

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

College of Education, Health and Human Services

408 White Hall
Kent Campus
330-672-2950
ehhsdean@kent.edu
www.kent.edu/ehhs

Academic Advising Offices

Undergraduate
Vacca Office of Student Services
304 White Hall
330-672-2862
oss@kent.edu
www.kent.edu/ehhs/services/voss

Graduate Student Services
418 White Hall
330-672-2576
ogs@kent.edu
Web: www.kent.edu/ehhs/ogs

Description

The mission of the College of Education, Health and Human Services is to create and advance knowledge as it educates professionals who enhance health and well-being and enable learning across the lifespan.

The college offers more than two dozen distinctive programs that lead to the degrees of Bachelor of Science, Bachelor of Science in Education, Master of Arts, Master of Arts in Teaching, Master of Education, Educational Specialist and Doctor of Philosophy.

Departments and Schools

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

Undergraduate Programs

- American Sign Language/English Interpreting - B.S.
- Athletic Training - B.S.
- Career and Community Studies (Non-degree)
- Community Health Education - B.S.
- Early Childhood Education - B.S.E.
- Earth Science - B.S.E.
- Educational Studies - B.S.
- Exercise Science - B.S.
- Hospitality Management - B.S.
- Human Development and Family Studies - B.S.
- Integrated Health Studies - B.S.

- Integrated Language Arts - B.S.E.
- Integrated Mathematics - B.S.E.
- Integrated Science - B.S.E.
- Integrated Social Studies - B.S.E.
- Life Science - B.S.E.
- Life Science/Chemistry - B.S.E.
- Middle Childhood Education - B.S.E.
- Nutrition - B.S.
- Physical Education - B.S.
- Physical Science - B.S.E.
- Recreation, Park and Tourism Management - B.S.
- School Health Education - B.S.E.
- Special Education - B.S.E.
- Speech Pathology and Audiology - B.S.
- Sport Administration - B.S.
- Trade and Industrial Education - B.S.E.

Minors

- Athletic Coaching
- Autism Spectrum Disorders
- Community Health Education
- Disability Studies and Community Inclusion
- Early Intervention
- Education
- Event Planning
- Gerontology
- Hospitality Management
- Human Development and Family Studies
- Human Sexuality
- Mild to Moderate Special Education
- Nonprofit Studies
- Park Management
- Recreation Management
- Sport Administration
- Sports Medicine
- Tourism Management

Graduate Programs

- American Sign Language/English Interpreting Licensure Preparation (Non-degree)
- Audiology - M.A.
- Audiology - Aud.D.
- Audiology - Ph.D.
- Career - Technical Teacher Education - M.Ed.
- Clinical Mental Health Counseling - M.Ed.
- Counseling - Ed.S.
- Counselor Education and Supervision - Ph.D.
- Cultural Foundations - M.A.
- Cultural Foundations - M.Ed.
- Cultural Foundations - Ph.D.
- Curriculum and Instruction - M.Ed.
- Curriculum and Instruction - Ed.S.

- Curriculum and Instruction - Ph.D.
- Deaf Education Licensure Preparation (Non-degree)
- Early Childhood Education - M.A.T.
- Early Childhood Education - M.Ed.
- Early Childhood Intervention Specialist Licensure Preparation (Non-degree)
- Educational Administration—Higher Education - Ed.S.
- Educational Administration—Higher Education - Ph.D.
- Educational Leadership K-12 - M.Ed.
- Educational Leadership K-12 - Ed.S.
- Educational Leadership K-12 - Ph.D.
- Educational Psychology - M.A.
- Educational Psychology - M.Ed.
- Educational Psychology - Ph.D.
- Evaluation and Measurement - M.Ed.
- Evaluation and Measurement - Ph.D.
- Exercise Physiology - M.S.
- Exercise Physiology - Ph.D.
- Health Education and Promotion - M.Ed.
- Health Education and Promotion - Ph.D.
- Higher Education and Student Personnel - M.Ed.
- Hospitality and Tourism Management - M.S.
- Human Development and Family Studies - M.A.
- Instructional Technology - M.Ed.
- Middle Childhood Education - Language Arts and Reading Grades 4-9 (Non-degree)
- Middle Childhood Education - Mathematics Grades 4-9 (Non-degree)
- Middle Childhood Education - Science Grades 4-9 (Non-degree)
- Middle Childhood Education - Social Studies Grades 4-9 (Non-degree)
- Mild/Moderate Educational Needs Licensure Preparation (Non-degree)
- Moderate/Intensive Educational Needs Licensure Preparation (Non-degree)
- Nutrition - M.S.
- Reading Specialization - M.A.
- Reading Specialization - M.Ed.
- Rehabilitation Counseling - M.Ed.
- School Counseling - M.Ed.
- School Psychology - M.Ed.
- School Psychology - Ed.S.
- School Psychology - Ph.D.
- Secondary Education - M.A.T.
- Special Education - M.Ed.
- Special Education - Ed.S.
- Special Education - Ph.D.
- Speech Language Pathology - M.A.
- Speech Language Pathology - Ph.D.
- Sport and Recreation Management - M.A.
- Transition-to-Work Endorsement Preparation (Non-degree)

