

## COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

February 7, 2018

3-5 p.m.

### MINUTES

#### Attendance

##### Faculty:

- ✓ Dr. Rebecca Andridge (Public Health)
- ✓ Dr. Anika Anthony (Educational Studies)
- ✓ Dr. Eric Bielefeld (Speech and Hearing Sciences)
  - Dr. Debbie Guatelli-Steinberg (Anthropology)
  - Dr. Curtis Haugtvedt (Marketing and Logistics)
- ✓ Dr. Jennifer Higginbotham (English)
- ✓ 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:

- Dr. Jennie Babcock (College of Social Work)
- Dr. Mary Anne Beecher (Department of Design)
- Ms. Danielle Brown (College of Education and Human Ecology)
- Dr. Maria Conroy (Knowlton School of Architecture)
- Dr. Tamara Davis (College of Social Work)
- Dr. Steve Fink (College of Arts and Sciences)
- Dr. Gene Folden (Department of Human Sciences)
- Dr. Ryan Friedman (Film Studies Program)

Ms. Jill Hampshire (Office of Enrollment Services)  
Dr. Don Hempson (College of Engineering)  
Dr. Bill Husen (Department of Mathematics)  
Dr. Alan Kalish (University Center for the Advancement of Teaching)  
Mr. Rand McGlaughlin (Office of University Registrar)  
Mr. Peter Spreitzer (University Exploration)  
Ms. Rosie Quinzon-Bonello (College of Engineering)  
Dr. Clare Simmons (Department of Mathematics)  
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)  
Dr. Rick Voithofer (Department of Educational Studies)

**The meeting came to order at 3:03 p.m.**

**COMMENTS FROM THE CHAIR—PROFESSOR MARIA MIRITI**

Miriti indicated that she had no updates.

**COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH**

Smith welcomed Peter Spreitzer, University Exploration, and noted that he will start attending Council meetings. Spreitzer will provide a perspective on behalf of and to communicate information back to undergraduate academic advisors from all units and campuses.

Thanks to those who attended the Council dinner with Provost McPheron on January 17, 2018. Smith noted that the dinner is an annual event.

The annual University Assessment Conference is February 9, 2018 at the Fawcett Center. President Drake and Provost McPheron will both give remarks. The plenary session is on assessing the general education curriculum.

Smith is convening a group that is looking at course syllabi. This Council will likely see a report later in the year. One recommendation being discussed is to create some level of standardization across the University.

There is a meeting on January 25, 2018 between leadership at Ohio State and Columbus State Community College to discuss next steps in the institutions' working relationship.

The work of the General Education (GE) Review Coordinating Committee is coming to a conclusion. Smith noted the following:

- There is clear support for allowing overlap of the major and GE
- Individuals want three courses in both themes

- No one wants the number of required GE hours increased
- There is strong support for all students to take courses with data analytic components

There is a group looking at implementation issues for the proposal. The leadership of the GE Review presented at the First Year Experience (FYE) Conference on January 31, 2018.

The curricular deans will discuss next steps with distance education at its meeting on February 13, 2018. This Council will discuss the status of distance education in the near future.

Smith is acting as coordinator of the Graduate School while the internal search for a permanent dean continues. He is focused on fellowships, curricular processes, the Graduate Council, and the Council of Graduate Students.

The Council will discuss the issue of “closed door majors” at its meeting on February 21, 2018.

The College of Medicine (COM) requests use of the term “center” for the Center for Surgical Health Assessment, Research and Policy (SHARP). The term will be used temporarily while the center is being developed. If the college would like official center status, it will need to come back to this Council with a formal proposal. There were no objections from Council members.

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

- **Proposal to revise the Bachelor of Science in Design-Interior Design—College of Arts and Sciences**

Guest: Mary Anne Beecher, Department of Design

The Department of Design proposes revisions to the Bachelor of Science in Design-Interior Design.

There are three specific changes to the curriculum. Each addresses a specific curricular requirement/need in relation to the accreditation of the professional program.

