



UNIVERSITY  
Educational Policies Council Meeting

Meeting Minutes

Monday, 19 April 2021

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

**Leadership not present:** Co-Chair Pamela E. Grimm

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

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

**Faculty not present (or represented):** Associate Professors Vanessa J. Earp, Denise M. McEnroe-Petitte, Mary M. Step, Jonathan F. Swoboda; Assistant Professor Yvonne M. Smith; Associate Lecturer Amy J. Veney

**Students present:** Mitchell D. Powers

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

**Guests:** Susan Augustine, Jessie Carduner, Alicia Crowe, Paul DiCorleto, Suat Gunhan, Jeff Hallam, Michael Kavulic, Jennie Koch, Joanna Liedel, Julie Mazzei, Jennifer McDonough, Mandy Munro-Stasiuk, Eboni Pringle, David Putman, Amy Reynolds, Matthew Rollyson, Peggy Shaddock, Denice Sheehan, Hollie Simpson, Alison Smith, Linnea Stafford, Deirdre Warren, Cathy Zingrone

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Associate Provost Manfred van Dulmen called the meeting to order at 3:20p.m., on Monday, 19 April 2021, via Microsoft Teams.

## **I. Approval of Minutes**

### **A. Meeting on 15 February 2021**

Without any questions, comments or corrections, the meeting minutes from 15 February 2021 were approved.

## **II. Presentation**

### **A. Tech Prep and Career Tech Ed Programs**

*Jennie Koch, Outreach Program Director, Tech Prep*

Outreach Program Director, Jennie Koch, stated that Tech Prep (CTP) is synonymous with Career Tech ED (CTE). College Tech Prep is a combination of academics and advanced career-technical education with the objective of a seamless, non-duplicative transition from high school to post-secondary education, apprenticeships or careers. It is co-administered by the Ohio Department of Education and the Ohio Department of Higher Education. There are six regional centers. Kent State works with Career and Technical Prep Districts (CPTD). There are career and technical schools throughout the state that schools align to provide career and technical education. Some of the main things prepared by Tech Prep are developing pathways, aligning curriculum between secondary and post-secondary education and facilitating several credit options. Kent State's post-secondary partners are Youngstown State University, Lakeland, Cuyahoga Community College, Lorain County Community College, University of Akron and Stark State College. Kent State is the regional center. Within the university, Jennie is the director of College Tech Prep which is in the division of Enrollment Management. For the state, Jennie is the chief administrator. She has a director at each of the colleges and universities. There are over 240 school districts in the partnership and more than 20 charter and community schools. Additionally, there are 200 businesses and community organizations. The state has made it a requirement that students must have 250 hours of work-based learning. They are working with the governor's office of workforce transformation to help with the Ohio pipeline in areas that are critical for economic success. There are 133,627 Ohio students in the Tech Prep/CTE program as of FY19. A service provided is serving as a liaison between the Department of Education, Department of Higher Education and all of the regional stakeholders. Kent State serves as the single, regional point of contact. Another service provided is being a liaison between the business industry and labor. There is also a partnership council with a representative from every school district that meets quarterly. Jennie said they do a lot of professional development which is on behalf of ODE and ODHE, because there are so many things constantly changing. The regional centers are used to disseminate the information. Jennie explained that Tech Prep works with faculty to create articulation agreements and CTAG's. They develop programs of study which are comparable to the roadmaps at Kent State. These programs of study from grades 8-16. They work with other agencies like Ohio Means Jobs, High Schools That Work, Success Bound and Perkins 5. One type of credit Tech Prep works with is articulated credit. This is between secondary and post-secondary. It is a unique agreement between institutions and is also known as bilateral credit. This credit is awarded to students who successfully complete a state-approved career tech ed or college tech prep program and they meet the requirements of the articulation agreement and then they matriculate onto the college partner. Jennie stated that her job is to work with faculty to create the articulation agreements. Faculty decide the courses that are included in the agreement. Faculty receive the ODE and ODHE approved state standards which include state-standardized curriculum for all high school programs in Ohio. The curriculum and end of course exams are developed by college faculty across Ohio along with teachers and business industry representatives and credentialing agencies. This is to be seamless from the secondary to the post-secondary. The faculty sit on the boards that develop the end of course exams. When an articulation agreement comes in, it goes on a template. After faculty approve the courses that they want on the articulation agreement, the agreement is then sent to the high school

superintendent to sign. Once the superintendent has signed it, it comes back to Kent for the Provost to sign. Students can access the credit by completing a credit application form. The form is found on the Kent State website or from their high school counselor/teacher. The high school instructor completes part of the form and they e-mail/mail with the final high school transcript and any certification copies. Tech Prep reviews those and processes the credit. The student is notified with a letter and the credit is posted on the student's transcript by the transfer office. Students have three years from high school graduation to apply for these credits. Students must have a B or better in the course to obtain credit. Another requirement for students is to have been in the program for a minimum of two years. The other type of credit students can earn is known as Career Technical Assurance Guide (CTAG). They are similar to the TAG courses except they are academic courses and CTAG are career technical courses. They are guaranteed to be accepted at any approved public higher education institution in Ohio that offers the course. These are also referred to as CT2. Any student that is taking a course as part of the state-wide agreement is guaranteed that course with the exact same number of credits to any University of Ohio institution (USO). Every five years the standards, the articulation agreements and the assessments are reviewed by faculty, teachers, the higher learning commission and others. CTAG credit awarding happens 95% electronically and 5% require paper verification. That is because there are courses that are offered at the secondary level. The end of course state exams are uploaded into ODHE's system. At the end of the course, students take an exam and if they pass, ODHE will upload the score into their system. All incoming Kent State students are cross-walked with the system. A new Ohio law requires the student to give permission to award credit. That could be for financial aid reasons. Students are e-mailed up to four times to get permission. However, they are finding that students do not always respond. The students who do not respond to the e-mail receive a phone call about the credit.

Therese asked if Kent State has to guarantee the equivalency of a course that is guaranteed in the agreement. If yes, are those course equivalencies set by Kent State or do they have to be submitted to be approved?

Jennie replied, no. There is a state panel of faculty who make that decision. If the state identifies course 'A' to be a CTAG, then they look through Kent's course catalog and compare other courses to course 'A.' Tech Prep asks faculty to complete paperwork that is sent to the committee that is facilitated by ODHE and they make a determination whether or not it is an equivalency. If it is deemed an equivalency, then Kent State is to give the student the credit. As long as 70% of the learning outcomes are the same, then they will ask the university to make it a CTAG course.

Therese asked what is in the developed Program of Study (POS).

Jennie explained that it looks like the roadmap, but it has the high school portion through an associate degree and sometimes through a baccalaureate degree. This allows students to see what their whole education would look like and not just what is happening in 9<sup>th</sup> or 10<sup>th</sup> grade.

### **III. Structure Proposal Review**

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

#### **COLLEGE OF ARTS AND SCIENCES**

##### **1. Center for Comparative and Integrative Programs: Revising the center to a school and renaming it the School for Multidisciplinary Social Sciences and Humanities.**

Interim Dean Mandy Munro-Stasiuk stated that the proposal is to revise the Center of Comparative and Integrative Programs to the School of Multidisciplinary Social Sciences and Humanities. The center was created six years ago for academic programs to be experimented with, developed and grow. It ultimately became a place to house programs and faculty. This has become a problem, because the center should not be holding programs or faculty. Faculty in the center do not have any representation at the university. After reviewing multiple solutions, it would be easier to create a school structure over the center. The school would then have representation, have a faculty handbook and protect faculty. There are four non-tenure track faculty and one tenure track faculty member in the center. The majority of the programs will remain in the school and moving the pre-law minor to the Department of Political Science and moving international relations from political science into the school. The Center for the Study of Gender and Sexuality is sitting in the college with academic programs as well—Women's Studies minor and LGBTQ minor. The minors will be removed and put into the school. The center will also be placed inside the school. The rationale for creating this was to take the structural problem, get faculty representation and write a faculty handbook. It does provide a space to grow interdisciplinary and multidisciplinary. Anything created will go through the curricular process. Additionally, there will be core and affiliated faculty.

An EPC member asked about the scale of students and faculty.

Interim Dean Munro-Stasiuk replied that there are five faculty members in the school now and there is a plan to move three more in following the IR major. There will be a total of eight faculty and 250 majors.

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

#### **DIVISION OF RESEARCH AND SPONSORED PROGRAMS**

##### **2. Healthy Communities Research Institute: Establishing institute**

Research and Sponsored Programs VP, Paul Dicorleto, stated that the proposal is for a transition of an initiative into an institute. Healthy Communities Research initiative started about four and a half years ago. It was one of the five strategic research areas for emphasis that the university chose and was an excellent topic for interdisciplinary collaborations. The institute has 60 faculty members spanning 20 different academic units. In the proposal, there are 8-10 majors in which some of the students would have interest in community health. The initiative to the institute has spent a lot of time interacting with both undergraduate and graduate students in promoting healthy community research. They have supported those students through C-grants, sponsored students every summer, mentored graduate students and beginning faculty with workshops on obtaining external support and publishing research findings and sponsored webinars. There is an

HCRI listserv where this information goes out to 188 faculty, staff and students. The new institute will have a type of assessment where there is an evaluation at the end of the year where new opportunities can be submitted.

With no questions or comments, the item passed unanimously.

#### **IV. Policy Proposal Review**

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

#### **UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE**

##### **1. Experiential Learning Requirement: Moratorium on NEW ELR courses**

Dean Alison J. Smith stated that the URCC is looking at the ELR as potentially part of the new model of what the Kent Core may be. URCC believes it would be a beneficial to have a one-year moratorium on new ELR courses. This moratorium would not include new sections that are section-only ELR's. It would not include revisions of existing ELR's or those automatically receiving ELR designation based on their course type and number. Based on what has been reviewed and observed from state and other universities within the state as to their own ideas about the experiential learning credit, it looks like it is possible that it will be part of a model that faculty will be reviewing for the Kent Core. The proposal takes a long time to put together. A year moratorium is necessary so that faculty can review the models and make a decision on how they want to proceed.

Associate Provost van Dulmen asked if the moratorium would be through spring 2022 for new proposals.

Dean Smith replied, yes. A year will allow for an understanding of what the faculty are looking at in terms of the Kent Core models. She said URCC expects that there will be several models going forward in September to the faculty.

Therese asked if academic units could submit courses to be effective for fall 2022 or 2023.

Dean Smith said that they could submit them in the spring, but they would be reviewed for fall 2023 effective date.

An EPC member asked if there was any way that new courses could be reviewed so that they would be effective for fall 2022 as fall 2023 is a long wait.

Therese explained that course designations are not done mid-academic year, because it will not be represented correctly in the catalog. She said it can be discussed, but she is concerned about misinformation for students.

With no questions or comments, the item passed unanimously.

**IV. Next Meeting**

**A. Tuesday, 11 May 2021**

With no further comments or questions, Associate Provost van Dulmen closed the meeting at 4:25pm.

Respectfully submitted,

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