

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall
January 18, 2012
3:00 PM – 5:00 PM
MINUTES

ATTENDANCE

Faculty:

- | | |
|---|---|
| ✓ Dr. Leslie Alexander (History) | Dr. Gene Mumy (Economics) |
| ✓ Dr. Marilyn J. Blackwell (Germanic Languages and Literatures) | ✓ Dr. Barbara Polivka (Nursing) |
| Dr. Kathryn Corl (Germanic Languages and Literatures) | ✓ Dr. Fernando Unzueta (Spanish and Portuguese) |
| ✓ Dr. John Fellingham (Business) | ✓ Dr. John W. Wilkins (Physics) |
| ✓ Dr. Ashok Krishnamurthy (Engineering) | ✓ Dr. Kay N. Wolf (Allied Medical Professions) |

Students:

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| ✓ Mr. Niraj Antani (USG, Political Science) | ✓ Mr. Brian Myers (IPC, Medicine) |
| ✓ Ms. Sarah K. Douglas (CGS, History) | ✓ Ms. Sarah Lang (CGS, Education and Human Ecology) |
| Mr. Sean Fitzpatrick (USG, Political Science and Economics) | |

Administrators:

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

Guests:

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| Dr. Jackie Blount (Education and Human Ecology) | Dr. Garrett Heysel (Arts and Sciences) |
| Dr. Raymond Calabrese (Education and Human Ecology) | Dr. Laura Podalsky (Spanish and Portuguese) |
| Dr. Charles Campbell (Neuroscience) | Dr. Bernadette Vankeerbergen (Arts and Sciences) |
| Dr. Caroline Clark (School of Teaching and Learning) | Dr. Brian Warnick (Education and Human Ecology) |
| Dr. Steven Fink (Arts and Sciences) | Dr. Joseph Wheaton (Education and Human Ecology) |
| Mr. Michael Gable (Office of the University Registrar) | Dr. Charles Wise (John Glenn School of Public Affairs) |
| Dr. Scott Herness (Graduate School) | |

Dr. Henry Zerby (Animal Sciences)

Mr. Andy Zircher (Education and Human Ecology)

The Council came to order at 3:05 PM.

APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 4, 2012

Krishnamurthy moved approval of the Minutes of the Meeting of January 4, 2012. The motion was seconded by Lang and carried with all in favor.

REPORT FROM THE CHAIR – PROFESSOR KAY N. WOLF

- Wolf introduced Brian Meyers, the new Council member representing the Inter-Professional Council - a student in the College of Medicine.
- Wolf will provide updates of the Council's work to the University Senate Steering Committee on January 19, 2012.
- The Department of Integrated Systems Engineering will revise some of its semester proposals with minor changes. Wolf and Smith met with the leadership of the Department and the College of Engineering to learn of the issues involved. Those changes will be reviewed by Subcommittee D and then brought to the full Council for action.
- The proposal to merge the Departments of Chemistry and Biochemistry is now ready for assignment to Subcommittee B, and because it is an alteration proposal, the Subcommittee will be supplemented with extra members.
- The semester proposal for the undergraduate program in the Department of Human Nutrition – tabled at the January 4, 2012 meeting – will return at a future meeting. Discussions about it continue.

REPORT FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

- To accommodate travel issues that Wolf and Smith face, the Council meeting scheduled for March 7, 2012 will be rescheduled to February 29, 2012, if a quorum of members can attend.
- Smith and Professor Steven Fink will meet with the Council of Graduate Students (CGS) on January 20, 2012 to provide an update on semester conversion. Similar presentations will be made to the Undergraduate Student Government (USG) and the Inter-Professional Council (IPC).
- Smith is continuing to gather information on the full range of STEM (Science, Technology, Engineering, and Mathematics) educational activities within the University and will give an overview to Council at a later date.

- Smith is scheduled to attend the Annual Meeting of the Association of American Colleges and Universities (AAC&U) in Washington next week. These meetings focus on important aspects of student progress.

ANNUAL UPDATE: JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

Smith provided introductory comments. The School was created in 2006 when the John Glenn Institute merged with the School of Public Policy and Management (then-College of Social and Behavioral Sciences). Approval was linked to: the distinctive feature that it reports directly to the Office of Academic Affairs (OAA), through a Vice Provost – currently Smith – and is the only School to do so; the stipulation that any undergraduate course/program development would need approval by the now-College of Arts and Sciences; and that annual updates needed to be provided to this Council. Later this academic year, as mandated in the original approval, this Council will need to determine if the reporting line should continue to be to OAA.

Dr. Charles Wise then presented the annual update.