Graduate Programs - Dual Degrees

- Dual Degree M.Ed./K-12 School Library Media Licensure M.L.I.S.

Certificates

Undergraduate Certificates

- Alcohol, Tobacco and Other Drug Prevention
- Career-Technical Teacher Education
- Deaf Education Multiple Disabilities

Graduate Certificates

- Autism Spectrum Disorders
- Behavioral Intervention Specialist
- Career and Academic Advising
- Career-Technical Teacher Education
- College Teaching
- Community College Leadership
- Deaf Education Multiple Disabilities
- Disability Studies and Community Inclusion
- Early Childhood Deaf Education
- Early Intervention
- Gerontology
- Institutional Research and Assessment
- Internationalization of Higher Education
- Nursing Home Administration
- Ohio Superintendent's Licensure
- Online Learning and Teaching
- Qualitative Research

EHHS General

The non-degree EHHS General category is intended for students who are exploring programs in EHHS and are not yet ready to declare a major or do not meet the criteria for their intended major. Because a degree cannot be earned while in EHHS General, it is important that students declare a major before earning 45 credit hours to facilitate timely progress toward a degree. Students will not be permitted to continue in EHHS General after accumulating 45 credit hours.

Professional Dispositions for Teacher Candidates

Professional dispositions are the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. The teacher education faculty believe that the following dispositions support student learning and development. Therefore teacher candidates are expected to demonstrate:

- Fairness by striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
- Belief that all students can learn
- Responsibility
- Professionalism

These dispositions are assessed at least three times in a candidate's program:

- Education in a Democratic Society course,
- a methods course with a field component, and

- student teaching.

In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A candidate may not progress through the teacher education program unless evidence shows that progress toward meeting them is underway. By the completion of student teaching, all disposition standards must be rated as acceptable.

Professional Education Warning

Professional Education Warning for teacher licensure programs and Community Health Education major students in teacher licensure programs and the Community Health Education major must have a minimum 2.75 GPA to progress in their programs and ultimately graduate. Unless other factors are present, students who do not meet the prescribed conditions are required to transfer out of their declared major. An appeal of this decision is directed to the associate dean of undergraduate student services, College of Education, Health and Human Services, 304 White Hall.

Background Checks for Teacher Licensure Candidates

For field experience, student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires candidates to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background check and submit the results to authorized personnel at their assigned school/agency before the beginning of the field experience or the first day of the semester in which the student teaching/internship will take place. Authorized school/agency personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to field experience/student teaching/culminating internship. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education (ODE) website at www.ode.state.oh.us for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Student Teaching

Application for student teaching is completed online through the College of Education, Health and Human Services' student portal. Students will be required to complete the application during specified windows posted on the Vacca Office of Student Services' (VOSS) website. Application windows will typically be accessible during the months of October and November in the fall semester and March and April in the spring semester. Failure to complete the application and submit the prerequisite training documents within the designated time frame may delay the student teaching placement. Depending on the program area, students will apply either 2 or 3 semesters prior to their anticipated student teaching semester. Students should meet with their academic advisor for details on which semester to apply.

Once the application is submitted, VOSS staff will determine eligibility by reviewing coursework, GPA, disposition assessments, and other program

area requirements (as specified in catalog). Students should meet with their faculty and/or academic advisor in VOSS for any clarifications. Written notification of eligibility will be emailed to each applicant.

