



Meeting Minutes  
Monday, 29 January 2024  
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**Leadership present:** Chair Edward Dauterich; Secretaries Therese E. Tillett, Joanna Liedel, Jennifer S. Kellogg, Amy Nuesch, Kristi M. Kamis, Christa N. Ord

**Administrators present:** Associate Provost Manfred H. van Dulmen; Dean Versie Johnson-Mallard

**Administrators not present:** Dean Sonia A. Alemagno

**Faculty present:** Professors Great Polites, Tiffany Taylor; Associate Professors Ali Abdul-Aziz, Simon Adamtey, Brian R. Barber, Vanessa J. Earp, Michael J. Ensley, Michael R. Fisch, Abe G. Osbourne, JD Ponder, Catherine Smith, Jonathan F. Swoboda, Christopher W. Totten; Assistant Professor Bethany G. Lanese; Senior Lecturers Tracy A. Laux, Jennifer R. Metheney; Associate Lecturer Shelley K. Marshall; Lecturers Kristy Jacobson, Olivia Krise

**Faculty not present:** Professors Saiying Deng, Athena Salaba; Associate Professors Jillian S. Coorey, Dandan Liu

**Students present:** Chukwudi Nwoko

**Guests:** Susan Augustine, Michael Beam, J.R. Campbell, Frank Congin, David Dees, Chris Dorsten, Susan Emens, James Hannon, Flavia Princess Nesamani Inbanathan, Viveka Jenks, Eric Kildow, Miriam Matteson, Tracey Motter, Christa Porter, Matthew Rollyson, Hollie Simpson, Alison Smith, Deborah Spake, Linnea Stafford, Cathy Zingrone

Chair Dauterich called the meeting to order at 3:20p.m., on Monday, 29 January 2024, via Microsoft Teams.

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## **I. Approval of Minutes**

### **A. Meeting on 22 January 2023**

Associate Professor Earp motioned to approve, and Associate Lecturer Marshall seconded the motion.

With no questions, comments or corrections the minutes passed unanimously.

## II. Program Proposals Review

### A. Action Items

#### College of Applied and Technical Studies

**1. Advanced Semiconductor Manufacturing Technician – Undergraduate Certificate—Establish certificate (*fall 2024*)**

**2. Semiconductor Manufacturing Technician – Undergraduate Certificate—Establish certificate (*fall 2024*)**

#### [VIEW THE DISCUSSION](#)

Assistant Professor Nesamani Inbanathan stated that the Semiconductor Manufacturing Technician certificate can be completed in six months. The certificates are designed to meet statewide requirements from Intel establishing their plant. They need a lot of workforce. This will also help to train and build a workforce that is designated as semi-conductor-related jobs. The Semiconductor Manufacturing Technician certificate has five courses. Three of the five are aligned with the TAG approved courses. Part of the daily activities include computer operations, so the Introduction to Office Productivity course was included. Additionally, students need to know about the basic circuit operation. For that purpose, Electric Circuit course has also been included. This certificate is stackable with the Advanced Semiconductor Manufacturing Technician certificate. This certificate is a one-year certificate. If students want to reskill or upskill, the Semiconductor Manufacturing Technician certificate is the correct pathway. If students want to continue their education, they should enroll in the Advanced Semiconductor Manufacturing Technician certificate and move into the bachelor's degree.

Associate Lecturer made a motion to approve, and Associate Professor Ponder seconded.

With no questions, comments or concerns, both certificates passed unanimously.

### Honors College

**3. Pathways of Distinction—Establish initiative to be housed in the Graduate College and Honors College (*fall 2024*)**

#### [VIEW THE DISCUSSION](#)

Executive Director Campbell stated that the proposal is something new for Kent State and new in the nation in terms of the approach. The approach is thinking about an ability for students to graduate with distinction connected to pervasive themes that are transdisciplinary and reflect Kent State's values or ones that can be supported. Pathways of Distinction (PoD) is modeled off of the Honors College program as a way to think about pathways for students to be able to engage in learning experiences that allow them to graduate with distinction. The framework is being brought to EPC and further to make sure that is something everyone understands and feels as though it is a valuable addition to the university. The focus is on values based on pervasive mindsets that help students to think not about a discipline, but how they are using a selection of courses that are based on parameters set by faculty champion teams to build competencies towards a given mindset or theme. Competencies help to transcend the boundaries of a discipline. The goal is to propose the framework to be implemented at the graduate and undergraduate levels. The Honors College, which has been predominantly undergraduate-focused, the Pathways of Distinction will be open to any student from any major.

