



Educational Policies Council  
Minutes of the Meeting  
Monday, 28 January 2019

**Ex-Officio Members present (or represented):** Provost Todd A. Diacon; Faculty Senate Chair Pamela E. Grimm, Senior Associate Provost Melody J. Tankersley; Deans James L. Blank, Christina Bloebaum, Barbara A. Broome, Kenneth J. Burhanna, James C. Hannon, Mark S. Mistur, Eboni J. Pringle, Amy L. Reynolds, Nathan P. Ritchey, Allison J. Smith; Senior Associate Dean Vincent J. Hetherington; Associate Deans Cathy Dubois, Miriam L. Matteson, Stephen A. Mitchell, Cynthia R. Stillings (representing John R. Crawford Spinelli), Wendy A. Umberger, Manfred H. van Dulmen, William Willoughby; Assistant Dean Kara L. Robinson

**Ex-officio Members not present (or not represented):** Deans Sonia A. Alemagno, Deborah Spake; Senior Academic Program Coordinator Maureen McFarland

**Faculty Senate-Appointed Representatives present (or represented):** Professors Edward Dauterich, Christopher J. Fenk, Robert J. Twieg; Associate Professors Ann Abraham, Jeff Ciesla, Jennifer M. Cunningham

**Faculty Senate-Appointed Representatives not present (or not represented):** Professor Darci L. Kracht; Associate Professor Vanessa J. Earp

**Council Representatives present (or represented):** Professors Michael W. Chunn, Paul Haridakis, Richard L. Mangrum, Christopher Rowan Jonathan B. VanGeest; Associate Professors Ivan Bernal, Natalie Caine-Bish, Denise M. McEnroe-Petitte, Jooyoun Park Timothy Roberts, Geoffrey Steinberg, Jonathan Swoboda, Melissa D. Zullo; Assistant Professors Sara Bayramzadeh, Yeah-Jyh Chen; Lecturer Mary F. Kutchin

**Council Representatives not present (or not represented):** Professors Said Shiyab, Simon Song; Assistant Professor Lindsay C. Baran, Duane J. Ehredt, Derek Kingsley

**Observers not present:** Lauren Oswald, Antonina Pakholkova Mohamed

**Consultants and Guests present:** Md Amiruzzaman, Aimee J. Bell, Thomas W. Brewer, James (J.R.) Campbell, Alicia R. Crowe, Keiran J. Dunne, Larry G. Froehlich, Janice J. Gibson, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Javed I. Khan, Mark L. Lewis, Austin C. Melton Jr., Onyebuchi (Felix) Offodile, Christa N. Ord, Amy B. Quillin, Gail M. Rebata, Beverly M. Reed, Matthew M. Rollyson, Augustine S. Samba, Gail M. Schroeder, Hollie B. Simpson, Linnea A. Stafford, Therese E. Tillett, Catherine M. Zingrone

Provost Todd A. Diacon called the meeting to order at 3:22p.m., on Monday, 28 January 2019, in the Governance Chambers of the Kent State Student Center.

**Joint EPC Action Item 1: Approval of 19 November 2018 meeting minutes.**

Associate Dean Cindy R. Stillings made a motion to approve the item, and Professor Edward Dauterich seconded. No changes, corrections or clarifications were requested. The motion to approve passed unanimously.

**Joint EPC Discussion Item 1: Revision of the structure of the Educational Policies Council.**

Professor Dauterich stated that the EPC Task Force was formed to review the EPC responsibilities and activities. Issues that arose to the committee were:

- EPC members appear uninformed.
- The culture of EPC seems to be a consensus rather than a time of debating or deliberating on the agenda topics.
- More focus on long-range academic planning is needed.

Professor Dauterich said the recommendation of the committee was to change the structure of EPC. This recommendation has been reviewed and endorsed by the Faculty Senate Executive Committee and the Provost. Additionally, Professor Dauterich explained that the committee would need to meet to work on the changes the EPC and Faculty Senate bylaws.

Co-Chair Pamela E. Grimm asked for the thoughts on the Task Force recommendations from members that were not on the committee.

Members agreed that all of the recommended changes were well thought and what they would have chosen.

**Graduate EPC Action Item I: Revision of name for the Health Care Design [HCDE] major within the Master of Health Care Design [MHCD] degree. Major name changes to Healthcare Design [HCD], and degree name changes to Master of Healthcare Design [MHD].**

Associate Dean William T. Willoughby motioned to approve, and Associate Dean Stephen A. Mitchell seconded.

Associate Dean Willoughby explained that the decision to change the name came from current usage of healthcare as one word. The program was revised to be more aligned with a design focus. Assistant Professor Sara Bayramzadeh added that the program credit hours were increased, from 32 to 35, because a design studio was added. The credit hours were distributed more appropriately among program courses.

Co-Chair Grimm asked about the motivation to move two public health courses from required to elective. Assistant Professor Bayramzadeh replied that the public health courses took away from the focus on design. However, the health concentration can help students with that focus. Associate Dean Willoughby added that the college will continue to work with the colleges of Nursing and Public Health.

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

**Graduate EPC Action Item 2: Establishment of an Interprofessional Leadership [INLD] major and establishment of a Doctor of Education [EDD] degree. The cohort-based program will be offered online-only in an accelerated delivery (five years with summers).**

Associate Dean Wendy A. Umberger made a motion to approve, and Senior Associate Dean Vincent J. Hetherington seconded.

Associate Dean Mitchell stated that the degree program will be 100 percent online. This program is one of only two programs within the state. He said the anticipation of the Ed.D. degree is to attract a new audience who are more interested in focusing on areas of problems of practice. This focus would allow those students to develop solutions to their working environments and evaluate their programs. This program is aligned with the principles of the Carnegie Project for the Education Doctorate.

Associate Dean Mitchell explained that the program will begin each cohort in the summer. Motivation behind that is many are working professions in educational environments. Summers may be the best time for them to start the program. The cohorts would include 25-30 students. Courses will take approximately three years to complete. There are 12 credit hours of research courses (practitioner focused), 18 credit hours of leadership courses and five cognate areas. Additionally, admission requirements will include master's degree, three reference letters, goals statement, résumé and, possibly, an interview.

An EPC member asked offering more cognate areas, to which Associate Dean Mitchell replied that it is a possibility. Some areas in the college wanted to take a wait-and-see approach before implementing cohorts in the cognate areas. He does foresee growth in the different cognate areas.

Co-chair Grimm asked if the cohorts would have a staggered start, or if there was a possibility to have more students in the program at one time. Associate Dean Mitchell responded that it would depend on how the first cognate finishes. He said that he would anticipate 100 students in the program by the third or fourth year.

Co-chair Grimm asked if the program would take students away from the current Ph.D. degree. Associate Dean Mitchell explained that admission to the Ph.D. degree may decrease slightly as some students may fit better with the Ed.D. degree, but the expectation is that graduate enrollment as a whole will increase.

An EPC member asked if there is enough faculty with online teaching experience to offer the degree fully online. Associate Dean Mitchell replied in the affirmative, and said that instructional workshops in online pedagogy will continue to be offered.

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

**Graduate EPC Information Item 1: Program development plan to establish a Data Science major within the Master of Science degree. A full proposal will come to EPC for a vote at a later date.**

Associate Professor Gus Samba, from the College of Business Administration stated his college offers a M.S. degree in Business Analytics that that is similar to this proposed major. He said the College of Business Administration was unaware of this proposal until seeing the agenda item. He requested an explanation from on how this program is different.

Associate Dean Manfred H. Van Dulmen said the College of Arts and Sciences had a meeting with different colleges across Kent State to ensure that the programs are aligned, but also distinct so students know what program they need. They reviewed other colleges where data science and business analytics co-exist. He said it is a model that has worked for other institutions. Additionally, he explained that the College of Arts and Sciences wants to be aligned, but also sensitive to any possible similarities between programs.

Professor Austin Melton from the Department of Computer Science stated he noticed that programs throughout Kent State utilize various applications, but his department understands the background for data science is both mathematics and computer science. He said that this program requires prospective students to have more of a mathematics and computer science background than any other program at Kent State to be admitted. Students will be doing research in data analytics and data science. He said that his department believes that is what makes this program unique from others. Furthermore, he said the Department of Computer Science would like to work with the College of Business Administration to make sure students have the best opportunity.

Javed Khan, chair of the Department of Computer Science, stated that the students in the program will work with statistical science and databases and manage and process data. He said there are different domain areas that he was unsure if the program could delve into specifically. However, students can take courses from those colleges. The admissions requirements for students are to have basic computing knowledge and a strong mathematics background. Chair Khan explained that even if students come with a strong mathematics background, they may not be prepared for computer science. He said that the College of Arts and Sciences will broaden the admission requirements to allow for some remedial information to be taught. Additionally, he said data science is a huge spectrum, and that entry requirement and the job market distinguishes the program.

Associate Professor Samba said that he understands the proposal on the table is preliminary and would like to collaborate with them on courses.

Co-chair Grimm said the difference with the programs was unclear. She encouraged the departments to work together to discuss the programs common needs and the ways they are different.

Senior Associate Provost Melody J. Tankersley said that delineating the programs is imperative in seeing differences. She said there was a meeting last week focusing on ensuring programs did not overlap. There are graphic sheets being worked on that will show program focuses and the jobs to which they will lead. Furthermore, the meeting led her to believe there was no concern for program overlap.

Co-chair Grimm stated there is a need to review programs and the differences. She would like to see more consensus from areas with similar programs.

Provost Diacon stated that when these problems arise, EPC will discuss the actions as it is doing for this program.

**Undergraduate EPC Action Item 1: Revision of the course repeat policy to allow all repeated undergraduate courses to be eligible for GPA recalculation for graduation.**

Professor Dauterich made a motion to approve, which Dean Eboni Pringle seconded.

Senior Associate Provost Tankersley explained that the proposal requests that all repeated undergraduate courses are eligible for GPA recalculation for graduation—lower and upper division. The current repeat policy allows students to repeat any 00000, 10000 or 20000 level courses, and the highest grade is used to recalculate GPA for graduation. All repeated upper division (30000 or 40000 levels) undergraduate course attempts are included in the GPA for graduation.

Senior Associate Provost Tankersley explained that the current policy encourages students to repeat lower division, non-major related courses to improve their GPA for graduation. There is no incentive to repeat upper division courses as all attempts remain in the GPA. She said the inclusion of upper division courses for grade replacement will help students raise their GPA for graduation. The transcript will include all course attempts and repeating will not affect class standing or institutional honors. There is no advantage to students applying for graduate programs, because graduate programs recalculate GPA's with all grades. The current policy says that a student may only self-register for repeat twice per course. That will not change.

An EPC member asked if other aspirational colleges implement this into their policy. Associate Vice President Therese E. Tillett replied that every university has a forgiveness policy and all were completely different. There is no standard. Policies from Kent State's peer, aspirational and benchmark universities were reviewed, and none divided course repeat allowances by lower and upper division. Kent State was the only one.

An EPC member expressed concern about the policy in terms of the nursing program. She said that the policy directly conflicts with the policies of the college and agreements the college made with hospital partners. There are accreditation along with safety issues that are of concern with students repeating a nursing course. Senior Associate Provost Tankersley countered that this change will not affect Nursing's dismissal policy. Associate Vice President Tillett reiterated that the limit for course repeat is two times and that has been in the repeat policy since 2015. She said that colleges that include course repeat information in their dismissal policy will not be affected by this change.

An EPC member asked if students would still be able to repeat courses with which they already received an A or B grade. Senior Associate Provost Tankersley explained that the EPC Ad Hoc committee reviewed data on the amount of repeats of A- and B-graded courses, and there were not many. She added that some of the data was taken from a time when there was no limit on course repeat attempts, and that may have elevated the number.

Assistant Dean Matthew M. Rollyson stated that he is a member of the Ad Hoc Committee that has proposed this revision. He said colleges see students wanting to raise their GPA, but they have to repeat a lower division, non-major course. He explained that one of the main reasons the committee wanted to include upper division courses is so that students have the opportunity to raise their GPA and master information pertinent to their major.

An EPC member asked if the motivation behind the proposal is to increase revenue because he did not see how repeating a course will help students with mastery. Senior Associate Provost Tankersley clarified that there are already courses that can be repeated for GPA recalculation. However, the inclusion of upper division courses with GPA recalculation will allow students to choose courses that make the most sense to repeat. The current policy forces students to repeat lower division courses as those would make the most impact on GPA.

Dean Pringle added that the EPC Ad Hoc Committee believes allowing repeated upper division courses for GPA recalculation will give students incentive to repeat major courses and show proficiency. She said it allows for students to show they have learned more, something newer and are grasping the material better than the previous attempt. Furthermore, the GPA recalculation with upper division repeat will help students become more eligible for graduation.

An EPC member reiterated a previous statement that repeating upper division courses to increase GPA was never a plausible option. This proposed revision to the policy will allow students to improve their GPA and aligns more with proficiency.

Another EPC member stated that there are upper division, major courses that should be repeated rather than some lower division courses. Students will have more motivation to repeat an upper division course if it will help their GPA. He believes this policy change will help overall.

Co-Chair Grimm believed the original motivation for course repeat policy was for students in their freshman year, who may have had a tough transition from high school to college and should not be penalized. She wondered how that could be said for juniors and seniors. Another concern she had was for graduating students with marginal GPAs and how that may look to employers. She wondered if the student should have been advised into another major. Is this an advising issue? Additionally, she expressed concern for the use of extra financial resources this could affect.

Provost Diacon stated that he had concern for the use of financial resources and churning, but his concern was eliminated with the limitation of repeats. He said many of the students that have a difficult time in upper division courses are also working 40 or more hours a week. Furthermore, this change would benefit those students and recognize life can obstruct academic success.

Co-Chair Grimm asked for clarification that it is two repeats per course. Provost Diacon confirmed that was correct.

Associate Dean Cindy Stillings, another member of EPC Ad Hoc Committee, explained that research showed that not many employers look at transcripts. Anyone could put a GPA on their résumé and, most likely, no one will look at the transcript to confirm. She said this policy revision is about getting the student to graduation. When students hit the upper division level, they could have a bad semester due to issues such as mental health. Then, students are forced to repeat lower division courses that are not going to benefit them as much as repeating the courses that show mastery in their field. She said this allows the policy to be student-first.

Provost Diacon stated that if students repeat a course and do not do well again, they will receive the grade they deserve. However, if they do better, than they have demonstrated competency.

Co-Chair Grimm explained her view from experience that students that have a difficult semester due to outside circumstances will withdraw for the semester. Another instance may be a student misses a substantial amount of classes due to health reasons and will submit documentation. She questioned why that was not enough. Dean Pringle replied that the mechanisms that Co-Chair Grimm described were about timing. If students are able to recognize that they are going to face significant challenges inhibiting academic success, withdrawal from the course is a good mechanism. However, if students are close to the end of the semester, it is much more difficult to withdraw. Additionally, course repeat desires to target a course at a time rather than a whole semester.



An EPC member added that some students do not understand or realize that they have health issues while taking a course. They may have already failed by the time they understand what is happening. He said in those cases, the course repeat would be helpful to them.

Another EPC member expressed concern for the approval from a program's accrediting body for course repeats. Associate Vice President Tillett explained that specific department policies can be written so to prevent students from repeating certain courses. She said that this would be part of a program's progression policy.

Co-chair Grimm asked for clarification on the ability of program exceptions to the course repeat policy. Senior Associate Provost Tankersley explained that program's progression policies may say "To continue to be actively enrolled and graduate from this program, these are the requirements."

An EPC member cautioned that the course repeat policy should be specific about when exceptions to the policy should be made. For example, accreditation or practice standards that would be negated by this policy versus requiring it unjustly.

An EPC member stated that he was concerned that course attempts and competency were being confused. He said he remembers many students that were very successful, but needed to repeat a course for more proficiency. Additionally, he advised against the notion that a student is less competent if they have to repeat a course rather than a student that took a course once.

Provost Diacon added that accreditation requirements can often be misinterpreted.

With no other comments, concerns or questions, the item passed with one nay vote.

**Undergraduate EPC Action Item 2: Inclusion of three new courses in the Kent Core mathematics and critical reasoning category: MATH 10040 Introductory Statistics Plus (5); MATH 10050 Quantitative Reasoning Plus (5); and MATH 10675 Algebra for Calculus Boost (5). In addition, MATH 12001 is removed from the Kent Core mathematics and critical reasoning category (course is being inactivated).**

Professor Dauterich motioned to approve, and Dean James L. Blank seconded the motion.

Dean Alison J. Smith stated that three mathematics courses are replacing three other mathematics courses. There are no net changes in the Kent Core courses. Professor Mark Lewis corrected those statements: one course is being replaced and the other two courses are not replacing anything, but the pathway is being modified. MATH 10675 will be replacing non-Kent Core MATH 10773 in the future (MATH 10773 will be last offered in spring 2019). MATH 10774 will be inactivated in the future. MATH 10040 and MATH 10050 are corequisite courses that will run in parallel with MATH 10041 and MATH 10051, respectively, but have a different entry points. This will allow students to register for MATH 10040 and MATH 10050 courses without having to take MATH 10022.

Associate Professor Beverly M. Reed explained that they are condensing a two semester sequence, Basic Algebra II and Statistics, into one. The same is being done with Quantitative Reasoning and Basic Algebra II. The total credit hours for the two courses will be reduced by one. The current way is 2 credit hours one semester and 4 credit hours the next semester for a total of 6 credit hours. The new model will be one semester with 5 credit hours. The outcomes for MATH 10040 and MATH 10050 will be the same as MATH 10041 and MATH 10051, respectively. Both MATH 10041 and MATH 10051, are remaining active. This allows a different avenue for a student not ready for MATH 10041 or MATH 10051.

Provost Diacon asked for explanation of the change. Associate Dean Mary Ann Haley stated that the state of Ohio has changed its standards on remediation-free mathematics. The state wants students to complete a college-level math course as early as possible because it is a great predictor for success overall. The longer students take with the gateway mathematics course, the less likely they are to continue and be retained.

These are not new courses in the math sense and are not replacing existing courses. Rather, an alternative pathway to the same end with built-in remediation. Students will either take MATH 10040 or MATH 10041, they cannot take both. The new courses have remediation built into it so that students will complete the course in one semester, rather than having one semester of remediation and a second semester of a college-level course.

Co-Chair Grimm asked if the learning outcomes of MATH 10040 and MATH 10041 are the same, to which Dean Haley replied in the affirmative. Co-Chair Grimm asked if the remediation in MATH 10040 is an additional credit hour. Dean Haley replied yes, but that it is built into the course.

Provost Diacon explained that the state has been removing the remedial math education. That is the purpose for the corequisites. The student is getting the credit-bearing course and getting the extra needed help. Prior, students had to pass a remedial course, receive no credit toward a degree and then go into the college-level math course.

An EPC member asked how many hours per week a student will be in a five-credit hour course. Associate Dean Haley replied that it depends on the course. For Algebra, students will be in class 50 minutes, five days a week. The Statistics and the Quantitative Reasoning courses are three days a week at 100 minutes and one day a week at 50 minutes. Scheduling on the regional campuses will be slightly different. This pathway was piloted and the exact same final exam was given in Algebra with the core class. The results of the exams given to the regular course and the course with remediation built-in were very similar.

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

**Undergraduate EPC Action Item 3: Revision of name and course requirements for the French Literature, Culture and Translation [FLCT] major within the Bachelor of Arts [BA] degree. Name is reverted to French [FR].**

Dean Blank motioned to approve, and Professor Dauterich seconded.

Department Chair Keiran Dunne stated that the curricula for the French and Translation programs merged in 2012 and the B.S. degree program was suspended. The Translation program was with a non-language specific core allowing concentrations in individual languages. It was removed from suspension and began admitting students again. The B.A. degree program was raised to 39 credit hours. The proposal is designed to reduce the credit hours to 32 by removing a couple of courses to give students more flexibility and choice in electives. Decreasing the number of credit hours will make it easier for students to pursue double majors and minors and also graduate in a timely fashion.

With no questions or comments, members passed the item unanimously.



**Undergraduate EPC Action Item 4: Establishment of Design Innovation [DI] courses to support the new Design Innovation Initiative.**

Dean Kenneth J. Burhanna made a motion to approve, and Dean Mark S. Mistur seconded the motion.

Dean Smith stated that the Honors College will house the design innovation courses. This is in line with the Honors College admission, because these courses provide a direct route for high-achieving students who are headed for departmental honors thesis.

Executive Director James (J.R.) Campbell explained that part of the goal for the Design Innovation Initiative is to be able to offer credit-bearing courses. The courses will stimulate co-taught, cross-disciplinary and problem solving strategies in using design thinking and collaboration practices as the core purpose courses. The courses are not based on one specificity. They use challenge-based context for cognitive, team-based problem solving. The hope is to have a number of different programs cross and possibly used as electives in the future. There are shared resources delineated across the university that have agreed to be connected to this initiative as design innovation nodes. Through that, shared resources are going to be internalized and made more visible to students.

Courses such as “Be Smarter than your Smart Phone” and “Introduction to Design Innovation” have been piloted and co-taught. After those courses, students would move onto a middle-level, challenge-based course that will be setup by collaborative, interdisciplinary faculty. Finally, the last course will be a grand challenge opportunity sponsored by outside entities. The old art building will be renovated for the innovation hub. There are very few opportunities for students to take what they learn in a disciplinary manner and use that in collaboration with students from other disciplines. Amplifying the experience of opportunity and shared resources gives a start to that process.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 5: Establishment of an Agribusiness [AGRI] minor to be offered at the Tuscarawas campus.**

Dean Broome moved to approve, and Dean James C. Hannon seconded.

Interim Dean Nathan Richey stated that the intent of the B.S. degree in Agribusiness is to try to capture the large number of graduates that are employed in the agriculture industry, but may not have a degree in agriculture. This minor is designed for students in other bachelor’s degrees to find a complimentary minor.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 6: Establishment of an Enology [C154] post-secondary certificate, to be offered at the Ashtabula Campus.**

Associate Lecturer Mary Kutchin made a motion to approve, and Dean Christina Bloebaum seconded the motion.

Interim Dean Richey stated that the Enology associate degree program helps students to turn grapes into wine. This certificate is designed to be a pathway into that degree. There are a lot of people who are interested in enology, including vineyard owners and post-undergraduates. The goal is to develop what the state has recommended in terms of pathways.

With no comments or questions, the item passed unanimously.

**Undergraduate EPC Action Item 7: Establishment of a Viticulture [C155] post-secondary certificate, to be offered at the Ashtabula Campus.**

Associate Professor Ann Abraham moved to approve, and Dean Mark S. Mistur seconded.

Interim Dean Ritchey stated that viticulture was the same concept as enology, but with a focus on the management side. With no questions or comments, the item passed unanimously.

**Undergraduate EPC Action Item 8: Revision of the University Readiness Standards policy.**

Professor Dauterich motioned to approve, and Dean Barbara A. Broome seconded.

Dean Eboni Pringle explained that the proposal is coming from the state of Ohio. In 2012, the state decided that four-year, public institutions should be remediation free. The standards help to decide if students are ready for college-level courses. The state required adding the revisions into the catalog. The changes will include placement for mathematics, foreign language, college writing and reading. The University College administers placement, but the subject-matter experts are in each of those departments.

Co-chair Grimm asked if it possible to state “software designated by the state of Ohio” rather than the software name if it changes so the policy does not have to be changed. Dean Pringle replied that could be reviewed, but she believes that the state of Ohio would like the tool stated.

EPC members had no further questions or comments and passed the item unanimously.

**Undergraduate Lesser Action Item 5: Revision of instructional delivery for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree.**

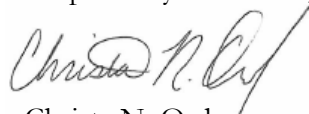
Associate Professor Larry Froehlich clarified that the Radiologic and Imaging Sciences [RIS] major will be offered online and on-ground at Salem and online only at Ashtabula.

Therese asked if the admitting campus will be Ashtabula. Associate Professor Froehlich replied, yes.

---

With no requests for additional discussion, Provost Diacon adjourned the meeting at 4:45pm.

Respectfully submitted,



Christa N. Ord  
Administrative Secretary, Curriculum Services,  
Office of the Provost