Those eligible for student teaching are required to attend a mandatory meeting where additional information about student teaching is provided. Failure to attend this meeting may result in a delay of student teaching. Placement forms, distributed at this meeting, need to be completed by the deadline.

The Clinical Experience Office will make the final decision about the placement site for the Kent Campus. Placement decisions at the Regional Campuses are made by the designated placement officer at each campus. Candidates are not to contact schools or potential mentors directly to make their own arrangements. Placements are generally made within a 50 mile radius of Kent State University. Student teaching is a full-time commitment and candidates are expected to follow the schedule of the cooperating teacher.

Education Licensure Application

Students in the teacher education programs must apply for State of Ohio Licensure within 12 months of program completion (defined by completion of all licensure program requirements). After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog in force.

If a student does not apply for their license within 6 years, they are subject to any additional state licensure requirements and are also subject to additional coursework based on changes in areas such as content, age of coursework and changes in program requirements. A minimum of 9 credit hours will be required to apply for licensure after 6 years of program completion.

Admission GPA for Undergraduate Students

For admissions, the College of Education, Health and Human Services considers a student to have established a Kent State University GPA after the student has successfully completed a minimum of 12 Kent State University credit hours. Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for admission into programs, Advanced Study, and the Professional phase based on their high school GPA for new freshmen, or transfer GPA for transfer students. Once a student has successfully completed a minimum of 12 Kent State University credit hours, only the student's Kent State cumulative GPA will be considered for admission into a program, Advanced Study, and Professional Phase.

Undergraduate Graduation Requirements

- Teacher licensure program majors and minors must earn a minimum C grade in all professional coursework.
- All education majors must have a minimum C grade in all major/concentration coursework.
- A minimum 2.500 content GPA is required for all Education minors.
- No more than 4 credit hours in physical education basic (PEB) activity courses are permitted toward graduation.
- A maximum of 4 semester credit hours earned in variable-titled workshop may be applied to an undergraduate degree program.

Identical workshop topics that are repeated for credit will not count towards graduation requirements. All workshops are graded S/U (satisfactory/unsatisfactory). Some program areas may be more restrictive. Students are advised to consult their program regarding application of workshop credit toward degree requirements.

To see graduation requirements for a specific program, please select a major from the undergraduate program listing.

Requirements for Admission to Advanced Study

Admission to advanced study is required of all teacher education majors and minors prior to enrolling in upper-division education courses. Upon completion of coursework as determined by program area, students should have satisfied the prerequisites for admission to advanced study. Students must submit an application for advanced study by the second Friday of the term during which all prerequisites for advanced study will be completed, and at least one semester prior to beginning any coursework for which "Admission to Advanced Study" is a prerequisite. Students at the Kent Campus apply for Advanced Study through the College of Education, Health and Human Services Student Portal which can be accessed through the Vacca Office of Student Services web page. Students completing a licensure program at a regional campus should check with that campus for instructions on how to apply for "Advanced Study." Students in teacher education majors and minors must be officially admitted to advanced study to take upper-division professional coursework.

Please note: Admission to advanced study is required for students pursuing an undergraduate major that leads to teacher licensure, with the exception of Trade and Industrial Education majors who obtained initial licensure through the Alternative Resident Educator Licensure Program (teachers recruited from business and industry).

Requirements for Admission to Advanced Study College Writing

- Students are required to attain minimum C grade in each writing course (ENG 11011 and ENG 21011 or equivalent) (Integrated Language Arts majors must attain minimum B grade).

Mathematics

- The following courses must be completed with minimum C grade for the majors Early Childhood Education, Middle Childhood Education and Special Education:
 - MATH 14001
 - MATH 14002
- The following courses must be completed with a minimum C grade for Integrated Mathematics majors:
 - MATH 12002
 - MATH 12003
- In addition, a minimum 2.600 overall GPA in math content coursework is required.

Pre-Advanced Study Coursework

- To be eligible for advanced study, students must earn a minimum C grade in CULT 29535 and minimum C grade in **one** of the following courses (please note that a minimum C grade must be earned in both courses for teacher licensure programs):
 - EPSY 29525

- SPED 23000

- Early Childhood Education majors must earn a minimum C grade in ECED 10120 to be eligible for advanced study.
- Middle Childhood Education majors must complete at least 50% of content area coursework from each concentration (with a C or better) to be eligible for advanced study. Students should meet with their advisor.

