



KENT STATE
UNIVERSITY
Educational Policies Council
Meeting Minutes
Monday, 18 October 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): Christina L. Bloebaum, Mark S. Mistur

Administrators not present (or represented): Manfred H. van Dulmen

Faculty present (or represented): Professors Vinay K. Cheruvu, Edward Dauterich, Karen Gracy, Robert D. Hisrich; Associate Professors Brian R. Barber, Vanessa J. Earp, Derek Kingsley, Bethany G. Lanese, Denise M. McEnroe-Petitte, Gabriella Paar-Jakli, Helen Piontkivska, Geoffrey Steinberg, Jonathan F. Swoboda, Brett D. Tippey; Assistant Professors Jo A. Dowell, Cat E. Goodall, Eric S. Kildow, Christopher Rowan; Associate Lecturers Mary F. Kutchin, Shelley K. Marshall

Faculty not present (or represented): Associate Professor Duane J. Ehredt; Assistant Professor Lameck M. Onsarigo

Students present: Mitchell D. Powers

Guests: Donna Alexander, Susan Augustine, Yvonne George, Marta Guivernau, James Hannon, Paul Haridakis, Versie Johnson-Mallard, Insook Kim, Martha Lash, Joanna Liedel, Dandan Liu, Ashley Maher, Sarah Malcolm, Marianne Martens, Eric Mintz, Aaron Mulrooney, Mwatabu Okantah, Eboni Pringle, Valerie Reed, Dirk Remley, Matthew Rollyson, Hollie Simpson, Elizabeth Sinclair, Irene Skleres, Alison Smith, Deborah Spake, Linnea Stafford, Eric van Baars, Sue Wamsley, Dee Warren, Cathy Zingrone

Chair Pamela E. Grimm called the meeting to order at 3:20p.m., on Monday, 18 October 2021, via Microsoft Teams.

I. Approval of Minutes

A. Meeting on 20 September 2021

Professor Edward Dauterich moved to approve the minutes and Associate Professor Brian R. Barber seconded.

No questions, comments or corrections were requested. The item passed unanimously.

II. Presentations

A. Resubmission plan for all Ohio Transfer 36 courses

Joanna Liedel, director of academic partnerships

Ashley Maher, assistant director of academic partnerships

Ashley stated that their office is a part of enrollment management, operations and administration. They primarily formalize domestic academic partnerships and ensure they remain up-to-date, year-to-year when curriculum changes at both institutions. The office works with a lot of different offices and with partner institutions. They oversee compliance with state-level transfer initiatives which include TAG, OGPT and OTM (*now* OT36). Last year, ODHE published the Ohio Transfer Promise which was signed by all Presidents and Provosts of the Ohio public institutions. This promise reaffirms the commitment to all Ohio's transfer policies. OT36 used to be known as OTM or Ohio Transfer Module. The total number of credit hours and the total structure of the OT36 (aka OTM) has not changed. The 24-hour minimums have remained intact with an additional 12 elective hours. ODHE has provided a lot more clarity around options for those completing the OT36 and then transferring to an institution. This is related to the Ohio Guaranteed Transfer Pathways and the Transfer Assurance Guide Courses. Those require greater course alignment among our institutions. Additionally, the OTM has been rebranded to the OT36 and the OTM grids housed on ODHE's website are now in a webpage format. There are two additional pieces that we require the assistance of our faculty. They are currently working on this process to resubmit OTM courses, so they align to the new OT36 learning outcomes as well as submission of DEI courses within the OT36.

Ashley said the most time-sensitive piece is the re-review of our OTM/OT36. The majority of our courses and courses across the state were last reviewed for the OTM in 2008. E-mails were sent to the course reviewers in early September. All recipients have sent confirmation and are currently working on the resubmission. Each course submission includes two templates and the relevant attachments. The first template is the course inventory template. That is information coming from the syllabus. The second template is where the majority of the submission work takes place. Faculty will review the course learning outcomes on the template which have been created by a panel of faculty representatives from across the state. Faculty will be required to illustrate how the learning outcomes are being met through those course assessments, assignments and any other learning activities in the course. Also, it must include a working syllabus and any other supporting documentation which may be assignment descriptions, rubrics or any other items that can help illustrate how the learning outcomes are being met. The state has included an area for diversity, equity and inclusion (DEI). This was identified as a commonality within all the Ohio public institutions. OT36 courses that are designated as domestic diversity or global diversity courses are strongly recommended to be submitted for the OT36 DEI category. This is a separate submission process and form. Faculty can choose to dually submit the course for their OT36 academic discipline and for DEI or they can choose to submit the course for DEI at a later semester. Ashley said their office has been holding working sessions throughout the semester that the submitters can choose to attend for submission guidance. After all the courses have been submitted, ODHE and the faculty panels will review the courses. The approvals or requests for revision will be sent back to KSU around April 15th-May 15th.

III. Subcommittee Reports

A. Fiscal Impact Statement Review Committee

Eric Mintz and Dirk Remley, co-chairs

Eric stated that the fiscal impact statement is a form submitted with any type of degree change or proposal. What the subcommittee has been reviewing is how to take the information that is on the form, which is required by the state, and make it more uniformly applied across proposals from different units and colleges. Part of this is trying to understand how all the different audiences that review the form value certain parts. Eric and Dirk have talked to chairs and directors and academic leadership group. Eric and Dirk have constructed a survey that they are going to distribute to different groups on how they value and use the form. They have met with Mike Johnson from the budget office and Wayne Schneider from institutional research to get their perspectives. They are going to help the committee with a formula for estimating program revenue that will make it more consistently applied across all the different units. Quite a bit of variation has been found in how people are filling out the revenue portion of the form. There is not so much problem with the form, but with the fact that there is no documentation on how to fill out the form. After the minor adjustments have been made to the form, the subcommittee's focus will be on instructions on documentation and how to fill out the form. When the forms are submitted, they will all be filled out in the same way.

Chair Pamela E. Grimm asked if there is a standard place or resource where the information for the form comes from?

Eric said that the basics of the form are that the programs are required to estimate what enrollment is going to look like. From that, revenue and cost get estimated. Most of what is on the form is actually required by the state. We cannot alter the form too much. There is some extra stuff Kent State has put on there in response to feedback over many years. The form is often filled out as revenue from new students, but really it is from students moving to a different degree within the university. The interest mainly lies in marginal and revenue changes shown on the form. That will have to be changed on the form in terms of how it is calculated.

Chair Grimm asked if there is a place where departments are getting demand estimates and is there help provided somewhere to determine what is primary demand versus marginal demand for the program?

Eric said that there is not a place for demand estimates. One of the things they hope to include in the documentation is some comment on best practices and where to go for that information. There are a couple of subcommittee members who are reviewing a lot of past fiscal impact statements to look at how far off are departments when they do this. It is not as bad as it was thought to be. It is important that the college budget officers sign off or for them to review the form to ensure consistency in the process.

An EPC member asked that some of the discrepancy in revenue estimates comes from basing it on enrollment instead of seated students. Does this form account for enrollment in particular classes which might be distributed over multiple units or enrollment?

Eric said that is a problem and they have the dueling priorities of accuracy and complexity. The way that has been discussed is to make the form provide a simple estimate of the total cost and the total revenue from the university perspective. There will be a question that asks whether or not this proposal is going to have financial impacts on units other than the one that is making the proposal. We do not have a process for revenue estimates that span multiple units.

An EPC member asked if it would impact them on the expense and revenue side?

Eric replied, yes.

B. Graduate Policies Council

Brian Barber and Sean Broghammer, co-chairs

Brian stated that graduate policies council has met three times and only had an opportunity to work together twice. The subcommittee has re-established a philosophy statement that is more appropriate for the graduate policies council. They have identified 13 priority graduate-level policies to focus on over the course of this year and next. Three have been chosen to work on for this semester. Drafts will be created, reviewed and submitted to EPC for approval. Specifics of those policies are student grievances, leave of absence and leave of absence—pregnancy and parenting. The subgroups of the council have been working on those three areas and so far, have made great headway in research and looking at existing policies within the university and other universities. Most of the subgroups are in the research phase. The pregnancy and parenting subgroup have moved forward to initiate a draft. All of the subgroups will be working throughout the semester to finalize their drafts.

C. Internationalization Advisory Committee

Sarah Malcolm and Marianne Martens, co-chairs

Sarah said that the subcommittee has met four times starting last spring until now. The first three meetings were used for learning to help committee members to understand some of the major international partnerships processes, terminology and other general things going on in the office of global education. The last meeting was used to separate into three working groups. The groups consist of curriculum review, identifying strategic partnerships and opportunities and proposal and review process.

Valerie Reed stated that the curriculum review group just started discussing the process for some of the larger or more complex international partnerships that are typically 2 + 2. The subgroup is looking to standardize the process rather than taking an ad hoc approach. They have discussed going through each college's curriculum committee or establishing other points of contact within the colleges.

Marianne said that identifying strategic partnerships subgroup is looking for better ways to disseminate information around the university about partnership available opportunities.

Sarah explained that the proposal and review process was for faculty and staff who wish to create an international partnership. There is currently a paper process that must be signed by a school director or department chair and the dean. The subgroup is reviewing the process and seeing if what is being requested is still relevant and if anything needs changed. They would like it to be

an online process so that people do not have to worry about the paper forms anymore. The subgroup is only looking at the review process for when it is time to renew the process. This will include establishing criteria that should be evaluated to determine if a partnership should be renewed or discontinued.

IV. Structure Proposals Review

A. Information Item

College of Business Administration

1. College of Business Administration—Renaming the college to College Business and Entrepreneurship; approved by Executive EPC on 29 September 2021

Chair Grimm stated that there was a request for this name change to be expedited.

The Executive EPC was meeting prior to the Faculty Senate meeting and was able to review and forward a recommendation onto Faculty Senate Exec and the main Faculty Senate meeting.

V. Program Proposals Review

A. Action Items

College of the Arts

1. Acting-Intended for the Returning Professional – M.F.A.—Renaming the major to Acting per accreditor’s approval (*fall 2022*)

School Director Eric van Baars explained that a new name was submitted when the program was previously revised two years ago. The current name was suggested by the National Accreditation Staff Members and was prior to the commissions meeting last spring. Upon final review, the commission decided to not recommend the current name. Due to the timeline, we submitted this ahead of time anticipating it would be submitted. The commission NAST is fine with supporting the use of the intended returning professional as a descriptor, but not as the official program title. This change is conform the name of the program with the national accreditation bodies’ most recent review of the program per recommendation from the program’s accreditation body. The “intended for the returning professional” is a clause we can still use as a clarifier, but not as the official title of the degree.

Associate Lecturer Shelley K. Marshall moved to approve the item, and Professor Edward Dauterich seconded.

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

College of Arts and Sciences

2. Department of Computer Science: Game Programming-Minor—Establishing 20-credit undergraduate minor (*fall 2022*)

Therese stated that Computer Science worked with CATS which offers a similar minor called “Game Design.” They also put something into their program description that shows the difference between the Game Programming minor and the Game Design minor. Curriculum Services will be asking CATS to do the same with their Game Design minor.

Associate Professor Vanessa J. Earp moved to approve the item, and Associate Lecturer Shelley K. Marshall seconded the motion.

Without any questions, comments or concerns, the item passed unanimously.

B. Discussion Items

College of Applied and Technical Studies

1. Respiratory Therapy Technology- A.A.S.: Revising program delivery from in-person to hybrid online/in-person and adding a new location at the Cleveland Clinic (fall 2022)

Chair Grimm stated that this program is going from a fully in-person to a hybrid delivery. This was motivated by the addition of the Cleveland Clinic as a new location for the program.

Academic Program Director Yvonne George followed that this is in relation to the demand for new respiratory therapists. There is a big shortage in the field and hospitals are scrambling to try to fill those openings. The nursing department was approached by the Cleveland Clinic. They are hoping to promote this program to their current staff who are looking to change their career and to the surrounding community. They are working with Cleveland Public Schools to try to recruit more students into health careers and they have created an office for that.

Chair Grimm asked if the Cleveland Clinic would be reimbursing or partially reimbursing students enrolling in the program?

Yvonne responded that the Cleveland Clinic is working with a funder to provide tuition for students. She is unsure if that is finalized yet.

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

College of Communication and information

2. School of Communication Studies: Communication Studies – B.A.— Revising program delivery from in-person to in-person and fully online for the Communication Studies–General concentration (fall 2022)

Therese asked if students who declare the applied communication concentration, can their program be a hybrid (i.e.—more than 50% online)?

School Director Paul Haridakis said they wanted to do this with the general concentration as it is the most flexible. Students can take any electives that they want. Students in applied communication can take courses online as well. However, it is not anticipated to be part of this. The program is still, primarily, on-ground. This change was seeing that many of the regional campus students were regionally bound. They were not coming to Kent State to finish the associates. This also allows students from other universities to take these classes who are also geographically bound as they have been added to the OTM. He said it could be something they could do in the future to add the applied communication concentration.

Therese asked if coming fall 2022, could the school add the applied communication concentration as a hybrid or mostly online?

Paul replied that they could.

Therese asked if Curriculum Services could amend the proposal before sending it to the state to add the applied communication concentration as hybrid?

Paul said applied communication could be added as fully online if there is time to do that.

An EPC member asked if the school would need the courses setup to be able to be taught in-person, hybrid and fully online?

Therese explained that all the requirements must be offered online. All of the courses do not have to be offered online, but there must be enough for a choice. This would give students the ability to complete all their requirements online.

Chair Grimm asked if the hybrid program implies that it is primarily online with some in-person components.

Therese replied, yes. More than 50% can be taken online.

College of Education, Health and Human Services

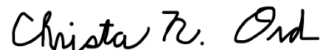
3. School of Teaching, Learning and Curriculum Studies: Sport, Exercise and Performance Psychology – B.S.— Initial inquiry to establish a new degree program; full proposal will come to EPC for a vote at a later date

Program Coordinator Insook Kim stated that this program will be a 4-year, online program with 120-credits to graduate. The primary targeted students are part- and full-time students interested in exercise, coaching and sports exercise psychology.

No questions, comments or concerns were raised. A question and answer document is included on the agenda.

With no further comments or questions, Chair Pamela E. Grimm closed the meeting at 4:30pm.

Respectfully submitted,



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