COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

September 5, 2018
3-5 PM

MINUTES

Attendance

Faculty:
✓ Dr. Rebecca Andridge (Public Health)
✓ Dr. Anika Anthony (Educational Studies)
✓ Dr. Eric Bielefeld (Speech and Hearing Sciences), Chair
✓ Dr. Kevin Evans (School of Health and Rehabilitation Sciences)
✓ Dr. Sara Fowler (College of Dentistry)
   Dr. Debbie Guatelli-Steinberg (Anthropology)
✓ Dr. Curtis Hauftvedt (Marketing and Logistics)
   Dr. Jennifer Higginbotham (English)
✓ Dr. Roberto Myers (Material Science Engineering)
✓ Dr. Melvin Pascall (Food Science and Technology)

Students:
   Mr. Nat Crowley (USG, Finance)
✓ Ms. Kate Greer (USG, German and History)
✓ Mr. Matthew Hamrick (IPC, Pharmacy)

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

Guests:
Dr. Cindy Anderson (College of Nursing)
Dr. Michael Bisesi (College of Public Health)
Ms. Danielle Brown (College of Education and Human Ecology)
Mr. Charles Buchanan (Department of Management and Human Resources)
Ms. Gail Capel Stephenoff (Office of Enrollment Services)
Dr. Steve Fink (College of Arts and Sciences)
Dr. Robert Griffiths (Office of Distance Education and eLearning)
Ms. Jill Hampshire (Undergraduate Admissions)
Dr. Alan Kalish (University Center for the Advancement of Teaching)
Ms. Sarah Mangia (Fisher College of Business)
Mr. Rand McGlaughlin (Office of University Registrar)
Dr. Peter Paul (Department of Educational Studies)
Ms. Rosie Quinzon-Bonello (College of Engineering)
Dr. Jennifer Schlueter (Graduate School)
Dr. Shari Speer (Graduate School)
Mr. Peter Spreitzer (University Exploration)
Dr. Ben Tepper (Department of Management and Human Resources)
Dr. Bryan Warnick (College of Education and Human Ecology)
Dr. Katarina Winka (University Center for the Advancement of Teaching)
Dr. Walter Zinn (Fisher College of Business)

The meeting came to order at 3 p.m.

COMMENTS FROM THE CHAIR—PROFESSOR ERIC BIELEFELD

Bielefeld welcomed members and guests. He reported that the first Faculty Cabinet (the Chairs of all Senate Committees) meeting of the 2018-19 academic year is September 7, 2018.

Bielefeld explained the typical Council meeting format to new members and guests.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

Smith welcomed new members to the Council.

Bielefeld and Smith held an orientation for new members on August 27, 2018.

The proposal to establish a Master of Dietetics and Nutrition professional degree will be on the agenda of the September 20, 2018 University Senate meeting. The proposal to deactivate the Center for Higher Education Enterprise (CHEE) will be on the agenda of the October 25, 2018 University Senate meeting.

The Ohio Department of Higher Education is reviewing several undergraduate program proposals that the University submitted in Spring/Summer 2018.

The Council Subcommittee for Centers and Institutes Review will present their review of the Center for Urban and Regional Analysis (CURA) at a forthcoming meeting.

The Board of Trustees hosted its August 30-31, 2018 meetings at the newly renovated Pomerene Hall. There was a presentation on the data analytics major at the Academic Affairs and Student Life Committee meeting. The presenters gave an excellent overview. Smith encouraged Council members to visit Pomerene Hall.
The Office of Academic Affairs will conduct reviews of the Undergraduate International Studies Program and Honors and Scholars Center this academic year.

Smith reported that the co-leads of the General Education (GE) Revision are visiting with colleges to get updates on their GE discussions. The College of Arts and Sciences is getting ready to go through its curricular process. The hope is that the GE Revision will go to the University Senate meeting on January 24, 2019, which would mean action by this Council by early December 2018.

