

COUNCIL ON ACADEMIC AFFAIRS

200 BRICKER HALL

April 4, 2007

3:00 – 5:00 pm

MINUTES

Present:

Professors: James J. Beatty, Daniel E. Collins, Lora Gingerich Dobos, Richard P. Gunther, E. Kay Halasek, Nancy R. Reynolds, W. Randy Smith (Vice-Chair), George J. Valco, and Brian L. Winer (Chair)

Student Members: Rose Babington and Elaine Yeh (Undergraduate Student Government), Jane Evans (Council of Graduate Students), and Sheila Rajashekara (Inter Professional Council)

Guests: Jessica Mercerhill, Director of Curriculum, Colleges of the Arts and Sciences; Jed Dickhaut, Associate Registrar, Office of the University Registrar; David Roy, Senior Assistant Director, Enrollment Services, Undergraduate Admissions; Professor Harald E. Vaessin, Department of Molecular Genetics, Chair, Senate Steering Committee; Professor Allan J. Silverman, Department of Philosophy, Chair, Faculty Council; Professors Mari Noda, Chair and Galal Walker, Department of East Asian Languages and Literatures; Professor Elliot Slotnick, Associate Dean, Graduate School; and Mary Dannemiller, Lantern Reporter

APPROVAL OF THE MINUTES OF THE MEETINGS OF FEBRUARY 27, 2007 AND MARCH 7, 2007

- Gunther moved to approve the Minutes of the meeting of February 21, 2007 with corrections sent by Valco. The motion was seconded by Reynolds. The motion passed unanimously.
- Collins moved to approved minutes of the meeting of March 7, 2007 with corrections sent by Gunther. The motion was seconded by Valco. The motion passed unanimously.

COMMENTS FROM THE CHAIR – PROFESSOR BRIAN L. WINER

- Proposals to establish a Center for the Study of Religion and for name changes to the undergraduate and graduate programs in the Department of

Human and Community Resource Development, will be on the agenda of University Senate meeting on April 12, 2007 for action.

COMMENTS FROM THE VICE-CHAIR – PROFESSOR W. RANDY SMITH

- New proposals were sent to Subcommittees for review.
- Winer asked for an update on the charge to an ad hoc Advisory Committee on Centers and Institutes to review the current rule/guidelines for the establishment and review of centers/institutes. Smith indicated that he is working on finalizing the membership, with input from the University Research Committee. Gunther and Reynolds will serve on this Committee and Winer has agreed to participate.

PROPOSAL FOR AN ADVANCED CHINESE TRACK (CHINESE FLAGSHIP PROGRAM), DEPARTMENT OF EAST ASIAN LANGUAGES AND LITERATURES – PROFESSOR GEORGE J. VALCO, CHAIR, SUBCOMMITTEE C

Valco gave a summary of the proposal. The first part is for a new track in the East Asian Languages and Literatures' M.A. program. The second part is for transcript designation for the six existing tracks, as well as for the proposed new track.

The objective of the proposed Advanced Chinese Language and Culture Track is to provide the opportunity to study Chinese at the graduate level, combining advanced language study with domain-specific study. A domain is either an academic discipline or recognized career area (other than Chinese language) in which the students are expected to have professional expertise. The proposal responds to a national need for individuals who can function in Chinese in their professional domain.

The objective of the second part of the proposal is to obtain transcript designation for the existing tracks and the proposed new track, to clearly indicate on the transcript the specific curriculum track the student pursued within the East Asian Language and Literatures M.A. program.

Subcommittee C discussed the proposal and developed a list of questions and comments that was forwarded to Professor Mari Noda. For the first part of the proposal the list included:

- consistent title for the track be used throughout the proposal
- more information on instructors for the various parts of the program
- clarification of the rationale
- clarification of the thesis and non-thesis options in the program
- further information on the year of study in China

- further information on supervision of research while the students are abroad and
- add a section discussing resource consequences of the proposed new track.

For the second part of the proposal, Subcommittee C requested

- a clearer statement of exactly what was being proposed and
- clarification of how a student could satisfy both the requirements for hours per quarter and total hours for the degree.

Subcommittee C received a revised proposal addressing the comments and questions and then met with Professors Noda and Galal Walker for a discussion of the revised proposal. All the questions were answered to the Subcommittee's satisfaction.

For the record, the Subcommittee noted that it was uncomfortable with the Graduate School Handbook wording "although the Graduate School has no policy specifically permitting graduate degree documents to be written in a foreign language, the practice has been allowed as long as it is approved by the student's advisor and graduate studies committee."

Subcommittee C voted unanimously to recommend Council approval.

Gunther expressed concern that the program requires 65 graduate credit hours for a master's degree. Given ongoing campus discussions about exceeding 50 hours for such programs, and the impact on current graduate-level funding mechanisms, should we approve such a proposal? Smith concurred and said that the Council needs to ask the Graduate School to make a formal statement about this issue with each/any proposal with this characteristic that it sends to this Council for action.

DISCUSSION WITH PROFESSORS MARI NODA, CHAIR, AND GALAL WALKER, DEPARTMENT OF EAST ASIAN LANGUAGES AND LITERATURES.

Noda gave the rationale for the proposal. There is a demand for individuals who possess a professional level of domain knowledge as well as advanced language knowledge in critical languages, such as Chinese. Our Chinese language program enjoys a reputation for being one of the leading programs in the world. The National Security Education Program has given the designation of National Chinese Flagship Program to a set of advanced language and culture courses it proposed as part of our Chinese language program. Chinese Flagship Programs are aimed at increasing the number of Americans with advanced proficiency in the Chinese language. The department is taking advantage of the funding available for the Chinese Flagship Program to establish the Advanced Chinese Language and Culture track of M.A. in East Asian Language and Literatures.

The Advanced Chinese Language and Culture track, like all of the M.A. tracks in this department, is a two-year program of study at the advanced level. The focus is on

advanced language skills and students are expected to have professional expertise in areas other than Chinese language. The National Security Education Program provides funding for instructional staff, administration, as well as scholarships for qualified students.

Sixty five credit hours to graduate with a master degree seems too high. Do other similar programs across the country require 65 hours to reach expertise in Chinese in a masters program? Yes. Most of the credits are given for the study abroad program. Chinese, along with Arabic, Korean, and Japanese, belong to the “Category IV” languages, that require anywhere from 1,400 to 2000 instructional hours to reach the advanced level of proficiency. Language study at the undergraduate level does not allow learners to reach the proficiency level needed for professional communication. Providing the opportunity to study Chinese at the graduate level, and combining the language study with domain-specific discourse study, help us respond to the critical national need for individuals who can function in Chinese, whatever their professional domain may be.

Subcommittee C moved approval of the proposal. The motion was seconded by Reynolds. The motion passed unanimously.

DISCUSSION OF THE REPORT OF THE COMMITTEE ON THE UNIVERSITY-WIDE REVIEW OF UNDERGRADUATE EDUCATION – PROFESSORS BRIAN L. WINER AND W. RANDY SMITH – SUBCOMMITTEE D

- **B.A. and B.S. Template from the Arts and Sciences**

Winer gave an overview of the discussion at the Faculty Council meeting on March 29, 2007. In general no major issues that this Council itself had not discussed had emerged. A specific question about the number of hours listed as ‘0-20’ on the Arts and Sciences’ B.A. and B.S. templates under Foreign Language requirements arose. There was a discussion about the clarity of this statement to freshman who enter the University with ‘EM’ credits received through Advance Placement courses or testing out of courses. It was recommended that a clarification should be sought from the Arts and Sciences.

Winer indicated that he would like Council to review all templates from all undergraduate colleges and then vote on them at the end of the review – at the April 25 or May 2, 2007 meetings. He distributed a draft list of “resolutions” that Council could consider as an addendum to any action that it takes – a list that could grow with each meeting that Council has in the next few weeks.

Council members reviewed the list. A Resolution was recommended that the template, besides showing what needs to be taken by a freshman entering without any Advanced Placement (AP) credits or testing out of courses, should show students coming with large numbers of advancement placement and transfer credits, how they can benefit. There was a strong feeling among student members of Council that the template should be

designed with the “assumption” that students entering with no AP or EM credits should be able to graduate in four years. Those who have extra credits through Advanced Placement or transfer credits will either graduate earlier or will do double majors and minors.

Smith informed the Council that a color-coded diagram is being developed for students’ benefit. If the Council feels strongly that there should be a comparison template for students with and without ‘EM’ and ‘AP’ credits, then the Office of Academic Affairs will develop such a template with assistance from the Colleges of the Arts and Sciences.

Council members asked for additional information on:

- Which courses count for credit by examination (EM) or credits through Advanced Placement test?
- how many students enter OSU with AP or EM credits?
- How has student preparation changed since 1988?

Collins moved to table Resolutions 1 and 2. The motion was seconded by Beatty. The motion passed unanimously.

The meeting was adjourned at 5:00pm.

Respectfully submitted,

W. Randy Smith
Lakshmi Dutta