

# COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall  
February 29, 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:

- |  |   |
|--|---|
| Dr. Dawn Allain (College of Medicine)              | Dr. Heather Hampel (College of Medicine)                            |
| Dr. Michael Bisesi (College of Public Health)      | Dr. Scott Herness (Graduate School)                                 |
| Dr. Phillip Brown (History)                        | Dr. Alan Kalish (University Center for the Advancement of Teaching) |
| Dr. Steve Fink (Arts and Sciences)                 | Dr. Stephen Mangum (Fisher College of Business)                     |
| Mr. Michael Gable (University Registrar)           |   |
| Dr. David Greenberger (Fisher College of Business) |   |

The Council came to order at 3:00 PM

Smith announced that this was the last meeting for Professor Marilyn Blackwell. She has been an active member of University governance for many years, and served as a Council member for three terms. Provost Joseph Alutto joined the meeting to recognize her work over the years, and congratulate her on her retirement, and thank her for her commitment to University governance and the consistency with which she approached University's issues.

## **APPROVAL OF THE MINUTES OF THE MEETINGS OF FEBRUARY 15, 2012**

Wolf moved approval of the Minutes of the Meeting of February 15, 2012; the motion was seconded by Corl and carried with all in favor.

## **REPORT FROM THE CHAIR – PROFESSOR KAY N. WOLF**

All proposals presented to the University Senate meeting of February 16, 2012, were approved and will be on the agenda of the Board of Trustees' meeting on April 6, 2012.

Wolf presented the dates for the final meetings of Faculty Council (May 31), University Senate (June 7) and Board of Trustees (June 22) this academic year. She encouraged all Council subcommittees to finalize the review of the assigned proposals by the May 16, 2012 Council meeting, in order for the proposals to be ready for additional levels of review/action.

## **REPORT FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH**

In preparation for the implementation of Semesters, a number of name change proposals will be bundled and presented to the University Senate for approval at its April and May 2012 meetings.

Smith and Wolf met with the leaders of the College of Education and Human Ecology to review the proposal for restructuring the college. This proposal will be assigned to a Council subcommittee for review. That subcommittee will be enhanced with additional members for the purpose of this review.

## **PRESENTATION: THE UNIVERSITY'S ENTERPRISE BUSINESS CONTINUITY PLAN – Henry Zheng, Assistant Vice President, Fiscal and Human Resources**

The University Business Continuity Plan was developed in 2006 to deal with any unforeseen emergencies that could affect University business. In preparation for the semester conversion, an internal committee was to reviewed this plan.

The main changes proposed to this document are:

- In case of major disruptions, a full academic term will be considered to have occurred if 80% of the instruction took place. For a 14-week semester, this would be 11 weeks.
- For the Summer term, which includes the 4 week May session, 1 week of break and a 7 week summer session, applying the same 80% rule; the minimum number of weeks of instruction for full Summer term will be considered 8 weeks.
- The spring break from the quarter calendar (between winter and early spring), will be between the 2<sup>nd</sup> and 3<sup>rd</sup> week of March under the semester calendar. In the event of a major disruption to the Spring semester, this week will be used for instruction.
- For faculty members; if an entire Autumn or Spring semester is lost due to a disaster which spans 2-3 months, it is recommended that the impacted semester be declared the “semester of duty” for faculty on nine month appointments and that a full range of courses be offered during the next summer term.

During the conversations, the following issues were raised and discussed:

- Besides the strict conversion of terms in this document, a benchmark comparison would be useful to assess how other institutions are preparing for emergency situations, or longer term academic disruptions.
- Under the current revisions a full session (7 week academic period, within the Autumn or Spring semester) should be defined. There are many programs planning to utilize this academic term.
- Council members would like clarifications on faculty salary in case a “semester of duty” is being declared. Collaborations with the Offices of Sponsored Research and Human Resources will take place to make sure that faculty will be minimally affected in these cases (especially the ones who have to complete research or special program appointments during the remaining 3 months of the calendar year). In cases of major disruptions, the assumption is that faculty, staff and students will understand that some sacrifices will need to take place.
- Members of the Council explained that the changes to the current document seem to better protect students, than faculty. More complicated issues would arise for faculty bounded by research contracts, grants or various funds.
- Council members recommended that the revised document be presented to the Faculty Council for better feedback.
- In the Continuity Plan the “State Board of Health” is mentioned. Currently, there is no such and entity. The name should be revised.
- The paragraph regarding students’ grades and changing them with “pass/not pass” should be revised. There are programs bounded by licensing exams and such grades cannot be re-interpreted. Course audition issues might also arise in these cases; especially if the course is a pre-requisite or required.
- The paragraphs describing the Carmen-related courses will need to be reviewed and updated.
- The graphic blocks describing the University processes and functions, should also be revised. Council members fear that the message is that the University cares more about its reputation and brand than providing accurate information and communication during an emergency situation. Smith reminded the Council that such decisions are made by other offices within the University.

## **COLLEGE OF PUBLIC HEALTH – Admission Requirements Change for Bachelor of Science in Public Health (BSPH)**

Wolf presented the proposal. During the initial stages of BSPH implementation, the College plans to have a cap of 80 students per year matriculating into the Public Health major. The baseline for this change is the current incoming freshman class of 2011 with an average ACT score of 28 and a combined SAT Critical Reading and Math score of 1243. The College is requesting a pre-public health major with the admission criteria set at a minimum ACT score of 26 or a minimum combined SAT score of 1170 for incoming freshman to be directly admitted to the College as a Pre-Public Health major. Students transferring to OSU will need a minimum of 2.8 GPA and a minimum of 30 semester credits to be directly enrolled as a Pre-Public Health major. Transfer students will also need to follow the University's policies before being admitted to the pre-major and major in Public Health. Current students who want to switch to the College as a Pre-Public Health major will need a minimum of 2.8 GPA and a minimum of 12 semester credits.

To be considered as an applicant to the Public Health major, applicants will need to have a cumulative minimum GPA of 2.8 and a minimum of 30 credit hours by the end of the Spring Semester. The passing grade for prerequisite courses will be at least C. A student admitted to Honors and Scholars program will automatically be admitted to the Public Health major.

The admission criteria are similar to other colleges within the University. In the first year of this program it is expected that the enrollment will be formed by a large cohort of "exploration" program students. The application dead line will need to be adjusted for these students, and will be pending based on approval from the Ohio Board of Regents. A strict monitoring of enrollment will be done for the first few years of the program, including enrollment of honor students.

Council recommends that incoming students directly admitted to the Honors program be directly admitted to the pre-major, and based on maintaining a 2.8 GPA by the end of the freshman year they will be admitted to the major.

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

## **FISHER COLLEGE OF BUSINESS – Proposal to Change the Name of the Master's and Doctoral Degree Programs From Labor and Human Resources to Human Resource Management**

Wolf presented the proposal. The title of "Labor and Human Resources" is an outdated title, and the College would request a change for its graduate programs to Human Resource Management. The field of industrial relations has changed over the last 70-80 years. Few benchmark institutions are maintaining the word "labor" in the name of their programs (Cornell University, University of Illinois and University of Michigan).

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

## **COLLEGE OF MEDICINE – Proposal to Establish Graduate Programs (Master of Science (M.S.), Clinical Doctorate in Genetic Counseling (DGC), and Transitional Doctorate in Genetic Counseling**

Wolf presented the proposal. This proposal was originally submitted in January 2011: its approval was delayed in part due to the review of the semester conversion proposals. The Division of Human Genetics is seeking to be the leader in the transition to the clinical doctorate. The proposal is to be the first clinical doctorate graduate program for genetic counseling (DGC) in the world. The 3 year curriculum will be designed to integrate scientific knowledge, counseling skills, and clinical experiences. The program will be located in the Division of Human Genetics, in the Department of Internal Medicine, within the College of Medicine. Currently there are 2 similar programs – at the University of Cincinnati and at Case Western Reserve University. Both of these programs offer an M.S. in Genetic Counseling. There are 5 other universities in other states offering the M.S. degree.

Teaching, research, and student supervision are currently done by 2 faculty members, and other members of the Division of Human Genetics. It is anticipated that new faculty members will be attracted and become more involved in the genetic counseling graduate program. Numerous voluntary faculty members have agreed to participate in this program. There are plans to transition to on-line Clinical Doctorate degree program, due to the high number of already existing master's degree trained genetic counselors. The mission of the Clinical Doctorate program in Genetic Counseling is to train knowledgeable, compassionate, and scholarly genetic counseling scientists who will be eligible for certification by the American Board of Genetic Counseling (ABGC). The majority of the curriculum is influenced by the requirements of the ABGC. These graduate programs will follow the evolution of the profession of Genetic Counselor. as approved by ABGC.

