

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall
February 15, 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) | ✓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. Helen Everts (Physical Activity and Educational Services) | Ms. Anne Krabacher (University Honors and Scholars) |
| Dr. Steve Fink (Arts and Sciences) | Dr. Edward McCaul (College of Engineering) |
| Mr. Michael Gable (University Registrar) | Mr. David L. Roy (Assistant Director, Enrollment Services) |
| Dr. Scott Herness (Graduate School) | Dr. Phillip Smith (Integrated Systems Engineering) |
| Dr. Laurice Joseph (Physical Activity and Educational Services) | Dr. Carolyn Sommerich (Integrated Systems Engineering) |
| Dr. Alan Kalish (University Center for the Advancement of Teaching) | Dr. Henry Zerby (Animal Sciences) |
| Dr. James Kinder (College of Education and Human Ecology) | Mr. Andy Zircher (Education and Human Ecology) |

The Council came to order at 3:00 PM

APPROVAL OF THE MINUTES OF THE MEETINGS OF JANUARY 18 AND FEBRUARY 1, 2012

Wilkins moved approval of the January 18 and February 1, 2012 Minutes; the motion was seconded by Blackwell and carried with all in favor.

REPORT FROM THE CHAIR – PROFESSOR KAY N. WOLF

At the University Senate meeting on February 16, 2012, Wolf will present the proposal for the abolition of the Department of Aviation and the assignment of its academic programs to the Center for Aviation Studies. The Provost Alutto will give his annual address to the Senate.

REPORT FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

Subcommittee B has been assigned the proposal for the merger of the Departments of Chemistry and Biochemistry. Dr. Kay Halasek will join Subcommittee B and help in the review process of this proposal. The goal is to have this proposal approved by the Board of Trustees by June 2012.

The Council received a new proposal to establish the Institute of Population Research, led by Dr. John Casterline, Department of Sociology. An “initiative” for population research has been ongoing in the university for a few years. According to the University guidelines for reviewing the creation of a new institute, members of this Council on Academic Affairs will join representatives from the University Research Committee, to review and bring the proposal to the Council. The goal is to have this proposal reviewed and ready to be presented to the University Senate at its meeting in May 2012.

UPDATE ON EMBEDDED HONORS (HE) COURSES – Guest: Anne, Krabacher, Senior Associate Director

The University offers honors embedded (HE) courses as an alternative option for those students who would like to have an honors experience within a regular course of study. The technical structure of an HE class is that in addition to the regular class section, honors students are allowed to pursue additional course work, additional meetings with the faculty members, and have the honors designation on their transcripts - HE. Out of the six honors courses that honors students are required to take during their first two years, up to two courses could be counted as honors embedded courses.

The HE courses are typically offered for those courses where there is no individual honors course already developed, or if there are not enough students to enroll in a certain honors class. Some of the smaller colleges across the University offer honors embedded courses. Some of the upper level

courses might not have enough students to justify the need for creation of an entire section of honors classes. Regional campuses have a small number of honors students, and the HE courses are a perfect match for them. In these classes, honors students will take additional assignments, follow specially designed curricula, and have additional meetings with faculty. The HE courses are not intended to replace the regular honors courses, rather to provide flexibility to students to have an honors experience in a regular class, or upper level course, for which an honors course is not available.

Students will register separately for these HE courses. The HE courses are posted in the online catalog and have a special column for identification. The embedded courses require special approval and follow well defined policies: the number of total students in these classes cannot exceed twelve. The faculty will need to submit a cover letter with the rationale for offering an embedded class and will describe how the expectations for students are being enhanced (additional assignments, coursework). Besides the regular syllabus, faculty will also need to submit a separate syllabus for the honors section of the HE course. The embedded courses are being approved by the college and also by the Honors Faculty Advisory Committee.

Under the Quarter calendar there are 57 HE courses offered in Columbus and at the regional campuses; 46 of them are solely approved for regional campuses. From Autumn 2010 to Spring 2011, the Columbus campus offered 23 sections of HE courses and 41 students were enrolled over the course of the year. On the regional campuses there was a total of 12 sections of honors embedded courses offered and there were 13 students enrolled in these courses. These statistics prove that not only the regional campuses are offering these types of courses, but there is also a high demand to offer them in Columbus. Under semesters there will be almost 150 embedded courses.

The process of offering HE courses has its positive and negative sides. Some faculty feel the burden of teaching two separate courses; while some departments feel they had success in offering HE classes for upper-level courses with low overall enrollment. Those courses were basically re-established due to the addition of HE components and its additional enrollment.

Honors students are required to take at least 6 honors courses within the first 2 years of study. Two HE courses can count towards the total of 6. Students are able to provide feed-back for those HE sections within the Student Evaluation of Instruction. In addition, depending on the College, the honors students are able to evaluate the instruction for the honors courses separately than the regular courses.

Members of the Council wanted to know if Honors and Scholars College is aware of any situations in which honors students cannot take a higher level course with an HE component, because the instructor refuses to undertake the extra workload and responsibility. Honors and Scholars is not actively encouraging departments to offer HE courses, however they listen to students' reports and comments regarding faculty availability to offer embedded courses. Students' opinions are continuously shared and communicated to Honors and Scholars via advisors.

Students' enrollment is tracked for all honor courses. Student progress in these courses is also tracked and varies from specialty to specialty, and from college to college. In order to prepare for the semester calendar conversion, departments were asked to offer more honors embedded courses, in order to provide enough opportunities for all students to take advantage of these offerings.

“Embedded” means that experiences are provided during additional meetings with the instructor, and sometimes, students will be required to complete additional assignments, read additional materials, and participate in laboratories of higher level classes. Typically, the instructors

in these HE courses are tenure-track faculty, clinical faculty, or lecturers with a Ph.D. degree or higher. In most of the honors courses, students identify opportunities for research. Currently, there is no formalized process to build the relationships between instructors and those honor students interested in specific research.

A current assessment is being conducted to find out if students are given enough opportunities to meet the honors requirements. In the approval process of the semester courses there are many more HE sections available on the semester calendar compared to the quarter calendar. For future presentations, the Council would like to find out clearly how the Student Evaluation of Instruction is being done at University level for the HE courses.

Smith suggested that it might be time for a full assessment of this option and will work with Vice Provost and dean of Undergraduate Education, Wayne Carlson, on next steps.

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

SEMESTER PROPOSALS: COLLEGE OF ENGINEERING

- **Industrial Systems Engineering (ISE) – Bachelor of Science (revised)**

Wolf presented the revised proposal. The ISE faculty now believe that the undergraduate semester curriculum, previously proposed and approved, is not feasible to deliver and is not the best program for ISE students. The changes proposed, are based on the following:

- Desire to bring the program into closer alignment with other programs within the College of Engineering.
- Desire to provide a better balance of fundamental ISE courses across the three primary areas, while requiring depth in an area of particular interest to each student.
- Increase the number of technical electives from 4 to 6. The technical elective courses will be packaged in order to provide depth within an area of ISE. Students can choose from several packages, and the remaining three electives will be chosen from a list of courses approved by the ISE undergraduate Studies Committee.

The faculty consider that the changed curriculum is stronger and provides a higher quality program for undergraduate ISE students. The depth in the courses is derived from the multitude of career paths students would like to pursue. The updated curriculum includes elective courses to be taken outside the College. The new alignment of the courses will provide a better visualization for engineering students to understand this major and possibly to choose it instead of other engineering majors.

With the new curriculum students will have more flexibility in choosing the elective courses and will get some breath in the packaged courses, while still getting the opportunity to discover some engineering aspects that might interest and benefit their future career plans.

Often students enter the engineering field without thinking of this major. With this new curriculum, the core is brought in line with the other engineering majors. The content of two introductory courses is spread and covered in other courses.

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

- **Master of Architectural Studies – Deactivation**

Wolf presented the proposal. The School of Architecture has been exploring the development of undergraduate and graduate level minors. The faculty in this School believe that its resources should be devoted to minors rather than the Master's program. Currently, there are no students enrolled in this program and deactivation is requested to take place immediately. The high-quality minors will prove to reach a wider audience than the Master of Architectural Studies program.

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

SEMESTER PROPOSALS: COLLEGE OF EDUCATION AND HUMAN ECOLOGY

- **Bachelor of Science in Nutrition**

Lang moved to bring this proposal back on the table. The motion was seconded by Corl and carried with all in favor.

Wolf presented the proposal. The Department has now decided that the name of the majors will be more appropriate as: Bachelor of Science in Nutrition, with a major in Human Nutrition, and with the following specializations: Nutrition Science, Dietetics, Nutrition in Industry, and Nutrition in Community Health. The last specialization will also be deactivated.

A concurrence letter was received from the Department of Animal Nutrition.

Wolf moved approval of this proposal, for continuation under semester calendar of the BS in Nutrition with a major in Human Nutrition, having the following specialties: Nutrition Science, Dietetics, and Nutrition in Industry. The specialization: Nutrition in Community Health will be deactivated under semester calendar. The motion was seconded by Corl and carried with one abstention and nine in favor.

Smith informed the Council that this beginning soon he will oversee a University-wide review (internal and external) of nutrition programs, currently housed primarily within the Colleges of Education and Human Ecology, Food, Agricultural, and Environmental Sciences, and Medicine.

- **Education Specialist – Physical Activity and Educational Services**

Unzueta moved to bring this proposal back to table; the motion was carried by Wilkins and carried with all in favor.

Wolf presented the proposal. A detailed explanation was provided regarding the 15 credit hour increase from the quarter to semester calendar. There was an increase of 7 hours required within the unit due to expanded content in semester versions of courses. There was also an 8.0 hour increase in the number of credits required outside the unit. Two courses from outside the unit converted from 3 quarter hours to 3 semester hours, explaining 2 hours of the overall increase. In addition, while two 3 quarter hour courses were eliminated from the curriculum, three different 3 semester hour courses were added resulting in a net gain in five credits for those changes. The change in the credit hours for the semester calendar will accurately reflect the workload performed and content covered in this program; which was not correctly reflected under the quarter calendar.

As the field of School Psychology has advanced over the years, the School increasingly found that the quarter courses were becoming overloaded with content. The semester conversion process was used to better align the demands of the field with the course content. As a result, the number of semester credit hours that students will obtain at the end of their Ed.S. degree program in School Psychology is comparable to the number of credit hours earned in other School Psychology programs in Ohio as well as in the nation. The College of Education and Human Ecology Curriculum Committee and the Office of Academic Affairs rigorously reviewed the courses of this program.

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

The meeting adjourned at 4:15 PM.

Respectfully submitted,

W. Randy Smith
Liana Crisan-Vandeborne