COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

October 17, 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 Haugtvedt (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)
  Ms. Neethi Johnson (CGS, MBA)
✓ Mr. Blake Szkoda (CGS, Chemistry and Biochemistry)

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

Guests:
Dr. Michael Bisesi (College of Public Health)
Ms. Michele Brown (Office of Academic Affairs)
Dr. Marcello Canova (Department of Mechanical and Aerospace Engineering)
Dr. Rob Griffiths (Office of Distance Education and eLearning)
Dr. Kate Hallihan (John Glenn College of Public Affairs)
Ms. Jill Hampshire (Office of Enrollment Services)
Dr. Yoonkyung Lee (Department of Statistics)
Mr. Rand McGlaughlin (Office of University Registrar)
Ms. Kelli Reavling-Cobb (Office of Academic Affairs)
The meeting came to order at 3:01 p.m.

COMMENTS FROM THE CHAIR—PROFESSOR ERIC BIELEFELD

This Council finished the third of the centers reviews at its last meeting.

On October 25, 2018, the University Senate will review this Council’s recommendation to terminate the Center for Higher Education Enterprise.

COMMENTS FROM THE VICE CHAIR—PROFESSOR W. RANDY SMITH

The next Council meeting is on November 7, 2018.

The Council’s annual dinner with the Provost is on November 28, 2018, immediately following that afternoon’s meeting.

Smith is convening a group that is looking at standardizing aspects of course syllabi. The group is gathering a set of materials that will be bundled on each syllabus (academic misconduct, Disability Services, etc.).

The University is collaborating with Schmidt Futures to launch the Alliance for the American Dream – an initiative to identify ideas that will foster true social mobility, true equality of opportunity and a true middle class that is attainable and sustainable. Smith is part of the University’s leadership team for the Alliance that team has narrowed the finalists to 10. There is a session with the leadership team on October 20, 2018 where each one will give a brief overview of its project.

The Ohio Department of Higher Education asked Smith to co-chair the Ohio Guaranteed Transfer Pathways Steering Committee. The other co-chair is Marcia Ballinger, President of Lorraine County Community College.

As noted at previous meetings, Smith is leading the Office of International Affairs (OIA) until the incoming Vice Provost of International Affairs, Dr. Gil Latz, starts on January 1, 2019. Smith informed the Council that OIA has 70-75 staff with 8-9 directly reporting to the Vice Provost. While with OIA, Smith is focusing on next steps with areas studies centers, Global Gateways, the Global One Health Initiative, and education abroad. If you have any input about international affairs at the University, please email Smith. He will provide a report to Latz.
College Credit Plus (CCP) is a statewide program that allows qualified students the opportunity to enroll in college classes before high school graduation. CCP provides students with dual enrollment credit. Students earn both high school and college credit, at no cost to students and families. Eligible students are Ohio residents in grades 7-12. CCP is mandated by the Ohio legislature.

Enrollment in CCP has increased significantly over the past several years. Most enrollments are in spring semester. The State only started to cover the costs of summer enrollment last year, which may be why that enrollment has been low.

The vast majority of students who participate is upperclassmen in high school.

Students can earn a maximum of 30 credit hours per academic year with a program maximum of 120 credit hours. Most CCP students take one-three credit hours per semester.

The majority of CCP students at Ohio State take courses at the Columbus campus. There is growth at the regional campuses. There is a huge growth at community colleges. Community colleges report that a third to half of their total enrollment is CCP students.

Most new first year students (NFYS) enter Ohio State with some type of college credit whether it be CCP or Advanced Placement exams. Nearly a quarter of NFYS enter the University at Rank 2.

There have been a few changes to CCP in 2018-19:

- All students must meet remediation-free standards. The State mandated that colleges pay for placement tests. OSU uses ACCUPLACER. This mandate has led to an increase in enrollments at the regional campuses.
- There is now a list of non-allowable courses. Examples of non-allowable courses are Zumba, individual music lessons, and classes with large course fees.
- There are no restrictions for under-performing students.

Waivers exist to help students and schools with special needs.

The Council asked if Brown tracks the success rates of CCP students. She responded that her office does track students. The average GPA for students taking classes at the Columbus campus is a 3.5 and the average GPA for students taking classes at the regional campuses is a 3.1. There have been no mass failures. CCP students tend to be driven and motivated. Those CCP students who enroll here have higher retention rates and GPAs.

