

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall
February 1, 2012
3:00 PM – 5:00 PM
DRAFT MINUTES

ATTENDANCE

Faculty:

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

Administrators:

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

Guests:

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| Dr. Amanda Bird (Education and Human Ecology) | Dr. Steven Fink (Arts and Sciences) |
| Dr. Michael Bisesi (College of Public Health) | Dr. Scott Herness (Graduate School) Dr. Sarah Schoppe-Sullivan (Education and Human Ecology) |
| Dr. Jackie Blount (Education and Human Ecology) | Dr. Joe Wheaton (School of Physical Activities and Education Services) |
| Dr. Elena Irwin (College of Food, Agriculture and Environmental Sciences) | Dr. Henry Zerby (Animal Sciences) |
| | Mr. Andy Zircher (Education and Human Ecology) |

The Council came to order at 3:00 PM.

REPORT FROM THE CHAIR – PROFESSOR KAY N. WOLF

There were no announcements.

REPORT FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

The following proposals will be presented to the University Senate on February 16, 2012:

- New PhD programs in African American and African Studies, and Italian;
- New Graduate Program in Portuguese;
- Abolition of the Department of Aviation and creation of the Center for Aviation Studies;
- Name Change: Department of Greek and Latin to Classics

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

COLLEGE OF PUBLIC HEALTH

- **Name Change: Undergraduate Minor in Public Health to Undergraduate Minor in Global Public Health**

Wolf presented the proposal. The College of Public Health is requesting the name change for the Undergraduate Minor in Public Health to Global Public Health. The change will better reflect the curricular content. The minor is in alignment with the University's goal to increase internationalization of the curricula and was reviewed by the Office of International Affairs during Autumn 2010 when the College participated in a pilot project. The curriculum will remain mostly the same. It already includes courses that address domestic and international public health topics. Lecture modifications and focused assignments within courses will be implemented starting with the semester calendar.

Some of the quarter courses will convert to semester courses with more emphasis on globalization and global health issues. In the first table of Council page 3 of 3, the International Competencies are aligning with requirements of the accreditation body. Each course covers various International Program Competencies. Overall, there is a national trend for programs in public health to include global topics in their curriculum, and variations of word "global" in their programs and school names.

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

COLLEGE OF ARTS AND SCIENCES: DIVISION OF ARTS AND HUMANITIES

- **Name Change: Department of Slavic and East European Languages and Literatures to Department of Slavic, and East European Languages and Cultures**

Wolf presented the proposal. All required components of a name change proposal were provided. The name change of the Department will also mean changes in the names of the minor,

the B.A., the M.A., the Ph.D., and the Book 3 Listing. Name changes for each of these programs are included on Council pages 1 and 4 of the proposal.

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

Semester proposals: COLLEGE OF EDUCATION AND HUMAN ECOLOGY

- **Human Nutrition – Master of Science**

Herness presented the proposal. This new Master's degree will replace the previous Master's degree in Human Ecology with a specialization in Human Nutrition. Under the semester calendar this program will be a stand-alone Master of Science in Human Nutrition. The requirements for this M.S. will be 32 semester credit hours; out of which 19 will be required courses, 3 supportive courses from outside the unit, and at least 10 credits of suggested elective courses. The degree could be completed in two years and it requires a thesis. The non-thesis option available under the quarter calendar will not be offered under semesters, and there are no students pursuing this path. This M.S. will be directly converted to semesters and has no specializations. The majority of the changes relate to the name change of the department and the review of course content to include appropriate science topics. Most students receive funding through scholarships, Teaching Associate positions, and various grant funding for research.

Wolf moved approval of this proposal; the motion was seconded by Blackwell and carried with eleven in favor and one abstention.

- **School Psychology – Education Specialist**

Herness presented the proposal. This program will convert 81 quarter credit courses to 70 semester credit courses. This is an accredited program for individuals delivering psychological services in school settings. After completion of this program, students can apply for licensure certification. Students entering this program will have completed a bachelor degree in education or a Master's degree in a different area. This is a three year lock step program. Students can receive a Master's degree, during the program, after completing the competency examination. There are no tracks or specializations for this program, and the curriculum is customized to meet accreditation requirements. Both practicum and internships are required parts of the program.

Wolf moved approval of this proposal and the motion was seconded by Polivaka.

During discussion, the Council wanted more information regarding the increase of credit hours from quarters to semesters. Some of the increase is explained by conversion from 3 quarter to 3 semester credit hours in some courses and due to the licensure requirements.

Douglas moved to table this proposal, until clarification for the increase of credit hours is received. The motion was seconded by Krishnamurthy and carried with all in favor.

- **Kinesiology – Master of Science**
- **Kinesiology – Doctor of Philosophy**

Herness presented the proposal. These are new programs for semesters. Concurrence letters from the Department of Dance and the School of Allied Medical Professions are attached to the proposal for the use of the term “kinesiology”. Multiple specializations and concentrations will be available in each of the M.S. and Ph.D. programs. Depending on the learning path chosen by students, 30 to 39 credit hours will be required for completion of the M.S. degree. The curriculum is composed of core courses and three specializations: Health and Exercise Science, Physical Education/Adapted PE, and Sport Management. Each specialization has its own curriculum.

Students progressing to the Ph.D. will take 54 to 57 hours beyond the Master’s degree. The same specializations are available in the Ph.D. program.

Further approval from the University Senate and Ohio Board of Regents will be necessary for these programs.

