KENT STATE UNIVERSITY

Educational Policies Council

Meeting Minutes
Monday, 19 October 2026
VIEW THE MEETING

Leadership present: Chair Edward Dauterich; Secretaries Therese E. Tillett, Joanna Liedel, Jennifer S. Kellogg, Amy Nuesch, Christa N. Ord, Kristi M. Kamis

Administrators present: Dean Kelly Cichy

Administrators not present: Associate Provost Scott C. Sheridan; Dean Mark A. Hardy

Faculty present: Professors Alan A. Brandyberry, Jillian S. Coorey, Kelsen E. LaBerge, Helen Piontkivska, Greta L. Polites, J. K. Vick, Andrew L. Wiley; Associate Professors Simon Adamtey, Natalie L. Caine-Bish, Cristin Compton, Abe G. Osbourne, Sue Wamsley; Assistant Professor Paul C. Campbell, Janet M. Reed, Jackie Ridley; Senior Lecturer Kingsley T. Berlin, Shelley K. Marshall

Faculty not present: Professors Jennifer Cunningham, Karen L. Mascolo, Athena Salaba, Jonathan F. Swoboda; Associate Professor Kimberly K. Garchar

Students present: Ebrima Njie

Guests: Mandy Anderson, Scott Courtney, Chris Dorsten, Susan Emens, Mariann Harding, Shannon Helfinstine, Miriam Matteson, Kristine Pytash, Deanna Schmuck, Julie Stoll, Francisco Torres, Jennifer Walton-Fisette, Jiahui Wang, Deirdre Warren, Kathy Zarges

Chair Dauterich called the meeting to order at 3:20p.m., on Monday, 19 October 2026, via Microsoft Teams.

I. Approval of Minutes
A. Meeting on 21 September 2026

Professor Piontkivska made a motion to approve, and Associate Professor Osbourne seconded.

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

II. Policy Proposals Review
A. Action Items
Office of Curriculum Services
1. New and Revised Definitions for Course Instructional Methods—Revise policy (*fall 2027*)
VIEW THE DISCUSSION

Secretary Tillett presented revised definitions for instructional delivery methods developed by an ad hoc group over the past year. She explained that the initiative involved consultation with Faculty Senate leadership, college representatives, program coordinators, Student Financial Aid, Institutional Research and faculty, as well as a review of best practices at other universities. The purpose of the revisions is to establish consistent terminology for assigning instructional delivery methods in the Schedule of Classes and reporting course information to state and federal agencies. She highlighted several key changes, including the creation of a formal definition for in-person courses, renaming the V3 instructional method from partially in-person to online plus in-person and updating the definition of classroom-based video conference courses to reflect current technology, including Zoom. A new out-of-class experience instructional method was also created for courses such as internships, practicums, individual investigations and research, which take place outside traditional classroom settings and are often self-directed. Additionally, the correspondence course definition was incorporated using the Department of Education's terminology. Secretary Tillett emphasized that Kent State is not approved to offer correspondence courses. Supplemental definitions were also developed to distinguish between a course, course section and class to ensure consistency in university reporting.

Professor Wiley made a motion to approve, and Professor LaBerge seconded the motion.

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

III. Program Proposals Review
A. Action Items
College of Applied and Technical Studies
1. Practical Nursing – Undergraduate Certificate—Establish program (*fall 2027*)
VIEW THE DISCUSSION
Director Harding presented the proposed Practical Nursing program, which will be housed in the College of Applied and Technical Studies under the oversight of the Nursing Program Advisory Council. The program will initially be offered at the Tuscarawas Campus to address a workforce and community need, as the campus's six-county service area currently does not have an LPN program. The program will be structured as a stackable certificate, allowing graduates to transition seamlessly into Kent State's existing LPN-to-ADN program. Director Harding explained that the program will follow Ohio Board of Nursing regulations and accreditation requirements through the same accrediting body used for the Associate Degree in Nursing program. The curriculum includes prerequisites in Anatomy I and II and Psychology, with nursing courses designed to prepare students for the practical nursing licensing examination while supporting progression into the ADN program. Admission and progression requirements will be more restrictive than standard university requirements to align with state nursing regulations and existing ADN program standards. She also noted that the college-credit program will provide an alternative pathway for students who are unsuccessful in other nursing pathways, allowing them to apply previously earned Kent State credits toward another credential while remaining at the university and pursuing their career goals.

