

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

March 1, 2017

3-5 p.m.

MINUTES

Attendance

Faculty:

- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences)
- ✓ Dr. John Buford (School of Health and Rehabilitation Sciences)
Dr. Jill Bystydzienski (Women's, Gender and Sexuality Studies)
- ✓ Dr. Debbie Guatelli-Steinberg (Anthropology)
Dr. Curtis Haugtvedt (Marketing and Logistics)
- ✓ Dr. Karen Irving (Teaching and Learning)
- ✓ Dr. Laurice Joseph (Educational Studies)
- ✓ Dr. Maria Miriti (Evolution, Ecology, and Organismal Biology)
- ✓ Dr. Susie Whittington (Agricultural Communication, Education and Leadership)
- ✓ Dr. Celia Wills (Nursing)

Students:

- ✓ Mr. Mario Belfiglio (USG, Biology)
- ✓ Ms. Emily Clark (USG, Public Affairs)
Mr. Daniel Puthawala (CGS, Linguistics)
- ✓ Mr. Jordan Vajda (IPC, Medicine)
- ✓ Mr. Alex Wesaw (CGS, City and Regional Planning)

Administrator:

- ✓ Dr. W. Randy Smith (Academic Affairs), Vice Chair

Guests:

Jacob Bane (Distance Education)
Dr. Steve Fink (College of Arts and Sciences)
Dr. Tim Gerber (University Senate)
Dr. Rob Griffiths (Distance Education)
Dr. Kate Hallihan (John Glenn College of Public Affairs)
Jill Hampshire (Undergraduate Admissions)
Dr. Alan Kalish (University Center for the Advancement of Teaching)
Mr. Rand McLaughlin (Office of University Registrar)
Dr. Jen Schlueter (College of Arts and Sciences)

Dr. Cindy Anderson (College of Nursing)
Dr. Terri Hessler (Newark Campus)
Dr. Nicole Kwiek (College of Pharmacy)
Lauren Salamone (College of Education and Human Ecology)
Katie Watkins (College of Pharmacy)
Andrew Zircher (College of Education and Human Ecology)

The meeting came to order at 3:00 pm

APPROVAL OF THE MINUTES OF THE MEETING OF February 15, 2017

Buford moved approval of the Minutes of February 15, 2017. It was seconded by Wills and approved.

COMMENTS FROM THE CHAIR—PROFESSOR JOHN BUFORD

Buford: We have several proposals coming in for spring. We have a proposal for a new institute that needs to be on the fast track. We have established an Ad hoc Subcommittee to review that proposal.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

Smith: The General Education Review Committee met on February 17. Larry Krissek and Cathy Montalto will begin scheduling one-hour listening sessions with the various areas across campus between now and April. They have already met with Faculty Council, ULAC, spoke at the Fifth Annual University Conference on Assessment, and the Arts and Sciences Faculty Senate. I will be updating the Committee at each meeting.

Department Program Reviews are taking place. The Departments submit Self-Studies and three external reviewers come on campus for the reviews. The process is moving along very well.

Our re-affirmation of accreditation document was submitted on February 20. The Chair of our 7-member Site Review Team, Dr. Randy Hyman, was on campus February 22. We will start scheduling appointments for their visit in March. The team is asking for syllabi from various courses. They are looking at compressed classes and the content and credit hours of these courses. It is a random sampling of syllabi.

Smith went to Chicago to the Higher Learning Commission on February 27 and met with five others to discuss thoughts on the HLC pathways process.

PROPOSAL FROM SUBCOMMITTEE D – PROFESSORS JOHN BUFORD AND W. RANDY SMITH

- **Proposal to Increase Textbook Affordability by Encouraging Timely Ordering— Undergraduate Student Government**

USG has noted that many textbook orders, especially for fall, come in to the bookstore late. The consequence of this is added cost for the books and decreased availability. The students simply request that faculty be encouraged to meet existing deadlines and that departmental administrators provide incentives to ensure this will occur.

Subcommittee D recommended approval of this proposal.

Buford moved approval of the proposal; it was seconded by Whittington and approved with all in favor.

- **Proposal for the Renaming of two Areas of Research Emphasis – BSGP Subplan Name Changes- College of Medicine - Professor W. Randy Smith**

Name changes for two not three areas of research emphasis are proposed by the College of Medicine:

1. Genetics will become “Genetics and Genomics” – this name change aligns with the College of Medicine’s Department of Cancer Biology and Genetics. Adding the word Genomics more clearly explains the translational aspect of using genomic information about an individual as part of their clinical care and the health outcomes and policy implications. Based on discoveries in biomedical research, genomics spurs new approaches in personalized medicine.

2. Biology of Neurological Disorders will become “Neurological and Neuromuscular Disorders” – this name change aligns with the Medical Center’s Neurological Institute which houses the College of Medicine’s Department of Neuroscience. The title change is in line with the research conducted by the College of Medicine faculty members who are studying the brain and behavior, as well as neurological and psychiatric conditions.

Smith moved approval of the proposal; it was seconded by Belfiglio and approved by all with Buford abstaining.

- **Proposal to Create a New Category 5b Undergraduate Professional Certificate Program- College of Nursing**

Guest: Cindy Anderson, Academic Associate Dean

The College of Nursing proposes a category 5b Undergraduate Professional Certificate Proposal for Nurses who will work in the school setting. The title of the certificate is "School Nurse Professional Pupil Services Licensure Certificate." The proposed new certificate program replaces a previous now-dormant school nurse program that was offered in collaboration with the College of Education and Human Ecology. The new program which is fully redesigned is designed for Ohio Registered Nurses with a baccalaureate degree to meet the requirements for the School Nurse Professional Pupil Services License through the Ohio Department of Higher Education (ODHE) in compliance with ORC 33 19 .221 and is based on established standards for school nurse licensure. The College of Education used to offer a comparable program, but this is now dormant and there are not plans for renewal. A concurrence letter from Dr. Achterberg, College of Education and Human Ecology is attached with the proposal.

The certificate involves four online courses in the required subject areas, which are already up and running in the College of Nursing. These courses were already designed to meet the requirements of the state for nurses interested in working in the school setting. As an online program designed for nurses who are already licensed and working in the field, this is appropriate for distance education. The memorandum of understanding with ODEE has been completed.

A complete proposal including the purpose, curriculum, requirements, administrative arrangements, faculty, resources, need for the program, enrollment, diversity efforts, sample advising sheets, and sample syllabi was provided.

Subcommittee D recommended approval of this proposal.

The Committee discussed the proposal with the guest.

Buford moved approval of the proposal; it was seconded by Wesaw and approved by all with Wills abstaining.

PROPOSAL FROM SUBCOMMITTEE B – PROFESSOR CELIA WILLS, PROFESSOR CURTIS HAUGTVEDT, PROFESSOR DEBBIE GUATELLI-STEINBERG, MARIO BELFIGLIO

Guests: Andy Zircher, Director of Assessment and Curriculum, and Lauren Salamone, Coordinator, Curriculum and Licensure; Associate Professor Terri Hessler, Newark Campus

- **Revisions to the Bachelor of Science in Education majors in Early Childhood Education, Integrated Language Arts/English Education, and Middle Childhood Education – College of Education and Human Ecology**

The changes and rationales for these revisions include:

All programs:

1) EDUTL 3189: added to the program sheet to reflect previous approval of splitting what used to be two courses of EDUTL 4189. Therefore, this course is not in addition to coursework, but to avoid repeating EDUTL 4189. This change provides clarity for students, staff, and faculty.

2) Major admission requirement wording: “Major Admission Requirements: Competitive application process requiring completion of application. Students should consult their academic advisor to discuss eligibility and the application process. While a 2.75 GPA is required for admission, meeting the minimum requirements does not guarantee admission.” *from* “Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the major. A minimum GPA of 2.75 is required for admission to the major. Please note: Major admission is competitive and meeting the minimum requirements does not guarantee admission.” This wording was changed to add clarification for students applying to the licensure programs.

3) Adding “Cumulative grade point average of 2.75 and the successful completion of the Ohio Assessment for Educators examinations are required at time of graduation in order to be

recommended for state of Ohio teacher licensure.” This was added to clarify the GPA and assessment expectations for students, reflects state requirements for licensure, and to ensure consistency across the programs.

Specific to Early Childhood Education

1) Footnote 5: A grade of B- or better is required in MATH 1125 and 1126. This is an admission requirement for the major. Adding it to the program sheet provides transparency.

Specific to Integrated Language Arts:

1) ESEPSY 2309: added into the major coursework, as it is a requirement. The course was previously missing from the program sheet.

Specific to Middle Childhood Education:

1) Integrated Language Arts Concentration Area:

a. Any 2367 GE 2nd level writing course will fulfill the Written Communication requirement. This is in line with licensure requirements and allows for more flexibility for students.

2) Social Studies Concentration Area:

a. Changing the economics requirement from ECON 1100.01, 1100.02 or 1100.03 to 2001.01 OR 2002.01. This was changed to better meet the new Ohio Learning Standards that MCE social studies teachers will be curriculum has become a greater focus with close to 50% of the 6th grade AIR test focusing on economics. It is, therefore, vital that the pre-service teachers have this specific knowledge base. Additionally, ECON 1100.02 is the only “freakonomics” course that is taught regularly. There are few people in the department interested in teaching the course and since it is not a course our majors can take it may be phased out. It is not likely to be taught in SP17.

b. History: changed placement of HIST 1152 and 2002 to encourage students to take a sequence of courses for greater consistency.

An error was discovered and submitted for file in this proposal - where it currently says:

Cumulative grade point average of 2.75 and the successful completion of the Ohio Assessment for Educators examinations are required at time of graduation in order to be recommended for state of Ohio teacher licensure.

Instead, it should say:

Successful completion of the Ohio Assessment for Educators examinations are required prior to student teaching.

Cumulative grade point average of 2.75 required at time of graduation in order to be recommended for state of Ohio teacher licensure.

Subcommittee B recommended approval.

The Committee discussed the proposal with the guests.

Buford moved approval of the proposal: it was seconded by Belfiglio and approved by all with Irving abstaining.

- **Proposal to add Lima as a campus of offering for the non-degree, license-only program Special Education: Mild to Moderate Intervention Specialist – College of Education and Human Ecology**

This program will prepare individuals who have a teacher’s license to teach children with mild/moderate disabilities. The Columbus and Lima special education faculty has collaborated on this program. Only the mild-moderate licensure program will be offered.

In addition to program approval, the faculty have requested a new course for this program, ESSPED 5755. This course was approved by the Educational Studies Graduate Studies Committee in September.

Subcommittee B recommended approval.

The Committee discussed the proposal with the guests.

Buford moved approval of the proposal: it was seconded by Whittington and approved by all with Irving and Joseph abstaining.

PROPOSALS FROM SUBCOMMITTEE A - PROFESSOR LAURICE JOSEPH, PROFESSOR JILL BYSTYDZIENSKI, ASSOCIATE PROFESSOR ERIC BIELEFELD, JORDAN VAJDA, ALEX WESAW

Guest: Andy Zircher, Director of Assessment and Curriculum

- **Proposal to Revise the Human Nutrition Minor – College of Education and Human Ecology**

Human Nutrition is requesting a program change for the Nutrition Minor. The change would remove HN 4504, Nutrition Education and Behavior Change, as an option for students pursuing the nutrition minor. The rationale for change: HN 4504, Nutrition Education and Behavior Change, is designed to provide students with fundamental knowledge in theories of behavior change, learning theory for nutrition education, and program development based on sound theoretical principles. The course is designed to meet the learning objectives established by the Academy of Nutrition and Dietetics for students pursuing the dietetics track in nutrition. Students outside of this degree track do not have the background knowledge to perform well in the course. This change will have minimal impact on students wishing to minor in nutrition. Nine courses (19 total credits hours) are still available to complete the remaining 9 credit hours of coursework needed for the nutrition minor.

Subcommittee A recommended approval.

The Committee discussed the proposal with the guests.

Buford moved approval of the proposal; it was seconded by Whittington and approved by all with Irving abstaining.

- **Proposal for Changes to Bachelors of Science in Pharmaceutical Sciences Program– College of Pharmacy**

Guests: Nicole Kwiek, Clinical Assistant Professor, Director of Undergraduate Studies and Co-Director, The Generation Rx Initiative, and Katie Watkins, Manager of Undergraduate Programs

The proposal describes the following:

- 1) Changes to criteria for graduating the BSPS program with Honors
- 2) Changes to criteria for graduating the BSPS program with Research Distinction
- 3) Changes to the PharmD Early Admission Pathway Program
- 4) Changes in direct enrollment admission criteria for the BSPS major
- 5) Two minor BSPS coursework modifications

- 1) Changes to criteria for graduating the BSPS program with Honors:

Current BSPS students intending to graduate with Honors must do the following:

- Complete six honors or graduate level (6000+) courses by the end of their third year
- Fulfill requirements from either the thesis or non-thesis options
- Maintain a 3.5 GPA through graduation

Proposed change: Requirements for completing the Honors program will include completing the BSPS curriculum, acceptance into the University Honors program, 18 credit hours of Honors courses with at least 6 of these from science, technology, engineering, and mathematics areas, an Honors Project, and maintenance of a GPA of 3.5 or better. The Honors Project will require completion of at least 4 credit hours of Pharmacy 4195 (Pharmacy Honors Project), completion of a document summarizing results of the experience, and sharing of the experiences through participation in an Honors Project Day. Honors students may also graduate with research distinction, in which case a formal research project replaces the Honors Project.

For the Honors Project, a variety of activities will be acceptable, provided the activity falls within the healthcare field.

- 2) Changes to criteria for graduating the BSPS program with Research Distinction:

Proposed change: Requirements for completing an undergraduate student research project for the Research Distinction accolade will include participation in undergraduate research for at least two semesters with an average commitment of 2 to 3 credit hours of Pharmacy 4998 (6-9 research activity hours per week), presentation of the work at the Denman Undergraduate Research Forum and/or the College of Pharmacy Research Day, completion of a written document (10 to 15 pages in length) describing the research conducted, and maintenance of a GPA of 3.0 or better.

- 3) Changes in the PharmD Early Admission Pathway (EAP) program:

Proposed change: In this revision, we propose dropping the minimum ACT/SAT scores in the admission criteria and the Honors requirement in the matriculation criteria. Additionally, we propose eliminating the requirement to complete the BSPS degree with Honors.

4) Changes in direct enrollment admission criteria for the BSPS major:

Proposed change: In this revision, we propose dropping the class rank and minimum ACT/SAT scores in the direct enrollment admission requirements. This will increase student access to our major with reduced admission barriers

5) Two minor BSPS coursework modifications:

We propose changes in the following coursework:

a. Career development

We propose that BSPS students receive instruction in career exploration and development via two courses (PHR2100 and PHR2101, Career Development in the Pharmaceutical Sciences I and II respectively, 0.5 cr hr each) instead of just one (PHR2100, Career Exploration in the Pharmaceutical Sciences, 1 cr hr). Additionally, students will take PHR2100 early in their training (i.e., typically in their first semester) and PHR2101 towards the middle-to-end (i.e., typically at the end of their third year). This division of course content allows for more timely intervention with the students, including career exploration early on and career preparation (e.g., resume writing, professional school advising, etc.) at appropriate points in their training. Importantly, the total hours of career development training remains at 1 cr hr, and there is no change in overall instructional hours.

b. Multidisciplinary science learning

Most BSPS students plan to pursue professional school (e.g., medical school, pharmacy school, veterinary school, etc.) after graduation, which requires them to fulfill variable, generally science-based prerequisites. These are program- and school-specific. For instance, essentially all medical schools require students to complete 2 semesters of Physics, whereas most pharmacy schools (including our own) require only 1 semester. On the other hand, some pharmacy schools require Analytical Chemistry or Genetics, and our students must then find time to fill in these additional courses. Finally, some students plan to pursue graduate school and/or enter the workforce, and they have identified specific scientific interests (e.g., computational chemistry, bioinformatics, computer science), that would enhance their preparation.

To allow students greater opportunity to personalize their program learning experience, we propose adding more flexibility to the curriculum, particularly as it relates to multidisciplinary science learning. Specifically, BSPS students will be required to take only Physics I (PHYSICS1200/1250, 5 cr hrs). They then may take Physics II (PHYSICS 1201/1251, 5 cr hrs), or alternatively they could take a different science course from a pre-approved list.

Students electing to take a course less than 5 cr hrs (the standard based on Physics II) will enroll in BSPS electives to bring their total in this category to 5 cr hrs; as such, there will be no increased (or decreased) credit hour burden on the students. Additionally, academic advising provided by the College will help to ensure that students make informed, appropriate choices with regard to this option.

Subcommittee A recommended approval.

The Committee discussed the proposal with the guests.

Buford moved approval of the proposal; it was seconded by Vajda and approved with all in favor.

The meeting adjourned at 3:50 p.m.

Respectfully submitted,

W. Randy Smith

Ann Lawrence