

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

January 19, 2011

3:00 PM – 5:00 PM

MINUTES

ATTENDANCE

Faculty:

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| ✓Dr. Leslie Alexander (History) | ✓Dr. Ashok Krishnamurthy (Engineering) |
| ✓Dr. Marilyn J. Blackwell (Germanic Languages and Literatures) | ✓Dr. Barbara Polivka (Nursing) |
| ✓Dr. James W. Cogdell (Mathematics) | ✓Dr. Robert J. Ward (Music) |
| ✓Dr. John Fellingham (Business) | ✓Dr. John W. Wilkins (Physics) |
| ✓Dr. Jay S. Hobgood (Geography) | ✓Dr. Kay N. Wolf (Allied Medical Professions) |

Students:

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| ✓Mr. Niraj Antani (USG, Political Science) | ✓Ms. Sarah K. Douglas (CGS, History) |
| ✓Mr. Dheeraj Duggineni (USG, Biology) | ✓Ms. Sarah Lang (CGS, Education and Human Ecology) |

Administrators:

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

Guests:

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| Dr. Jeffrey Bons (Aeronautical & Aerospace Engineering) | Dr. Mark Reugsegger (Biomedical Engineering) |
| Ms. Andrea Bour (Office of University Registrar) | Mr. David L. Roy (Assistant Director, Enrollment Services) |
| Dr. Wayne Carlson (Dean, Undergraduate Education) | Dr. David Stetson (Evolution, Ecology and Organismal Biology) |
| Dr. Ann D. Christy (Food, Agricultural and Biomedical Engineering) | Dr. David Tomasko (Engineering Administration) |
| Dr. Alexis Collier (Associate Provost) | Dr. George Valco (Electrical and Computer Engineering) |
| Mr. Brian Endres (Chemical and Biomolecular Engineering) | Dr. Bernadette Vankeerbergen (Curriculum Coordinator, Arts and Sciences) |
| Dr. Steve Fink (English) | Dr. Valerie Williams (Arts and Sciences) |
| Dr. Terry Gustafson (Arts and Sciences) | Mr. Andy Zirker (Education and Human Ecology) |
| Dr. Gerald Nelms (University Center for the Advancement of Teaching) | |
| Dr. Shilpa Register (Optometry) | |

The Council came to order at 3:00 PM.

APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 5, 2011

Cogdell moved approval of the minutes of the meeting of January 5, 2011. The motion was seconded by Douglas and approved unanimously.

REPORTS FOR THE CO-CHAIRS – JAY S. HOBGOOD, AND JAMES W. COGDELL

- On January 13, 2010, the University Senate approved:
 - Proposal for the Establishment of a Department of Microbial Infection & Immunity;
 - Request for approval of the merger of the departments of Plan Cellular & Molecular Biology and Molecular Genetics into the new department: “Molecular Genetics”.
 - Proposal to establish the Master’s in Mathematical Sciences degree program
 - Proposal to establish the Rural Sociology graduate programs as a specialization within the School of Environment and Natural Resources.

- Cogdell attended the Faculty Cabinet Meeting on January 11, 2011. During this meeting there were: reports from the Senate Fiscal Committee; discussions about evaluation of administrators and evaluation of central services and support; and an overview of the proposed changes to University rules.

- The Council will meet on January 26, 2011, to work on any remaining proposals from today’s agenda and to review the proposed changes to University rules relating to semester conversion. The Council on Enrollment and Student Progress (CESP) has reviewed all the rules and made proposed changes.

REPORT FROM THE VICE CHAIR – W. RANDY SMITH

- Smith will attend the next meeting of the Board of Trustees (February 11, 2011, where the four proposals identified above will be presented.

- Smith and the Office of Academic Affairs are involved in two ongoing special initiatives:
 - Woodrow Wilson Ohio STEM Teaching Fellowship; an education program for teachers in STEM fields; and,
 - Ohio Principals’ Academy; a collaboration between the Ohio Association of Elementary School Administrators, the Ohio Association of Secondary School

Administrators and Fisher College of Business to provide executive administrators the opportunity to learn skills necessary in their appointments.

