

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

October 25, 2017

3-5 p.m.

MINUTES

Attendance

Faculty:

- ✓ Dr. Rebecca Andridge (Public Health)
- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences)
Dr. Debbie Guatelli-Steinberg (Anthropology)
- ✓ Dr. Curtis Haugtvedt (Marketing and Logistics)
Dr. Jennifer Higginbotham (English)
- ✓ Dr. Karen Irving (Teaching and Learning)
- ✓ Dr. Laurice Joseph (Educational Studies)
- ✓ Dr. Maria Miriti (Evolution, Ecology, and Organismal Biology), Chair
Dr. Roberto Myers (Material Science Engineering)
Dr. Melvin Pascall (Food Science and Technology)

Students:

- ✓ Mr. Mario Belfiglio (USG, Biology)
- ✓ Ms. Kate Greer (USG, German and History)
- ✓ Mr. Daniel Puthawala (CGS, Linguistics)
- ✓ Mr. Blake Szkoda (CGS, Biochemistry)
- ✓ Ms. TaLeitha Varner (IPC, Pharmacy)

Administrator:

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

Guests:

- Ms. Danielle Brown (College of Education and Human Ecology)
- Ms. Michele Brown (Office of Academic Affairs)
- Ms. Liv Gjestvang (Office of Distance Education and eLearning)
- Dr. Kate Hallihan (John Glenn College of Public Affairs)
- Ms. Jill Hampshire (Office of Enrollment Services)
- Dr. Scott Herness (Graduate School)
- Dr. Alan Hirvela (Department of Teaching and Learning)
- Dr. Alan Kalish (University Center for the Advancement of Teaching)

Dr. Laurie Katz (Department of Teaching and Learning)
Mr. Rand McGlaughlin (Office of University Registrar)
Dr. Marcia Nahikian-Nelms (School of Health and Rehabilitation Sciences)
Mr. Cory Tressler (Office of Distance Education and eLearning)
Dr. Melissa Quinn (Department of Biomedical Education and Anatomy)
Dr. Jennifer Schlueter (Graduate School)
Dr. Linn Van Woerkom (University Honors and Scholars Center)
Dr. Bryan Warnick (College of Education and Human Ecology)
Dr. Kui Xie (Department of Educational Studies)

The meeting came to order at 3:01 p.m.

COMMENTS FROM THE CHAIR—PROFESSOR MARIA MIRITI

Miriti attended the Faculty Cabinet meeting on October 6, 2017. The two main agenda items were updates from the Office of Government Affairs and what to do with surplus funds.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

Dr. Elizabeth (Beth) Hume's first day on campus was October 16, 2017. She is the new Vice Provost for Undergraduate Studies and Dean of Undergraduate Education.

Dr. Linda Martin is leaving Ohio State to be the Vice President for Academic Affairs and Student Success at the University of Tennessee. Martin is an associate dean in the College of Food, Agricultural and Environmental Sciences as well as the director of the Second-year Transformational Experience Program (STEP). Her contributions to the University have been substantial and impactful and the Office of Academic Affairs expresses its gratitude. Dr. Susie Whittington, a former member of this Council, will be the new director of STEP. Whittington is a professor in the Department of Agricultural Communication, Education, and Leadership.

University Orientation and First Year Experience (UOFYE) will move from the Office of Enrollment Services to the Office of Undergraduate Education. Effective January 1, 2018, Dr. Catherine P. Montalto will serve as the first faculty director of UOFYE. Montalto is an associate professor in the Department of Human Sciences. She is also a co-lead of the General Education Review Coordinating Committee.

Dr. Larry Krissek has joined the Office of Academic Affairs as an associate vice provost, reporting to Smith. Krissek is an emeritus professor in the School of Earth Sciences. Krissek will work with Smith on State-wide initiatives, assessment, and program development. It is a 2-year appointment.

Dr. Ann Salimbene, an assistant dean in the Graduate School, retired at the end of September 2017.

Dr. Carol Whitacre, Senior Vice President for Research, is retiring on December 31, 2017.

This Council will soon receive the proposed revisions to the University's General Education (GE) structure. Documents include: a cover letter; goals and learning outcomes for the education global citizen; proposed structure—foundations, themes, and bookends; theme descriptions; and bookend tables. The leadership of the GE Review will meet with the colleges over the next 4-6 weeks. This Council will ultimately vote on any proposed new structure.

Several departments have recently undergone academic unit reviews: Theatre, Veterinary Biosciences, and Speech and Hearing Sciences. There have also been several recent visits from specialized accreditation bodies: American Board of Engineering and Technology (ABET), Accreditation Council for Pharmacy Education (ACPE), and Planning Accreditation Board (PAB). In addition, Smith is leading a review of the University's Interdisciplinary Graduate Programs (IGPs).

