



KENT STATE
UNIVERSITY
Educational Policies Council
Meeting Minutes
Monday, 15 November 2021
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Leadership present: Chair Pamela E. Grimm; Secretaries Therese E. Tillett, Jennifer S. Kellogg, Aimee J. Bell, Christa N. Ord

Administrators present (or represented): Dean Mark S. Mistur

Administrators not present (or represented): Senior Associate Provost Manfred H. van Dulmen; Dean Christina L. Bloebaum

Faculty present (or represented): Professors Edward Dauterich, Karen Gracy; Associate Professors Brian R. Barber, Vanessa J. Earp, Duane J. Ehredt, Derek Kingsley, Bethany G. Lanese, Denise M. McEnroe-Petitte, Aaron Mulrooney, Helen Piontkivska, Jonathan F. Swoboda, Brett D. Tippey; Assistant Professors Jo A. Dowell, Cat E. Goodall, Eric S. Kildow, Lameck M. Onsarigo, Christopher Rowan; Associate Lecturer Shelley K. Marshall

Faculty not present (or represented): Professors Vinay K. Cheruvu, Robert D. Hisrich; Associate Professors Gabriella Paar-Jakli, Geoffrey Steinberg; Associate Lecturer Mary F. Kutchin

Students present: Mitchell D. Powers

Guests: Donna Alexander, Susan Augustine, Wilson Chung, Alicia Crowe, Marta Guivernau, James Hannon, Versie Johnson-Mallard, Joanna Liedel, Tracey Motter, Eboni Pringle, Melanie Roll, Matthew Rollyson, Peggy Shaddock, Hollie Simpson, Alison Smith, Linnea Stafford, Sue Wamsley, Molly Wang, Deidre Warren, Cathy Zingrone

Chair Pamela E. Grimm called the meeting to order at 3:20p.m., on Monday, 15 November 2021, via Microsoft Teams.

I. Approval of Minutes

A. Meeting on 18 October 2021

Professor Edward Dauterich motioned to approve, and Professor Denise McEnroe-Petitte seconded the motion.

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

II. Subcommittee Reports

A. Undergraduate Policies Council

Charity Miller and Sue Wamsley, co-chairs

Due to technical difficulties, Sue and Charity will present at another meeting.

B. Transfer Credit Committee

Edward Dauterich and Joanna Liedel, co-chairs

Joanna stated that they submitted changes to the alternative credit policy and will be presenting at next month's EPC. The changes come from updates to state initiatives and standards and small language adjustments for refresh. There are non-catalog policy issues that arose during the meetings. The transfer credit committee will be bringing a handbook to EPC for those issues.

Ed explained that the committee would like to create a set of guidelines/philosophy for the group when looking at credit transfer or other related things. The guidelines would include why are we doing this, how are we paying attention to equity and inclusion, etcetera. It is currently being developed by the committee.

Therese asked where they see the guidelines being located for faculty and staff.

Joanna said once they are created, that is something the committee would like to decide with EPC.

III. Structure Proposals Review

A. Action Item

College of Arts and Sciences

1. Department of Geology: Renaming unit to Department of Earth Sciences

Chair Grimm explained that the renaming is to remain consistent with national trends.

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

IV. Policy Proposals Review

A. Lesser Action Item

College of Applied and Technical Studies

1. Retroactive Credit – Adding IT 12000 to the list for retroactive credit for students who complete IT 21010 with minimum C grade

Chair Pamela E. Grimm asked what decides if something is retroactive credit if a student has achieved in a course level above or taken a test.

Therese explained that it depends on what the student wants to do. It is what pathway makes the most sense for the student.

Associate Lecturer Shelley K. Marshall said that the experience in IT is that many of the students are already working full-time in IT. It does not make sense for them to take entry level coursework. The next level up allows them to show what they know, but also build upon their baseline skills. It gives them the opportunity to take a couple of credits out of their degree, but still getting the learning outcomes to keep the integrity of the degree.

V. Program Proposals Review

A. Action Item

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

1. Sport, Exercise and Performance Psychology: Establish undergraduate major (*fall 2022 pending final approvals*)

Associate Professor Insook Kim stated that it is a 4-year program starting fall 2022 with 120-credit-hours for completion of the program. This major prepares students with psychology aspects of sports performance and athletic practice to work in a wide range of sports related field. These include coaching, conditioning, sports specialist or sports performance consultant. Students can continue their education in a master's program or certification. The research for this program began with looking at existing, online undergraduate programs both nationally and regionally. The recent Eduventures data said there are only two similar programs in the nation. The degree is showing promise and consistently increase in enrollment in this area nationally and regionally. The labor market research was also reviewed using Burning Glass Technologies. It showed a growth of job postings in the last 10 years. The labor market shows that it accepts a bachelor's degree with a master's degree preferred. The proposal shows a possible pathway to the master's as well as minimally preparing students for the master's at Kent State University. Giving the growing demands and challenges in university enrollment, there is a clear need for more creative and flexible programs that would meet the demographics without compromising educational quality and rigor. For high quality distance learning, they will closely work with two staff members from EHHS. The current two faculty members will be sufficient for the first two years. Additionally, an interdisciplinary curriculum will be offered. Existing faculty members that teach major or non-major courses from other programs will support the 78-credits. Approval was granted from all programs to use their courses for this major. With growth, they will use staff support and hire more faculty members.

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

B. Lesser Action Item

College of Arts and Sciences

Department of Biological Sciences and Department of Psychological Sciences

9. Neuroscience-B.S.—Establishing 40-credit-hour optional concentration, Pre-Medicine/Pre-Podiatry; revising learning outcomes and course requirements (*fall 2022*)

Associate Professor Wilson C. Chung explained that the major does not have a home department, but is within the College of Arts and Sciences. Three years ago, discussion began about a neuroscience major. There are currently 87 students. The last three years, they have encountered multiple students who are telling the faculty that teach the neuroscience courses that they are going on to medical school. The students are focused on getting into medical school. The current barrier is that they do not have any guidelines, in the form of GPS, on how to get into medical schools and which kind of courses to take. To remove this barrier, College of Arts and Sciences created a pre-med concentration for neuroscience. This will remove the issues with enrollment, which courses to take and any other anxieties. Additionally, the students a roadmap to follow to be prepared for medical school. The motivation is to help the students be more successful by providing them with a

clear pathway to medical school and get the career options they want. Students who take the pre-med track will be able to find work somewhere else, such as research or food scientist or academic educator. At the bachelor's level, students who take neuroscience with the pre-med concentration will be able to go into pharmaceutical sales, medical technician, science writer, health educator and forensic science technician. Students will be well-versed in neuroscience. They will have, at least, a year of core neuroscience course and four to five additional elective courses with neuroscience focus. That is almost two years of neuroscience preparation in addition with chemistry, physics and microbiology.

Therese asked if there will be a difference in learning outcomes for those in the concentration and those not in the concentration.

Associate Professor Chung replied, yes. The concentration adheres to the 50% minimum of the overall curriculum. It will not surpass that number. The neuroscience pre-med curriculum is not different from the biology or psychology pre-med curriculum. That is what the concentration was based on. The pre-med student's goal is to go into medicine. Neuroscience student's goal is to go towards neurology and psychiatry medical school. It will fit their needs with the concentration.

Chair Grimm asked what differentiates the neuroscience pre-med from the other pre-med programs.

Associate Professor Chung said that the students will be neuroscientists with a focus of becoming a doctor. They are training neuroscientists and the pre-med helps the students get into medical school.

Therese stated that the curriculum prepares the students to go into another program. She she asked what happens with students who graduate from the program in the pre-med concentration and they either do not go or cannot get into medical school. Do the students have all the outcomes, knowledge and content to become a neuroscientist?

Associate Professor Chung replied, yes. Students will be very well prepared.

Therese asked if other students in the program have the same curriculum.

Associate Professor Chung said, no. Not all students want to go to medical school. This program is designed to help students who want to go to medical school with a focus on neuroscience. The student's targets and goals are different, but they all will be neuroscientists. If students in the pre-med program decide for whatever reason they do not want to go to medical school, they can switch over to become a neuroscience researcher or any other related job.

Therese asked if there is anything that a student taking the pre-med concentration would not be able to do in comparison with a student not in pre-med.

Associate Professor Chung explained that students not in the pre-med concentration will be

able have all the same job opportunities as a student in the pre-med concentration. The students not in pre-med will be less prepared for medical school.

Chair Grimm asked about the mix of upper and lower division classes.

Associate Professor Chung confirmed that there are a mix. The upper division are more difficult. The students take a lot of research credit. The pre-med students need to be prepared to take the MCAT. If the students do not do well on the MCAT, they will not get into medical school causing a huge barrier. Another reason for creating this concentration is that the students are already preparing for medical school. Not all students are choosing path, but many want to go to medical school.

Chair Grimm asked if Therese if she was asking about consideration of a pre-med minor.

Therese said that the Arts and Sciences has so many pre-med concentrations, she had asked if it is beneficial to have another pre-med concentration.

Associate Dean Dee Warren said that they have been looking at this. A meeting has been setup with advisors to discuss pre-med concentrations. There is not a pre-med major. The concentrations are courses that medical schools have identified as being skills that students need to be successful for entrance into medical school and continued success.

Associate Lecturer Shelley K. Marshall asked if this is to meet current or new student needs.

Associate Professor Chung explained that he foresees both happening. This creates a concentration for the current students and is attractive for new students. The program has grown quite a bit and hoping to grow from 87 students to over 100 next year. One of the tools is to create diversity in education.

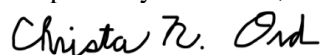
VI. Closing comments

Chair Grimm suggested using CIM to address any issues with encroachment. She said many times, it is that a department chair is not aware of the fine details within another department's curricula and not understanding ways encroachment might happen.

Associate Professor Rowan explained that Geology consulted with Geography during the summer to have enough time to prepare the proposal. More consultation took place at the beginning of the semester after the go-ahead from Geography.

With no further comments or questions, Chair Pamela E. Grimm closed the meeting at 3:45pm.

Respectfully submitted,



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