



Educational Policies Council

Meeting Minutes

Tuesday, 11 May 2021

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**Leadership present:** Secretaries Therese E. Tillett, Jennifer S. Kellogg, Christa N. Ord

**Leadership not present:** Aimee J. Bell

**Administrators present (or represented):** Associate Provost Manfred van Dulmen; Deans Christina L. Bloebaum, Mark S. Mistur

**Faculty present (or represented):** Professors Edward Dauterich, Eric S. Jefferis, Donald L. White; Associate Professors Derek Kingsley, Brian R. Barber, Darwin L. Boyd, Duane J. Ehredt, Dandan Liu, Denise M. McEnroe-Petitte, Gabriella Paar-Jakli, Mary M. Step, Blake Stringer, Jonathan F. Swoboda, Brett D. Tippey; Assistant Professors Patrick J. Dillon, Jeremiah R. Harris, Eric S. Kildow, Lameck M. Onsarigo, Christopher Rowan, Yvonne M. Smith; Associate Lecturer Shelley K. Marshall

**Faculty not present (or represented):** Professor Christine A. Hudak; Associate Lecturer Vanessa J. Earp

**Students present:** Mitchell D. Powers

**Students not present:** Thomas M. Niepsuj

**Guests:** Susan Augustine, Sean Broghammer, Frank Congin, Alicia Crowe, Susan Emens, James Hannon, Lynette Johnson, Joanna Liedel, Ashley Maher, Sandra Randulic, Amy Reynolds, Matthew Rollyson, Denise Seachrist, Peggy Shadduck, Hollie Simpson, Alison Smith, Linnea Stafford, Susan Stocker, Deirdre Warren, Cathy Zingrone

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Co-chair Pamela E. Grimm called the meeting to order at 3:20p.m., on Tuesday, 11 May 2021, via Microsoft Teams.

## **I. Approval of Minutes**

### **A. Meeting on 19 April 2021**

Alison Smith stated that there is a correction in the ELR Moratorium section of the minutes. The sentence should have stated “It would **not** include revisions of existing ELR’s or those automatically receiving ELR designation based on their course type and number.”

*(Note: change has been made to the 19 April 2021 minutes)*

Yvonne Smith abstained from voting as she did not attend the previous meeting.

## **II. Presentation**

### **A. Future possibilities for Kent State's regional campuses and the College of Applied and Technical Studies**

*Peggy Shadduck, vice president of regional campuses and dean of the College of Applied and Technical Studies*

Vice President of Regional Campuses and Dean of ATS, Peggy Shadduck, stated that there are many stakeholders when talking about workforce needs. Employers have specific needs. They want to hire people with particular kind of knowledge, skills and abilities. They want to be able to help improve their own talent pool and moving employees into leadership positions. For students, it is very important to be able to say how are the educational experiences I am having aligned with what the employers are looking for and how am I able to take the knowledge and skills I am gaining as a college student and apply those to a career. When thinking about workforce needs, the health of the community should be considered. Having employers who can make sure that they are hiring people that live in our communities which will lead to a much healthier community. It is important for communities to have individuals who are overall knowledgeable and capable of being good citizens. Kent State plays a role of tying all of these things together in how to find the right approach to address the needs of the different stakeholders and how to make sure, as a university, that we are looking at the quality of the learning experiences. Some of the most common gaps in higher education are students with sufficient professional/essential skills, adequate linkage between education and applied experiences, access to simultaneous work and learning, ladderred credential opportunities, entry points for undeserved learners, clear information on upcoming skill set needs and nimble responses to providing high quality credentials. The roles of regional campuses and the college of applied and technical studies are adequate linkage between education and applied experiences, access to simultaneous work and learning and entry points for underserved learners. The way that college of applied and technical studies provides key aspects in students with sufficient professional/essential skills, adequate linkage between education and applied experiences, ladderred credential opportunities, entry points for underserved learners, clear information on upcoming skill set needs and nimble responses to providing high quality credentials.