Grade Point Average

All students must show evidence of a minimum 2.750 cumulative GPA with additional conditions for the following majors:

- Adolescence/Young Adult Programs: A minimum 2.600 GPA in the chosen adolescence/young adult content area is required for admission to advanced study, student teaching and graduation. A minimum C grade is required in each course within the content area. The following majors are affected: Earth Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Science, Life Science/Chemistry and Physical Science.
- Special Education: A minimum 3.00 GPA in the professional coursework is required for student teaching and graduation.
- For minimum GPA criteria for Art Education and Music Education, please see Requirements for Admission to Advanced Study for Art Education and Music Education in the College Policies section for the College of the Arts in the University Catalog.
- Education Minor: Students in a program eligible to declare the Education minor must achieve a minimum 2.500 GPA overall and content to declare the Education minor, be admitted to advanced study, participate in student teaching and be recommended for licensure.

Advising Appointment

All College of Education, Health and Human Services students must have regular advising appointments with their professional advisor in the Vacca Office of Student Services (or Regional Campus advising office if completing the program at that campus) as required by University Advising. Advising appointments at the Kent Campus are made through the Vacca Office of Student Services' website at www.kent.edu/ehhs/voss.

Teacher Candidate Acknowledgments and Legal Questions for Licensure

Candidates are required to electronically sign four statements acknowledging that they have read and understand the following areas: background check requirements; professional dispositions; licensure application information; legal questions asked on the licensure application. Statements can be found on the student portal.

Standardized Testing

All teacher education majors and minors are required to demonstrate basic competencies in reading, writing and mathematics before progressing in a degree program. Students are required to take the Praxis Core (or Alternative Praxis) if they have not adequately demonstrated the competencies through the ACT, SAT and/or approved placement assessment(s) (for qualifying students). Alternative Praxis tests are available for students who do not pass Praxis Core. Information regarding Praxis Core is available in the Vacca Office of Student Services, 304 White Hall, in the student services offices of the Regional Campuses and at www.kent.edu/ehhs/voss. Students must have all passing standardized test scores on file in 304 White Hall prior to submission of application

for admission to advanced study. The specific competencies are listed below:

- Reading: minimum 26 ACT reading score or 620 SAT verbal score (if taken prior to March 2016) or 156 Praxis Core reading score.
- Writing: minimum 25 ACT English score or 162 Praxis Core writing score
- Mathematics: minimum 25 ACT mathematics score or 620 SAT mathematics score (if taken prior to March 2016) or 640 SAT mathematics score (if taken March 2016 or later) or 150 Praxis Core mathematics score

Additional Requirements for Selective Programs

To manage enrollment and deliver high-quality programs, the faculty will select the most qualified applicants for admission based upon evaluation of standardized test scores of reading, writing and mathematics; academic success (cumulative GPA) at Kent State University and other specific program criteria. The following programs are considered selective Early Childhood Education, Middle Childhood Education and Adolescence/Young Adult programs.

All GPA requirements must be met at time of application for selective programs.

Please be aware that reapplication may be necessary if postponing advanced study coursework or if withdrawn for one year or more.

Graduate Certificates for the College of Education, Health and Human Services

- Students seeking a graduate certificate must maintain a minimum 3.000 grade point average. A graduate certificate student who receives a combination of more than 8 credit hours of B or lower grades, or more than 4 credit hours of grades lower than C is subject to dismissal. Students who are unable to maintain academic standards of the College are subject to dismissal for academic reasons. Grades of C- or below are not counted toward completion of the certificate.
- Certificates must be completed within six years after the first graduate enrollment.
- No more than 2 credit hours of workshop may be used toward a certificate.
- Before being eligible to be awarded a Certificate, students must be admitted to the Certificate program.
- Students currently in a graduate degree program may also apply to a certificate program. Their degree seeking coursework may be applied to the certificate coursework with advisor approval. The courses must be completed within six years and satisfy certificate course requirements
- Students who have a previous graduate degree and are not currently seeking another graduate degree may transfer a maximum 6 credit hours with advisor approval. These credits may include hours from another KSU program, or from another accredited institution, if the following conditions are met: (1) courses were at the graduate level; (2) a grade of "A" or "B" was earned; (3) credit will be less than six years old at the time the certificate is conferred at Kent; and (4) student was admitted as a graduate student at the time the course was taken.
- Some program areas may be more restrictive. Students are advised to consult their program.