The program will delete two required courses focused on graphic communication (Design 3302 and 4302). This allows for inclusion of an interior design-specific course (Design 3550.02) focused on the technical properties of interior finish materials and their application as part of sustainable design strategies. It also creates space in the curriculum for an interior design-specific course focused on the use of moving digital images to communicate design ideas (Design 4400.02). Both Design 3550.02 and 4400.02 will be required courses. With this adjustment to the technical and technological elements of the curriculum, the program strengthens its ability to meet the accreditation criteria in those areas.

The other change is to add a new required course to the curriculum (Design 5750), focusing on the historical evolution of the history of furniture and other aspects of material and visual culture that influence interior spaces. Without the additional of this advanced-level course, students only receive an introductory-level exposure to design-specific history knowledge. Design 5750 will replace the required course in Architecture (Architecture 5510 or 5520).

The total required hours of major courses remains at 78.

Beecher noted that there were no objections from the Knowlton School of Architecture over the removal of their required course. Enrollments from the Design program were only about 15 students per year.

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

- **Proposal to revise the Bachelor of Arts in Moving-Image Production—College of Arts and Sciences**

Guest: Ryan Friedman, Director, Film Studies Program

The Film Studies Program proposes revisions to the pre-major requirement of the Moving-Image Production (MIP) major.

Currently, students are required to take Art 2555 (Photography 1), plus MIP 2201 and 2202 (Filmmaking Foundations 1 and 2), in order to complete the pre-major requirement. The program would like to give students the option to select Art 2555 or 2000 to fulfill the pre-major requirement in Art.

The proposed change is motivated by several concerns. Art 2555 poses a de facto enrollment barrier to the prospective MIP major because it requires the purchase of a DSLE camera—something that is likely to be a financial burden to many students. In addition, the basic technical skills introduced in Art 2555 are also covered in MIP 2201, making the course somewhat redundant. Art 2000 gives students the opportunity to expand the curriculum by studying the work in film and video in relation to broader movements in the contemporary art world. Art 2000 also meets for fewer hours per week than Art 2555, which will give students more flexibility with their class schedules.

The members of the Moving-Image Production Advisory Committee strongly supported the revision. Since students still need to take a 2000-level Art course, the Department of Art was also in support of this change.

The Council did not have any concerns.

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

- **Proposal to create a new Integrated Undergraduate Major in Mathematics and English—  
College of Arts and Sciences**

Guests: Bill Husen, Director of Undergraduate Instruction, Department of Mathematics; Clare Simmons, Professor, Department of English

The College of Arts and Sciences proposes to create a new Integrated Undergraduate Major in Mathematics and English leading to the Bachelor of Science degree.

The Integrated Major in Mathematics and English (IMME) is a joint venture between the Departments of English and Mathematics. The major enables students to acquire expertise in both fields and concludes with a capstone course combining the integrated skills developed in coursework. English coursework is very flexible; Mathematics coursework will follow one of four tracks: Applied Math, Pre-Education, Finance and Actuarial Science, and Theory.

The primary objective is to offer undergraduates the opportunity to develop a set of skills that will equip them not only for employment and graduate school, but for long-term career success. An integrated major offers a different experience from a dual major or a major with a minor since it encourages participants to think of the two fields of student not as distinct, but as complementary. Since it requires only the credit hours of a single major, it should also be possible for students to complete the major program within four years, which can be a challenge with a double major.

Program goals include:

- Students learn precision in modeling, calculation, and verbal and numerical analysis in order to examine and solve real-world problems;
- Students develop critical thinking and analytical skills, with strong emphasis on reading and writing, in order to empathize, process information, and communicate effectively.

All of the courses for the proposed major will be drawn from existing courses in English and Mathematics except for a newly developed capstone. The capstone course (English/Mathematics 4420, three hours) will combine both professional development and leadership seminars and a capstone project through community and industry partners. The course will provide students with both a critical learning experience and an opportunity to synthesize and apply what they learned in IMME in a real situation. The course will be team-taught by two faculty members, one from English and one from Mathematics.

Expected first-year enrollment is 20 with subsequent enrollment projected at 70-100 total (20-25 students/year). The program hopes that students will come to the university with plans to pursue the major. Other students will discover it while majoring in English or Mathematics.

Letters of concurrence were obtained. There was a delay with the proposal reaching the Council because concurrence was not originally obtained from the College of Education and Human Ecology (EHE). EHE asked for a change in language to reflect pre-education. In order to teach, students need proper licensure from EHE.

Simmons noted that it was very worthwhile to receive feedback from industry professionals.

Miriti moved approval of the proposal; it carried with one abstention.

Smith commented that the University should be very pleased with this strong, important proposal from two high-profile departments with strong reputations.

Hussen and Simmons remarked that many people came together to form the proposal.

#### **PROPOSALS FROM SUBCOMMITTEE D—PROFESSORS MARIA MIRITI AND W. RANDY SMITH**

- **Correction to overall credit hours required for the Master’s in Genetic Counseling—College of Medicine**

(No Guests)

The College of Medicine made changes to its Genetic Counseling Graduate Program (GCGP) in Spring 2017. Due to an administrative error, the request was never submitted to this Council or the Office of Academic Affairs. Smith is sharing this information for the Council’s records.

The changes were as follows:

- INTMED 7300 moves from a 15 week, two credit hour course to a 7 week, one credit hour course.
- INTMED 8010 moves from a 15 week, two credit hour course to a 7 week, one credit hour course.
- Change the course title of INTMED 7100.02 from Advanced Clinical Skills—Adult Counseling to Advanced Clinical Skills—Cardiogenetic Counseling.

These changes led to an overall loss of two credit hours in the graduate program curriculum. Graduates now only need to successfully complete 67 credit hours in order to obtain a Master’s Degree in Genetic Counseling.

The Council did not express any concerns.

- **Proposal to establish a Technology and Youth undergraduate minor—College of Education and Human Ecology**

Guest: Rich Voithofer, Associate Professor, Department of Educational Studies

The Department of Educational Studies proposes the creation of a Youth and Technology minor in the Learning Technologies program area.

This minor parallels the Youth and Technology track in the Child and Youth Studies major, and was developed to help boost enrollments in the associate courses as well as attract students from around the University.

The minor consists of a minimum of 15 credit hours. It will prepare students to design, develop, deliver and assess technology-based educational programs for youth in non-formal and out-of-school learning environments including:

- Literacy and numeracy programs
- Youth group and social development
- Community mobilization and development
- Employable knowledge and skills development
- Programs to expose youth to STEM careers
- After school programs and summer camps

There are four required courses for a total of 12 credits. Students may select an elective(s) from an approved list of three courses.

Unlike the other Child and Youth Studies specializations, the courses that comprise this specialization stand on their own and do not require students to complete the other core classes in the major to be successful.

To accommodate the minor requirement of at least six upper-division credits, two courses will be renumbered (2251 will change to 3251 and 2270 will change to 4270). The Council noted that the advising sheet needs to be updated to reflect the new course numbers.

The program expects approximately 20 students in the initial year of offering (Autumn 2018).

Concurrences were obtained.

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

- **Proposal to revise the BA Arts Management—College of Arts and Sciences**

(No guests)

The Department of Arts Administration, Education and Policy (AAEP) proposes revisions to the Arts Management (AM) major, leading to the Bachelor of Arts.

The recommended changes are based on faculty expertise, student and advising feedback, AM graduate surveys, and curricular freshening.

Arts Management has grown rapidly since its inception in 2012, from 0 to 80 majors. To help with enrollment management, the department needs to limit or selectively recruit rather than continue with open declarations of the major. In addition, the department wants to clarify areas and themes that will help AM majors create curricular plans for themselves that best serve identified arts interested.

Changes includes:

- Create a new introductory course, ARTEDU 2100 *Introduction to Art Management* (3 credit hours). Students will be advised to take the course before declaring the major. This course will become the designated Success-Marker course, replacing current designee ACCMISS 2000.
- Change the CSE requirement from 1100 to 1111.
- Students will no longer be required to take ARTEDU 3680 and ARTEDU 3681. Instead, they will now select one of the courses.
- Change the course titles of ARTEDU 3680 and ARTEDU 3681 to clarify the courses' focus.
- ARTEDU 5683 will become a required capstone course.

No increase in credit hours has been made to the Arts Management major.

The Council did not have any concerns.

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

- **Proposal to revise the Bachelor of Science in Social Work program—College of Social Work**

Guests: Jennie Babcock, Director of Undergraduate Programs, College of Social Work; Tamara Davis, Associate Dean, College of Social Work

The College of Social Work proposes revisions for the Bachelor of Science in Social Work program.

The college proposes:

- Social Work 3301 *Lifespan Development* become a prerequisite course completed prior to entry to the major; and
- The credit hours in the major previously held by Social Work 3301 course are replaced by allowing students to choose from one of two Special Topic courses (Social Work 3600 or Social Work 3805).

Social Work 3301 is currently a required major course completed during the first semester students enter the major. The course familiarizes students with major individual development theories; evidence regarding various biological, psychological, and social influences on human behavior and development; and the effects of discrimination, oppression, and life circumstance on human development and behavior.

A significant number of social work students have already completed *Lifespan* courses at other institutions or via campus departments. Since Social Work 3301 is currently a required major course, students can rarely seek course equivalency because the college policy only allows course equivalencies from CSWE-accredited programs.

Changing 3301 to a pre-major requirement will allow the college to accept *Lifespan* course equivalencies without compromising its required major course equivalency policy, and ensure student enter the major with knowledge of this foundation level content. This elimination of potential redundancy will help with the college's focus on affordability and time to degree.

The 3301 change will create a space in the major for an alternative required course. The Special Topics courses will improve student preparation to meet the societal challenges of social work as a discipline.

Davis noted that new accreditation standards are allowing the college to make these changes.

The Council did not express any concerns.

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

Smith remarked that the College of Social Work does really well monitoring and refreshing its programs. He also acknowledged Davis' respected work with the Ohio Department of Higher Education on preferred pathways programs.

- **Proposal to establish a Global Option for the City and Regional Planning Program—College of Engineering**

Guest: Don Hempson, Director of International Initiatives, College of Engineering

The Knowlton School of Architecture proposes the establishment of a Global Option for the City and Regional Planning Program (GO-KNOW).

GO-KNOW students will combine internationally-themed courses, experiences with global dimensions, and culture of language training to enhance their global competencies and better prepare them for the practice of planning in a global environment. The GO-KNOW program infuses a global perspective into a planning degree program and constitutes a special engagement beyond the standard requirements for graduation, but it is designed to be completed without adding time to graduation.

Students will be able to complete this program using current City and Regional Planning course offerings and global programs already in place through the Office of International Affairs. Students participating in the GO-KNOW Program will, upon completing requirements for graduation, receive documentation of completion and designation on their transcript as Global Option City and Regional Planning.

In order to earn the GO-KNOW, students must complete coursework and/or fieldwork in each of the following four categories, totaling a minimum of 15 credit hours: Education Abroad, International Elements, World Culture or Language, and International Design.

Hempson noted that the GO-KNOW fills a need in the school and college. Students are ready to enroll.

Miriti asked if there will be an e-portfolio, which is a recommendation from the Office of International Affairs. Hempson replied that the college is working on developing one. It is looking at existing models on campus.

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

- **Proposal to revise the Humanitarian Engineering Minor—College of Engineering**

Guest: Don Hempson, Director of International Initiatives, College of Engineering

The College of Engineering proposes revisions to the Humanitarian Engineering minor.

This revision consists of changing the credit hours for three of the curricular components of the minor. Core courses will be increased from 3 to 6 hours. This is partly in response to increased faculty interest in humanitarian engineering, which has resulted in increased course offerings in the area. Together with this, a number of the service learning (project) courses have reduced credit hours from 6 to 3. Therefore, the variable requirements in these areas allow flexibility for students to complete the minor.

The total credit hours required remains at 15.

The Council did not express any concerns.

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

The Meeting adjourned at 3:53 p.m.

Respectfully submitted,

W. Randy Smith

Katie Reed