**COUNCIL ON ACADEMIC AFFAIRS**

**200 Bricker Hall**

**March 7, 2018**

**3-5 p.m.**

**DRAFT 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. Mary Anne Beecher (Department of Design)

Ms. Danielle Brown (College of Education and Human Ecology)

Dr. Steve Fink (College of Arts and Sciences)

Dr. Robert Griffiths (Office of Distance Education and eLearning)

Ms. Jill Hampshire (Office of Enrollment Services)

Dr. Donald Hempson (College of Engineering)

Dr. Alan Kalish (University Center for the Advancement of Teaching)

Mr. Rand McGlaughlin (Office of University Registrar)

Ms. Rosie Quinzon-Bonello (College of Engineering)

Dr. Andrej Rotter (Department of Biological Chemistry and Pharmacology)

Dr. Bernadette Vankeerbergen (College of Arts and Sciences)

Dr. Celia Wills (College of Nursing)

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

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

Miriti had no report.

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

The language departments are undergoing external reviews. A review team was on campus March 4-6, 2018 to review the Department of Slavic and East European Languages and Cultures. Near Eastern Languages and Cultures; Germanic Languages and Literatures; East Asian Languages and Literatures; and French and Italian have been or will be reviewed this semester.

Smith has been convening a group to discuss undergraduate interdisciplinary programs in eSports and Gaming. Arts and Sciences, Business, Education and Human Ecology, Engineering, and Medicine have been involved in the discussions. This Council will eventually see a curricular proposal.

As noted at previous meetings, Smith is acting as administrative coordinator of the Graduate School while a search for a permanent dean continues. Smith attended the Hayes Research Forum on March 2, 2018. He is also gathering feedback on how the Graduate School operates and next steps with the Campus Conversation Report.

On February 28, 2018, Smith attended the Ohio Guaranteed Transfer Pathways Statewide Steering Committee meeting. The focus of the meeting is on the State’s 2+2 initiative. Our partner is Columbus State Community College on the initiative. Smith is also attending meetings of the Proprietary Transfer Stakeholders Committee. The committee discusses the possibility of public institutions accepting transfer credit from for-profit institutions.

**GENERAL EDUCATION REVIEW UPDATE—PROFESSOR W. RANDY SMITH**

The General Education (GE) Report has been circulated across campus. The report gives a context to the review, an overview of the current GE at the university, guiding principles of the GE Review Coordinating Committee, goals and learning outcomes for the educated global citizen, the proposed GE model, and a set of implementation issues. Colleges have been asked to send their response to Smith by May 18, 2018.

There are three broad goals of the proposed GE. Successful students will:

* Demonstrate certain qualities, abilities and characteristics that prepare them to be engaged citizens and leaders for life
* Engage with and apply a range of important modes of human thought and inquiry
* Be educated global citizens who can examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.

The proposed GE model is 44-47 hours: 25-28 hours from Foundations, 15 hours from Themes, and four hours from Bookends.

Foundations represents areas that ensure that students can achieve learning outcomes associated primarily, but not exclusively, with the program goals of qualities, abilities, and characteristics, and important modes of human thought and inquiry. These areas align closely with the current GE but with a reduced credit hour requirement. These areas also align closely with the Ohio Transfer Module (OTM), a long-established requirement that permits students to bring transfer credit from other public institutions in Ohio and have it apply to the GE at the University. That characteristic also aligns it with the most common areas of College Credit Plus. There are eight categories under Foundations: Writing and Information Literacy; Mathematical and Quantitative Reasoning OR Data Analysis; The Arts; Historical Studies; Humanities; Natural Science; Social and Behavioral Sciences; Race, Ethnic and Gender Diversity.

Themes represent a liberal arts approach to broad areas of contemporary important and relevance that align closely, but not exclusively with the program goals of global citizens and of important modes of human thought and inquiry. All students will complete courses from the Citizenship for a Diverse and Just World theme and will select courses from one of the four following themes: Sustainability; Health and Wellness; Places and Spaces; and Transformative Ideas.

Bookends serve the purpose of bringing coherence and a multi-year approach to the GE. All first year students will complete, during the first year, an introductory faculty-taught GE course that introduces them to a content area, while aligning that content area with the broad goals of the GE and with thematic paths through the GE. By the end of the third year, students will complete an electronic portfolio to provide reflection on their GE experience.

The proposed model is for all colleges.

Smith noted that Themes are linked to University initiatives. For example, Places and Spaces is linked to the University’s urban mission and Transformative Ideas is linked to the University’s research mission. He also noted that Bookends will be a good opportunity for a student to be introduced to a major that he/she may not be familiar with prior to post-secondary education.

Expected learning outcomes (ELOs) have been specified for each component of the model. The number of ELOs was kept low by design.

Smith convened a small group to develop the implementation issues listed in the document. It is important to note that financial implications are not a part of this document. The Office of Academic Affairs is working with Senate Fiscal and the Office of Business and Finance on financial implications. It is very important to assure departments/schools and colleges that there will be financial support attached to the revision.

If the proposal is moved forward, this Council will ultimately approve it. Colleges do have the choice to not support the proposal.

Smith remarked that the GE Review Coordinating Committee is one of the best committees with which he has had the opportunity to work at the University.

**PROPOSALS FROM SUBCOMMITTEE B – PROFESSORS LAURICE JOSEPH, JENNIFER HIGGINBOTHAM, ROBERTO MYERS; MR. MARIO BELFIGLIO AND MR. BLAKE SZKODA**

* **Proposal to establish a Bachelor of Science degree program in Statistics—College of Arts and Sciences**

Guest: Laura Kubatko, Professor, Department of Statistics

The Department of Statistics proposes to establish a Bachelor of Science degree in Statistics.

The Department of Statistics currently offers two undergraduate programs: a minor in Statistics and a major in Data Analytics (that is co-administered with the Department of Computer Science and Engineering). When it was founded in 1974, the department offered an undergraduate major in Statistics, but the major was discontinued in 1994. At that time, very few universities offered undergraduate majors in Statistics, with bachelors degrees in Mathematics providing the necessary preparation for graduate study in Statistics. With the rise of career opportunities related to data analysis and probabilistic modeling within the last 15 years, however, many universities have developed majors in Statistics, and the number of students selecting these majors continues to grow.

Students graduating with a BS degree in Statistics will have met the following learning objectives:

1. Students will be proficient at exploratory data analysis using graphical and computational tools.
2. Students will understand mathematical concepts relevant to statistical theory, and will be adept at applying these concepts to statistical models for data, such as those arising in the physical, biological, and social sciences, and in business.
3. Students will be able to access whether hypotheses are supported by data and to quantify uncertainty in parameter estimates and models.
4. Students will be able to develop, fit, assess, and compare statistical models in a formal probabilistic framework.
5. Students will be able to communicate the results of a statistical analysis in both oral and written formats, in a manner appropriate to the audience.

The program requires a minimum of 50 credit hours (excluding GE requirements and prerequisite) for completion of the major: 35 hours of required core courses and 15 hours of electives

The department anticipates that students will be recruited to the major from both new freshmen entering the university and from existing students. The department anticipates approximately 40 students per year.

The proposal includes the creation of four new courses (Statistics 1550, 3410m 4301, and 4302).

With the addition of the major, the department will have the need for increased faculty and administrative support. In total, the department will need an additional four faculty members, hired over the next four years, to administer the major.

Concurrence was received from the Departments of Computer Science and Engineering, and Mathematics.

Subcommittee B did have a few questions, which were answered prior to this meeting.

The Council asked whether there are prerequisites attached to elective mathematics courses. Kubatko responded that some of those courses do have a large number of prerequisites. A student would have to take those courses early in his/her program. She noted that those courses are electives, however, and not required.