College of Education, Health and Human Services Faculty

- Janice, Byrd (2016), Assistant Professor, Ph.D., The University of Iowa, 2016
- Jennifer, Miller (2016), Lecturer, M.Ed., Kent State University, 2016
- Jenny, Cureton (2016), Assistant Professor, Ph.D., University of Northern Colorado, 2016

School of Foundations, Leadership and Administration Faculty

- Boske, Christa A. (2008), Associate Professor, Ed.D., Northern Illinois University, 2006
- Chuang, Ning Kuang (2005), Associate Professor, Ph.D., Texas Tech University, 2006
- Clark, Debra L. (1995), Associate Professor, Ph.D., Kent State University, 2003
- Damrow, Amy (2014), Assistant Professor, Ph.D., Michigan State University, 2011
- Dees, David M. (1991), Ph.D., Associate Professor, Kent State University, 2000
- Devine, Mary Ann (1997), Professor, Ed.D., University of Georgia, 1997
- Donnelly, Michele K. (2015), Assistant Professor
- Donnelly, Michelle K. (2015), Assistant Professor
- Eckert, Erica L. (2005), Assistant Professor and College Assistant Dean, Ph.D., Kent State University, 2012
- Eckert, Erica L. (1998), Assistant Professor and College Assistant Dean, Ph.D., Kent State University, 2012
- Gonzalez, Gloria L. (1998), Assistant Professor, Ph.D., University of Iowa, 1994
- Gornik, Rosemary (2003), Assistant Professor, Ph.D., Kent State University, 2003
- Hoegler, Edward M. (2008), Associate Lecturer, M.S., Johnson & Wales University-Charlotte, 1994
- Hoegler, Edward M. (2008), Associate Lecturer, M.S., Johnson & Wales University, 1994
- Israeli, Aviad A. (2012), Associate Professor, Ph.D., Kent State University, 1997
- Jindra-Parman, Jane M. (1990), Lecturer, M.A., Central Michigan University, 1986
- Karpinski, Aryn C. (2010), Assistant Professor, Ph.D., The Ohio State University, 2010
- Kretovics, Mark A. (2001), Associate Professor and Interim College Dean, Ph.D., Colorado State University, 1998
- Kretovics, Mark A. (2001), Associate Professor and College Interim Dean, Ph.D., Colorado State University, 1998
- Lara Hilton, Tracy M. (2008), Associate Professor, Ph.D., Idaho State University, 2004
- Lara Hilton, Tracy M. (2008), Assistant Professor, Ph.D., Idaho State University, 2004
- Lee, Seon Jeong (2014), Assistant Professor, Ph.D., University of Massachusetts-Amherst, 2014
- Lepp, Andrew P. (2004), Associate Professor, Ph.D., University of Florida, 2004