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

- **Human Development and Family Sciences – Master of Science**
- **Human Development and Family Science – Doctor of Philosophy**

Herness presented the proposals. Both programs are being converted to semesters with minimal changes. The previous M.S. in Human Ecology with a specialization in Human Development and Family Science is being converted to an individual M.S. degree in Human Development and Family Science; from 45 quarter credit hours to 30 semester credit hours. With semesters, students will be directly admitted to the Ph.D. program, and the M.S. degree could be awarded after completion of the M.S. requirements. The Department will admit students who have either a Bachelor’s or Master’s degree, and the requirements will be adjusted based on the student’s current level. The Ph.D. curriculum consists of 45 credit hours of core courses (including statistics components), and 35 credit hours of electives.

Both degrees will seek approval from the Ohio Board of Regents.

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

Semester Proposal: COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

- **Environment, Economy, Development, Sustainability – Bachelor of Science**

Wolf presented the proposal. This major is the result of the joint effort of the School of Environment and Natural Resources and the Department of Agricultural, Environmental and

Development Economics. The major combines a solid foundation in environmental science with the quantitative skills and understanding of human systems necessary to assess and implement sustainable resource use. Students will graduate with a BS in Environment and Natural Resources. This new major requires 121 semester credit hours. The major counts on partnerships with: Department of Food, Agricultural and Biological Engineering, Fisher College of Business and Division of City and Regional Planning. The major has a core curriculum for its 4 specializations: Sustainability and Business, International Development, Community Development, and Environmental Economy and Policy Analysis; it includes project based experiential learning capstone course and an internship related to the specialization and/or a study abroad course to expose students to sustainable developments and practices in other countries. Advisors are assigned based on specializations.

Graduates will seek employment in private industry, sustainability offices and various agencies dealing with environmentally-related issues. Some students may choose to pursue further research in their specialization. Based on enrollments at benchmark institutions in similar programs, it is expected that this major will reach an average enrollment of 50 students within the first years.

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

DUAL ENROLLMENT UPDATE – MELINDA WRIGHT, ASSISTANT PROVOST

Wright provided an update on the current status of Dual Enrollment. There is a Dual Enrollment Committee (that reports to this Council) and whose membership is: Michele Brown, Undergraduate Admissions and First Year Experience (UAFYE); Roger Nimps, OSU Mansfield; Professor Sandra Stroot, Education and Human Ecology (EHE); Professor Kay Wolf, representing this Council; and Mindy Wright, Undergraduate Education. This Committee does not have authority to change policies, but only to oversee them and to assure their implementation. Wright distributed an overview document of its current status at the University.

Students taking college courses while enrolled in high school qualify for dual enrollment. The overall national and statewide goal is to provide more students with access to higher education. This type of enrollment will develop students' confidence in their abilities to be successful in college setting education, and to gain paths to lower costs of college education. The state of Ohio pays for this type of education. In order for the dual enrollment approach to be successful: students must demonstrate preparedness; instructors must be approved by particular departments, and hold at least a Master's degree; the courses must be delivered as college-level courses (transferable to any college); academic support (libraries, tutors...) will be available to all students; and the programs will be routinely evaluated.

The University currently has three main pathways to dual enrollment: the Ohio State Academy, the Metro Early College High School, and partnerships with a small number of local high schools for niche courses (notably language courses). The Office of Enrollment Services is monitoring these programs and the characteristics of their students

Individually, highly qualified students are admitted under admission standards comparable to NFQF admission standards. They take college courses (typically general education) on campus or online under unrestricted admission. Students are funded by the state to take 5 to 15 quarter credit hours. All students are advised by Michele Brown (UAFYE).

The Academy has a long history of success. The Metro Early College High School is a relatively new, distinctive partnership between the University and Franklin County School Districts, with a focus on STEM (science, technology, engineering and mathematics). Outcomes are remarkable: 37 of 73 students from Metro's first graduating class (2010) applied and were accepted at the University's Columbus Campus; entered with a total of 1497 hours of college credit; completed their first traditional year of college with an average 2.83 GPA/ 4 above 3.75 and 4 below 2.0. Then, 55 of 93 students from Metro's Class of 2011 were accepted to this campus; and 45 are participating in University programs. In some cases, with dual enrollment the time for completion of undergraduate degrees can be considerably shorter, depending on the program chosen by individual students.

Internally, the University is taking preparatory steps should Dual Enrollment increase in based on state-wide considerations:

- Advisors are prepared to identify appropriate support for students who enter with dual enrollment credits;
- There are plans to provide a separate orientation for students and families who enter with a large amount of college credit;
- These students will be informed about implication of choices: the dime to degree will not be shorter for all majors, because some courses are taught in certain sequences; honors status policies do not always apply to students who enroll with a high number of general education courses taken in high school; students must be ready to declare their major from the first year of acceptance here; the GPA of dual enrollment credits can affect admission to highly competitive colleges; there could be possible implications for Financial Aid.

The Dual Enrollment Committee plans to take an inventory of current dual enrollment projects; collect data on the success for students who enter with different kinds or sources of dual enrollment credit; collect data on who teaches general education courses on campuses; identify factors, in addition to mastery of course content, that prepare students for college success; and look at similar ongoing efforts at other benchmark institutions (University of Minnesota, University of North Carolina, Pennsylvania State University).

There was then considerable discussion of this topic with Council members with concerns expressed about whether the content of certain courses is mastered in this way before continuation to other sequenced courses. It is hard to monitor the qualifications of the instructors teaching such courses at different colleges or universities at state level whose students then transfer here. Wright said that the following broader topics will be included in the ongoing monitoring: the status of dual enrollment at regional campuses; evaluation of the freshman forgiveness rule, and implications for access to and progress through our general education program.

The meeting adjourned at 5:00 PM.

Respectfully submitted,

W. Randy Smith
Liana Crisan-Vandeborne