- The number of students in the M.A. program increased from 9 in 2006 to 126 in 2011. This program is designed for students with considerable experience (more than 5 years) in public service or similar fields.
- The number of students in the Master of Public Administration (MPA) program increased from 18 in 2006 to 97 in 2011. This program is designed for students with little or no public service experience. There has been a considerable increase in the number of Ph.D. students.
- The new undergraduate program has a significant enrollment of 185 students, exceeding the original expectations for enrollment. Out of these students, 64 are on the Dean's list, and 30 are in Honors. In this undergraduate major, students take general education courses in various departments inside the University, then complete the Public Affairs core courses, and augment their studies with specialized courses.
- The School makes continuous efforts to increase the number of students who qualify for financial assistance. A significant increase in these numbers was made over the last five years.
- The number of credit hours of instruction has been increasing every year.
- Even though the final enrolment data for Autumn 2011 are not available, a significant increase in the number of students enrolled is observed. A large high number of students is enrolled in dual degree programs as a result of the partnership of the School with various colleges and departments inside the University: Fisher College of Business, Department of Slavic and European Studies, School of Environment and Natural Resources.
- To keep up with the high enrollments and credit hours of instructions, the number of faculty has increased in recent years (5 this academic year alone), and continues.
- Financially, the School receives more General Funds through enrollments, and is also attracting more research funding from local and national agencies. The School is the home to the

Battelle Center for Science and Technology Policy, faculty is securing funds in various sponsored research programs and events.

SUBCOMMITTEE D – PROFESSORS KAY N. WOLF and W. RANDY SMITH

Semester Proposals: College of Arts and Sciences: Division of Arts and Humanities

- **Latin American Studies – Master of Arts**

Wolf presented the proposal. This program will convert to the semester calendar with minimal changes from 45 quarter credit hours to 30 semester credit hours. It was created in 2009 after extensive consultation with faculty with this regional specialization from numerous academic units. There will be 3 undesignated credit hours that exceed the specified requirements. After completing the requirements (2 introductory courses, 4 courses in the main area of concentration; 3 courses in the second area of concentration), students will be able to choose one elective. There will be three students transitioning from quarters to semesters and individual advising is provided to them.

The Graduate School's Curriculum Committee reviewed this proposal. The areas of concentration can be discipline based or thematic; focusing on a designated research area. The Graduate Studies Committee approves the student's learning plan including their specific areas of concentration. Students can choose to have a second area of concentration.

The semester curriculum plan will be updated to reflect the correct number for semester courses.

Unzueta moved approval of this proposal; the motion was seconded by Alexander and carried with all in favor.

- **Interdisciplinary Undergraduate Minor in Neuroscience**

Wolf presented the proposal. This minor will convert with minimal changes from 25 quarter credit hours to 15 semester credit hours. The minor will maintain basically the same structure and will align with new major in Neuroscience, better serving the educational and career goals of the students. In the quarter version of the Minor, students take two foundational courses and 16 quarter credit hours of advanced elective courses. Students following the semester version will take the same two foundational courses and 9 semester credit hours of elective coursework (now providing a total of 20 advanced course options).

Wolf moved approval of this proposal; the motion was seconded by Antani and carried with all in favor.

Semester Proposals: College of Education and Human Ecology

- **Human Development and Family Science – Bachelor of Science – HDFS**

The proposal had been tabled at the meeting of January 4, 2012. Polivka moved approval to put this proposal back on the table; the motion was seconded by Blackwell and carried with all in favor.

Wolf presented the proposal. The proposal was updated to exclude the new option: a Development and Prevention Sciences (DAPS) Program. That new program now is under review with a plan to have it return to Council at a later date.

Wolf moved approval of the amended proposal; the motion was seconded by Antani and carried with twelve in favor and one abstention.

- **Education Policy and Leadership (EPL) – Master of Arts**
- **Education Policy and Leadership – Doctor of Philosophy**
- **Education Policy and Leadership – Doctor of Education – Ed.D.**

Wolf presented the three proposals. The Ph.D. program under semesters will align with the University rules for completion of Ph.D. programs. The areas of specialization in EPL reflect various approaches to understanding and practicing education in the larger society. The EPL is comprised of five organizational sections:

- Education Psychology and Philosophy
- Higher Education and Student Affairs
- Educational Administration
- Quantitative Research, Evaluation and Measurement
- Cultural Foundations, Technology, and Qualitative Inquiry

The Ph.D. requirements include 6 hours of common core requirements, 9 hours of a research core, and a minimum of 6 hours dissertation preparation. Most areas of specialization in EPL, will require coursework that goes beyond the minimum requirements for a Ph.D. The 10 areas of specialization: Cultural Foundations of Education; Qualitative Research in Higher Education; Educational Technology; Educational Administration; Educational Policy; Quantitative Research, Evaluation, and Measurement; Philosophy of Education; Educational Psychology; Teacher Education Policy and Leadership; Higher Education and Student Affairs, will be complemented with 4 new specializations: Counselor Education, School Psychology, Special Education and Workforce Development.

The Graduate School Curriculum Committee reviewed these proposals and paid close attention to many issues such as: credit hour requirements, transition policy, specializations, advising, mentoring.

The Doctor of Education Program (Ed.D.) is a new program requiring 51 semester credit hours. It seeks to prepare and advance the preparation of practicing professionals to contribute to advancing the mission of their educational organizations in the framework of contemporary educational challenges facing Ohio. This is a professional degree, focused on research into problems facing educational organizations and their communities. Educational communities are not limited to public schools and include not-for-profit and professional organizations, child and family advocacy communities, and local, regional and national service organizations. The

program is designed for students currently holding a Master's degree and serving in a professional leadership role in education organizations. For completion of this program, students will pass a candidacy exam and submit a final research document.

For the M.A. in EPL, students will complete 30 semester credit hours. Students will take common courses (at least 9 credit hours) in each: Foundations Requirement, Multicultural and Human Diversity Requirement, and Research Requirement. The areas of specialization in EPL reflect the various approaches to understanding and practicing education in the larger society. EPL is comprised of five sections: Educational Psychology and Philosophy; Higher Education and Student Affairs; Educational Administration; Quantitative Research, Evaluation and Measure; and Cultural Foundations, Technology, and Qualitative Inquiry. These sections together train students in nine distinct areas of specialization. Both thesis and the non-thesis options are available for this program. All specializations are transcriptable.

Wolf moved approval of these proposals; the motion was seconded by Alexander and carried with twelve in favor and one abstention.

- **Teaching and Learning – Master of Education – MEd**
- **Teaching and Learning – Doctor of Philosophy**
- **Teaching and Learning – Education Specialist – EdS**

Wolf presented the three proposals. The Ph.D. in Teaching and Learning went through a major curricular review approximately 3 years ago - a core set of courses and multiple areas of study were created. 56 semester credit hours are required after completion of the master's coursework. The Ph.D offers 9 specializations: Adolescent, Post-Secondary, and Community Literacies; Foreign, Second, and Multilingual Language Education; Literature for Children and Young Adults; Language, Education, and Society; Multicultural and Equity Studies in Education; Reading and Literacy in Early and Middle Childhood; Rethinking Early Childhood and Elementary Education; Social Studies and Global Education; Science, Technology, Engineering, and Mathematics Education. It is a research intensive degree and designed to prepare graduates to work in research intensive settings.

The doctoral program has maintained strong and consistent enrollments for many years. Students in this program receive numerous fellowships and prestigious national awards, and complete many peer-reviewed journal publications prior to graduation, and present papers and posters at national and international conferences. For completion of this Ph.D., all students must take the 2 core courses: Theorizing and Researching Teaching and Learning; and Diversity and Equity in Education. A minimum of 9 semester hours of research methods are required. Students may choose a qualitative focus, a quantitative focus, or a mixture of the two. Students are encouraged to take additional research courses beyond this minimum requirement with the approval of the advisor and the Graduate Studies Committee. Each student must complete a minimum of 6 research apprenticeship hours, to provide "hands on" experience in the research enterprise. These hours must be completed before the candidacy exam is taken. All students must take at least one course outside their specialization, but within Teaching and Learning. A Candidacy examination and Dissertation research are also required.

Specializations for the Ed.S. and Ph.D. have been aligned with input from the Graduate School. The Specialist in Education program will convert to semesters with minimal changes

from 45 quarter credit hours to 35 semester credit hours. Students will complete 17 hours of common coursework in the core, multicultural education and diversity, and research methods areas, as well as coursework for one of the eight areas of specializations. The Ed.S. graduate program provides an opportunity for educators with a master's degree to further their professional development with a strong grounding in and application of diverse theory and research. The program offers a set of experiences and courses for specialists in Pre-K to Grade 12 instructional leadership positions, such as teacher/team leaders, mentor teachers, department chairs, curriculum developers, praxis evaluators, or other school or district based roles. Additionally, the Ed.S. program provides a coherent professional development experience that can be aligned with other professional development plans, such as the State of Ohio's residency program and career ladder for teachers, endorsements in reading, mathematics, and Teaching English as a Second Language, or obtaining National Board Certification. Students can transfer between the Ph.D. and the Ed.S. programs after completion of 20 credit hours. The proposal includes clear specifications regarding this transition.

The M.Ed. prepares students with a strong theoretical and research-informed foundation for work as P-12 teachers. Besides the M.Ed. degree, the graduates will also have the qualifications for teacher licensure in the State of Ohio. The following specializations/licensures areas are available: Drama Education, Early Childhood, English/Integrate Language Arts, Foreign/World Languages, Hearing Impairments, Mathematics, Middle Childhood, Social Studies, Science, and Vision Impairments. The specialization in Technology Education is being deactivated. The two students currently in the specialization will be supported through the completion of their program, which overlaps with Science and Mathematics. In rare instances, students may complete the requirements for the master's degree without fulfilling the requirements for licensure. In these cases, students work closely with their academic advisor to fulfill the requirements for the Capstone course so that they can complete and defend their master's examination project. In these situations, students will generally not complete required hours of supervised student teaching, but they will complete all of the coursework related to the Capstone and Reflective Seminar, both of which support the successful completion of the master's requirements.

All specializations are transcriptable.

Wolf moved approval of these proposals; the motion was seconded by Douglas and carried with twelve in favor and one abstention.

The meeting adjourned at 4:45 PM.

Respectfully submitted,

W. Randy Smith
Liana Crisan-Vandeborne