Assistant Professor Reed made a motion to approve, and Senior Lecturer Marshall seconded the motion.

Associate Professor Wamsley asked if the program is creating six new courses.

Director Harding said yes and that these are specifically for practical nursing students.

Associate Professor Wamsley asked how staffing is going to work with the new courses.

Director Harding explained that the original proposal included the addition of another nursing faculty position. The Tuscarawas Campus currently has approximately 160–170 nursing students and has been discussing the need for an additional position. Since the faculty qualifications for teaching in both the Practical Nursing and Associate Degree Nursing programs are the same, the programs intend to share faculty, particularly in specialty areas. For example, faculty currently teaching mental health in the ADN program would also teach the corresponding coursework in the Practical Nursing program.

Associate Professor Wamsley asked for more clarification if new staffing was needed.

Director Harding said that the program is okay for now and that they will rely heavily on adjuncts during clinicals. The model will be full-time faculty teaching in the classroom; part-time faculty will be teaching labs and all clinicals. There are no full-time people in the clinical settings.

Secretary Tillett asked if this program will be cohort based and if they will be admitting every term or only once a year.

Director Harding explained that the frequency of program admissions has not yet been determined and will depend on student demand and the program's capacity to serve admitted students without oversaturating the job market. She indicated that a cohort of approximately 20 students would be sufficient to make the program financially sustainable. Depending on enrollment and demand, the program may eventually offer admissions twice a year, similar to the Associate Degree Nursing program.

Secretary Tillett requested clarification on the intended admissions schedule once the program receives approval. She explained that the program information must be submitted to the state and the Higher Learning Commission and that Admissions will need direction on whether to open enrollment for spring, summer and fall terms, particularly during the initial implementation. She also asked whether the proposed three-term program roadmap would require students to attend during the summer term.

Director Harding explained that the program's implementation timeline will depend on receiving the necessary regulatory approvals from the Ohio Department of Education and the Ohio Board of Nursing. Ohio Board of Nursing approval can take anywhere from three months to one year, and the university cannot formally approach the Board until Department of Education approval is secured. If approvals are received earlier than anticipated, the program launch could be moved forward; however, Fall 2028 is currently the most realistic target, with Spring 2029 also a possibility depending on the approval timeline.

Secretary Tillett asked if they anticipate for the students in the targeted market to be full-time or part-time.

Director Harding explained that the program will be marketed as a full-time program but anticipates that some students, particularly adult learners returning to school, may choose to enroll part-time. These students may elect to complete prerequisite courses, such as Anatomy, Human Growth and Psychology, before entering the nursing sequence. This option will allow students flexibility in managing their coursework and progression through the program.

Secretary Tillett said that the roadmap looks more part-time rather than full-time, but that could be finalized once closer to OBN approval.

Associate Professor Caine-Bish expressed concern about the program's staffing capacity, particularly if students enroll part-time and begin the program in multiple semesters. She questioned whether the program would need to rely heavily on adjunct faculty to offer sufficient course sections and accommodate varying student schedules. She also raised concerns about whether there would be enough faculty available to teach the courses and the potential challenges of maintaining the program if courses must be offered more frequently.

Director Harding explained that the program will initially admit one cohort to ensure adequate staffing and instructional support. The anticipated cohort size is approximately 20 students, with a potential cap of 32 students, which would require two laboratory sections and four clinical groups. She indicated that this enrollment size would be manageable.

Associate Professor Caine-Bish acknowledged concerns regarding the long-term sustainability of the proposed program, noting the importance of having a clear plan for successful implementation and ongoing operations. She expressed support for the program's concept but emphasized the need to ensure its viability before establishing an entirely new program.

Director Harding explained that, given the anticipated two-year timeline before the program can begin, the proposal team has developed the necessary guidelines and content to proceed with approval requests through the Ohio Department of Education and the Ohio Board of Nursing. She acknowledged that student handbooks and operational procedures have not been fully developed because the university must first determine whether the program will be approved. She indicated that the program is expected to follow the same management and operational approach as the existing Associate Degree Nursing program. She also noted that the Tuscarawas Campus currently has six full-time nursing faculty members and approximately 32 adjunct faculty who assist with clinical instruction. Based on its experience managing multiple laboratory and clinical sections and student enrollment, the campus anticipates being able to manage the Practical Nursing program using similar practices.

College of Education and Human Services
School of Teaching, Learning and Curriculum Services
2. Artificial Intelligence and Digital Innovations in Education – Graduate Certificate—Establish program (*fall 2027*)
3. Instructional Design and Performance Solutions – Graduate Certificate—Establish program (*fall 2027*)
VIEW THE DISCUSSION
Associate Professor Wang presented two proposed nine-credit-hour graduate certificates within the Educational Technology program: Artificial Intelligence and Digital Innovations in Education and Instructional Design and Performance Solutions. The first certificate is designed

to help K-12 educators, instructional designers and learning professionals develop practical skills in using AI and emerging technologies for teaching, learning and training. The second focuses on preparing educators and learning professionals to design effective learning experiences, online and blended courses and instructional and performance improvement solutions. Both certificates consist of three graduate-level courses and will be offered fully online. Associate Professor Wang explained that the certificates are stackable within the existing master's degree in Educational Technology, allowing students to apply certificate coursework toward the master's degree if they choose to continue their education. The certificates are intended to provide accessible pathways for working professionals who may not be ready to commit to a full master's program. Both proposals can be supported through existing faculty and curriculum resources. The AI certificate includes two existing courses and a new course, Artificial Intelligence in Education and Human Performance, which was previously approved by EPC and began being offered in Fall 2026. All three courses in the Instructional Design and Performance Solutions certificate are existing courses. Letters of support were received from local school districts, an Education Service Center and the Bioscience Academy, indicating interest in promoting the certificates through their educator networks. The proposed start date for both certificates is Fall 2027, with students expected to complete the coursework in approximately one year.

Secretary Tillett asked why there are two certificates rather than one.

Associate Professor Wang explained that the two certificates address distinct areas within educational technology and are intended to appeal to different groups of working professionals. The Artificial Intelligence and Digital Innovations in Education certificate focuses on the growing use of AI in education and is intended for K-12 educators and other professionals seeking to expand their knowledge of emerging AI technologies. The Instructional Design and Performance Solutions certificate focuses on developing skills in designing effective learning experiences, online and blended courses and instructional solutions. She explained that the certificates were developed separately because of their different subject areas and intended audiences.

Secretary Tillett asked if the programs will be offered in an accelerated manner like a seven-week course or over the summer.

Associate Professor Wang explained that all graduate-level courses in the Educational Technology program are offered in seven-week formats, with courses available during either the first or second half of the fall and spring semesters. Courses are not expected to be offered during the summer. A two-year teaching schedule has been developed to coordinate course offerings across the program, including the two proposed certificates. Students may begin in Fall 2027 and take one or two courses per semester based on their availability, with the expectation that each certificate can be completed within one year.

Secretary Tillett asked if there is any ability for partners in K-12 to finance these educators to complete the certificate or is it expected that these teachers would be personally funding the certificates.

Associate Professor Wang noted that some school districts and Educational Service Centers may provide funding to support educators pursuing professional development, potentially covering part or all of the certificate costs. She explained that funding availability and the amount of

support will vary by district and Educational Service Center, depending on their individual resources and programs.

Associate Professor Wamsley asked for clarification on the term “stackable certificates” and whether completing the proposed certificates could lead to earning an additional degree.

Associate Professor Wang explained that the concept of stackable certificates allows students to apply certificate coursework toward a master's degree. She noted that each proposed certificate requires three courses, while the master's degree in Educational Technology requires 10 courses. Students who complete one certificate would need seven additional courses to earn the master's degree, while students who complete both certificates would need only four additional courses. She explained that this approach provides students with a flexible pathway to pursue a master's degree.

Associate Professor Wamsley asked for confirmation that it can lead to a higher degree.

Associate Professor Wang explained that the certificates are intended to provide working professionals with a more manageable starting point before committing to the 30-credit-hour master's degree in Educational Technology. She noted that the certificates allow students to pursue a smaller credential initially and continue toward the master's degree if they decide to further their education.

Associate Professor Wamsley asked for confirmation that courses completed as part of the proposed certificates would apply toward the master's degree in Educational Technology.

Associate Professor Wang said yes.

With no further questions or comments, the items passed as a slate unanimously.

College of Sciences and Humanities
Department of Modern and Classical Language Studies
4. Arabic – Minor—Inactivate program (*fall 2027*)
5. Russian – Minor—Inactivate program (*fall 2027*)
VIEW THE DISCUSSION
Associate Dean Warren presented the proposal to inactivate the Arabic and Russian minors, which have been suspended for an extended period. She explained that there are no plans to reinstate either program and that the inactivation will remove them from the university catalog. She also noted that additional program inactivation proposals are expected to be presented at the next meeting.

Professor Piontkivska made a motion to approve, and Senior Lecturer Marshall seconded.

With no questions or comments, the items passed as a slate unanimously.

B. Discussion Items
College of Applied and Technical Studies
1. Applied Smart Manufacturing Systems – A.B.A.S.—Program development plan to establish new 90-credit hour program (*full proposal to come to EPC at a later date*)
VIEW THE DISCUSSION
Associate Professor Irfan presented the proposed Applied Smart Manufacturing Systems program, an accelerated 90-credit-hour Bachelor of Applied Science degree designed to address the shortage of technically qualified workers in the Trumbull and Tuscarawas regions. The program focuses on three pillars: automation, artificial intelligence (AI) and people skills. Applications of AI in manufacturing will include technologies such as digital twins and automated quality inspection. The curriculum will primarily use existing courses, with three new Applied Smart Manufacturing courses and three industry-based practicums developed to provide students with hands-on learning experiences. Three new courses developed in collaboration with the IT Department will also be available to IT students. The program will require one full-time faculty member and software licenses for online robotics and programmable logic controller (PLC) courses. Associate Professor Irfan reported that the program was developed in consultation with Engineering Technology faculty at the Tuscarawas Campus, the College of Aeronautics and Engineering at Kent Campus and several academic departments, including Mathematics and Psychology. Following revisions based on faculty feedback, the program received a no-encroachment certificate from Engineering Technology faculty and clearance from the College of Aeronautics and Engineering. Faculty councils across the regional campuses also voted in support of the proposal. The program aligns with Kent State's strategic priorities of becoming nationally distinctive and creating community impact. Associate Professor Irfan noted that the program would be nationally distinctive in combining automation, AI and people skills within one degree. The proposal also supports Ohio's requirement for public universities to establish at least one accelerated 90-credit-hour program and aligns with State Goal 4, which emphasizes education and workforce training that develop 21st-century skills and strengthen Ohio's economic competitiveness.

Secretary Tillett asked if this program would be offered at the Tuscarawas Campus.

Associate Professor Irfan explained that the program is primarily designed for individuals already in the workforce and will be offered fully online to accommodate their work schedules. In-person options for courses such as mathematics and physics may be arranged upon request, along with select courses that require hands-on instruction. The program will be offered through College of Applied and Technical Studies (CATS) and made available simultaneously across all Kent State campuses. Students from any campus will be eligible to enroll.

Secretary Tillett presented revised definitions for instructional delivery methods developed by an ad hoc group over the past year. She explained that the initiative involved consultation with Faculty Senate leadership, college representatives, program coordinators, Student Financial Aid, Institutional Research and faculty, as well as a review of best practices at other universities. The purpose of the revisions is to establish consistent terminology for assigning instructional delivery methods in the Schedule of Classes and reporting course information to state and federal agencies. She highlighted several key changes, including the creation of a formal definition for in-person courses, renaming the V3 instructional method from partially in-person to online plus in-person and updating the definition of classroom-based video conference courses to reflect current technology, including Zoom. A new out-of-class experience instructional method was

also created for courses such as internships, practicums, individual investigations and research, which take place outside traditional classroom settings and are often self-directed. Additionally, the correspondence course definition was incorporated using the Department of Education's terminology. Secretary Tillett emphasized that Kent State is not approved to offer correspondence courses. Supplemental definitions were also developed to distinguish between a course, course section and class to ensure consistency in university reporting.

Assistant Professor Reed expressed support for the proposed Practical Nursing program, emphasizing the need for additional nursing education opportunities given the ongoing nursing shortage and the absence of an LPN program in the area. She acknowledged the regulatory requirements involved in establishing a nursing program through the Ohio Board of Nursing and viewed the proposal as an important first step toward developing a program that would benefit students.

With no further questions or comments, the item passed with 14 yeas, three nays and two abstentions.

College of Education and Human Services
School of Lifespan Development and Educational Sciences/School of Teaching, Learning and Curriculum Studies
2. Early Elementary Inclusive Education – B.S.E.—Program development plan to establish new program (*full proposal to come to EPC at a later date*)
School of Teaching, Learning and Curriculum Studies

Professor Stoll presented two proposed teacher licensure programs in response to the state's transition from the P5 to the P8 elementary teaching license, which will take effect in 2032. The first proposal is a new P8 program that combines the existing Early Childhood and Middle Childhood programs to align with the state's updated licensure requirements. The current Early Childhood and Middle Childhood programs will be eliminated or inactivated as part of this transition. The second proposal is a P5 dual licensure program that will prepare students to earn both a P5 General Education license and a P5 Intervention Specialist license. Professor Stoll explained that the program is intended to address the need for intervention specialists and maintain the university's competitiveness with other institutions, including Bowling Green State University, which has experienced strong enrollment and interest in similar programs. She noted that the two proposed pathways will provide students with options based on their career interests and preferred grade levels.

3. Adolescent and Young Adult Education – B.S.E.— Program development plan to establish new program (*full proposal to come to EPC at a later date*)
Professor Pytash presented a proposal to consolidate the four existing majors in the Adolescent and Young Adult Education program (Science, Mathematics, English and Social Studies) into one Adolescent and Young Adult Education major while maintaining all four licensure pathways.

4. Educational Inquiry and Advocacy – Ph.D.— Program development plan to establish new program (*full proposal to come to EPC at a later date*)
Associate Professor Torres presented a proposal to consolidate three existing Ph.D. programs within the School of Teaching, Learning and Curriculum Studies into one doctoral program. The

proposal is the result of ongoing discussions among the Teaching, Learning and Curriculum Studies, Cultural Foundations of Education and Higher Education Leadership programs. The consolidated program will use existing courses and offer three focus areas, with no new courses required. Associate Professor Torres noted that the proposal is being presented for pre-approval and that discussions regarding the program are continuing.

5. Elementary and Middle School Education – B.S.E.— Program development plan to establish new program (*full proposal to come to EPC at a later date*)

Associate Professor Wamsley asked why it was in one program instead of three.

Associate Professor Torres explained that all three existing Ph.D. programs have experienced declining enrollment, partly due to limited graduate assistantships and university financial support. He noted that consolidating the programs is expected to create a more marketable and distinctive doctoral program that brings together related areas of education. The consolidation is also intended to increase enrollment and allow the programs to pool resources to provide better support for doctoral students.

Associate Professor Wamsley asked if students have as many options or even more by having this or will it have no impact.

Associate Professor Torres indicated that the proposed changes are not expected to significantly affect students' post-graduation opportunities, including available career options. Associate Professor Torres explained that the consolidated doctoral program will offer three concentrations: Teaching, Learning and Curriculum Studies; Cultural Foundations of Education; and Higher Education Leadership. Students will complete four courses within their selected concentration, allowing them to pursue specialized coursework aligned with their interests while also completing general courses based on the program's four guiding principles, including advocacy. He noted that the program will retain elements of the existing programs while placing greater emphasis on advocacy and Kent State's institutional history and values. He added that the changes are not expected to significantly affect graduates' career opportunities, as most graduates do not pursue positions at R1 institutions but instead remain in their current schools or advance into leadership positions at their existing institutions.

With no further questions or comments, Chair Dauterich concluded the meeting at 4:16pm.

Respectfully submitted,

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