- Levinson, Natasha (1997), Associate Professor, Ph.D., University of Illinois-Urbana-Champaign, 2001
- Li, Jian (2012), Assistant Professor, Ph.D., The Ohio State University, 2012
- Lyberger, Mark R. (1996), Associate Professor, Ph.D., The Ohio State University, 1996
- Merrill, Martha C. (2008), Associate Professor, Ph.D., University of Michigan-Ann Arbor, 1982
- Mulrooney, Aaron L. (1992), Associate Professor, J.D., University of Akron, 1990
- Niesz-Kutsch, Tricia (2004), Associate Professor, Ph.D., University of Pennsylvania, 2003
- Parr, Mary G. (1992), Associate Professor, Ph.D., University of Illinois-Urbana-Champaign, 1992
- Parr, Mary G. (1992), Associate Professor, Ph.D., University of Illinois-Urbana-Champaign, 1992
- Ravichandran, Swathi (2002), Associate Professor, M.B.A., Iowa State University, 2002
- Ravichandran, Swathi (2005), Associate Professor, M.B.A., Iowa State University, 2002
- Schenker, Jason D. (2000), Associate Professor, Ph.D., Kent State University, 2007
- Schenker, Jason D. (2000), Associate Professor, Ph.D., Kansas State University, 2007
- Scheule, Barbara A. (1997), Associate Professor, Ph.D., Kansas State University, 1995
- Scheule, Barbara M. (1997), Associate Professor, Ph.D., Kansas State University, 1995
- Schimmel, Kimberly S. (1995), Professor and School Director, Ph.D., University of North Carolina-Greensboro, 1994
- Seeberg, Vilma (1989), Associate Professor
- Siler, Greta Y. (2004), Lecturer, M.S., Kent State University, 2007
- Thomas, Stephen B. (1985), Professor, Ed.D., University of Florida, 1974
- Ulicney, Mandy L. (2010), Lecturer, M.S., Kent State University, 2011
- Walton-Fisette, Theresa A. (2003), Associate Professor, Ph.D., University of Iowa, 2002
- Wang, Philip C. (1990), Associate Professor, Ph.D., Pennsylvania State University, 1991
- Yim, Hyong Il (2015), Assistant Professor, Ph.D., University of Georgia, 2015
- Blakely-Adams, Carmen M. (2007), Lecturer, M.Ed., Cleveland State University, 2004
- Burke, Amanda J. (2000), Assistant Professor, Ph.D., Kent State University, 2015
- Burzminski, Nancy H. (2001), Associate Professor, Ph.D., Saint Mary's University, 2003
- Caine-Bish, Natalie L. (1997), Associate Professor, Ed.D., Kent State University, 2002
- Chinn, Lisa (2012), Assistant Professor, Ph.D., University of Virginia, 2012
- Ding, Kele (2005), Associate Professor, Ph.D., Indiana University-Bloomington, 2000
- Falcone, Tanya R. (2007), Lecturer, M.S., Kent State University, 2009
- Forbes, Myrna A. (1998), Associate Lecturer, Au.D., University of Florida, 2005
- Glickman, Ellen L. (1995), Professor, Ph.D., University of Pittsburgh, 1988
- Gordon, Karen R. (1988), Associate Professor, Ph.D., University of Illinois-Urbana-Champaign, 1988
- Grogan-Johnson, Susan L. (1988), Associate Professor, Ph.D., Kent State University, 1993
- Ha, Eun-Jeong (2004), Associate Professor, Ph.D., The Ohio State University, 1999
- Hale, Catherine C. (2000), Associate Lecturer, M.S., Indiana University-Bloomington, 1995
- Hawks, John W. (1991), Associate Professor, Ph.D., Washington University in St. Louis, 1990
- Huston, Jeffrey L. (2007), Associate Lecturer
- Huyck, Julia J. (2013), Assistant Professor, Ph.D., Northwestern University, 2010
- Jonas, Jay C. (2006), Senior Lecturer, M.Ed., University of Virginia, 1998
- Kerr, Dianne L. (1988), Professor, Ph.D., The Ohio State University, 1992
- Kingsley, James D. (2013), Assistant Professor, Ph.D., Florida State University, 2009
- Krumm, Mark P. (2005), Associate Professor, Ph.D., Wichita State University, 1990
- Malone, Megan (2012), Lecturer, M.A., Case Western Reserve University, 2000
- Matthews, Jamie C. (2014), Lecturer, M.S., Kent State University, 2004
- McDaniel, John (2011), Assistant Professor, Ph.D., University of Utah, 2009
- Miracle, Amy L. (2012), Assistant Professor, Ph.D., University of Nevada-Las Vegas, 2013
- Mitchell, Pamela R. (1993), Associate Professor, Ph.D., University of Wisconsin-Madison, 1988
- O'Flannigan, Cara M. (2016), Lecturer, M.A., Case Western Reserve University, 2007
- Peer, Kimberly S. (1999), Associate Professor, Ed.D., University of Akron, 2001
- Reed, Ashley (2009), Associate Lecturer, M.S., University of Kentucky, 2009
- Ridgel, Angela L. (2008), Associate Professor, Sc.D., Marshall University, 2000

School of Health Sciences Faculty

- Arnold, Hayley S. (2010), Assistant Professor, Ph.D., Vanderbilt University, 2007
- Audet, Lisa R. (1995), Assistant Professor, Ph.D., Kent State University, 2000
- Axiotis, Irene R. (1985), Associate Professor, Ph.D., Kent State University, 1996
- Backus, Angela S. (2003), Assistant Professor, Ph.D., Kent State University, 2010
- Barkley, Jacob E. (2006), Associate Professor, Ph.D., State University of New York-Buffalo, 2007
- Berk, Lynn V. (2008), Associate Lecturer, M.A., Cleveland State University, 1981
- Bernert, Donna J. (2007), Assistant Professor, Ph.D., Southern Illinois University, 2005