Assistant Dean Congin said that the pathways will be conceptualized and proposed by transdisciplinary faculty teams from several disciplines and departments around campus.

Proposals will filter up to Honors or Graduate CAC and then be approved by EPC and Faculty Senate. Part of the conceptualization of this program is how students will be mentored through the program. One way is working with advisors. Discussions have been had with the Higher Education Administration program about working with the department and using graduate student advisors to help make sure that the students go through the pathways effectively and correctly. These advisors will be trained and mentored by Honors College staff advisors and will be responsible to make sure that students are going through the pathways hitting all benchmarks without any major problems. The pathway advisors will tell students to meet with their primary advisors to make sure they are on the same page.

Executive Director Campbell explained that the pathways are built on the idea of utilizing and calling out the competencies that have been already developed through the American Association of Colleges and Universities' (AACU) value rubrics. There are a number of value rubrics that have been developed and published by a variety of teams. The pathways will help students engage in and co-design pathways with a given theme that speak to the competencies. The specific competencies are listed across the rubrics. The pathways will be a balance of both course and uncourse or non-curricular learning experiences. This is actually already managed, to some degree, in the way that students navigate the Honors College and program requirements. What is happening with the pathways is a little more developed and there is more capacity to build the pathway plans with each student through Canvas Credentials which used to be called Badger. The badging platform that Kent State has adopted integrates into Canvas Learning Management System. The course and uncourse learning experiences cannot be documented formally on a transcript. However, what would be captured on the transcript would be notation they have graduated with distinction. The distinction is not just a recognition of high achievement in a disciplinary area, but it is tied to a pathway.

Assistant Dean Congin added that they have some possible themes that have been reviewed the past few months after meeting with various constituencies on campus. Some of the themes could be possible future pathways but are not set in stone.

Executive Director Campbell said that the pathways are different from minor, certificate and degree program. The pathways will help students build competencies through a balance of a course, uncourse and learning experiences that demonstrate their capabilities upon graduation for distinction in that area. Students will not create the pathway on their own. They are selecting one that has been designed and set with parameters. The student will meet with someone and gain some first round insight and begin registering for a PoD launch course. The course will be a seven-week, one credit course. Students will register for one section of the PoD launch course during whichever semester they commenced their pathway. The recommendation to be used within the pathway is a minimum of three courses, but no more than six with a balance of uncourse learning experiences. Students will track their progress through the badging platform Canvas Connection credentials. The badges can be posted on their LinkedIn or to whatever platforms they would like to show their achievements.

Assistant Dean Congin added that the students will be working with their PoD advisor to make sure they hit all the benchmarks. They will have constant interaction and mentorship from their PoD advisor. Once they complete the requirements, they would then take the PoD portfolio reflection course.

Executive Director Campbell added that the course would be seven weeks. Students would be expected to provide evidence of their experiences and reflect on those experiences to show how they have met the competency expectations that are tied to the pathway.

Assistant Dean Congin explained that faculty teams will be asked to assemble to create a Pathway of Distinction and reference the ACLU rubrics when creating their philosophical grounding and foundation and the checkpoints throughout the learning outcomes. Students will be able to look back and see how they made or missed the mark.

Executive Director Campbell said what they believe the pathways will help to address is a student-centered code design approach that supports their ability to build competencies around their passions and a lens of their experience that they can use to leverage their strengths.

Professor Polites made a motion to approve, and Associate Professor Eric Kildow seconded the motion.

Associate Professor Fisch asked who was in on the development and the rubrics. It seems like there might be a little bit of overlap.

Executive Director Campbell said himself and Frank served as the core team. They did a sprint in the summer working with Victor Berardi to investigate what exists at other universities, barriers and infrastructural needs. Also, they have gone out to present and consult with as many bodies as possible. This includes the Kent Core team.

Associate Professor Dees added that framework overlaps with all the work they are doing. J.R. and Frank are presenting this to the framework teams this week and they are going to see how they can weave this all together, so they are not working with cross purposes.

Associate Professor Ponder asked for the pathway of distinction sequencing, does a student need to register for the PoD Launch course prior to any course/uncourse option. Meaning, can a student retroactively apply course/uncourse experiences to this framework?

Executive Director Campbell said that is something that would be specified in the parameters that a faculty champion team would create for a pathway. In that process, what has been discussed is that as long as it seems appropriate for the proposing body that would create the pathway, the idea of using recent, unpassed experience and showing it with evidence and how it helps to meet competencies, which is something that is conceivably possible. It will be based on the pathway proposed.

Associate Professor Smith asked how the Graduate College PoD framework differs from Honors DI framework.

Executive Director Campbell said that one thing that is new is that Honors College and Graduate College now have formal college advisory councils. Those are effectively interdisciplinary, faculty-based approving bodies. Honors CAC and Graduate CAC are great potential bodies to go through that process. After meeting with the Graduate CAC, there is less of an infrastructural

capacity already present to support this at the graduate level than is readily available at the undergraduate level. At the undergraduate level, students could possibly use courses from Kent Core. There may be more implications for a graduate student to complete a pathway than at the undergraduate level.

Associate Lecturer Marshall asked who would teach the two, one credit hour courses.

Assistant Dean Congin said J.R. and himself will teach the courses.

Executive Director Campbell added that the goal of this is to not add additional cost and use what already exists. The suggestion is that pathways could be built around existing courses without building new courses. A suggestion given and may be added as an addendum was when a faculty champion team convenes to create a pathway, they should complete the parameters of what that pathway should look like and then request to be on the EPC agenda as an inquiry so there would be consultation with faculty representatives. Consultation with colleges, departments and schools would be part of the pathway creation.

Associate Lecturer Marshall asked how faculty participation would fit into the workload.

Executive Director Campbell stated that there is not strong suggestions about workload that would be tied to the uncouse learning experiences. There are already a number of built-in experiences for students and faculty. The workload may be something that would be addressed in a proposal for a pathway.

Associate Professor Smith said new courses are mentioned in both pathways required: PoD “Launch” and “Reflection” courses. Does the framework require these only be offered as Design Innovation courses under DI for undergraduate and GCOL for graduate?

Executive Director Campbell said for graduate-level it would be appropriate to use graduate course numbers and subject similar to how it is done for DI.

Associate Professor Ponder asked if people returning to KSU after working in the field be able to petition faculty champions to evaluate these proposals.

Assistant Dean Congin said he believes it would be situational and based on the PoD needs.

Executive Director Campbell added that for requests out of normal parameters, they would be consulting with the faculty champion team whether the approach should be approved.

Associate Professor Ponder asked if there is a lot of interest in a particular pathway or pathway options, how should it be throttled back so it is not overwhelming for the faculty champion team.

Executive Director Campbell said they do not expect a huge number of students right away. Frank and himself will be fielding most of the things that come up and filter it down to the faculty teams. The PoD advising support is scalable based on the student interest.

With no further questions, comments or concerns, the item passed unanimously.

**Office of Curriculum Services****4. Private Lesson Schedule Type—Revise schedule type (*fall 2024*)**

Associate Vice President Tillett stated that this schedule type was reviewed by the School of Music and is only used by the school. They determined that it needed to be revised. The school aligns the schedule type with the National Association of Schools of Music (NASM). They also wanted to ensure that it did take into account music lessons for non-music majors and music majors. Therefore, they added a one credit option. Previously, the description talked about it being private lesson combined with studio. There is already a studio schedule type, so they wanted to distinguish between that studio and the group practice that goes with the private lesson. There are a number of music courses on the agenda which will now align all of the private lesson courses with the revisions being made to the schedule type.

Associate Lecturer Marshall made a motion to approve, and Associate Professor Swoboda seconded the motion.

With small corrections to the CIM proposal, the item passed unanimously.

**VII. Next Meeting:**

**Monday, 19 February 2024—*canceled***

With no other comments or questions, Chair Dauterich concluded the meeting at 3:59p.m.

Respectfully Submitted,



Christa N. Ord

Operations and Special Projects Coordinator, Curriculum Services  
Office of the Provost