There are groups working on programmatic development in sustainability, and eSports and Gaming. Smith is involved with discussions of both topics.

In response to expectations from the Higher Learning Commission (HLC), Smith convenes a university-wide committee on student complaints (academic). The group discusses where complaints are made, how we respond to them, and how we resolve them. Currently, Ohio State does not have a central place for complaints.

On September 29, 2017, Smith convened the Big 10 Academic Alliance Accreditation Network meeting in Chicago, IL. The other Big 10 institutions are anxious about HLC's new four-year "mini review" process.

On October 18-19, 2017, a group of individuals from Ohio State attended HLC's peer reviewer training in Oak Brook, IL. The individuals are now trained to evaluate HLC institutions. If you are interested in being a peer reviewer, contact Smith.

Smith reminded the Council that there is a meeting next week on November 1, 2017.

DIGITAL FLAGSHIP UNIVERSITY INITIATIVE PRESENTATION – MS. LIV GJESTVANG AND MR. CORY TRESSLER

Through a collaboration with Apple, Ohio Stat will establish:

- a student-success initiative to integrate learning technology throughout the university experience
- an iOS design laboratory on the Columbus campus serving faculty, staff, students and members of the broader community

- university-wide opportunities for students to learn coding skills to enhance their career-readiness in the app community

The student-success initiative will help provide universal access to a common set of learning technologies. Starting in Autumn 2018, new first-year students at the Columbus and regional campuses will receive an iPad Pro with tools including Apple Pencil and Smart Keyboard as well as apps to support learning and life at Ohio State. This will be funded through the university's administrative efficiency program.

Why student technology?

- Consistent access and experience
- Support students:
 - Transition to higher education
 - Digital, financial and information literacies
 - Mental and physical wellness
- Creativity, collaboration, innovation and discovery in teaching, learning, and research
- Mobile workforce development

The iOS design lab—the first lab in North America—will offer technological training and certification to students, faculty, staff and members of the broader community interested in developing apps in Swift, the Apple programming language used to write some of the most successful apps in the App Store. The lab will support educational innovation, career development for students, and economic development opportunities for the central Ohio community and the University's other campus locations.

Why coding and enterprise app development?

- Language exploration
- Conceptual framework
- Project development cycle
- Mobile workforce development
- App-based economy
- Mobile workforce development
- Cultivate entrepreneurial spirit
- Community collaborations

The Digital Flagship Initiative will launch during the 2017-18 academic year. The iOS design lab will open in a temporary space in 2018, moving to a permanent location in 2019. Students will begin training in Swift coding in Spring 2018.

As more students adopt these tools, Ohio State will expand support for faculty interested in further integrating technology in their courses.

Gjestvang and Tressler do not expect there to be major interface issues with Carmen, Canvas, or PCs.

The Council inquired if iPads will become required classroom materials such as required textbooks. If so, will students be burdened financially when an iPad is damaged, lost, or stolen? University policy is still being developed to tackle these issues. Apple Care Plus will be provided along with the iPads. With the protection program, the typical cost to repair or replace an iPad is \$49.

Smith noted that the announcement of the Digital Flagship Initiative has become a part of the discussion on the revised GE.

COLLEGE CREDIT PLUS PRESENTATION – MS. MICHELE BROWN

College Credit Plus (CCP) replaced Post-Secondary Enrollment Options Program (PSEOP) in Autumn 2015. CCP is open to qualified students in grades 7-12. Students earn both high school and college credit for CCP courses, which is commonly known as dual enrollment. CCP's emphasis is on student choice. K-12 schools must allow students to participate if they are admitted to a college or university. Students must be treated the same as degree-seeking students. CCP is free of charge to students and families. High schools cover costs of tuition (reduced) and books. Colleges accept lowered tuition and waive all fees.

There have been increases in dual enrollment across Ohio. In 2014, 30,000 students participated in PSEOP. In 2015, 52,000 students participated in CCP. In 2016, 65,000 students participated in CCP. Students can take classes on college campuses, online, or at their high school. Summer courses are also available to CCP students, which bumped the enrollment in 2016.

Statewide data: 70% of CCP students are in grades 11 or 12. In 2016-17, 114 students were in grade 7 and 351 students were in grade 8. 90% of students earned credit (D or higher). 3% had failing grades, 2% withdrew past the deadline, and 3% had no grades reported. 65% of students who participated in CCP in 2015-16 matriculated to an Ohio public Institutions of Higher Education (IHE).

Ohio State has three components to CCP: the Academy Program, specific school partnerships, and online general education courses. There is an open enrollment admission process at the regional campuses. Academy enrollment has steadily increased at all OSU campuses (Columbus, Lima, Mansfield, Marion, Newark, and ATI) since Autumn 2013.

The majority of students entering Ohio State—both at Columbus and the regional campuses—come with some type of college credit. The college credit comes from Advanced Placement (AP), International Baccalaureate (IB), and CCP. In Autumn 2017, only 15% of new first year students (NFYS) entered Ohio

State with zero college credits. The number of students entering Ohio State with their first year completed continues to grow (25% of Columbus NFYS in Autumn 2017).

There have been recent changes to College Credit Plus with the passing of House Bill 49. The Governor's budget included several provisions on CCP. There were several provisions around assessment. All students must be assessed for College Readiness. Specific eligibility requirements are standard for all colleges and universities. IHEs are required to pay for student assessment. The Ohio Department of Education and the Ohio Department of Higher Education will set policies for course eligibility and underperforming students.

Smith remarked that enrollment in College Credit Plus has increased so much that most universities have at least one staff member devoted to CCP.

Smith also noted that Ohio State is looking into offering certifications for teachers who want to be certified to teach CCP courses.

PROPOSAL FROM SUBCOMMITTEE A – PROFESSORS ERIC BIELEFELD, REBECCA ANDRIDGE, MELVIN PASCALL; MS. KATE GREER

- **Revisions to the Bachelor of Science in Education major in Child and Youth Studies – College of Education and Human Ecology**

Guests: Laurie Katz, Professor, Department of Teaching and Learning; Bryan Warnick, Associate Dean, College of Education and Human Ecology

The College of Education and Human Ecology (EHE) proposes revisions to the Bachelor of Science in Education major in Child and Youth Studies, which is an interdisciplinary program in EHE.

The Child and Youth Studies program involves faculty from the Departments of Human Sciences, Teaching and Learning, and Educational Studies. The program has five specializations: Early Childhood Development and Education; Technology and Youth; Language and Literacy; Creative Pedagogies; and, Individual Studies.

Revisions include:

- Making the major program available to students a second major.
- Removing the "Senior Year Culminating Experience." Instead, each specialization will be required to complete their own culminating experience. This will create consistency of 22 required hours for each specialization.
- If course availability exists, students from regional campuses can pursue any of the specializations.

- New course options for core requirements and changes to course requirements in three of the specializations.

The Council asked if the courses added to the program have been evaluated for the appropriate level. Warnick replied that the courses were reviewed by each department as well as the college curriculum committee. He also noted that the goal of the changes is to expose students to certain topics. It was felt that exposure to these topics was more important than the course's rigor.

Warnick does not expect time to degree to increase with these changes.

Miriti moved approval of the proposal; it was seconded by Irving and it carried in favor with two abstentions.

PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS MARIA MIRITI AND W. RANDY SMITH

- **Proposal to revise the Doctor of Philosophy in Educational Studies, Learning Technologies Specialization – College of Education and Human Ecology**

Guests: Bryan Warnick, Associate Dean, College of Education and Human Ecology; Kui Xie, Associate Professor, Department of Educational Studies

The College of Education and Human Ecology requests a revision to the Doctor of Philosophy in Educational Studies, Learning Technology specialization in the Department of Educational Studies. The proposal has been reviewed and approved by the joint committee of this Council and the Graduate School.

Revisions include:

- Increase the specialization requirements from 6 to 12 credit hours by adding two 3-hour courses. A further change to the specialization requirements is replacing an existing requirement with a new course.
- Eliminate Cognate requirements (9 credit hours). The current cognate requirements were not well defined, which caused confusion for students.
- Increase elective requirements from 6 to 9.
- Revise elective requirements: remove 5000-level courses to keep the elective requirements at the 6000-level and above; remove courses that are not offered; remove courses that are not relevant to the current focus of the Ph.D.; and add new courses relevant to the focus of the Ph.D.
- Update the course prefix and course names from Educational Technology to Learning Technologies. The program name was previously called Educational Technology.

Xie noted that the field of learning technologies is rapidly changing, which means that the program's curriculum needs to change / update. He also remarked that there is almost an entirely new faculty with new specializations.

The Council did not express any concerns.

Miriti moved approval of the proposal; it carried in favor with two abstentions.

- **Proposal to revise the Master of Arts (MA) in Teaching and Learning – College of Education and Human Ecology**

Guests: Alan Hirvela, Professor, Department of Teaching and Learning; Bryan Warnick, Associate Dean, College of Education and Human Ecology

The College of Education and Human Ecology (EHE) requests a revision to the Master of Arts in Teaching and Learning from the Department of Teaching and Learning. The proposal has been reviewed and approved by the joint committee of this Council and the Graduate School.

Presently, the MA in Teaching and Learning has both a thesis and non-thesis option. The total credit hour requirement for the former is 30 credit hours while the latter is 33 credit hours. EHE would like to reduce the number of credit hours for the non-thesis option from 33 to 30 credit hours. The reduction would be made by changing the non-thesis EDUTL 7193 requirement from 3 credit hours to a requirement of 1-3 credit hours.

These changes will maintain the integrity of the MA while providing more flexibility to students and faculty.

The Council did not express any concerns.

Miriti moved approval of the proposal; it carried in favor with two abstentions.

- **Proposal to change the organization of the electives for the Health Sciences program – School of Health and Rehabilitation Sciences**

Guest: Marcia Nahikian-Nelms, Professor, School of Health and Rehabilitation Sciences

The Division of Health Sciences and Medical Dietetics in the School of Health and Rehabilitation Sciences proposes to change the organization of the electives for the Health Sciences program.

Currently, there are four required electives. Students may choose any four courses from the approved list of electives for the program. The proposed change divides electives into two categories: "Science"

and “Patient Client.” Students will be required to take one course from each category. The other two courses can be chosen from the list of approved electives.

There are no changes to individual courses or required credit hours.

Nahikian-Nelms remarked that the change will help the school plan courses more efficiently.

The Council did not express any concerns.

Miriti moved approval of the proposal; it carried with all in favor.

- **Proposal to establish a Pediatrics Specialization in Occupational Therapy and Physical Therapy Degree Programs – School of Health and Rehabilitation Sciences**

Guest: Marcia Nahikian-Nelms, Professor, School of Health and Rehabilitation Sciences

The School of Health and Rehabilitation Sciences proposes to establish a Pediatrics Specialization in its Occupational Therapy and Physical Therapy degree programs. The proposal has been reviewed and approved by the joint committee of this Council and the Graduate School.

The goal of the Pediatric Specialization in Occupational Therapy or Physical Therapy is to enable Master of Occupational Therapy (MOT) and Doctor of Physical Therapy (DPT) students to gain skills and knowledge in pediatrics beyond those required in their professional degree educational programs. Although both the DPT and MOT programs require a level of pediatric coursework that meet accreditation standards, practical clinical and research experience and coursework beyond the minimum in not required. The Pediatric Specialization will allow students who are interested in careers in pediatric physical or occupational therapy to engage in learning opportunities beyond the minimum requirements and gain recognition for completion of additional coursework in pediatrics.

To enter the Pediatrics Specialization track, students must apply and be approved by their respective Division faculty. Students who successfully complete the requirements are awarded a Pediatric Specialization in Occupational Therapy or Physical Therapy by the Graduate School. This document defines the criteria for entrance into the track and the requirements for completion of the Pediatric Specialization.

To achieve the Pediatric Specialization, students are required to complete a minimum of 5 additional credits in addition to their required pediatric courses. These additional credits include one didactic, one practicum course, and one full-time clinical course in a pediatric setting.

Herness noted that the proposal should say Doctorate in Occupational Therapy (ODT) not Master of Occupational Therapy (MOT). The ODT is now the terminal degree for this program. Only one student is currently enrolled in the MOT. When that student graduates, the program will be deactivated. This

error was not noticed during previous reviews. Nahikiam-Nelms will revise the proposal and send it to Reed for official record.

Miriti moved approval of the proposal contingent on the revision; it carried with all in favor.

- **Proposal to create an Honors program in the College of Medicine – University Honors and Scholars Center**

Guests: Melissa Quinn, Clinical Instructor, College of Medicine; Linn Van Woerkom, Director, University Honors and Scholars Center

The University Honors and Scholars Center brings forward the College of Medicine's proposal for a college Honors program.

The Biomedical Sciences major will be the only undergraduate major offered in the College of Medicine (COM). Given the fact that the major was previously housed in the School of Health and Rehabilitation Sciences (HRS), undergraduate Honors students currently in that major have been pursuing the Honors program requirements in HRS. The program proposed by COM is structured almost identically to the one that is approved for HRS. This will allow Honors students currently enrolled in the major to move seamlessly from HRS to COM. The Honors courses in Biomedical Sciences listed in the proposal are already approved and offered to students; they will move to COM with the major.

Honors students must achieve a total of 55 points by graduation to graduate with Honors in the College of Medicine while maintaining a 3.4 Grade Point Average (GPA). Students earn points by completing a list of pre-approved opportunities. There are three opportunity categories: honors and graduate coursework; research, scholarships, and teaching; and, leadership and service.

The Council did not express any concerns. It did, however, take the opportunity to ask Van Woerkom why the Honors programs at that University vary so greatly in structure. Van Woerkom agreed that they all look very different. This has evolved naturally over time. University Honors and Scholars would like to make the programs more consistent, and that is a goal of Van Woerkom's.

Miriti moved approval of the proposal; it carried in favor by all.

The Meeting adjourned at 4:14 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed