



Meeting Minutes
Monday, 16 October 2023
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Leadership present: Chair Edward Dauterich; Secretaries Therese E. Tillett, Jennifer S. Kellogg, Kristi M. Kamis, Amy M. Nuesch, Christa N. Ord

Administrators present: Associate Provost Denise S. Bartell; Deans Sonia A. Alemagno,

Administrators not present: Dean Versie Mallard-Johnson

Faculty present: Professors Karen Gracy, Greta Polites, Athena Salaba, Tiffany Taylor; Associate Professors Simon Adamtey, Brian R. Barber, Jillian S. Coorey, Vanessa J. Earp, Michael J. Ensley, Michael R. Fisch, Dandan Liu, Mitchell J. McKenney, Abe G. Osbourne, JD Ponder, Catherine L. 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

Students present: Chukwudi Nwoko

Guests: Susan Augustine, Shannon Brown, Alicia Crowe, Chris Dorsten, Susan Emens, James Hannon, Javed Khan, Matthew Minichillo, Stephen Mitchell, Stephen Mitchell, Liz Piatt, Matthew Rollyson, Hollie Simpson, Elizabeth Sinclair, Alison Smith, Deborah Spake, Kathleen Spicer, Deirdre Warren, Lana Whitehead, Sharon Wohl, Cathy Zingrone, Melissa Zullo

Chair Dauterich called the meeting to order at 3:20p.m., on Monday, 16 October 2023, via Microsoft Teams.

I. Approval of Minutes

A. Meeting on 21 August 2023

Senior Lecturer Laux made a motion to approve, and Associate Professor Ensley seconded the motion.

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

II. Presentation

A. Mission and Initiatives of the Lifelong Learning Unit

[VIEW THE PRESENTATION](#)

AVP Whitehead stated that Kent State's Lifelong Learning initiative is to promote and support impactful learning experiences that complement and extend beyond those provided through the university's degree programs. Kent State's goal is to become a champion of lifelong learning

experiences relevant in every phase of life. The unit is primarily focused on those without a degree or some college and no degree and those that are interested in taking some short-term learning experiences that might build towards a degree pathway. The unit has pulled several units under the lifelong learning umbrella. There are four primary areas that were focused on. Those include professional education, microcredentials, precollege programs and special programs. Under the professional education umbrella, the Center for Corporate and Professional Development, Corporate University, Continuing Education and Business and Community Engagement. The Pre-College units include CCP, Tech Prep and K-12. Special Programs include Summer Sessions, Senior Guest and Prison Education. Micro-credentials can come in a variety of formats, so whether that is credit or non-credit building towards a degree or nondegree microcredentials, students can stand alone or stack towards the degree. Micro-credential students may be credentialed with a kent.edu email account, student account or guest registrant. How the credits are offered and the whole idea of micro-credentials is to be flexible meeting learners where they are and to provide the education skills training that they need to succeed. Micro-credentials are very specific measurable skills and competencies. They are short, focused learning experiences. A [SharePoint](#) site was created for micro-credentials that is linked to the Lifelong Learning website. EPC has already approved 3D Printing, Drafting and Design, Electrical Technician I & II, Introduction to Semiconductors for STEM majors and Nursing Administration and Health Systems Leadership. The Lifelong Learning Unit (LL) has accomplished realigning LL units, roles and responsibilities and hired staff, conducted internal environmental scan of credit and non-credit learning experiences, merged Corporate University (Stark) with Center for Corporate and Professional Development and conducted process improvement mapping, contracted with Canvas Credentials and migrated Credly badging to Canvas, EPC subcommittee Credit Micro-credential approval and aligned budget and revenue sources. The unit is working on contracting with Direct Development to build LL websites focused on SEO, contracting with Canvas Catalog, developing LL micro-credential SharePoint site, launching non-credit curriculum coding project and move credit micro-credential and non-credit learning experience approval process to CourseLeaf's Curriculum Information Management (CIM) system. The unit wants to develop a catalog with all offerings to be able to communicate effectively with learners. The unit is also working on how the learning experience is recorded known as a comprehensive learner record. The goal is to not create a new system, but to be folded into the current systems.

Secretary Tillett asked what the initiatives are planned for K12 that are not tech prep or CCP and initiatives planned for summer sessions.

AVP Whitehead explained that Continuing Education has coordinated the summer sessions. For the K12 initiatives, art enrichment camp and summer youth programs. There is a website dedicated to youth programs that will be overhauled during the website redesign making it more user-friendly.

B. Academic Policies Review

[VIEW THE PRESENTATION](#)

Secretary Tillett explained that when the Graduate Policies Council and the Undergraduate Policies Council were established, one of the changes was to create and oversee a regular review process of academic policies. Policies were reviewed and revised as needed. On the Curriculum Services website there is a tile called [Comment on Policies Under Review](#). Policies will be

reviewed every five years with all policies reviewed by 2028. That does not negate that there might be some policy that will need reviewed sooner than five years. A [schedule](#) has been created for upcoming policy review. Curriculum Services will be sending out messages to different listservs and distribution groups to let them know what policies are upcoming for review and invite them to submit comments. The comments are submitted through a Qualtrics survey. Information from the survey will be shared with the policy councils to help them in their review. The councils will go through the [Academic Policy Review Checklist](#) when reviewing policies. Anyone in the Kent State community, who has a Flashline user ID, can log in to view the checklist. This checklist is what the councils should be doing while they are reviewing each of the policies. This includes the survey results. After the councils review the policies, they either will submit a “no change” recommendation or they will submit their changes through CIM. If the councils submit a “no change” recommendation, Curriculum Services will go into the policy in CIM and note that a review has taken place, and no change has been recommended. That notation will go on a future EPC agenda. If the councils have revisions, they will go through the normal curriculum process and the proposal will go to EPC and Faculty Senate for review and approval. A new [policy template](#) was implemented a couple of years ago. Every time a policy is created or revised, the new template is used. It includes the effective date, last reviewed, last revised and next review dates. Policies will also include an FAQ page where users can find answers to questions. When new questions come in, they will be added to the FAQ. Definitions are also included to help users understand the policy terminology. When a policy is reviewed and has revisions, it will be posted, for feedback, on the website and sent to distribution lists and listservs for a 30-day period. After the 30-day period, Curriculum Services will send the feedback to the councils for review.

C. Changes to the CIM Program and Course forms

[VIEW THE PRESENTATION](#)

Secretary Kellogg stated that some questions are being added to the CIM program and course forms. Questions include how a course is being delivered and application deadline and terms for graduate programs. Application deadlines and terms have already started to be manually added to the catalog. For programs, a field will be added for application deadlines and terms. For courses, a field will be added for delivery and for the lead faculty for the proposal. Based on the delivery mode selected, if online is chosen, another box will open asking for evidence that the course was approved for online delivery. Users can type their response in the textbox and/or attach documentation. Every college has a different procedure for approving courses online, so this will allow for multiple types of submissions. Users will be able to select fully online and/or partially online. The change to the course form comes from questions about a centralized place where course delivery mode is recorded. For graduate courses, a question is being added about the expectations for students in the 50000-level courses. They are typically slashed with a 40000-level course, so the question has come up about the graduate student expectations in the slashed course. The field will be displayed anytime a 50000-level course is being revised and either there is a slashed course already listed or one being added.

An EPC member asked if there is going to be the same questions for slashed master's and doctoral courses.

Secretary Kellogg said this will only display 50000-level courses. The 50 and 0 or 60 and 80 have not been discussed at this time.

An EPC member asked how units would show evidence for a previously approved online courses.

Secretary Kellogg explained that there may be documentation that exists for the unit to attach showing evidence of approval.

Secretary Kellogg stated that a field has been added to graduate programs asking for application deadlines and terms. The deadlines and terms have been manually added to the catalog. However, if there are any changes going forward, units will need to submit a change in CIM. Discussions have been had with GDAC about streamlining this process. If the only thing on the program proposal being changed is application terms or deadlines, it would not necessarily have to go through the entire curriculum process.

III. Subcommittee Reports

A. Transfer Credit Council

[VIEW THE REPORT](#)

Chair Dauterich stated that the Transfer Credit Council has met twice this semester. The first meeting, the council discussed how grouped articulations for courses are displayed on GPS. For example, two transferred courses counting as one at Kent State or vice versa. The council discussed how to be more consistent and streamline how those are described in GPS. Currently, there are inconsistencies from one university to another. The second meeting included information about the Transfer Credit Bootcamp headed by Misty Sommers. Misty is offering the bootcamp in person and online training faculty working on transfer credits.

IV. Program Proposals Review

A. Discussion Items

Ambassador Crawford College of Business and Entrepreneurship
Department of Marketing and Entrepreneurship

[VIEW THE DISCUSSION](#)

1. Managerial Marketing– B.B.A.—Suspend admission temporarily (*summer 2024*)

Assistant Dean Sinclair stated that they are looking to inactivate the managerial marketing major. There are two marketing majors: managerial marketing and marketing. Managerial marketing was created in 2005 to give students hands-on, practical experience with marketing. Enrollment has since gone down partly because it is a lockstep program. The department believes that some of the interest declined because of that. Also, study abroad was completely out for students. Currently, there are 23 seniors, 19 juniors, 26 sophomores and five freshman. The plan is to see the seniors through this year and then will see the juniors, who will be seniors next year, through. The department would like to create concentrations, in the marketing major, which will come through in January. The department has written to students to let them know that admission is suspended. Complete inactivation is planned for a fall 2005 effective date.

Senior Lecturer Laux asked if the marketing department has signed off on the change.

Assistant Dean Sinclair said yes, they have approved. The item is not considered at the curriculum committee without the department's approval.

Senior Lecturer Laux suggested putting the department FC approval date on the proposal.

College of Public Health

2. Biostatistics – M.P.H.—Initial proposal to establish new major; currently a concentration in the Public Health major

3. Epidemiology – M.P.H.—Initial proposal to establish new major; currently a concentration in the Public Health major

[VIEW THE DISCUSSION](#)

Associate Dean Zullo stated that the degree currently offered is a master's degree in public health with four concentrations. Those concentrations are Biostatistics, Epidemiology, Health Policy and Management and Social and Behavioral Sciences. The college also has an M.S. in Clinical Epidemiology. It is a STEM-based degree. The proposal is to separate the two concentrations from the M.P.H. into standalone degrees. There is no difference between the current degree requirements and the requirements in the proposed degree. The reason for doing this is some students and employers from the concentrations have reported that the M.P.H. degree designation has actually impacted their starting salary, because it is a degree in public health rather than a degree in epidemiology or biostatistics. The designation, alone, has impacted starting salaries and competitiveness in the job market. It does not happen often, but it has impacted a few students. Secondly, because the epidemiology degree and the Biostatistics degrees are stem designated degrees, this is going to support our international students who are looking for added optional practical training. International students have either switched into the M.S. since it is STEM or have left the university for a STEM-designated program. The college expects an increase of 20-25 students. This is based off of applications to the M.P.H.

Senior Lecturer Laux asked about the differences between the biology department's Biological Data Analytics concentration and if there was collaboration on the change.

Associate Dean Zullo said that she does not remember if they discussed it with the biology department.

Senior Lecturer Laux asked for collaboration between Public Health and Biology.

Associate Dean Warren added that she noticed the item on the agenda, but looked at the proposal and the concentration was already approved. They were just elevating the concentration to a degree.

Senior Lecturer Laux asked if there are differences enough between the two department's curriculum.

Associate Dean Zullo stated that the students in public health are taking 13-18 courses in public health. They are not biology courses. Specifically, in the concentration, the biology students take longitudinal data analysis. Public health students are taught from a public health perspective and not biological. There should not be any overlap, but she will check if the committee chooses.

Dean Alemagno added that $\frac{1}{2}$ to $\frac{1}{2}$ of student's credits are in public health.

Associate Lecturer Marshall asked if this was just a preliminary proposal and if the full proposal would come back to EPC.

Chair Dauterich said yes.

USG representative, Shannon Brown, said that the Peace and Conflict Studies proposal is helpful for many students to have the opportunity to have nine graduate credit hours count from the undergraduate degree. Shannon expressed appreciation for the change and commended the faculty.

With no other comments or questions, Chair Dauterich concluded the meeting at 4:22p.m.

Respectfully Submitted,

Christa N. Ord

Christa N. Ord
Operations and Special Projects Coordinator, Curriculum Services
Office of the Provost