Brown noted that there has been statewide criticism regarding low enrollment of low-income and minority students. The State hopes that waivers will help.
The Council asked about the courses that CCP students take. Brown responded that probably 90% of the courses are in the College of Arts and Sciences (general education courses). The Council asked if there is any data or an analysis on why students participate in CCP. Brown responded that there is not, but anecdotally students participate because it is free and most want to be able to broaden their experience when they get to college (double majors, minors, etc.).

When asked, Brown verified that CCP students have the same access to student services as Ohio State students.

Legislation requires CCP students to have an advisor and advising appointments.

Smith reminded the Council that there have been many legislative actions related to higher education access: the Ohio Transfer Module, Transfer Assurance Guides (TAGs), Career-Technical Assurance Guide (CTAGs), Military Transfer Assurance Guides (MTAGs), the standardization of Advanced Placement and College Level Examination Program (CLEP) scores, and the Guaranteed Transfer Pathways. The university must adhere to all of them.

PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS ERIC BIELEFELD AND W. RANDY SMITH

• Proposal to create the dual Master’s degree: Master of Public Administration and Master of Health Administration – Interdisciplinary Programs, College of Public Health and John Glenn College of Public Affairs.

Guests: Mike Bisesi, Senior Associate Dean, College of Public Health; Kate Hallihan, Assistant Dean, John Glenn College of Public Affairs

The John Glenn College (JGC) of Public Affairs and the College of Public Health (CPH) propose to create a dual Master’s degree: Master of Public Administration (MPA) and Mater of Health Administration (MHA). This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.

The proposal is technically a revision to an existing degree. The dual degree became dormant at the semester-conversion.

The dual degree will add to the colleges’ ability to prepare students for careers in the public sector, public policy and the healthcare sector, utilizing existing resources at the University without significant increases in resources. The dual degree will allow JGC to add health systems, policy and management content to elective and capstone classes currently offered in order to incorporate broader areas of their research interest and expertise, which will further enrich the college’s existing curriculum. The dual degree will allow CPH to enhance content for students related to public management, budgeting, and all aspects of the policy development and implementation process.
Students may either apply to both programs when applying to graduate school or to one program, and then once matriculated, complete the application process for the other program. Students will be held to the standard admission policies and processes as dictated by each college.

Taken separately, the MHA is comprised of 60 credit hours and the MPA is 52 credit hours. The dual degree requires a minimum of 30 credits from CPH, a minimum of 27 credits from JGC, and a minimum of 33 dual or shared credits for a total of 90 credits. Although the MPA and the MHA each require two academic years, it is possible to complete both degrees in three academic years without modifying the core course requirements of either program.

Bisesi noted that the dual degree is driven by accreditation changes in Public Health.

The proposal was unanimously approved by the curriculum committees in CPH and JGC. Bisesi remarked that there is no downside to creating the dual degree.

The Council did not express any concerns.

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

- Proposal to create the dual Master’s degree: Master of Public Administration and Master of Public Health in Health Behavior and Health Promotion, John Glenn College of Public Affairs and the College of Public Health

Guests: Mike Bisesi, Senior Associate Dean, College of Public Health; Kate Hallihan, Assistant Dean, John Glenn College of Public Affairs

The John Glenn College (JGC) of Public Affairs and the College of Public Health (CPH) proposal to create a dual Master’s degree: Master of Public Administration (MPA) and Master of Public Health in Health Behavior and Health Promotion (MPH-HBHP). This proposal has been reviewed by the combined Graduate School/CAA Curriculum Subcommittee.

The rationale for the creation of the dual MPA/MPH-HBHP is the rationale for the creation of the dual MPA/MHA. The creation of the MPA/MPH-HBHP dual degree will formalize a degree that the colleges currently offer on an individual basis. With the official creation, the colleges can now advertise the program.

The MPA/MPH-HBHP has the same admissions standards and procedures as the MPA/MHA.

Taken separately, the MPH is comprised of 45 credit hours and the MPA is 52 credit hours. The dual degree requires a minimum of 24-25 credits from CPH, a minimum of 26 credits from JGC, and a minimum of 26 dual or shared credits for a total of 76-77 credit hours. Like the MPA/MHA, students are able to complete the MPA/MPH-HBHP program in three academic years.
The Council asked how many students the colleges would like to see enroll. Hallihan replied that the hope is to have five students per year in each program. Bisesi noted that both colleges have room for growth.

Hallihan noted that students want these dual degrees. It will help to make a better sense of community.

Smith reminded the Council that the dual degree trend started approximately 10 years ago. He expects the number of dual degrees offered at Ohio State to increase.

Smith noted that CPH and JCG are the two newest colleges at the University. It is good to see how their curriculum is developing.

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

- Proposal to create a Graduate Specialization in Automotive Systems and Mobility (GS-ASM) – College of Engineering

Guest: Marcello Canova, Associate Professor, Department of Mechanical and Aerospace Engineering

The Department of Mechanical and Aerospace Engineering (MAE) and the Center for Automotive Research are proposing a new specialization in Automotive Systems and Mobility in the MS and PhD in Mechanical Engineering. This proposal has been reviewed by the combined Graduate School/Council Curriculum Subcommittee.

The Graduate Specialization in Automotive Systems and Mobility (GS-ASM) will provide MS and PhD students the opportunity to acquire specialized training, unique skills, and real-world experience in their area of interest, which will enhance their degree with a focus on automotive systems and smart mobility. The program was active until the quarter to semester transition.

The program is motivated by a consistently growing demand from the automotive industry for graduate students with specialized skills in automotive systems and advanced mobility.

The specialization program is open to all graduate students admitted to one of the graduate programs offered by the MAE department (Mechanical Engineering, Aeronautical and Astronautical Engineering, Nuclear Engineering).

The student, with assistance of his/her advisor, is expected to prepare a study plan that satisfied the degree course requirements as well as the GS-ASM program. Depending on whether the thesis or non-thesis option is chosen, a student completes one or two sequences or core courses chosen from the core focus areas (Advanced Propulsion Systems; Powertrain Modeling and Control; Noise, Vibration, and Harshness; Internal Combustion Engines; Electromechanical and Power Conversion Systems; Vehicle Systems—Connected and Automated Vehicles; and, Vehicle Systems—Vehicle Dynamics and Control).
The student then completes a variety of interdisciplinary expertise area courses related to the chosen focus area.

Students who complete the program requirements may elect to have the GS-ASK appear on their transcript, along with the formal name of the graduate degree program.

The implementation and management of the GS-ASM is executed by the Center for Automotive Research (CAR).

CAR estimates that approximately 20 students per year will apply to the GS-ASM.

The Council asked about the typical enrollment in such a specialization. Canova replied that 6,000 students have applied to MAE since 2014. 2,000 of those 6,000 applicants noted an interest in automotive systems and mobility. MAE typically admits 300 students per year and 150 students enroll. Canova noted that MAE’s main competition is Clemson and universities in Michigan.

The Council asked if peer institutions offer automotive systems and mobility as a degree or a specialization. Canova responded that only Clemson gives an actual degree in this field. The other Big 10 schools, Berkeley, Stanford, and Carnegie Mellon offer specializations.

Canova noted that both students and employers value a recognizable standardization of skills such as a graduate specialization.

The Council asked how students decide on the course sequence. Canova replied that students typically meet with the graduate studies coordinator and/or a faculty member about the best course sequence.

Bielefeld moved approval of the recommendation; it was approved unanimously.

Smith noted that centers/institutes do not typically offer curriculum. In this case, however, the College of Engineering has given CAR the permission to do so.

Smith asked Canova for clarification on whether MAE is asking for a specialization or a tagged degree. Canova verified that this is a proposal for a graduate specialization.

- Proposal to revise the Statistics Minor – College of Arts and Sciences

Guest: Yoonkyung Lee, Professor, Department of Statistics

The Department of Statistics proposes to revise the undergraduate Statistics Minor.
As part of the new Bachelor of Science degree in Statistics, which began in Autumn 2018, the department introduced four new courses in the major. The department would like for three of these new courses (Statistics 3201, 3202, and 3301) to be used in the revised minor to bring the requirements for the two degrees in line with each other.

Students currently in the existing program will be grandfathered by the previous rules and will not be penalized as the revised program is put in place, either in terms of progress towards their degree or their expected date of graduation. Students can choose to switch to the revised program and recommended paths for transition are provided by the department.

Crowley noted that there is a long waitlist for Statistics 3201, which is required by many majors. He asked if there will be more offerings of 3201. Lee responded that the department does plan to increase its offerings of 3201. Smith thanked Crowley for the question and encouraged others to share student experiences.

Bielefeld moved approval of the recommendation; it carried unanimously.

The Meeting adjourned at 4:03 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed