Ohio Board of Regents, 7th Floor Conference Room
25 South Front Street Columbus OH

- **Co-Chairs Present**: *Chad Brown,* Zane State College, *Dione DeMitro,* Lakeland Community College, *Scott Halm,* Cuyahoga Community College, *Amy Leedy,* Miami Valley Career Technology Center*, Barbara Wagner,* Upper Valley Career Center*, Kelly Zelesnik,* Lorain County Community College
- **Consultants**: *Jon Tafel,* Sycamore Street Consulting, *Mike Snider*, Ohio Association of Community Colleges
- **Ohio Board of Regents Staff:** *Paula Compton,* Associate Vice Chancellor of Articulation and Transfer, *Stephanie Davidson,* Vice Chancellor of Academic Affairs, *Anthony Landis,* Senior Director of College and Career Access and Success*, Calista Smith,* Program Manager of Institutional Collaboration, *William Souder,* Assistant Director of Post-Secondary Pathways, *Brett Visger*, Associate Vice Chancellor of Institutional Collaboration and Completion

I.   **Overview/Discussion of Handouts**
Brett Visger welcomed meeting attendees. One of the stated goals for this meeting was to affirm and create a more concrete understanding about the concepts and policies within One Year Option. The first agenda item was reviewing several meeting handouts.

The first handout discussed was the glossary of terms. Terms specifically discussed were the definition for an industry certification and credential and criteria for certifications and credentials to be approved by the Chancellor and the Ohio Board of Regents. The associate of technical studies (ATS) degree was also discussed. The ideal ATS degree for the One Year Option will include 30 semester hours of technology core and 30 semester hours of non-technical courses including general education courses and professional develpment.

Questions arose about the general education requirements necessary for an ATS degree. Clarification was given that the general education definition on the glossary is consistent with the general education requirements for applied associate's degrees, such as an ATS degree. Within general education, the Mathematics, Statistics, and Logic area was discussed as typically offering more flexibility for students.

Several barriers were discussed including shifting our thinking from course to course equivalency to block equivalency and problems with transcription leading to possible repercussions for students' financial aid. Some resources discussed to assist with these concerns were learning from prior learning assessment policies and utilizing the Ohio Board of Regents data standards committee.

The guiding principles and committee team lists were discussed briefly as resources for the co-chairs. Additionally, the 900 clock hour summary of programs was discussed as another resource co-chairs can utilize. This resource can also aid co-chairs in determining the order of program review. While determining program order is up to the co-chairs, they are encouraged to take into account programs with larger numbers of students and students in programs that will likely take advantage of this option.

II.   **Certification Affirmation Template Discussion**
The certification affirmation template was discussed. This document was designed to assist the credit affirmation teams in reviewing programs. The group discussed the flow process of this template.

- Step 1: the team will review any recognized industry credential(s) for this program. If, after reviewing the industry credential(s), the team has evidence that the credential(s) are equivalent to 30 semester hours, the review is complete. If the credit affirmation team does not have evidence that the program is equivalent to 30 semester hours, the team moves to step 2.
- Step 2: the team considers any program competencies that go outside of the credential(s). For example, in cosmetology this may be a managing cosmetologist license or in medical assisting this may be first aid or CPR training. If at this point, the team can provide evidence that this program is equivalent to 30 semester hours, the review process is complete.
- If at this point, the team cannot determine this program is equivalent to 30 semester hours, the One Year Option team will determine the next steps for this program. This may include the credit affirmation teams recommending the amount of semester hours a student from this program will be awarded.

During the review process, co-chairs were encouraged to bring in subject experts as needed. Also, teams will likely be asked to grant a length of approval for each program at the completion of review.

III.   **Review Process Discussion**

One suggestion for review was using career technical assurance guides (CTAGs) as a guide for reaching 30 semester hours. For example, the heating, ventilation, and air conditioning (HVAC) program affirms students to receive 22 semester hours. Then, the teams could evaluate if the remaining competencies are equivalent to 8 semester hours. Co-chairs were cautioned about using this strategy because it goes back to course by course equivalency; not block equivalency.

Information and examples were given about how the CTAG and One Year Option processes will cater toward a specific type of student. For example, a student who is a veterinary tech and decides they want to become a veterinarian likely will utilize the CTAG process to obtain credit. Whereas, a student currently working as a Licensed Practical Nurse (LPN) may need an associate's degree to obtain a promotion, may utilize the One Year Option. It was suggested that creating a list of scenarios of students who may utilize the One Year Option would be worthwhile.

Several advantages of utilizing the One Year Option instead of the CTAG process were addressed including reviewers having greater freedom when not having to match courses from multiple institutions and that students who took programs on the noncredit bearing side could potentially leverage credit with the One Year Option.

Numerous concerns about the One Year Option were addressed.

- One concern was that in some fields awarding an AAS degree instead of an ATS degree may be more useful. This idea was addressed early on in the One Year Option meetings. The teams found that many faculty members and chief academic officers believed for a student to receive an AAS, the technical programs must have matching course equivalencies. Thus, a broader degree area such as an ATS in Health Sciences was deemed to be a better fit for the One Year Option.
- Another concern was that many employers do not understand the differences in degrees awarded. One thought was that many employers are first looking for a certain licensure or credential. Then they would see that the student also had an associate's degree. Also, it was reiterated such students would have an ATS in a general field like health studies, not an ATS in Medical Assisting.

- A concern regarding how this option will be marketed was addressed. The plan described was that marketing will be done primarily by the institutions with information being available on the Ohio Board of Regents website. Additionally, some certifying and licensing bodies have shown interest in assisting with marketing.
- Lastly, a concern centered on preparing advisors to discuss these different pathways and to assist students in reaching their specific goal. One suggestion was for all students to be given a document that explains different pathways available to them upon graduation.

IV.   **Mock Cosmetology Review**

Using the certification affirmation template and the cosmetology practical and theory testing information packets, the group completed a mock cosmetology review. It became apparent that in order to complete this review, some additional upfront intelligence research would be necessary. Several suggestions for research included contacting the Ohio State Board of Cosmetology for more information about the licensing exam and consulting with content experts as needed.

Discussion considered how different each program review will be. For example, in the Business and IT sector there is not a broad based license that can be utilized. However, there may be individual certifications or programmatic accreditors that could assist in reviewing these programs.

V.   **Mock HVAC Review**

In addition to completing the mock cosmetology review, the group considered a more complex example, HVAC. In this example, several credentialing bodies exist including HVAC Excellence, North American Technician Excellence Industry Credentialing Exams (ICE), and National Center for Construction Education and Research Exams. On the certification affirmation template, each credential is to be reviewed separately. At the meeting, attendees briefly looked at the ICE credential, but did not have a chance to review the other credentials.

Discussion highlighted how to conduct a review of multiple credentials. One point was that a credit affirmation team can review and layer credentials to find a combination of credentials and program elements that may be deemed equivalent to 30 semester hours. Additionally, considerations about what credentials are valued in varying regions of Ohio need to be taken into consideration when reviewing these programs.

VI.   **Planning**

To close the meeting, several planning concerns were discussed. The goal for completion of all program review is December.

Co-chairs were asked to complete several items before the July 30 meeting. These included:
- Reflecting on how to best spend their time with their team at the July 30th meeting
- Considering how often and in what format (in person, virtual, a combination) their teams would need to meet
- Discuss with other co-chair member about the need for subject experts.

Co-chairs were told that numerous meetings and phone calls will be scheduled throughout the next months to address any concerns and problems as they arise. Meeting was adjourned at 12:59 pm.