- Roche, Jennifer M. (2014), Assistant Professor, Ph.D., University of Memphis, 2011
- Rowan, Lynne E. (1994), Associate Professor and School Director, Ph.D., Purdue University, 1982
- Schmidt, Anna M. (1994), Associate Professor, Ph.D., University of Florida, 1988
- Sharp, David E. (2015), Assistant Professor, Ph.D., Cornell University, 2015
- Tribuzi, Scot B. (2006), Senior Lecturer, Ph.D., Kent State University, 2015
- Vaughn, Amy L. (2012), Lecturer, M.A., Case Western Reserve University, 1995
- Visker, Jennifer N. (2016), Lecturer, M.A., Case Western Reserve University, 2001
- Wagner, Laurie M. (1997), Assistant Professor, Ph.D., Kent State University, 2008
- Harjusola-Webb, Sanna M. (2006), Associate Professor, Ph.D., University of Kansas, 2006
- Hines, Laura A. (2000), Assistant Professor, Ph.D., Indiana University-Bloomington, 2000
- Ingram, Albert L. (1996), Associate Professor, Ph.D., Arizona State University, 1984
- Janice, Byrd (2016), Assistant Professor, Ph.D., The University of Iowa, 2016
- Jencius, Martin J. (2000), Associate Professor, Ph.D., University of South Carolina, 1996
- Jennifer, Miller (2016), Lecturer, M.Ed., Kent State University, 2016
- Jenny, Cureton (2016), Assistant Professor, Ph.D., University of Northern Colorado, 2016
- Kenyon, Cynthia (2009), Lecturer, M.Ed., Kent State University, 2010
- Kritzer, Karen (2007), Associate Professor, Ph.D., University of Pittsburgh, 2007
- Kuo, Chia-Ling (2005), Associate Professor, Ph.D., Ohio University, 2005
- Liou, Chih-Ling (2014), Assistant Professor, Ph.D., Virginia Polytechnic Institute and State University, 2011
- Luft, Pamela J. (1995), Associate Professor, Ph.D., University of Illinois-Urbana-Champaign, 1995
- McCartney, Jamie L. (2007), Assistant Professor, Ph.D., University of Akron, 2004
- McGlothlin, Jason M. (2000), Associate Professor, Ph.D., Ohio University, 2001
- McLouglin, Caven S. (1981), Professor, Ph.D., University of Utah, 1981
- McWilliams-Woods, Wendy (1984), Assistant Professor, M.Ed., Kent State University, 1988
- Moore, Alma J. (2012), Lecturer, M.Ed., Malone University, 2004
- Morris, Bradley J. (2012), Associate Professor, Ph.D., The Ohio State University, 1998
- Morrison, Anne B. (1993), Professor, Ph.D., Kent State University, 2001
- Morsefield, Rebecca H. (1998), Associate Lecturer, M.Ed., Kent State University, 1997
- Mupinga, Emily E. (2008), Lecturer, M.S., Louisiana State University-Baton Rouge, 1999
- Novak, Elena (2015), Assistant Professor, Ph.D., Florida State University, 2012
- Osborn, Cynthia J. (1997), Professor, Ph.D., Ohio University, 1996
- Page, Betsy J. (1996), Associate Professor, Ed.D., University of Maine, 1996
- Pieper, Alicia (1969), Assistant Professor, M.A., Kent State University, 1968
- Rainey, John S. (2002), Assistant Professor, Ph.D., Texas A&M University, 2001
- Richardson, Rhonda A. (1984), Professor, Ph.D., Pennsylvania State University, 1984
- Rumrill, Phillip D. (1996), Professor, Ph.D., University of Arkansas, 1983
- Sansosti, Frank J. (2006), Associate Professor, Ph.D., University of South Florida, 2005
- Smith, Gregory C. (2001), Professor, Ph.D., University of Rochester, 1983
- Stevenson, Nathan (2015), Assistant Professor, Ph.D., Michigan State University, 2015

School of Lifespan Development and Educational Sciences Faculty

- Albritton, Kizzy (2014), Assistant Professor, Ph.D., Georgia State University, 2014
- Alexander, Donna C. (2008), Lecturer, B.A., Kent State University, 1992
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