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

Smith noted that this is the last level of internal approval for this proposal. The proposal does need approval from the Ohio Department of Higher Education (ODHE). Smith’s office will work with the department on the ODHE submission.

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

* **Proposal to revise the online MA in Arts Education—College of Arts and Sciences**

No guests

The Department of Arts Administration, Education and Policy proposes revisions to its Online MA in Arts Education. This proposal was reviewed by the combined GS/CAA Subcommittee and Graduate Council.

The proposed revisions are requested to add coherence to the research methods course taken by students and the actual research they develop in their online program. As such, the changes are:

1. To add a course entitled Overview of Research for Arts Educators (ARTEDUC 7200.3) to replace the existing course Introduction to Research Methodologies and Methods (ARTEDUC 7200.1).
2. Inclusion of a course entitled Research to Advocacy (ARTEDU 7777), which has been included in the plan of study in the past, but did not have a course number.

The Council did not express any concerns.

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

* **Proposal to create a Game Studies Minor—College of Arts and Sciences**

Guest: Mary Anne Beecher, Chair, Department of Design

The College of Arts and Sciences proposes the creation of an interdisciplinary undergraduate minor in Game Studies.

Game Studies is a burgeoning scholarly field, drawing on the disciplines of communication, computer science, design, media studies, the social sciences, and others. The purpose of the proposed minor is to establish a mechanism for students to engage this topic in a cohesive intellectual and interdisciplinary manner. The minor affords the exploration of aesthetic, creative, cultural, physical, ethical, experiential, social and psychological questions about games/video games, their creative intents, their reception, their effects, and their growing role in 21st century society. Students seeking this minor will be encouraged to look at games from three distinct perspectives: as creators and users; as critics and interpreters of games as complex cultural products; and as analysts of their impact on and role in society.

There is a strong rationale for this minor including the breadth of disciplinary expertise found on campus, the significance of Columbus for the retail industry, and the city’s reputation for hosting video gaming events. Programs in gaming are increasing on other campuses including University of Wisconsin and Penn State, but only Rutgers has a program that includes social and technological impacts of gaming. MIT also has a major that has a similar scope to the proposed minor.

Students must complete a minimum of 15 credit hours to complete the minor: nine hours of required core courses and six hours of electives. Electives are grouped into four categories: Critique/Interpretation, Social Analysis, Create/Engagement, and Technical/Coding.

Anticipated enrollment in the minor is 150 students.

Concurrences were received from the Schools of Communication and Music, the Departments of Art, Comparative Studies, Computer Science and Engineering, Design, English, Philosophy, and the Advanced Computing Center for the Arts and Design.

Beecher remarked that it was interesting to pull together disparate subjects and create a cohesive offering.

Smith noted that the minor will be good groundwork for an undergraduate major.

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

* **Proposal to create an online Undergraduate Minor in Medical Pharmacology—College of Medicine**

Guest: Andrej Rotter, Professor, Department of Biological Chemistry and Pharmacology

The Department of Biological Chemistry and Pharmacology proposes the creation of an online Undergraduate Minor in Medical Pharmacology.

The fully online minor will educate undergraduate students in core areas of Medical Pharmacology in preparation for admission to medical, dental, veterinary, optometry and nursing schools, and to biomedical sciences graduate programs. The understanding of pharmacological principles underlies the treatment of all human diseases. The minor will place drugs and their effects in the context of well understood problems. This approach makes medical pharmacology easier to learn, provides a better understanding of the mechanisms of drug action, and affords a clearer rational for use of specific drugs in human disease.

The minor consists of six courses for a total of 14 credit hours. The online nature of the proposed minor and the high frequency of course offerings will allow for flexible participation of students whose schedules would otherwise preclude from in-class instruction.

Three of the courses in the proposed minor overlap with the existing minor in Pharmaceutical sciences that is offered in the College of Pharmacy. Nevertheless, these two programs have distinct disciplinary emphasis, with Medical Pharmacology being more specialized with an emphasis on the biological and molecular mechanisms underlying the effects of drugs on humans.

Concurrence was received from the College of Pharmacy. The Office of Distance Education and eLearning does not require review of online minors.

Rotter noted that there is a great interest in medical pharmacology courses. Enrollment is increasing each year. The department is hoping to attract even more people to the discipline with the minor.

The Council expressed concern over the minor having a required 6000-level course (BIOPHRM 6824). 6000-level courses are only for graduate students. Every student who wants to complete the minor would have to petition the Graduate School to take BIOPHRM 6824. Rotter responded that the department tried to change 6824 to a 5000-level course, but the Department of Psychology would not give concurrence.

The Council felt that a 6000-level course should not be a minor requirement. Two options were discussed: receive concurrence from Psychology to change 6824 to a 5000-level course or substitute 6824 with another course. Fink and Smith can convene a discussion with Psychology, if the department decides to go that route.

The vote was tabled until there is a resolution.

* **Proposal to revise the Clinical Nurse Leader Specialty Track of the Master of Science in Nursing—College of Nursing**

Guest: Celia Wills, Associate Professor, College of Nursing

The College of Nursing proposes a curriculum revision and conversion from on campus delivery to a fully online distance delivery format of the Clinical Nurse Leader (CNL) specialty track within the Master of Science in Nursing program. This proposal was reviewed by the combined GS/CAA Subcommittee and Graduate Council.

An online delivery format for the CNL specialty track could better support the ability of the CNL specialty track to expand by enabling working nurses to manager their careers while attending classes where they geographically reside. The opportunity for CNL students to remain employed throughout their graduate work supports their ongoing clinical competence and the ability to apply new knowledge as they develop their roles as CNLs.

In addition to the format change, there are a few revisions to the curriculum. Two courses (Nursing 7238.01 and 7238.02) have been revised to realign some content to better meet CNL competencies in support of students’ eligibility to site for the national CNL certification examination. Two new courses (CNL Roles and Responsibilities and Advanced Pharmacology) have been designed to better prepare graduates for their CNL clinical practice roles. The Advanced Pharmacology course will replace an existing requirement. The net credit increase for inclusion of the two new courses is one credit.

There is an MOU with the Office of Distance Education and eLearning.

The Council did not express any concerns.

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

Smith noted that Wills is working with the Graduate School on university-wide curriculum initiatives.

Smith would like to invite Dean Melnyk and Wills to a future meeting to give CAA a big picture update on the College of Nursing’s curricular revisions.

* **Proposal to revise the Global Option Engineering Program—College of Engineering**

Guest: Don Hempson, Program Director, College of Engineering

The College of Engineering proposes to revise the Global Option Engineering Program (GO ENGR).

The first change involves Component C: Foreign Culture and Language. The college will remove all reference to the ACTFL foreign language proficiency test because the University no longer administers the test. The requirement will read that students must complete the GE language requirement through 1103. Reference to the world language minor will also be removed. Since completing a world language minor requires a student to complete the GE language requirement, retaining reference to the minor is redundant.

The second change involves Component D: Design with International Focus. The college will reduce the six hour minimum to a three hour minimum. Most students complete Component D using their capstone requirement, but the capstone requirement varies among engineering majors. This change retains the intent of Component D without disadvantaging students in majors that require fewer than six capstone credit hours to complete their degree. There is no minimum credit hour requirement for the Global Option that this change will violate.

The Council noted that the reference to the May-term should be edited.

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

**ADDITIONAL INFORMATION**

At the March 21, 2017 meeting, the Council will see a proposal from the College of Dentistry to amend its clinical faculty cap.

The Council does meet over the summer. Reed will be in touch to schedule 2-3 meetings at days/times when we can ensure a quorum.

Smith encouraged members to discuss the General Education proposal with their units.

The Meeting adjourned at 4:01 p.m.

Respectfully submitted,

W. Randy Smith

Katie Reed