The master's degree will require 68 semester credits - 38 from core courses, 22 from clinical practicum, and 8 from a thesis project. A thesis project is required and must be of publishable quality.

The Clinical Doctorate requires 89 semester credits consisting of 48 from core courses, 38 from clinical practicum, and 12 from a thesis project that involves a thesis of publishable quality, which will be earned over a 3 year academic period. During the first academic year, the master's students will complete one day of clinical practicum, and work full time in clinical practicum during the Summer term. In the second year the master's students will complete 2 days per week of clinical practicum. The students in the Clinical Doctorate degree will have 20 weeks of additional clinical practicum experiences over the students in Master's degree program. The Clinical Doctorate students will be required to take a professional doctoral examination testing the student's understanding of the theoretical and applied fundamentals of the field as well as the student's readiness to engage in a sustained clinical or professional experience.

The Transitional Clinical Doctorate requires minimum 50 semester credits, consisting of 30 from core courses, 16 from the clinical practicum and 4 from publications. Credit will be given for prior publications and previous clinical experience on individual basis.

The Graduate Council has approved these programs. The goal is to reach a maximum of 12 students per class. The enrollment could not be exceeded due to the placement requirement for certified genetic counselors.

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

## **Semester Conversion Proposals**

### **COLLEGE OF ARTS AND SCIENCES – East Asian Studies, Interdisciplinary Studies – Master of Arts**

Wolf presented the proposal. This program will convert to the semester calendar with minimal changes, from 90 quarter credit hours to 60 semester credit hours. The program is intended to provide a foundation for people with a serious interest in East Asian literature and culture. It will provide students the ability to choose a career in the field and learn an East Asian language, based on the level learned by student at a previous institution or in undergraduate studies. There are two groups of students attracted to this interdisciplinary program: those who will use the knowledge gained in their work, and those who will use it for conducting advanced research. Students must complete at least 16 courses; 4 of these courses must be language courses or courses that make extensive use of foreign language materials. At minimum, a student must complete the 3<sup>rd</sup> year of an East Asian language. 7 courses must focus on one East Asian geographic area or an academic discipline of concentration and 4 courses must be from outside the concentration.

The program will offer thesis and non-thesis options. For the thesis track, students are expected to complete a substantial research paper in which they are expected to utilize their primary East Asian language as a research tool. Students with advanced language standing are expected to produce papers of publishable quality: students in the early stages of language acquisition are expected to produce a research paper that demonstrates that they have mastered the skills of research, synthesis, and analysis required for publishable scholarship. In the non-thesis track, students must complete a seminar in which they will utilize their primary East Asian language as a research tool and write a seminar paper employing that language at the level of the student's competence at the time the paper is submitted. They will also take a comprehensive 4 hour examination and a 1 hour oral examination. Individual counseling will be provided to each student during and after the semester conversion process.

Students are not expected to produce their thesis in one of the East Asian language. Due to the modernization of the Asian languages, it is also hard to offer good training in the pre-war area of specialization. There are no sources of independent funding and no TA positions are offered. Currently, there are about 10 students enrolled in this program.

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

### **COLLEGE OF ENGINEERING – Honors Program**

Wolf presented the proposal. The honors program within the College of Engineering provides guidelines for students to select from a variety of experiences, including but not limited to: coursework, research, leadership, and service. Through the program, the students are challenged to develop an individualized portfolio that will reflect their interest and goals while promoting holistic development. The college currently offers honors students two ways of enhancing their undergraduate program and distinguishing themselves upon graduation. These opportunities include Graduation with Distinction in their chosen area of study through completion of an Honor thesis, and Graduation with Honors in Engineering through completion of the Honors Contract.

Members of the Committee had questions regarding the transition plan. Clarifications will be provided in a forthcoming meeting.

Wolf moved approval of this proposal pending clarifications on the transition plan; the motion was seconded by Polivka, and carried with all in favor.

Committee members congratulated Professor Marilyn Blackwell on her retirement and acknowledged her effective work and leadership on the Council over many years of service.

**The meeting adjourned at 4:15 PM.**

Respectfully submitted,

W. Randy Smith  
Liana Crisan-Vandeborne