Darrick Hamilton was selected to serve as the executive director of the Kirwan Institute for the Study of Race and Ethnicity.

Three colleges are or will be looking for new deans: Arts and Sciences, Law, and Public Health.

Dr. Gil Latz will serve as the vice provost for global strategies and international affairs. Smith will act as head of the Office of International Affairs until Latz’s appointment goes into effect on January 1, 2019.

Smith is chairing the annual Big Ten Academic Alliance Accreditation Network meeting on September 6, 2018 in Chicago. The group will discuss, among other items, how to incorporate research into accreditation reports.

**REQUEST TO CREATE THE SURGICAL INNOVATIONS CENTER—PROFESSOR W. RANDY SMITH**

The College of Medicine requests permission to use the term ‘center’ for the Surgical Innovations Center. The purpose of the center is to create a shared venue for interdisciplinary collaboration to create innovative healthcare solutions. The focus will be education, research, and outreach.

If the college would like to secure University Center status, it will have to submit a full proposal for review/approval.

**CERTIFICATES STRUCTURE DOCUMENT—MR. JACK MINER**

Miner shared the most recent version of the certificates structure document. The original document was created by a subcommittee of the Academic Program Advisory Committee (APAC), the college and regional campus associate deans who work closely with Smith. After discovering implementation issues, administrative offices such as the Offices of the University Registrar (OUR), and Student Financial Aid helped to revise it.

Miner gave an overview of stand-alone vs. embedded certificates. A student pursuing a stand-alone certificate could be traditional or non-traditional (i.e. a non-matriculated student). A student will receive a stand-alone certificate upon completion and it will be signed by the Provost. An embedded
certificate requires a student to be pursuing a specific major. A student will receive an embedded certificate at the time of graduation and it will be signed by the college dean. The President’s Office and Board of Trustees are working on branding of certificates.

All credit-bearing certificates will be part of the degree audit system and will appear on a student’s transcript.

Prior to the creation of the certificates structure document, the approval of certificates was inconsistent. This Council now approves all stand-alone and embedded certificates. The OUR will submit non-credit certificates to the Council for information/record. Miner noted that the University needs to get an inventory of non-credit certificates.

The OUR is working on a template for units, colleges, and this Council to use when creating/reviewing a certificate.

The Council asked for an explanation of the difference between a certificate and a minor. Miner replied that certificates and minors are industry-specific. In healthcare, the standard is a certificate; in the humanities, the standard is a minor. A stand-alone certificate also does not require a student to be matriculated at the University, while a student must be matriculated to receive a minor.

Fink asked if an existing minor could be turned into a certificate, allowing non-matriculated students to participate. Miner responded that this is a possibility, but has not been approved yet. This Council would need to be involved in that decision.

Miner asked the Council for endorsement of the certificates structure document.

Bielefeld moved approval of the endorsement; it carried unanimously.

Smith acknowledged how user-friendly the University’s OUR is and thanked Miner for his leadership.

PROPOSAL FROM SUBCOMMITTEE D—PROFESSORS ERIC BIELEFELD AND W. RANDY SMITH

- Proposal to establish a combined Doctor of Veterinary Medicine/Master of Public Health-Veterinary Public Health

Guest: Michael Bisesi, Senior Associate Dean, College of Public Health

The College of Public Health and the College of Veterinary Medicine are proposing a combined Doctorate of Veterinary Medicine (DVM)/Master of Public Health-Veterinary Public Health Specialization (MPH-VPH) degree program. This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.
The combined program simultaneously prepares students for the professional practice of veterinary medicine in both the traditional individual patient setting and the broader production medicine and public health context. In the typical case (1+4), the student will begin study in the MPH-VPH curriculum, completing one year of full-time graduate study focused on the core courses and then begin the DVM curriculum the following year (based on acceptance). Students can also begin their studies with the DVM degree (4+1) followed by two additional semesters to complete the MPH-VPH.