- Subcommittee D will review semester proposals received from: College of Optometry, College of Pharmacy, College of Public Health, and the School of Public Affairs.
- The Office of Academic Affairs received a new request from the College of Medicine for use of the term “center” for the proposed Center for Autism Spectrum Disorders. This center will be funded by a generous donation made to the University by Marci and Bill Ingram. There were no objections.

E-LEARNING STATUS REPORT – Kathleen Starkoff, Chief Information Officer

Starkoff presented a framework developed by the eLearning Strategic Implementation Committee to address issues related to labeling courses. In order to clarify any confusions regarding distance learning, technology used for education, and the levels of interaction used in classroom, the eLearning Strategic Implementation Committee proposed labeling courses with letters: D (distance), Y (hybrid), R (regular), and subcategories of S (significant use of interactive learning technology) and M (minimal use of interactive learning technology). The framework was developed to clearly articulate how a course will be offered. This framework still leaves room for interpretation and clarity for faculty and instructors as they label their courses. The eLearning Strategic Implementation Committee believes this framework will improve the articulation in a meaningful way.

During discussions the following issues were raised and clarifications provided:

- Extended information could be added to the course sections to better explain how a section of a course will be offered.
- In some situations the courses could be developed before instructors are assigned; or, during the length of the course the technology might be used at different levels (S – significant, M – minimal). The section’s instructor will be the ones who define the framework attributes (DS, RM, etc.) for their courses.
- Course descriptions will include the likely range of section labels (DS, RM)
- Members of the Committee consider that extra questions (e.g. “Did the description of the course/section accurately describe the experience?”) should not be included in the SEI survey. This will provide feedback to the instructor on the definition of the framework attributes but will not directly evaluate the instructor.
- Overall, the framework presented will provide students with the ability to select courses based on their learning style. At University level, it will be possible to track courses based on in-class or on-site activity.

Smith noted that the Office of Academic Affairs needs to develop a method for reviewing course proposals when they are submitted and for monitoring them after implementation. Starkoff noted that's he has been receiving input from an array of units and groups within the University (e.g. Curricular Deans, Departments Schedulers, the Registrar Office, Council of Deans/Chairs, etc.).

COUNCIL ON ENROLLMENT AND STUDENT PROGRESS (CESP) – Rules Change Overview (Professor Jay Hobgood, Co-Chair)

A working group inside CESP has reviewed all the University rules and identified different groups of rules that need to be changed; the ones related to semester conversion; some inactive/outdated rules; and some where clarification is needed. This Council will review the rules directly related to the semester conversion. The Council will review and act on them at the next week meeting.

PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS JAMES COGDELL, JAY HOBGOOD AND W. RANDY SMITH

- **Bachelor of Arts Degree in Music**
- **Bachelor of Music Degree in Composition**

Cogdell presented both proposals – each related to follow-up actions to a recent accreditation review. In both cases there is the need to shift open electives or other courses within the program to the needed courses. For the Bachelor of Arts in Music, the credit hours for the total major of 181 remain unchanged. The School of Music added to its current 6 credit hours in applied study, 6 hours taken from the open electives category, and moved 3 credit hours from the music theory category into the applied study at the 201 level (6 credits) and at the 401 level (6 credits). The addition of the credit hours affects a small number of students; the School of Music has identified twenty-seven students who will benefit from an increased applied study.

For the Bachelor of Music in Music Composition the credit hours for the total major of 182 remain unchanged. The School of Music moved the Composer's Seminar courses into the Music Theory and Composition area, deleting 3 credit hours from the Ensembles side of the advising sheet and placing them on the Music Theory and Composition side. They also took the 10 credit hours that were open music electives for their composition students and placed them in the Music Theory and Composition area to include courses in Composition 2 for 6 credits and one additional Senior Composition Project experience of 4 credits. These changes will have little or no impact on the three students currently enrolled in this program.

The rearrangement of the credit hours will allow the School of Music to be in compliance with the National Association of the Schools of Music (NASM) standards.

Codgell moved approval of these proposals; they were seconded by Douglas, and the motion carried with all in favor.

PROPOSALS FROM SUBCOMMITTEE B – NIRAJ ANTANI, MARILYN BLACKWELL, BARBARA POLIVKA, ROBERT WARD

- **Semester Conversion: Bachelor of Science in Electrical and Computer Engineering**

Antani presented the proposal. The working group of Subcommittee B requested a few changes to the proposal. The Department proposes to allow students present during transition the choice of either continuing to fulfill quarter requirements or switching to semester requirements. Thus four sets of transition principles are required: two for the Electrical Engineering program and two for the Computer Engineering program. In each case, there are requirements that specific topics be completed, and other requirements that a specific number of credit hours be taken in certain categories. These different types of requirements are not mutually exclusive – courses taken to meet topical requirements may also count toward a credit hour requirement in one or more categories. Required sequences of courses is one of the significant challenges in managing the transition. The Department is ready to manage the transition through rigorous academic advising and offering transition courses.

Antani moved approval of the proposal; it was seconded by Lang, and the motion carried with all in favor.

- **Semester Conversion: Bachelor of Science in Chemical Engineering**

Antani presented the proposal. In addition to the prescribed core courses, all students are required to take one technical elective in either Mathematics or Statistics. A list of courses that meets this requirement will be prepared once the details of semester course offerings in the Departments of Mathematics and Statistics are known. One of the core requirements requires that all students take either Organic Chemistry II or Biochemistry I. This is consistent with the current quarter-based program. The proposed program for semesters is in most respects very similar to the current quarter-based program. Based on discussions with faculty, students, alumni, and the Department's Advisory Board, the general consensus is that the current program is appropriately rigorous, representative of the current state of the chemical engineering discipline, and in line with benchmark programs. No significant change is proposed for the number of total credit hours required for the B.S. degree. There is a small change in the distribution of credit hours between required courses offered by the unit vs. outside the unit. The

proposed semester program includes a net increase of 3 credit hours for chemical engineering core courses, which is partially compensated for by decreases of 1 credit hour each in required mathematics and general engineering. The overall impact of these changes largely depends on how a given student chooses to satisfy the technical elective requirements.

Antani moved approval of the proposal; it was seconded by Blackwell, and the motion carried with all in favor.

- **Semester Conversion: Bachelor of Science in Aeronautical and Astronautical Engineering**

Antani presented the proposal. In Engineering all credit hours other than the general education requirements are counted as part of the major program; they are divided into a number of categories within the major program. The ranges of values in required courses offered inside and outside AAE arise from allowing flexible options in the technical electives with bounds on the number of inside/outside credit hours. The major change in the undergraduate program is the addition of a yearlong project laboratory in the senior year in lieu of the current three quarter laboratory course sequence. The laboratory experience was changed. A new year-long project laboratory course will be offered in the senior year. Systems Integration I, II and III (AAE 512, 512 and 514) are dropped. Most of the materials topics in MSE 205 are already covered in AAE 542 and will be included in the succession course to 542. The material in ISE 504 which was primarily of an economic nature, will not be required in the new program, but students may elect to take the new version of ISE 504 or an equivalent if they so desire.

Antani moved approval of the proposal; it was seconded by Wilkins, and the motion carried with all in favor.

- **Semester Conversion: Minor in Engineering Education Innovation Center (EEIC), Engineering Sciences**

Antani presented the proposal. This program started in Spring 2009, therefore minimal changes are proposed. When developed, this minor received approval for deviation from the specification of the College of Engineering's Minor Program Policy "100 level courses may not be count as credit toward a minor". It was accepted that these courses have content appropriate to the objectives and audience of the minor, and that mathematics prerequisites help assure the students have the quantitative skills needed to address the topic in a rigorous fashion. This course will translate into a 1000 course under the semester-based system. There were two minor typographical changes to the proposal document.

Antani moved approval of the proposal contingent upon receiving the above mentioned corrected document; it was seconded by Duggineni, and the motion carried with all in favor.

- **Semester Conversion: Bachelor of Science in Materials Science and Engineering**

Polivka presented the proposal. The program will change to semesters with minimal changes. The general education courses will be chosen from a set to be assigned by the College of Engineering. There will be two Mathematics courses: Engineering Calculus I and II. In addition there will be one more course on differential equations with some linear algebra content. The proposed curriculum has two courses in Chemistry: General and Organic Chemistry. Organic Chemistry is not a required subject in the current curriculum, but was considered important for the future curriculum. There is not much change in the Physics content. Materials Selection will be taken by all students and a Capstone Design project will be selected by students in their senior year. Technical Elective courses (non-MSE and MSE) will be chosen in consultation with an academic advisor, from MSE upper division undergraduate courses (4000 of above), and from a set of non-MSE courses to be designed by the MSE undergraduate Studies Committee once the departmental course offerings are known. Students will consult with an advisor to select any four lecture courses from the 5000 level and one laboratory course to partially fulfill the technical elective requirement.

Polivka moved approval of the proposal; it was seconded by Douglas and the motion carried with all in favor.

- **Semester Conversion: Bachelor of Science/Master of Science, and Doctor of Philosophy in Materials Science and Engineering**

Polivka presented the proposals. The proposed changes are minimal, amounting to a direct conversion of courses and degree requirements. The graduate degree requirements for these programs had undergone a thorough review in Autumn 2008; therefore, no major revisions were justified at this time. The course credit requirements are flexible, being generally based on broadly defined electives. The only specifically required courses are the six Core Courses for the PhD degree, and only four of these (3 Primary-Core and 1 Secondary-Core courses) have to be taken in advance of the Candidacy Examination. Any rare events that cannot be covered by standard conversion and timing policies will be handled through the petition process.

Polivka moved approval of the proposal; it was seconded by Wolf, and the motion carried with all in favor.

- **Semester Conversion: Bachelor of Science/Master of Science in Biomedical Engineering**
- **Semester Conversion: Doctor of Philosophy in Biomedical Engineering**
- **Semester Conversion: Doctor of Medicine/Doctor of Philosophy in Biomedical Engineering**

Blackwell presented the proposals. Biomedical Engineering had a systematic review of all its education offerings when it became a department in October 2008. The MS program will consist of 31 semester credit hours. The non-thesis MS will be all course credits, and the thesis MS will have 6 Research credit hours and 25 course credit hours. The minimum number of Life Science courses was eliminated in favor of allowing each student, and their advisors, to determine an appropriate balance to achieve the student's educational and career objectives. There are two new requirements: Research Ethics and Research Design. The Department of Biomedical Engineering (BME) is fully aware that the proposed MS programs have a minimum requirement of 25 – Thesis and 31 – non-Thesis course credit hours. Master's students need the higher number of courses to ensure suitable depth, particularly for the non-Thesis option where there is not a research component. Students transferring into the PhD program with a MS degree will be able to receive credit for equivalent course in the program, up to a maximum of 30 semester credit hours. The PhD program will maintain a balance of courses and research, but the research is critical for the successful career attainment of the student, and is given greater priority in the curriculum. The BME doctoral program objective is to provide educational opportunities for students to creatively integrate engineering and life sciences so that graduates can successfully pursue: research, advanced study leading to research, professional practice, careers in biomedical engineering industries, or begin an academic career. The MD/PhD program is 9 course credit hours shorter than the stand alone PhD program in BME as the Physiology course is no longer required and the Engineering minor has been waived. Additionally, summer research is decreased to accommodate the July start of PGY3 medical rotation. There are no significant changes in total credit hours for these programs.

Blackwell moved approval of these proposals; they were seconded by Antani, and the motion carried with all in favor.

Ward commented on the amount of detailed work that each Subcommittee is putting into the review of these proposals, and questioned whether the approach to the presentation of these proposals, at the full Council meetings, was appropriate. After a brief discussion, with some Council members expressing support for the current practice being adopted, Cogdell indicated that he would consult with Hobgood, Smith and the Subcommittee Chairs – Alexander, Blackwell and Wolf – for their views on whether changes to the Council meetings should be made. He will revisit this topic with the full Council.

CHANCELLOR'S GI PROMISE – Professor Wayne Carlson, Vice Provost and Dean of Undergraduate Education

Carlson presented an overview of the GI Bill. On June 30, 2008, President George W. Bush signed the Post 9/11 Veterans Educational Assistance Act of 2008, ushering in a new era for the education of America's veterans. The "GI Bill" offers higher education benefits not seen since the end of the Second World War. The Ohio GI Promise seeks to expand on the opportunities provided by the GI Bill by ensuring that veterans and their dependents that choose to attend a University System of Ohio (USO) institution will have the best support available in completing their degrees. The Ohio GI Promise was created by Gov. Ted Strickland in July, 2008 and represents a partnership between the Ohio Boards of Regents, Ohio's USO institutions of higher education, the Department of Veterans Services, and other military organizations.

The bill includes: relaxation of residency requirements for tuition purposes; designation of all USO institutions as Service members Opportunity Colleges (SOC), recognition of credit transfer for military experience and training; and awarding of credit for recognized testing programs (e.g., College Level Examination Program - CLEP).

The Ohio State University is a part of the USO therefore will need to comply with the new enforced policy, which will be fully implemented in the state of Ohio by fall 2012.

Starting with April 2009, the GI bill eligibility and community service/internship/co-op provisions will no longer be required for a veteran to be considered a resident for in-state tuition purposes. The veterans were no longer required to enroll themselves in order to gain residency for their dependents. In addition to the path to recognize military training and experience, one of the other key features of the SOC membership is to award college credit for nationally recognized testing programs, such as CLEP, DSS, and ECE.

The College-Level Examination Program (CLEP), unlike Advanced Placement (AP), is not built around an assessment tool for a course or curriculum, but rather is designed to assess students' prior knowledge of skills on a variety of college-level subjects, regardless of their methods to learn the material. The Ohio Chancellor recognizes that students can document their achievement in college level subject matter via the College Board College Level Examination Program (CLEP). In order to provide consistency and clarity for students, the policy for awarding CLEP credit is to be adopted by all public institutions of higher education (PIOHE) in Ohio.

As a national research University, Ohio State has to be prepared not only to accept the tests and scores submitted by military students and their affiliates, but also to help them graduate in timely manner. The University will make necessary implementations toward:

- granting college credit to students who earn a score of 50 or higher on CLEP examination, with the exception of Level 2 foreign languages and few others. So far, the University does not take CLEP results into consideration for admission.

- counting CLEP credit toward graduation.
- providing information on the CLEP credits, which should include the number of credits awarded and the course equivalents earned for scores of 50 or higher.
- transferring CLEP credits within PIOHE in Ohio according to the state's Transfer Module, Transfer Assurance Guides, and transfer policy. Currently the University has strict rules regarding transfer of credits within PIOHE which do not have clear specifications regarding transferring credits earned after completion of CLEP.

The University will now have the opportunity to respond to the proposed changes by the Ohio Board of Regents, and Carlson will be our point person for the response. Council members asked for various clarifications of what was being proposed and the impacts. This does not affect admission to the University, but it could have an effect on what those admitted might bring with them that would then count in some way toward their academic program. A central issue is the academic success of the students who come here, and how such credit is related to that success.

Carlson said that this discussion will help with his response. If adopted at the state level, within three years of implementation, the Chancellor's staff will review the policy to determine its effect and whether changes need to be made. That means that the University will need to monitor thoroughly the impact of this change internally.

The meeting adjourned at 5:10 PM.

Respectfully submitted,
W. Randy Smith
Liana Crisan-Vandeborne