complaint. A student with a disability complained about the attendance policy. While the policy is more detailed, the attendance policy for each class is still up to individual faculty members.

The Executive Committee had some questions about Section D, specifically who defines what the essential or fundamental academic requirements are and who would be reviewing the cases. According to Dr. Quillin, the professor and/or department determine what are essential requirements. The Office of Student Accessibility Services, in consultation with the faculty member, will review each case; it should be an interactive process.

The Executive Committee expressed some concern over Section G1b, although there was little change to this section. This section deals with the opportunity to makeup examinations or assignments. It was discussed that this would be more difficult when dealing with examinations. The Executive Committee recommended adding the words "the policies" in sections where the policy refers back to Section G.

The Executive Committee asked where pregnancy leave would fall under this policy. Ms. DeCaprio stated that while pregnancy is not a disability, legally it is to be treated as a short-term disability. There are other issues that may arise during pregnancy that could be considered under the medical/injury section and not the disability section. If there are questions about this, faculty should contact Dr. Quillin or Ms. DeCaprio

This policy covers processes for other types of absences like religious observations and military service. This policy is now more inclusive and provides both faculty and students with clearer guidelines. The Executive Committee recommended that the policy be taken to EPC for discussion in August and then go before Faculty Senate at the September meeting.

3. Discussion with Provost Diacon

Moratorium on Kent Core Courses

The Provost would like to lift the moratorium so that the College of Public Health can develop a course. He feels that all colleges and independent schools should be allowed to offer one Kent Core Course if they want. Provost Diacon stated that in an RCM environment it is unfair that colleges and independent schools cannot offer a Kent Core Course. These courses would still have to go through the proper channels. The Executive Committee discussed that the moratorium should expire at the beginning of the Fall 2013 semester. The Provost stated that he was not interested in expanding the number of courses, however two that had previously been offered are no longer being taught. There was some discussion on trying to keep the number of Kent Core Courses low. The idea of keeping the number of courses the same was discussed and perhaps if a college wanted to offer a new Kent Core Course they would need to remove one they already offer. There was also a brief discussion of extending or modifying the moratorium. The University Requirements Curriculum Committee should be consulted on this issue.

Attendance at Faculty Senate

The Executive Committee stated that in the Senate Charter and Bylaws both the Deans and the Vice Presidents are considered ex-officio members of Senate. They will be included in the roll call starting at the September meeting.

Proctoring of exams for online courses and large in person courses

The issue of the cost of proctoring exams was discussed. The students in online courses are charged a fee (\$10 per credit hour) to help pay for proctored exams. However the instructors are told that they can only have so many proctored exams due to the cost. This is a very complicated issue because some disciplines have more tests than others. The current policy has been temporarily modified; however, there needs to be a long-term solution. The Provost recommended that units should discuss the issue with Deborah Huntsman, Executive Director of Continuing and Distance Education. The Executive Committee felt that this was an example of how the university makes decisions that impact faculty teaching without ever discussing the issue with them. The Provost stated that students who take online courses get a lot of benefit

from the flexibility of online courses and they should be charged for that benefit. He feels that we do not charge enough.

There are also some concerns over large courses that offer tests online that need proctored. There are not enough large lab spaces to handle this issue. This will be referred to the University Council on Technology.

Online Teaching Evaluations

The Provost inquired if it would be possible to have students complete the class evaluations on their handheld device during the class. The Executive Committee replied that the recommendation of the Lovejoy Commission was to move the evaluation online in the hopes that students would take more time on the evaluation. There was a brief discussion to determine if all students had handheld devices, it was decided if the students did not have a device they could still complete the evaluation at another time. Perhaps a pilot could be done to see if this is feasible.

Provost's Fellow for 2013-2014 Academic Year

The Provost informed the Executive Committee that Dr. Jarrod Tudor was selected to be the Provost's Fellow for the 2013-2014 academic year.

Committee appointments

The Executive Committee has sent a packet to the Provost on the membership of committees that report to the Provost or the committees he is supposed to appoint members to. The Provost asked Chair Farrell to send him an email reminder and he will check with Associate Provost for Faculty Affairs Sue Averill.

Commencement

The Provost queried the Executive Committee about the possibility of moving to one commencement ceremony per year. They have received complaints from students that some speakers were well known and others were not. There was a robust discussion of the pros and cons of moving to one ceremony per year, but no decision was reached.

4. Adjournment

Chair Farrell adjourned the meeting at 5:49 p.m.

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



Faculty Senate Executive Committee Minutes of the Meeting

July 22, 2013

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

Not Present: Paul Farrell (Chair), David Dees (Appointed), George Garrison (At-Large)

Guests: Todd Diacon, Provost and Senior Vice President for Academic Affairs

1. Call to Order

Vice Chair White called the meeting to order at 3:45 p.m. in the Urban Conference Room, second floor University Libraries.

2. Discussion with Provost Diacon

New Graduate Policy

At the July 15 Faculty Senate Meeting it was discovered that a change had been made in the catalog without first having been approved by Faculty Senate. The Provost told the Executive Committee that he had no knowledge that this had happened and has spoken with his staff to make sure this does not occur in the future. There is a June 1 deadline date for adding things to the catalog for the next academic year. This is before the first date of Destination Kent State held in the summer. The June 1 deadline was set by University Legal Council to allow adequate time for students and faculty to review the changes before they take effect. It needs to be made clear to the university community that if a group wants something in the catalog it must have full approval by June 1.

Undergraduate & Graduate Educational Policies Council (EPC)

Provost Diacon would like to be able to attend both the Undergraduate and Graduate Educational Policies Councils meetings, however both councils meet at the same time. Attending both meetings would allow him to have a complete understanding of the changes being proposed by both councils. Two suggestions were recommended:

- Have the Graduate Educational Policies Council to meet at 2:15 and the Undergraduate Educational Policies Council to start at 3:20. Keep both meetings on the same Monday of each month.
- Have the Graduate Educational Policies Council meeting one Monday a month and the Undergraduate Educational Policies Council on a different Monday.

Workload Summary Reports & Workload Assignments

Departments handle these reports and assignments differently. Some departments use email, others by phone call or in-person. The Provost would like to see all departments have an in-person conversation regarding these two topics. He stressed that this is not to be a post tenure review.

Affordable Health Care Act

On the Kent Campus this will impact the College of Arts and Sciences the most due to adjuncts teaching more than 30 hours a week without health care (Math & English). The Provost has asked the college to take a close look at those positions and to turn some of those adjunct positions into Non-tenure track positions. Many have been converted, however some adjuncts did lose their positions. The Provost stated that adjuncts should only be used in limited cases. Sometimes a position needs to be filled at the last minute due to illness or other circumstances. At other times there is a course that requires a specific skill set but this need does not exist semester to semester.

3. Adjournment

Vice Chair White adjourned the meeting at 4:20 p.m.

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