



Educational Policies Council

Meeting Minutes

Monday, 20 September 2021

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

**Administrators present (or represented):** Associate Provost Manfred van Dulmen; Dean Mark S. Mistur

**Administrators not present (or represented):** Dean Christina L. Bloebaum

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

**Faculty not present (or represented):** Professor Vinay K. Cheruvu; Associate Professor Derek Kingsley

**Students present:** Mitchell D. Powers

**Guests:** NJ Akbar, Susan Augustine, Michael Beam, Enrico Gandolfi, Joanna Liedel, Dandan Liu, Miriam Matteson, Charity Miller, Tracey Motter, Diane Petrella, Amy Reynolds, Matthew Rollyson, Peggy Shaddock, Hollie Simpson, Alison Smith, Linnea Stafford, Tang Tang, Melody Tankersley, Sue Wamsley, Molly Wang, Deidre Warren, Cathy Zingrone

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

## **I. Approval of Minutes**

### **A. Meeting on 11 May 2021**

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

Without questions or comments, the item passed unanimously.

## **II. Presentations**

### **A. Orientation for EPC members**

**Melody Tankersley, senior vice president and provost**

**Pamela Grimm, chair of EPC  
Office of Curriculum Services**

Therese Tillett began the orientation explaining the Educational Policies Council (EPC). The Educational Policies Council is a committee of Faculty Senate that was established in 1967. There was a prior curriculum council, but it had a different charge. The charge of the EPC is the conceptual long-range academic planning and overall curriculum planning for the university. It includes an Executive EPC and seven subcommittees. The EPC oversees the establishment, inactivation and revision of academic programs, courses and policies. Additionally, standards for admission and graduation of students, library policies and facilities, issues affecting undergraduate and graduate education, arbitration of interdepartmental and intercollegial curricular disputes and conformity of collegial and departmental curricular programs to university-wide policies. EPC is the final approving or notifying body for the university and the gateway between academic colleges and the university-wide and external approving bodies.

EPC meets at 3:20pm, typically, on the third Monday of each month except for June and July. This year December will be included. Members receive the schedule in the spring. Outlook invitations are sent to members. Guests are more than welcome to join via the link posted on the EPC website. Agendas are sent out a week before the meeting. Membership includes a chair, secretary (Curriculum services), Provost Office senior administrator, two college deans, two Faculty Senate members, two full-time faculty members from each of the 11 degree-granting colleges, one undergraduate student and one graduate student. The Executive EPC membership comes from the EPC. Exec includes the chair, secretary, Provost Office senior administrator, two Faculty Senate members and two full-time faculty members.

All EPC members have voting privileges. The chair votes to break a tie and the secretary does not have a vote. A quorum is a simple majority and there is no voting by proxy. If a member cannot attend a meeting, let Therese know, read the agenda, submit any questions or comments and the secretary will ensure they are given to the full body. If a member misses three consecutive meetings, the member should let Therese know.

To prepare, members should review the materials prior to meeting. Proposals should align with the mission and goals of Kent State, support student success and enhance and contribute to the reputation and integrity of a KSU education. Members serve as a participating member and are responsible for contributing to the overall benefit of the students and the university. Proposals are expected to be discussed with colleagues to understand different perspectives and opinions. Members should have a basic understanding of Kent State's curriculum and academic policies. The policies can be viewed on the Curriculum Services website along with deadlines, archives, guidelines, training and EPC subcommittee sign-up.

EPC agenda items include action items, discussion items, information items and lesser action items. Action items are voted on and members can call for discussion items or lesser action items to be voted on. Lesser action items are not discussed unless a member requests a discussion. The expectations for the members are to review the items under action, discussion and information and to read the lesser items. Curriculum Services reviews every proposal individually before they are put on the agenda.

Jennifer S. Kellogg gave an overview of the agenda, the links included and how to read a CIM proposal. The agenda includes a link to join the meeting, *have a question about a proposal* form button, *view submitted questions* and view links to review proposals in CIM. Members can see the submitted questions at the bottom of the agenda. More questions can be submitted during the meeting as well.

Chair Pamela E. Grimm and Provost Melody J. Tankersley explained that the EPC is curriculum coming to life, asking questions, aligning and co-existing with other degree programs and working with other academic units in creating curriculum.

## **B. Development of an Equity Decision Making Tool for EPC policy subcommittees**

### **N.J. Akbar, associate vice president, Division of Diversity, Equity and Exclusion**

Associate VP, N.J. Akbar, stated that the equity decision-making tool is one he hopes that everyone will consider using when making decisions that impact students, faculty and staff. The tool began with the DEEDS workgroup which focuses on diverse student success. Their desire was to use a decision-making tool with making academic policy related decisions that impact students. Contributors were Dr. Tina Bhargarva who helped in the design and research, Dr. Amoaba Gooden who provided consultation on resources and UDAC who reviewed the draft and provided feedback. The workgroup reviewed various equity-minded decision-making tools across different industries. A goal of the decision-making tool is to recognize biases and identify barriers. The uses of the tool are to think through how to make policy prior to the development, determining procedures ensuring assumptions are understood, ensuring all voices and experiences are considered, academic and student engagement and bracketing bias and barriers. The tool has been in development for a year. The workgroup is creating a training that will review decision making and bias, understanding terms and language, understanding the tool and an in-practice exercises. Training will begin October 1<sup>st</sup>.

An EPC member asked what the timeline will be for the final version and disseminated for use.

N.J. said they are hoping to have it finalized by the end September. They are waiting on one outstanding partner review and Dr. Gooden's final approval.

Chair Grimm asked if the tool was primarily to be applied to policies effecting students.

N.J. replied that the tool is to be applied to policies, academic programs and procedures.

Associate Provost, Manfred H. van Dulmen, asked who has approved the tool thus far.

N.J. stated that it has not been approved by anyone at this moment, but UDAC and DEEDs have worked on it. The tool will have final approval by Dr. Gooden.

Associate Provost van Dulmen suggested follow up meetings with other bodies that the tool will have implications.

## **III. Subcommittee Reports**

### **A. Transfer Credit Committee**

**Edward Dauterich and Joanna Liedel, co-chairs**

Co-chair, Joanna Liedel, stated that the charge of the Transfer Credit Committee is to review university-wide transfer policies and procedures, review credit requests for alternative learning credentials and applicability to college programs and/or university requirements through consultation with and approval from faculty effected by this credentialing towards their program and recommend new and revise policies on the transfer of credits and the awarding of Kent State credits/courses for special examinations and alternative learning credentials with an approval from faculty who apply those credit hours to their programs. The committee is not making any decisions on how courses transfer in and towards a specific department if they are equivalent to Kent State courses. That is the purview of the faculty and the content matter experts. The committee is looking to create a broad-based framework of what it means to bring in and give credit at Kent State. There are a lot more alternative ways of getting credit, such as new testing, ap credit and clep. The committee decides if the new testing can be accepted by Kent State on broad terms and then turns it over to faculty for review. The committee works closely with the credit transfer office. Learning is taking place in a lot of non-traditional ways. There are 18 committee members that are comprised of faculty, staff and two students. The committee is reviewing awarding general elective credit for CTAG (career and technical assurance guide). This is coursework taken in high school that is deemed to be college-level coursework by a faculty panel at the state level as well as KSU faculty. Another item under review is awarding of credit that comes on ACE transcripts. This includes Joint Service Transcript (military credit). Finally, the committee will be reviewing the alternative credit policy. It is needing updating and broader-based discussions about what is alternative learning, credentials coming from institutions that are not higher ed (i.e., IT certificates) and any recommendations will be sent to EPC for a vote in the form of a proposal. Anyone who would like to serve on the committee should let Joanna know.

**B. Undergraduate Policies Council****Charity Miller and E. Sue Wamsley, co-chairs**

Co-chair Sue Wamsley stated that the policies the council will be discussing are automatically applying for graduation, academic forgiveness, pass/fail and leave of absence. The two priority policies to review will be academic forgiveness and automatically applying for graduation. The council will be reviewing both policies simultaneously. Co-chair Charity Miller said there are 25 members. Three are students that represent the Stark, Salem, Geauga and Kent campuses. The EPC Ad Hoc, which was the prior Undergraduate Policies Council (UPC), set the philosophy. UPC reviewed the philosophy and made revisions to reflect some additional important details related to reviewing policy and how it impacts students. The philosophy states that UPC will ensure a policy that is:

1. Upholding equity, integrity, quality and standards of a Kent State education
2. Aligned with the university's strategic priority of "Students First"
3. Consistent across all programs, colleges, and campuses for all students to the greatest extent possible.

The UPC has a list of 15 potential policies to review. The decision for choosing the policies to begin work were, because of biggest student impact and previous work already complete. The UPC will conduct another survey to faculty, advisors and other impacted groups regarding academic forgiveness. The council felt that since the data was collected a while ago and things

can/have changed, there was a need for updated feedback. When the equity training is approved, they hope to have N.J. come and talk to the council.

### **C. University Requirements Curriculum Committee**

#### **Alison Smith, co-chair**

Co-chair Alison Smith stated that URCC finished the pilot study, relative to the Kent Core, of the Association of American Colleges and Universities (AACU) rubrics that Faculty Senate had approved for the future use of the Kent Core. URCC developed a pilot study choosing two rubrics—critical thinking and communication. They worked with 15 faculty from seven colleges across Kent and Stark campuses who provided 200 assessment pieces from 14—40000 level courses. They were all compiled, sorted and uploaded to AACU. AACU will follow the assessment process and send back results in October. The URCC reviews Kent Core, Writing Intensive Courses, ELR or Diversity revisions, new courses or inactivated courses.

### **IV. Information Item**

#### **A. Establishment of an EPC subcommittee on student academic progress for financial aid eligibility**

##### **Pamela Grimm, chair of EPC**

##### **Manfred van Dulmen, associate provost for academic affairs**

Chair Grimm explained that a copy of the charge will be sent out to members once the draft has been completed. Brenda Burke has been asked to take on the role of chair. Chair Grimm and Associate Provost van Dulmen are working with Brenda to obtain members for the committee.

### **V. Program Proposals Review**

#### **A. Action Item**

##### **I. Emerging Media and Technology - M.S.: Establishment of a new degree program to replace the Master of Digital Sciences degree (fall 2022 pending final approvals)**

School Director Michael Beam stated that the interdisciplinary group met in 2019 to discuss an update of the School of Digital Sciences undergraduate and graduate programs. After the finalization of the B.S. program that launched in fall, attention was turned to the Master of Digital Science program. Research showed that the name *Digital Science* did not translate very well for employers, students and other academic institutions. It was a name unique to Kent State. The name of the school was changed to *Emerging Media and Technology*. The Master of Digital Sciences (MDS) is being replaced by the Master of Emerging Media and Technology (MEMAT). The same principals will be implemented from the MDS program. The PDP was presented last fall to EPC where members asked a lot of questions regarding the interdisciplinary job market. The follow-up research found the interdisciplinary CIP code in Human Computer Interaction. Job data was pulled from BLS using the CIP code. The MEMAT is ideal for undergraduate students who come from a specific field and want to bolster their interdisciplinary knowledge with a strong set of technology and interdisciplinary project skills, work in interdisciplinary groups and research or go onto doctoral programs. The program consists of three new courses along with courses from the MDS program that cover the foundations, theories and methods. Students will build an interdisciplinary program plan with faculty oversight. Students are asked, in the foundation of EMAT course, to work with their advisor build a program of study with courses from across Kent State in five-interdisciplinary areas: data analytics and coding, social sciences, applied communication and information strategy, applied

creative technology and training and development technology. The program was reviewed by chairs, directors, graduate coordinators from several different interdisciplinary partner units across campus. Those units include:

- Department of Computer science
- Department of Sociology
- College of Arts and Sciences
- School of Teaching, Learning and Curriculum Studies
- Center for educational technology
- Department of Management and Information Systems
- College of Aeronautics and Engineering
- School of Communication Studies
- School of Media and Journalism
- School of Information
- School of Visual Communication Design

The proposal includes letters of support from the units.

### **Executive EPC Committee Member Proposal Questions**

1. How does the curriculum support the job titles listed in the labor market demand section of the proposal (e.g., sociologist, HR manager, video game designer)?

A: Dr. Tang explained that students are prepared for jobs in multiple fields. The Human Computer Interaction CIP code links this degree to at least 20 traditional job titles. Due to the interdisciplinary nature of the degree, students are likely to get new career opportunities.

2. What experience/skills/knowledge will students earn with this program that they won't receive from a master's program in their discipline (e.g., public health)?

A: Dr. Gandolfi said that this degree will help provide the needed skills and knowledge. Students will receive interdisciplinary and collaborative mindset.

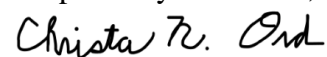
3. Did the college verify that the new courses are not duplicating existing courses?

A: Director Beam stated that this program spends about half of its coursework in interdisciplinary units. EMAT met with other units to describe their course of study and ensure there was no duplication and hear about what courses, based on the core and goals, those units had to bolster and add-on to the program. Slight changes were made based on discussions. The program provides what students will need in theory, background and methods.

With no questions or comments, Dean Mark S. Mistur motioned to approve, and Professor Gabriella Jakli seconded.

With no further comments or questions, Chair Pamela E. Grimm closed the meeting at 4:37pm.

Respectfully submitted,



Christa N. Ord

Administrative Secretary, Curriculum Services  
Office of the Provost