Therese asked about Peggy's experience with micro-credentials and what opportunities are seen for Kent State to have micro-credentials that would stand out among other universities offering micro-credentials.

Dean Shadduck replied that micro-credentials have been around for some time. They are a credential that is coming directly from the higher education institution, but is not at the level of a full degree. Even a minor could be considered a micro-credential, because it is not a full degree. However, it gives some knowledge and specialization in the field. Organizations are offering particular topics that people can study and earn a badge, certificate or other acknowledgement that they are proficient in a particular skill set. Higher education is considering whether more opportunities should be offered to give some academic credit and make it complimentary to the direction normally taken in higher education. Additionally, working with employers to provide learning opportunities for training and advancement for people who work in the company. The

question is should some of those be part of degree programs. Kent State could consider when keeping a relationship with students after they earn a degree. They will need to reskill, upskill and keep learning. We can develop programs that have the greatest impact on being a part of the Kent State community. What we could do best is have a long-term relationship with students where they are guided in the lifelong learning experience and meeting the needs that they have throughout their entire career as a student.

### **III. Schedule Review**

#### **A. Action Items**

##### **1. Submission deadlines and scheduling for academic year 2021-22**

Therese explained that the schedule is being setup for next year. The schedule is typically the Monday after faculty senate. There is a struggle with the deadline for the last EPC meeting to consider items for the next catalog year. There has been interchanging dates. No matter what date was picked, there was difficulty with the deadline and January meeting. The majority of the items come for the next academic year for the January agenda. There are 10 business days to publish the agenda. Curriculum Services, Associate Provost, Graduate Dean and Executive EPC have to review the large amount of the proposals for January. The advantages and disadvantages have been reviewed. The recommendation is to have an earlier deadline in December for the January meeting items. It allows for more time to review to resolve issues before they go to EPC. In January, because the load is very heavy for the meeting, the suggestion is to have two meetings in January. This would allow for more review and all items to make the January agenda.

An EPC member asked the date for the December deadline.

Therese said December 10<sup>th</sup> would be the deadline.

An EPC member stated that December 10<sup>th</sup> was a concern due to grading and final exams. The member asked if it could be pushed a week later.

Therese said it would be something to consider, but Curriculum Services would need more time to review. The best thing to do is align with the college curriculum committees and that proposals can go to those meetings before they come to EPC. Additionally, giving Curriculum Services enough time to review before and after break to meet with the provost, graduate dean and associate provost and Exec EPC to ensure everything is good before it goes onto the agenda.

An EPC member stated that they would recommend CCC changing their December meeting.

An EPC member asked if some items could have a different or earlier due date.

Therese replied that different deadlines for different types of proposals was considered. However, so many types of proposals are interrelated. It does not always make sense to split it up, because it may be the program, courses and policy. There are certain things that appear to be a small revision, but then it ends up being a substantial change.

An EPC member asked if there could be a December meeting.

Therese replied that if there is an EPC meeting in December, we just have to make sure it is not on the same day as faculty senate. She asked if that would alleviate the amount of proposals that would come in for the January meeting.

An EPC member said that they have proposals ready for December, but have to wait for the January meeting.

An EPC member asked when the Faculty Senate meetings are in relation to EPC.

Therese replied that Faculty Senate meetings are the second Monday of the month and EPC is the third Monday of the month.

An EPC member asked if EPC could meet first and go to the Faculty Senate meeting after.

Co-chair Grimm stated that there are some instances where that does happen. She will take the question back to the Executive Faculty Senate.

An EPC member asked if an incentive program to get programs to submit early with a more streamlined process.

Therese replied that the majority of proposals go through the CCC and deans. Others are out of our control, because they must be approved at the state-level or the regional accreditor, higher learning commission. She asked if members would consider adding a meeting in December.

EPC members said they were in favor of an additional meeting in December.

An EPC member asked if the deadline for January would be the current deadline or the one proposed.

Therese replied that the deadline for the January meeting would be in December. The deadline for the December meeting would be in November.

An Exec EPC member asked for clarification why the December meeting had been turned down in the Exec EPC meeting.

Therese said that the concern was possibly keeping the January deadline and realizing that would not alleviate the issue. However, hearing from the colleges that they hold over a lot of proposals from November, that may help.

Jennifer Kellogg clarified that moving the January EPC deadline to December was to give Curriculum Services enough time before break to communicate any issues. By having the few days before break, we hope to eliminate those issue beforehand. Proposing a December meeting, the proposal deadline would be sometime in November and those proposals would be reviewed and put on the December meeting. In the meantime, proposals for January will be coming in by

the December 18<sup>th</sup> proposal submission deadline. The Curriculum Services office needs more time to review the proposals and discuss them. Having the December deadline, the day before break would not provide enough time to discuss the proposals with anyone.

Therese stated that she would change the recommendation to be one meeting in December (December 6<sup>th</sup>), deadline for January proposals would be Monday, December 13<sup>th</sup> and two meetings in January.

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

#### **IV. Program and Policy Proposals Review**

##### **A. Information Items**

##### **COLLEGE OF AERONAUTICS AND ENGINEERING**

##### **1. Computer Engineering Technology - Minor: Suspending admission to the minor temporarily (fall 2021)**

Dean Christina L. Bloebaum stated that they are cleaning up curriculum. There are many courses offered in the minors that are no longer offered. The college would like to suspend the minors while they go through the process of cleaning up so everything makes sense with the current curriculum.

##### **B. Lesser Action Items**

##### **COLLEGE OF APPLIED AND TECHNICAL STUDIES**

##### **COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

##### **1. Event Management - Undergraduate**

**Certificate Moving administrative homes, from the College of Applied and Technical Studies to the School of Foundations and Leadership in the College of Education, Health and Human Services (fall 2021)**

Senior Lecturer, Shelley Marshall, said that the college was correcting an error. Prior, it was thought that the certificates needed to be in CATS, while the curriculum lives in EHHS. The college is moving them back to EHHS and keeping them at the Ashtabula campus where they are being delivered.

##### **2. Hospitality Management - Undergraduate Certificate: Moving administrative homes, from the College of Applied and Technical Studies to the School of Foundations and Leadership in the College of Education, Health and Human Services (fall 2021)**

##### **COLLEGE OF BUSINESS ADMINISTRATION**

##### **3. General Degree Requirements Requirement for a Bachelor of Business Administration: Revising major GPA to graduate to align with GPA revisions submitted previously for each major (fall 2021)**

Therese stated that the college needed to align the policy with the approved GPA revision proposals.

**COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES****School of Health Sciences****4. School Health Education (P-12) Additional Licensure Preparation - Non-Degree:  
Offering the program fully online; program continues on-ground at Kent Campus (fall 2021)**

Therese said that the college needed to adjust and align the communication of the online delivery style with their current practice.

**HONORS COLLEGE****5. Honors Program View Revising admission requirements to remove test scores (fall 2021)****UNIVERSITY COLLEGE**

Dean Alison J. Smith explained that the college is having a test-optional position on honors admissions. They needed to make that correction in the catalog.

**UNIVERSITY COLLEGE****6. University Readiness Standards and Placement Assessment: Revising mathematics placement and eliminating chemistry placement with consultation of the departments (fall 2021)**

Therese said that every year, University College likes to reach out to English, Chemistry, Math and Languages just to ensure that the placement scores are still accurate and up-to-date. There are always minor changes. Math made small revisions on how they place their students. Chemistry has removed some placement assessment since creating the boost course. The boost course allows them to not have to do some of the ALEKS placement as they did before.

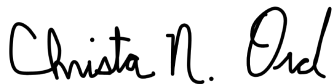
Co-chair Grimm asked if there are different standards for the Kent campus and the regional campus.

Therese replied that there are different standards for College Writing I and II put in place in 2012. This is for College Writing only.

**IV. Next Meeting****A. Monday, 23 August 2021**

With no further comments or questions, co-chair Pamela E. Grimm closed the meeting at 4:37pm.

Respectfully submitted,



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