



**Educational Policies Council
Meeting Minutes
Monday, 31 January 2022**
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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: Senior Associate Provost & Graduate Studies Dean Manfred H. van Dulmen; Dean Christina L. Bloebaum

Administrators not present: Dean Mark S. Mistur

Faculty present: Professors Vinay K. Cheruvu, Karen Gracy; Associate Professors Brian R. Barber, Vanessa J. Earp, Derek Kingsley, Bethany G. Lanese, Denise M. McEnroe-Petitte, Helen Piontkivska, Jonathan F. Swoboda, Brett D. Tippey, Michael R. Fisch; Assistant Professors Jo A. Dowell, Cat E. Goodall, Lameck M. Onsarigo, Christopher Rowan; Associate Lecturers Mary F. Kutchin, Shelley K. Marshall

Faculty not present: Professors Edward Dauterich, Robert D. Hisrich; Associate Professors Duane J. Ehredt, Michael J. Ensley, Geoffrey Steinberg; Assistant Professor Eric S. Kildow

Guests: Donna Alexander, Susan Augustine, Bradley Bielski, Matthew Butler, Carolyn Carvalho, Alicia Crowe, Emmanuel Dechenaux, Douglas Delahanty, Chris Dorsten, Feodor Dragan, Cathy Dubois, Keiran Dunne, Susan Emens, Enrico Gandolfi, James Hannon, Versie Johnson-Mallard, Lynette Johnson, Michael Kavulic, Michael Lehman, Julia Levashina, Jamie McCartney, Tammy McClish, Tracey Motter, Mandy Munro-Stasiuk, Lameck Onsarigo, Cynthia Osborn, Eboni Pringle, Matthew Rollyson, Julie Senita, Peggy Shaddock, Hollie Simpson, Johanna Slivinske, Linnea Stafford, Susan Stocker, Julia Stoll, Deirdre Warren, Cathy Zingrone

Chair Pamela E. Grimm called the meeting to order at 3:20p.m., on Monday, 31 January 2022, via Microsoft Teams.

I. Approval of Minutes

A. Meeting on 24 January 2022

Associate Lecturer Marshall made a motion to approve, and Assistant Professor Dowell seconded the motion.

Without questions or comments, the item passed unanimously.

II. Academic Unit Proposal Review

A. Action Item

Division of Graduate Studies

1. Restructure and renaming of the Division of Graduate Studies - New name is the Graduate College

Senior Associate Provost van Dulmen stated that the renaming of Graduate Studies is part of the Strategic Plan. Graduate Studies is proposing to develop a brand identity for the division and transforming the division into a college. KSU is currently the only public university in the state where Graduate Studies is not a college or school. Kent does not have independent schools, so that is why the division went with college. This opens up the opportunity for the Graduate College to offer academic programs, academic coursework and develop interdisciplinary programs. The Graduate College will not house faculty. The proposal is supported by all the academic colleges that house graduate programs and the Provost.

Associate Lecturer Marshall motioned to approve, and Professor Piontkivska seconded.

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

III. Policy Proposal Review

A. Action Items

Division of Research and Sponsored Programs

1. Administrative Policy and Procedures Regarding Academic Administrative Structures: Institutes (3342-2-03.2) - New policy that is a revision of what is in 3342-2-03.1

2. Administrative Policy and Procedures Regarding Academic Administrative Structures: Centers (3342-2-03.3) - New policy that is a revision of what is in 3342-2-03.1

3. Administrative Policy and Procedures Regarding Academic Administrative Structures (3342-2-03.1) - Revise policy to remove language now in new policies 3342-2-03.2 and 3342-2-03.3 (fall 2022)

4. University Policy Regarding the Establishment or Revision of Academic Administrative Structures (3342-2-03) - Revise policy to refer to new policies 3342-2-03.2 and 3342-2-03.3 (fall 2022)

Doug Delahanty, Interim VP of Research and Sponsored Programs, said the proposal is to update policies. These policies have been drafted with the input from faculty and staff including general council. There was feedback and consultation from the institute directors and several center directors. Additionally, they were reviewed and approved by RASP and the Provost. When reviewing the policies, they found many factual errors and discrepancies between the policy and how the centers and institutes operate. The changes are predominately in the creation of the two policies between the institutes and centers. They clarified the respective roles of those entities, established clear reporting lines, defined the general admission and purpose and present the processes that exist more with regards to establishing, reviewing and sunseting of those entities.

Assistant Professor Dowell motioned to approve, and Associate Lecturer Marshall seconded the motion.

An EPC member asked for clarification if institutes are administered through the Provost's Office and centers administered through dean's offices. Additionally, if the institutes are inter/multi-disciplinary and the centers are broader/deeper focus in one discipline. Dough replied that the reporting structures are correct, but the institutes would be through the research office.

Therese asked if the approving body could change per institute or center due to the language about approvals.

Doug said that he does not see either going through without going to EPC first for approval.

Chair Grimm added that there is no foreseeable instance when a center or institute would not go through EPC before going to Faculty Senate. She asked if the language should be revised or amended.

Therese explained that people ask her about whether to go to EPC for different proposals. The language on process appears to have been changed to allow more fluidity. If the intent is that academic centers and institutes will always go through EPC and Faculty Senate, it would be better to have that written in the policy.

Chair Grimm said that she does not see the proposal process being fluid, but rather always going through EPC and Faculty Senate.

Additionally, Therese asked for more clarification on the types of changes that would need to go through EPC. Some are smaller changes than others and may not need to go to EPC.

Michael Kavulic said proposals should be reviewed and deemed for an appropriate governance body. This is case-by-case basis. Every revision will be unique and will need to be reviewed. This allows for the process of approving revisions to be decided by reviewers and not held strict to one process. Not every modification needs to go to EPC.

Doug added that they are requesting flexibility and will come to Therese to discuss, but not opposed to making a more concrete process for proposal approval.

Chair Grimm said that substantial modifications should go to EPC. Substantial modifications need to be defined. Separating out creation of or shutting down an institute/center from revisions might be helpful. Keep language that involves a consultation process. Consulting bodies are the Provost's office, RASP, EPC and Faculty Senate. The committee will hold on the first policy item. Chair Grimm asked Doug and Michael to amend the first policy and share it later in the meeting to be voted on.

After the BSW presentation, Doug and Michael returned after making the changes and reviewed them with EPC.

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

IV. Program Proposals Review

A. Action Items

College of Applied and Technical Studies

1. Mammography - Undergraduate Certificate - Establish certificate fully online (fall 2022)
Tammy McClish, Academic Program Director, stated that they have been running a medical assisting program for years at the Ashtabula campus. They are looking to take the original course and pull three classes together to make one short-term certificate. The Mammography certificate program will primarily target second year radiography students and registered radiographers. This course will consist of eight credit hours and will be completed in three semesters. The courses will consist of web-based lectures followed by 40-contact-hours of training specific to Mammography including breast anatomy and physiology and positioning. Having a short-term certificate will make it attractive to x-ray technologists and students that are in the Cleveland area.

Associate Lecturer Marshall motioned to approve, and Assistant Professor Dowell seconded.

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

2. Social Work - B.S.W - Establish degree hybrid online/on-ground on Ashtabula, Salem and Tuscarawas campus (fall 2022)

Matt Butler stated that the committee for this program began work in December 2019. Spring 2020 started with the gathering of curricula from other universities, examining accreditation requirements, first drafts of the course requirements and student learning outcomes. First drafts were completed in April and brought to EPC for an initial review. A survey was sent in 2020 to 209 leaders in a variety of social service agencies across Ashtabula, Lake, Geauga, Mahoning, Columbiana and Tuscarawas counties. The survey asked about interest in supporting a BSW program and their desire to hire BSW graduates. An initial Burning Glass survey was also completed. The unanimous response was positive and enthusiastic about the need for the program. There was a strong desire to support the program with internship opportunities as well as hiring BSW graduates when the time was appropriate. The beginning of 2021, timelines were clarified and did a lot more research and extensive work on the curriculum and completed new drafts of the documents and executive summary. This also included financial breakdowns for the programs so that the business side of things could begin. Fall of 2021 included gathering letters of support from agencies across northeast Ohio and completed course and program submissions in CIM, met with deans from Tuscarawas, Salem and Ashtabula and the VP of Regional campuses, obtained support from other departments within KSU, obtained internal approval prior to EPC and obtained a second updated report from Burning Glass.

An EPC member asked how the program moved through ODHE with a BSW at YSU.

Johanna Slivinske explained that part of the reason it was able to pass is there are some unique elements to the program. It is a hybrid and YSU is not. Additionally, it has a rural focus.

Matt added it is meeting a niche market and there were no existing programs that were online or hybrid in this region. The Burning Glass report showed that only one program in the region had an online component.

Matt said prior to the pandemic, rural communities in northeast Ohio and western Pennsylvania were already struggling to find a workforce sufficient to meet needs. Social workers are qualified to work with mental health, substance abuse, older adults, family and children, hospitals, child welfare settings and other social service agencies. The opiate epidemic has hit this region of the country hard. Northeast Ohio needs a trained, qualified workforce.

Johanna added that the Burning Glass report showed that from 2010-2020, job postings have increased 165% in northeast Ohio and 373% in western Pennsylvania. The letter of support from Ohio Jobs and Family Services states that social work is considered by them to be an in-demand career. Their letter notes that social work is considered a bright outlook occupation on O*net OnLine. This indicates that this occupation is projected to have a nation-wide increase of 10% or more over the period of 2020-2030. Taking the pandemic into consideration, agencies are hurting for qualified candidates and a BSW program would meet the need.

Matt said that Burning Glass data showed that 50% of job postings were for BSW's and 50% were for MSW's. With a bachelor's degree, employers can fill 50% of those positions instead of predominately needing a master's degree. With this degree, non-traditional students would be in a program that has the flexibility to let them stay in their community and give back. Several rural agencies said that individuals who did not come from their community or similar, do not have a sense of appreciation for the rural clients they are working with. No current BSW programs exist in the region that offer a hybrid or online component. Offering this program in the rural settings and allowing students to stay in their communities will help the students and the communities.

Johanna explained more about why they chose a BSW rather than an MSW. Burning Glass data showed that 46% of jobs in the region only require a BSW and 48% require an MSW. This means that the program can prepare students for half of the existing jobs while helping them progress towards and MSW if they choose.

Matt stated that another reason they chose a BSW was that the council on social work education, accrediting body for social work schools, required two full time faculty to start a BSW program. An MSW program requires six. This would have caused struggle for KSU to try to find more faculty in the area to teach when there is already a lack of people at the agencies.

Johanna added that the benefit of having a BSW is that graduates of an accredited program have the option of enrolling in MSW programs with advanced-standing status. This decreases their program length by half or one year.

Matt explained that graduates of an accredited program are also eligible in Ohio to become LSW. No other program in the state allows mental health or social services counseling that can be billed to insurance or Medicaid under supervision of an independent licensed social worker. Counseling requires a master's degree and Psychology requires a doctorate. This would allow someone to get into the field, agency permitting, and start counseling if they only have a bachelors and license.

An EPC member asked how soon a student could pay off student loans as that may also be attractive to prospective students.

Matt said that there is public service loan forgiveness applies to social work and other fields. Working for a non-profit or other specified positions for 10 years, those loans do get forgiven.

An EPC guest suggested a 4 + 1 pathway into a master's in counseling.

Matt agreed that is an option and additionally a master's in social work. Much of the social work initial education is done in the bachelor's degree and would advance the student in an MSW degree.

Johanna added that it could be a pathway for a master's in counseling for certain students. Some will go with the route of a master's in social work and others will go into counseling.

Therese asked if they had any insight as to why YSU, UA and CSU had a decrease in BSW graduates and an increase in MSW degrees.

Matt replied that his best guess would be that students looked into online programs that fit better with their life. For MSW degree increase, students are getting a bachelor's degree in either social work or something similar and taking longer to get the MSW. The BSW program puts students ahead for the MSW and ends up costing less.

Therese asked how they plan on marketing the BSW to students who can go to YSU, UA or CSU and get both BSW and an MSW.

Johanna explained that there will be a niche market for this because it will be marketed for rural settings and a hybrid program. Those universities offer on-ground and it is harder and less-appealing for students to travel to those locations.

Therese asked if they see enrollment coming from new or current students.

Johanna said both. She believes there will be a number of students that have the desire to have a bachelor's in social work. This degree will touch upon a non-traditional market of people who are returning to the university. There are many KSU students already asking about a BSW. It is a marketable degree in that you get a degree and can get hired.

Matt added that social work agencies have been requesting a degree from KSU at regional campuses that would allow them to hire people.

Senior Associate Provost van Dulmen asked what is the evidence showing students will attend this program.

Matt said that people have been approaching admissions counselors and advisors asking about the BSW program for the past two years. No formal survey of the student body was taken. They believe that the way to gauge community need was to reach out to mental health and recovery

services board, executive directors, social service agencies and community people. Those groups know what is needed in the communities.

An EPC guest asked how this program compares to the undergraduate certificate program in addictions counseling offered at the Kent and Trumbull campuses.

Matt said that the UG addictions counseling certificate allows for the lowest level certification (CDCA). Students must work up three levels to achieve independent level. The benefit of a CDCA is that one can get a job doing low-level chemical dependency counseling in Ohio. However, there are a lot of support to be put in place from a supervisory standpoint. A supervisor must meet with CDCA's once a week forever. This causes a barrier for wanting CDCA's on staff. Medicaid changed billing rates to fit level of licensure. CDCA's make approximately \$40 less for the agency than someone who has a higher-level license. Higher-level licensed individuals would be able to do more and at a higher rate.

Johanna followed up with that CDCA's are going to have a lower scope of practice whereas social work is very broad.

An EPC guest asked if the Human Services Associate degree students at KSU Salem be good candidates for this and be able to move into it easily.

Matt explained that it is a great preparatory degree, but most employers are looking for students with a bachelor's degree. Jobs are extremely limited to individuals without a bachelor's degree.

Johanna stated that the plan is to offer non-traditional students in the areas surrounding Ashtabula, Tuscarawas and Salem regional campuses the ability to balance home life, work and the program. To achieve this, requires leveraging technology to minimize the need for students to travel.

Matt added that they may expand to other campuses in time with program growth consideration.

Johanna explained that the program will begin with higher amount of hybrid course sections. When staffing and course offerings stabilize, they would like to offer in-person course sections at all three regional campuses synchronously held in a hybrid format across the other campuses. This will allow them to develop a more cohesive program regardless of which campus they attend while still addressing the transportation barrier inherent to a program that extends such a large portion of the region.

Therese asked if at the beginning hybrid courses will be taught in-person and online at each campus or taught in-person at one campus while also streamed at another campus.

Matt said yes that the hybrid courses would begin to be offered in-person at one campus while streamed to another campus. This is due to only having two faculty members at the moment.

Therese asked if the cost, since it is hybrid, going to be for regionals or Kent campus.

Associate Lecturer Marshall explained that since it is offered via zoom, it is not considered a course that has a distance learning (DL) fee.

VP Shadduck confirmed that the courses using zoom do not carry a DL fee. It is only for the fully online courses.

Associate Lecturer Marshall made a motion to approve, and Associate Professor McEnroe-Petitte seconded the motion.

The item passed unanimously.

College of Arts and Sciences

Department of Modern and Classical Language Studies

3. Arabic Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)
4. French Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)
5. German Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)
6. Japanese Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)
7. Russian Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)
8. Spanish Translation - Graduate Minor - Establish minor on Kent Campus (fall 2022)

Arts and Sciences Chair, Keiran Dunne, stated that MCLS began offering the MA in Translation online in fall 2018. This started the discussion of the proposal. The onsite program is scheduled to be run parallel. A given course is offered simultaneously in different rooms for the six different languages in which the MA in Translation is offered. Recent inquiries from students show they are interested in multiple concentrations. The students are proficient in English and two other languages. The minors allow people to earn a formal credential in a second language without doing the full concentration. This would also be a way for people outside of the program to earn a credential in translation regardless if they are pursuing the translation degree or not. There is no impact on staffing or scheduling. The main objective is to give students more flexibility.

Associate Lecturer Marshall motioned to approve, and Assistant Professor Dowell seconded the motion.

An EPC member asked if the courses listed are already being offered therefore would not affect the need for more faculty.

Chair Dunne said these courses are already offered and being taught currently. There are two searches for faculty going on currently.

An EPC member asked for clarification on that even though there are only two faculty in some of these areas, there is no issue with staffing and delivering the classes.

Chair Dunne replied, correct. The MA program is basically the same in both modalities. There are a certain number of non-language specific courses that are offered, such as Theory Translation and technology intensive courses. Those courses tend to have larger enrollments. The language courses have smaller enrollments.

With no further questions, the items passed unanimously.

College of Business and Entrepreneurship

Department of Management and Information Systems

9. Human Resource Management - Graduate Certificate - Establish certificate fully online and on-ground at Kent campuses (fall 2022)

Dean Dubois explained that the certificate was proposed to satisfy the request for micro-credentials and gives the opportunity to offer a program that is not so lengthy and expensive. The certificate includes a targeted set of courses for people working in the human resources management field. Many people in human resources management do not have degrees and are picking up credentials as they go. The certificate will be very attractive to human resource professionals. If students want to continue, they may use this certificate as a stackable degree toward the MBA program. This would cover the concentration then would require completion of the completer courses for the degree. Some may come just for the certificate and end up taking the MBA or some may be in the MBA and need some time away and could complete the certificate first. The certificate contains a two-credit course and four, three-credit courses with a total of 14-credit hours. The department went to professionals and asked if the certificate would increase employability. The professionals said yes because it is a credential from an accredited institution and employers would have confidence in the knowledge gained. The document also shows support from articles and websites about the growing popularity of graduate certificate programs.

Professor Levashina added that Bureau of Labor Studies (BLS) believes 51.9% of employees with advanced degrees also have a certificate. Additionally, BLS says they are valuable on their own and consider them a stepping-stone pathway to earn a greater degree. The certificate would benefit employees and increase their chances of being employed.

Dean Dubois said that the courses are already offered, and no additional faculty requirements needed. The department will be marketing this certificate and others to the MBA. There is a Business Analytics certificate that will cover the MBA concentration. This certificate will not be by itself as it will be marketed along with other certificate programs.

Professor Levashina followed by saying that they see an increase in HR course enrollment at the graduate level. Therefore, creating a demand.

Associate Lecturer Marshall motioned to approve, and Assistant Professor Dowell seconded.

The item passed unanimously.

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

10. Teaching and Learning with Technology - Minor - Establish minor fully online and hybrid online/on-ground on Kent Campus (fall 2022)

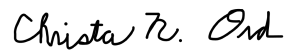
11. Teaching and Learning with Technology - Undergraduate Certificate - Establish certificate fully online and hybrid online/on-ground on Kent Campus (fall 2022)

Assistant Professor Gandolfi said that the creation of the minor and undergraduate certificate are in response to the increasing need for expertise in teaching and delivering instruction in a number of environments. It is not just K-12 or higher education, it is also important for Public Health, Communication and IET. This was already a trend before covid, but now is more important than ever. Students need more exposure to educational technology and more applied knowledge. Collaboration took place between EHHS, PH, CCI and CATS. Both degrees rely on a core educational technology courses and electives on different fields. The minor is 15-credit hours and is designed for KSU students. The certificate is 16-credit hours and is designed for addressing international students. Collaboration also took place with OCDE to offer a competitive certificate. All of the courses are already offered and no need for additional resources.

Associate Professor Piontkivska motioned to approve, and Associate Lecturer Marshall seconded.

With no further comments or questions, Chair Pamela E. Grimm closed the meeting at 4:53pm.

Respectfully submitted,



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