The DVM degree requires 167 credit hours and the MPH-VPH degree requires 45 credit hours. Students in the combined program can take up to 12 credit hours of preapproved DVM electives, which can be counted as core or elective courses towards the MPH-VPH. A few semesters of overload are expected. Students can complete the program in five years.

Students who wish to pursue the DVM/MPH-VPH must apply to and be admitted separately to each program.

Bielefeld noted that no new courses are being created; this proposal merely provides a pathway through which students might obtain both degrees.

Bielefeld asked about the impetus of this proposal. Bisesi replied that the colleges wanted to create a combined degree that anyone could apply to—rather than creating one on an individual basis. He also noted that creating an official degree is the preference of the public health accreditors.

Bielefeld moved approval of the recommendation; it carried with one abstention.

Smith noted that the trend of combined degrees starting about a decade ago. He expects to see similar proposals in the future.

- **Proposal to establish a Graduate Business Leadership Certificate-Option #3 – Fisher College of Business**

Guests: Charles Buchanan, Senior Lecturer, Department of Management and Human Resources; Sarah Mangia, Senior Director, Fisher College of Business Leadership Initiative; Ben Tepper, Chair, Department of Management and Human Resources; Walter Zinn, Associate Dean, Fisher College of Business

The Fisher College of Business (FCOB) proposes to establish a Graduate Certificate in Business Leadership (Option #3). This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.

The Graduate Business Leadership Certificate is designed to provide an understanding of essential business competencies and leadership skills, networking opportunities, and leadership development
experiences designed to prepare veterans and members of the military community for successful integration into business, nonprofit, and entrepreneurial settings.

The 12-credit hour program (six courses) will be delivered over the course of four weeks, designed after the Executive MBA course delivery model. The certificate will use existing courses.

The college intends to accept 30-50 students in the program. Applicants to this program must have an earned an undergraduate degree from an accredited college and must complete the online application.

Only two similar programs currently exist.

Concurrences were received. Since the online courses are already existing, FCOB has the support of the Office of Distance Education and eLearning.

Bielefeld asked about the impetus of this proposal. The college would like to help veterans learn leadership skills while using their military training. Since military training does not fully generalize to civilian contexts, there is a high turnover rate among veterans.

The Council asked how participants will pay for the certificate. The proposers responded that funding will likely come through GI Bill or donor scholarships.

Anthony noted that there is no internship as part of this proposal. Mangia responded that students will visit different corporate sites to get experience. Since the certificate is only 12 hours, a project outside of the certificate may not be feasible.

The Council asked if there is a way to make sure that participants will be successful. The proposers responded that a rigorous application process will help the college admit successful students. Letters of recommendation are part of the application process. Veterans will likely get recommendation letters from superiors—especially if they went to an online university.

The proposers noted that you do not have to be a veteran to participate in the program, but that marketing will be targeted at veterans.

Bielefeld moved approval of the recommendation; it carried with one abstention.

Smith noted that he is leading a broader discussion on leadership at the University. Tepper has been involved in the discussions.

- Proposal to create a new Category 3 graduate certificate, Certificate in Healthcare Leadership and Innovation – College of Nursing

Guest: Cindy Anderson, Associate Dean, College of Nursing
The College of Nursing proposes a new Category 3 Certificate in Healthcare Leadership and Innovation. This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.

The purpose of this proposed Certificate in Healthcare Leadership and Innovation (HCLI) is to provide a broad foundation of knowledge and skills in leadership and innovation knowledge, interprofessional teams, and coaching/mentoring for achieving success in leadership and innovation initiatives within the rapidly changing, highly-complex environments of contemporary healthcare.

The primary audience for the proposed HCLI certificate program includes those who have an interest in learning about healthcare leadership and innovation within a time-limited, non-degree program of study, who may or may not be subsequently interested in completing a full degree program. Admission to the program requires a minimum of a baccalaureate degree. Preferred is at least one year of relevant leadership/management experiences.

The 12 credit-hour certificate program will draw upon several existing courses offered within the existing fully online Masters of Healthcare Innovation (MHI) professional master’s degree program, as well as individually tailored elective coursework. Since three of the required four courses are part of the MHI, the certificate may encourage people to pursue the master’s degree.

The college anticipates 15-20 students enrolled in the first two years, respectively, with increasing enrollments by approximately five students/year thereafter.

Concurrences and an MOU with the Office of Distance Education and eLearning were received.

Anderson stated that the motivation for the certificate came from clinical partners who have nurses who want leadership experience.

The Council did not express any concerns.

Bielefeld moved approval of the recommendation; it carried in favor by all.

- Proposal to establish an Interprofessional Healthcare Graduate Certificate – Interdisciplinary Programs

Guest: Cindy Anderson, Associate Dean, College of Nursing

The College of Nursing, College of Medicine, College of Pharmacy, and College of Social Work propose to establish the Interprofessional Healthcare Graduate Certificate (Category #3). This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.
The purpose of the certificate is to provide a focused program of graduate study that will prepare health professionals to engage in interprofessional practice and innovative transformative leadership of healthcare delivery systems. The certificate learning experiences will emphasize clinical practice and leadership with integrated delivery models, coordinate care across all providers and healthcare settings, and data-driven health system processes.

The target audience includes students in the health professions who are interested in interprofessional educational and training experiences to prepare for practice. Since the certificate is stand-alone, non-traditional students can also participate.

The 12 credit-hour certificate program will use existing and new courses in all four participating colleges. Because the certificate program is highly interdisciplinary and multiple colleges that offer diverse health professions educational programming will support course offerings, the specific coursework taken by individual students can be tailored to optimize the learning experiences based on individualizes learning goals. It is expected that students may take some courses from within their own colleges, but also take coursework from other colleges.

It is anticipated that there will be an average of 20 students enrolled in each course per year for the first year with increasing enrollments thereafter. Admission standards are consistent with Graduate School standards.

Concurrences were received.

Anderson noted that this certificate started from a grant. She also remarked that it was a labor of collaboration.

The Council did not express any concerns.

Bielefeld moved approval of the recommendation; it carried in favor by all.

Smith noted that the College of Nursing comes forward with many proposals (both to create and to revise programs). Dean Melnyk will come to a Council meeting later this fall to discuss the college’s programmatic goals.

- Proposal to revise the Master of Arts (MA) degree program in Special Education – College of Education and Human Ecology

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

The Department of Educational Studies proposes to revise the MA in Special Education. This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.
Changes are made to its Research Core, Specialization requirements, and two concentrations are added.

In the Research Core, flexibility was added to the research methods courses for students in the Hearing Impairment (HI) and Orientation and Mobility (O&M) programs. Students in those programs now have a choice in their type of thesis.

Course changes and requirements were added to the Specialized Requirements.

Two new concentrations were added: Dyslexia and Dysgraphia and Orientation and Mobility. The concentrations were added to bring a degree bearing program to attract additional students and increase enrollments. Previously, these concentrations were a stand-alone certificate not included in any master’s program.

In addition, the HI and O&M programs moved from the Department of Teaching and Learning (TL) to the Department of Educational Studies (ES). This move occurred because Dr. Peter moved from TL to ES and he is the sole faculty member who studies these areas.

Paul noted that these changes were a major effort.

The Council did not express any concerns.

Bielefeld moved approval of the recommendation; it carried with one abstention.

Smith remarked that this Council needs to be cognizant of the fact that many of the proposals that we are getting from the College of Education and Human Ecology (EHE) reflect the many changes that it has been through in the past decade. Simultaneously, EHE underwent a merger of two colleges, then an internal restructuring, semester conversion, and moving teacher licensure back to the bachelor’s degree.

The Meeting adjourned at 4:07 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed