



Educational Policies Council
Minutes of the Meeting
Monday, 17 November 2014

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans James L. Blank, James K. Bracken, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Mary Ann P. Stephens; Associate Deans Joanne M. Arhar, Catherine E. Hackney, LuEtt J. Hanson (representing herself and AnnMarie LeBlanc), Cynthia R. Stillings (representing herself and John R. Crawford), Donald R. Williams

Ex-officio Members not present: Deans Sonia A. Alemagno, Barbara A. Broome, Douglas L. Steidl, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, John (Jack) R. Graham, I. Richmond Nettey, William T. Willoughby; Assistant Dean Thomas E. Klingler; Director Robert A. Walker

Faculty Senate-Appointed Representatives present: Professors Richard Feinberg, Thomas Janson, Kathryn A. Kerns, Fred T. Smith, Roberto M. Uribe-Rendon, Donald L. White; Associate Professors Linda L. Williams; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present: Associate Professors William C. Ward III, Christopher A. Was

Council Representatives present: Professors Michael W. Chunn, David H. Kaplan; Associate Professors Thomas W. Brewer, Robert E. Cimera, Michael Ensley, Pamela K. Evans, Jayaram (Jay) Muthuswamy, Athena Salaba, Denice Sheehan; Assistant Professors Mary A. Mooney, Debra S. Shelestak, David (Blake) Stringer, Belinda S. Zimmerman

Council Representatives not present: Professor Ann F. Jacobson; Associate Professors Eric D. Johnson, John A. Marino, Jonathan F. Swoboda; Assistant Professors Tina D. Bhargava, Danielle S. Coombs, John C. Duncan, Jonathan P. Fleming

Observers present: Graduate Student Senate Vice Executive Chair Fritz Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Donna C. Alexander, Susan M. Augustine, Mary M. Dellmann-Jenkins, Cathy L. DuBois (representing Elizabeth A. Sinclair), Erica L. Eckert, Robert (Pete) W. Flexer, Julie A. Gabella, Mary Ann Haley, Willie J. Harrell, Aviad A. Israeli, Jennifer S. Kellogg, Cynthia Kenyon, Tracy M. Lara, Yvonne E. Michali, Alexander W. Moore, Tricia Niesz, Gail M. Rebeta, Joshua J. Rider, Thomas W. Schmidlin, Katherine (Katie) J. Smith, Kathleen J. Spicer, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Whitney E. Wenger

Provost Todd A. Diacon called the meeting to order at 3:23 p.m., on Monday, 17 November 2014, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 20 October 2014.

Associate Dean Donald R. Williams moved for approval of the minutes, which was seconded by Associate Dean Catherine E. Hackney. The motion passed unanimously.

Undergraduate EPC Action Item 1: Establishment of Career and Community Studies (CCS) non-degree, four-year program to prepare students with intellectual and developmental disabilities for adult life. Included in the proposal is establishment of 46 developmental courses restricted to only students enrolled in the program. Minimum total hours to program completion are 120.

Associate Dean Joanne M. Arhar moved for approval of the item, which was seconded by Associate Professor Robert E. Cimera. Associate Dean Arhar introduced guests Professors Mary Dellmann-Jenkins and Robert (Pete) W. Flexer; Associate Professor Aviad A. Israeli; and Project Director Yvonne E. Michali, all from the College of Education, Health and Human Services; and Professor Thomas W. Schmidlin from the College of Arts And Sciences.

Professor Dellmann-Jenkins, director of the School of Lifespan Development and Educational Sciences, explained that the College of Education, Health and Human Services was able to pilot the proposed Career and Community Studies program, now in its fourth year, through grant funding. She shared that the pilot program has provided service-learning and internship opportunities for students, and that her school's faculty have been able to develop a number of research projects through their participation in the pilot.

Professor Flexer said the program comprises uniquely designed, inclusion-based courses and integrated work experiences focused on students' individual career goals. Students have the opportunity to share classroom experiences with degree-seeking students while building literacy and interpersonal skills to prepare for employment and adult life.

Professors Israeli (hospitality management) and Schmidlin (geography) shared with EPC members their experiences as faculty members working with students enrolled in the pilot program. Project Director Michali highlighted the positive changes she has observed in pilot students and their families, partner faculty members and degree-seeking students who have the opportunity to work with these students as mentors and classmates.

An EPC member asked about the extent to which these students would earn college credit when participating in the proposed program. Project Director Michali responded that the program has created developmental courses solely for the program, many of which will be co-scheduled with a variety of existing Kent State University courses. These Career and Community Studies courses are not considered equivalent to the courses with which they are co-scheduled, but they are credit-bearing courses that enable students participating in the program to earn the 120 credit hours required for graduation. Because the courses are developmental, students are not able to apply any credits earned toward a degree or certificate program. Upon graduation, these students will have a Kent State University transcript and earn a "Record of Completion" from the university. She explained that the program is designed to closely replicate a four-year college experience, which is unattainable for the population of students that the program has been designed to serve.

The EPC member also requested additional information about program funding. Provost Diacon clarified that students participating in the program, with assistance from their families, will pay full tuition. Project Director Michali added that students will also be charged an additional fee to finance the intensive support structure in place for participants. Students' parents will be able to apply for Federal student aid, but students will not be able to apply for Federal student loans on their own. Provost Diacon explained that parents and students will be fully aware that the proposed program is a developmental, non-degree educational experience.

The EPC member also asked for information about the types of jobs for which students would be prepared as a result of participation in the proposed program. Project Director Michali explained that the program is structured so that students spend the first year exploring career options and identifying fields of interest that match their skills and abilities. She shared examples of fields that students have explored, including gerontology and broadcast journalism.

Another EPC member returned to the subject of cost and asked what attempts were being made to secure financial assistance from grants, private donations or other potential sources of funding for students. Project Director Michali responded that eligible students and their families are able to obtain Direct PLUS loans, Federal Pell Grants and Federal Work Study; additionally, funding opportunities through the Kent State Foundation may be available in the future. Program administrators will continue to identify alternative sources of revenue and financial support.

An EPC member asked how students enrolled in the proposed program will be graded when participating alongside degree-seeking students in existing Kent State University courses. Project Director Michali said the program's developmental courses will be graded Satisfactory/Unsatisfactory (S/U). The program's staff members and students work with partner faculty to identify how the student can gain as much as possible from the class experience, and partner faculty members are provided with assessment tools in order to award an S/U grade. Project Director Michali clarified that all students participating in the proposed program will be eligible for support through Office of Student Accessibility Services, a unit that provides educational accommodations; the Career and Community Studies program provides educational *modifications*, which are decided on an individual basis by the program staff, students and partner faculty members.

An EPC member voiced support for the program, highlighting it as a unique and innovative opportunity for faculty involved with the program to seek funding and conduct research related to program outcomes.

An EPC member inquired about the success rate of students finding employment after graduating from the pilot program. Project Director Michali replied that students in the pilot program are now in their final year, so no data is available at this time; however, during their final year, they are completing internships in the fields they have chosen to specialize. She shared the example of one student, who has an internship placement as an activities assistant at an adult day facility.

An EPC member asked how businesses and agencies are being informed about the program so graduates are better positioned to enter the workforce. Project Director Michali said the issue of communicating with businesses and agencies is complex, because societal changes must take place in order for an experience like the one provided by the proposed program to be fully recognized by employers. Program staff members are just beginning to identify strategies for communicating with external constituents about the value of the experience; moving forward, they welcome any ideas from EPC members.

An EPC consultant questioned the admission, course registration and grading processes for the proposed program. Curriculum Services Director Therese E. Tillett responded that, in every sense, students enrolled in the proposed program will be treated like any other Kent State University student. Students will apply to the program using the online application form, they will register for classes through FlashLine, and they will be awarded grades by the instructor of record assigned to the course.

An EPC member asked why the proposed program was established as a four-year program, rather than a two-year program. Project Director Michali responded that that decision aligned with the desire of Career and Community Studies staff to replicate the four-year college experience as closely as possible. She also cited the amount of time and support necessary to teach college-life skills (such as campus mobility) to students with intellectual and developmental disabilities as another reason to offer the program as a four-year opportunity.

With no further questions or discussion, EPC members passed the item unanimously.

Undergraduate EPC Information Item 1: Executive order (2013-05K) directing state departments, boards and commissions to streamline the state licensing process to take into account relevant military education and to direct the chancellor of the Ohio Board of Regents, in collaboration with presidents of the University System of Ohio, to simplify the process for awarding college credit for military education for veterans and service members.

Provost Diacon introduced Joshua J. Rider, director of the Center for Adult and Veteran Services, to provide information about the item to EPC members and to give an update as to where Kent State University stands presently with each component of executive order 2013-05K and with Ohio House Bill 488. Director Rider explained that Kent State was already in compliance with nearly 7 percent of HB 488's requirements for institutions of higher education prior to issue of the mandates. He addressed the measures that Kent State has already taken and then shared future plans that will enable the university to surpass the baseline state mandates and demonstrate support for veterans and service members. Future plans include more targeted, veteran-friendly career services and job fairs and intentional outreach to faculty, staff and advising units.

Director Rider also noted that, per HB 488, students who are veterans and service members have been granted priority class registration status at Kent State. He shared that there are between 950 and 1,020 student veterans or GI Bill recipients in the university system at any one time.

With no further questions, discussion or announcements for the undergraduate council, Provost Diacon concluded the undergraduate portion of the joint meeting.

Graduate EPC Action Item 1: Establishment of Career Advising post-baccalaureate (C635) and post-master's (C848) certificates. Minimum total credits to program completion are 19.

Associate Dean Catherine E. Hackney moved for approval of the item, which was seconded by Dean James L. Blank. Associate Dean Hackney introduced Associate Professor Tracy M. Lara from the School of Foundations, Leadership and Administration to present the item. Associate Professor Lara explained that the proposed certificate will address the need for graduate-level preparation in the areas of college student academic and career development. The certificate will be attractive to college advising and career professionals, school counselors and one-stop career center professionals; the college expects high enrollment in the certificate based on data it has collected throughout the past two years.

An EPC member shared her perspective on what she considers to be the unnecessary professionalization of advising. Associate Professor Lara responded that the purpose of the proposed certificate is to expand and enrich the career development abilities of professionals serving in advising roles. She highlighted that career advising is a complex, personal and theory-based process, and that one goal of the proposed certificate is to create collaboration opportunities for faculty and staff across the university to support student learning and development.

With no further questions or discussion, the item passed unanimously.

Graduate EPC Action Item 2: Establishment of Institutional Research and Assessment post-baccalaureate (C636) and post-master's (C849) certificates. Minimum total credits to program completion are 18.

Associate Dean Hackney moved for approval of the item, which was seconded by Dean Blank. Associate Dean Hackney introduced Associate Professor Tricia Niesz and Assistant Professor Erica L. Eckert from the School of Foundations, Leadership and Administration to present the item.

Assistant Professor Eckert explained that the proposed certificate is a collaborative offering from the evaluation and measurement and higher education administration degree programs in the College of Education, Health and Human Services, and was created as a response to a movement for enhanced assessment and accreditation. She stated that a number of students enrolled in both the degree programs mentioned are interested in pursuing careers as institutional researchers and higher education assessment personnel. The curriculum was designed using guidelines from the major professional organizations associated with these fields, including the Association for Institutional Research (AIR), American College Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA).

With no questions or discussion, the item passed unanimously.

Graduate EPC Action Item 3: Establishment of Nursing Home Administration post-baccalaureate (C637) certificates. Minimum total credits to program completion are 18.

Associate Dean Hackney moved for approval of the item, which was seconded by Associate Dean LuEtt J. Hanson.

Associate Dean Hackney introduced Professor Dellman-Jenkins and Instructor Donna C. Alexander from the School of Lifespan Development and Educational Sciences to present the item. Professor Dellman-Jenkins explained that the proposed certificate offers a graduate-level opportunity for students with undergraduate degrees in fields such as nursing, business and public health to complete the coursework necessary to sit for the nursing home administration state licensing exam. She noted that faculty completed a needs analysis, which identified strong employment prospects for graduates of the proposed certificate program. She also expressed interest in eventually offering the proposed certificate at one or more of the regional campuses, as well, but clarified that the proposal is for the certificate to be offered at the Kent Campus only for fall 2015.

An EPC member asked why the proposed certificate is housed within the College of Education, Health and Human Services. Instructor Alexander responded that the nursing home administration program has been housed in the college for its entire existence at Kent State, and accreditors have viewed this positively because of the interdisciplinary nature of the program. [Note the program has been a concentration within the Human Development and Family Studies undergraduate major since 1999].

With no further questions or discussion, the item passed unanimously.

Hearing no additional questions or comments, Provost Diacon adjourned the meeting at 4:31 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'KJ Smith', followed by a period.

Katie J. Smith
Academic Program Coordinator
Curriculum Services
Office of the Provost