

**Council on Academic Affairs  
March 20, 2024  
3-5 PM  
Ohio Union  
Student-Alumni Council Room (Room 2154)**

**Attendance**

**Faculty:**

- ✓ Dr. Carlos Castro (Department of Mechanical and Aerospace Engineering)
- ✓ Dr. Ann Christy (College of Food, Agricultural and Environmental Sciences)
- ✓ Dr. Samantha Herrmann (Department of Evolution, Ecology, and Organismal Biology)
- Dr. Wendy Hesford (Department of English)
- ✓ Dr. Tara King (College of Nursing)
- ✓ Dr. Nicole Kwiek (College of Pharmacy)
- ✓ Dr. Fabio Leite (Department of Psychology)
- ✓ Dr. Berry Lyons (School of Earth Sciences)
- Dr. Russell Marzette (Department of Mechanical and Aerospace Engineering)
- ✓ Dr. Thomas Nelson (Department of Political Science)
- ✓ Dr. Sue Sutherland (Department of Human Sciences)

**Staff:**

- ✓ Ms. Margo Coates (College of Dentistry)

**Students**

- Ms. Emily Johnson (USG, Sociology)
- ✓ Mr. Charlie Mace (CGS, Physics)
- ✓ Mr. Brett Carroll (IPC, Pharmacy)
- Ms. Carrie Anne Thomas (CGS, Teaching and Learning)

**Administrator:**

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

**Guests:**

- Ms. Lisa Duffy (Office of the University Registrar)
- Mr. Cody Grabbe (Undergraduate Admissions)
- Dr. Rob Greenbaum (John Glenn College of Public Affairs, Office of Academic Affairs)
- Dr. Rob Griffiths (Ohio State Online)
- Ms. Lisa Kowalsky-Clouser (Graduate School)
- Mr. Jason Lemon (Ohio State Online)
- Dr. Andrew Martin (College of Arts and Sciences)
- Ms. Bernadette VanKeerbergen (College of Arts and Sciences)
- Ms. Rosie Quinzon-Bonello (College of Engineering)

## **THE MEETING CAME TO ORDER AT 3 P.M.**

### **COMMENTS FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH**

- There are two Council meetings remaining in the semester and we will reach out to see about scheduling summer meetings – typically 3.
- We are in the final stages of multiple dean searches, the searches for Business and Law are underway, as are all the regional campus dean searches.
- On April 17, 2024, the President of Columbus State Community College (CSCC) will convene the annual Central Ohio Compact Summit at CSCC, with about 200 attendees from k-12, 2-year, 4-year institutions and industry to come together to discuss workforce development/education.

### **INFORMATIONAL ITEM -- PROFESSOR ROB GREENBAUM**

- **Change to the Bachelor of Science in Dental Hygiene program – College of Dentistry**

In response to recent general education program revisions, the Division of Dental Hygiene Curriculum Committee has proposed two minor changes to the pre-requisite courses required to apply for the Bachelor of Science of Dental Hygiene program. The first change would add Sociology 1102 as an alternate option to Sociology 1101 and Rural Sociology 1500 in the program's pre-requisite requirements. The second change would add Physiology and Cell Biology 3200 as an alternate option to Evolution, Ecology, & Organismal Biology 2510 in the program's pre-requisite requirements. Due to G.E.

### **PROPOSALS FROM SUBCOMMITTEE C – PROFESSORS TARA KING, ANN CHRISTY, RUSSELL MARZETTE, AND TOM NELSON; MR. CHARLIE MACE**

- **Proposal to add a fully online baccalaureate completion program – College of Social Work**

Guests: Jennie Babcock, Assistant Dean of Academic Affairs, College of Social Work; David Jenkins, Dean, College of Social Work

The Bachelor of Science in Social Work (BSSW) degree is currently offered on the Columbus, Lima, Mansfield, Marion, and Newark campuses through a blend of on-campus and online coursework. The college is now seeking to include the option of a fully online baccalaureate completion program to further enhance student access to the degree and reach a larger population of qualified and diverse

learners, strengthen their ability to respond to the workforce development needs of our profession, and remain competitive nationally, regionally, and in Ohio.

They anticipate interest from the adult learner with full-time employment, parenting students/those balancing family obligations, and students who have completed associate or applied degrees in social work and human services. The online completion option will also alleviate some of the financial barriers affecting students, such as travel to and from campus and the associated demands on student time. As a completion program, marketing and recruitment efforts will be aimed at attracting students who meet the above-referenced characteristics. The college has significant online program experience, having administered a fully online MSW program since 2016, with a current enrollment of 840 students.

The curriculum is 120 credits, 61 in general education, 46 in the social work major, and 13 electives. To enter this completion program students must complete 30 credit hours including 18 prerequisites here or at another institution. Fieldwork has students practice 9 competencies with 10 credits/ 400 clock hours. 1700 placement sites are available and we can work online to place in other areas. Students enroll concurrently with online seminar. A grade of C or higher in all major and elective coursework, a completed practicum, and a 2.5 GPA overall, are required. The College has sufficient faculty and staff to implement and maintain it. The program has a full-time faculty to student ration of 1 to 20 and the College is able to hire an additional academic advisor if needed. Full time enrollment is 5 semesters, part time is 10. The program has no impact on other academic units.

In response to Council questions:

- Learning outcomes are present. Nine competencies are required to be assessed and each syllabus identifies them, and they will be assessed and during the practicum.
- Hope to implement Autumn 2024.
- An MOU with Ohio State Online (OSO) is in development.
- It is being implemented as a transfer friendly degree. It is not for New First Year Students (NFYS). It is a different plan code.
- We approving a new delivery mode, not a new degree.
- 3 labs and 4 field seminars are synchronous, with critique from the instructor.
- Current students who are pursuing the degree, experiencing personal matters (accessibility to campus, childcare) could switch to online.

Leite noted that if there is a name change to the proposal it would come back to this Council as informational item through the Office of Academic Affairs. A signed MOU with OSO should be in place before it commences.

Leite moved to accept proposal and it was approved unanimously.

- **Proposal to create a Certificate in Sports Communication – College of Arts and Sciences**

Guest: Susan Kline, Professor, School of Communication

A growing number of people work in sports related areas and could benefit from knowledge of sports communication. While there is growing demand, it is important for our students to differentiate themselves by getting such a certificate. There are 19 professional sports teams in Ohio and we get expressions of interest from undergraduate students.

The School of Communication proposes a 12-credit, 4-course Certificate in Sports Communication that will be a Type 1b beginning in Autumn Semester 2024. This certificate will consist of two required courses from Communication and two other courses from a selection of eight courses from seven different departments or units on campus. This certificate is an in-person certificate, though some courses may occasionally be offered online. The maximum overlap permitted is 50% with courses in a major, minor, or other certificate. The certificate program offers a comprehensive education in sports communication by providing theories and knowledge about the role media play in sports and society, and developing the skillset used in sports media relations to become an effective communication professional. It does not duplicate any other program here.

There are three expected learning outcomes: Understand and apply social theories, identify how societal issues impact, and demonstrate ability to engage in clear, persuasive communication skills. The School will monitor annually students who graduate and six months post-graduation to learn how they are using those skills.

The planned implementation is Autumn 2024.

In response to Council questions:

- How many students might take this? No, but they worked with the Sports Industry major that has two electives in this proposal, and that are also a part of the major, and it has about 500 students. They have hired one 1 lecturer. They believe they can get about 50 students, but can accommodate more, maybe 80-100, with multiple sections. Of the four courses, 1 is mass lecture, others are skills, and we limit size.
- A few years ago, they developed a health communications certificate. It started small but has now exceeded expectations.
- Additional advising staff is not needed. There is a large, strong advising staff.
- Debated whether to have a certificate instead of a minor and whether to be online or in person. Saw the certificate option as more appealing, if they expand outside their own student body.

King moved to accept the proposal and it was approved unanimously.

**PROPOSAL FROM SUBCOMMITTEE B – PROFESSORS NICOLE KWIEK, SAMANTHA HERRMANN, AND BERRY LYONS; MS. MARGO COATES; MS. CARRIE ANN THOMAS**

- **Proposal to revise the South Asia Studies minor – College of Arts and Sciences**

Guest: None

The Department of Near Eastern and South Asian Languages and Cultures (NESA) is proposing to make these changes to the South Asia Studies Minor:

- 1) The South Asia Studies Minor currently requires 15 credit hours. Reduce this to 12 credit hours to align with : Asian American Studies, Classical Humanities, History, and Women's, Gender, and Sexuality Studies all of which have minor programs consisting of 12 credit hours.
- 2) Add new courses developed for the GEN to the minor sheet. When this minor was proposed, the prefix SASIA (South Asia) did not exist, and the Department of Near Eastern Languages and Cultures (department name until 2022) had one South Asia specific class.
- 3) Remove the requirement that students take at least one course out of the Department of Near Eastern and South Asian Languages and Cultures. At the time this minor was proposed, there were not enough courses to offer students within the department and there was not a faculty member in South Asia Studies.
- 4) Remove several classes from the minor program that are offered irregularly or not offered at all.

There are 3 current students in the minor who will have the choice of finishing as 12 or 15 hours. The proposed launch is Summer 24

Coates moved to accept proposal and it was approved unanimously.

**PROPOSAL FROM SUBCOMMITTEE A – PROFESSORS SUE SUTHERLAND, CARLOS CASTRO, AND WENDY HESFORD; MS. EMILY JOHNSON AND MR. BRETT CARROLL/MS. ASHLEY SWISSHELM**

- **Proposal to establish the National eXtreme Ultrafast Science Facility – Enterprise for Research, Innovation, and Knowledge**

Guest: Robert Baker, Co-Director, National eXtreme Ultrafast Science Facility

The request is for full university center status for NEXUS, through the Enterprise for Research, Innovation and Knowledge (ERIK) after provisional status was granted in 2023. It is the first of a kind laser facility in the U.S, established in 2019, that translates high powered lasers designed in Europe, and is unique in U.S. research facilities. It is tied to an NSF proposal with a total of \$12 million with a start date of July 2024. It builds on the momentum provided by recent Nobel prize winner Pierre Agostini.

It will, through ERIK, ensure success and community wide impact and establish the university as an international leader in ultra-fast science. Several colleges signed the MOU and committed to provide funding. A staffing plan beginning in 2024 is part of proposal. The administration includes a Director,

deputy director, Facility manager and internal oversight committee. The Director will report to the Vice President for Research. There will be an external advisory board and user committee.

In response to questions, it was noted that Agostini is enthusiastic about this work and is helping with publicity. The goal is to take this technology and make it available to users from all different disciplines. And, the organization chart structure with an emphasis on the role of the Director, is mandated, but scientific and technical staff who will work with the users to ensure broad inclusion.

Leite moved to accept proposal and it was approved with one abstention.

- **Proposal to revise the Civil Engineering Undergraduate Curriculum – College of Engineering**

Guest: Andrew May, Professor, Department of Civil, Environmental, and Geodetic Engineering

The Department of Civil, Environmental, and Geodetic Engineering (CEGE) is submitting a revised curriculum for the Civil Engineering major. This major had previously offered CIVILEN 2810 – Construction Engineering as a required course for all students in the Civil Engineering major. CEGE is proposing requiring Construction Systems Management (CONSYSM) 2205 – Introduction to Construction Systems Management instead of CIVILEN 2810. There is capacity in this course. Additionally, the Civil Engineering major is creating a new required course, CIVILEN 2001 – Introduction to Infrastructure. To account for this change with a net credit hour change of zero, the Civil Engineering major will be adjusting its required Mathematics, Statistics, and Science requirements while maintaining the required thirty (30) hours of ABET Mathematics and Science hours. Further, the Civil Engineering major will be requiring completion of Math 2173 and Math 2174 in substitution of Math 2177 as a requirement for the major. Finally, the Civil Engineering major will be requiring completion of ENGR 1300 as an additional requirement for the major.

There are no changes in credit hours. A transition plan for current students is in place. The plan is to take effect, Autumn 2024.

Leite moved to accept proposal and it was approved with one abstention.

- **Proposal to establish a micro-credential in leadership – Fisher College of Business**

Guest: Dylan Williams, Manager of the Leadership Initiative, Fisher College of Business

The Leadership Initiative at Max M. Fisher College of Business is participating in the Canvas Credentials pilot this semester alongside the Office of Technology and Digital Innovation and Fisher Executive Education, and has designed a leadership development program that allows students to earn a micro-credential for completion of a co-curricular, hybrid learning experience. This experience includes completing the BUILD Leadership Assessment®, two interactive learning modules, and an in-person application workshop. Students who complete this experience will:

- Develop a deeper understanding of their leadership skills and how they relate to their personal/professional values, experiences, identities, and relationships.
- Apply knowledge gained from the BUILD experience toward identifying a competency to develop.
- Create an action plan to further develop their leadership skills, including how they can utilize Fisher College of Business and Ohio State resources to assist in their growth.

Expected launch is Autumn 24 for the College's first and second year undergraduate students, with plans to eventually expand to all undergraduate students – perhaps the OSU Leadership Center and the College of Education and Human Ecology. They can train facilitators to deliver the workshop and invite other colleges to utilize the assessment. Would the workshop experience be different if delivered to students in other units? It could apply towards specific context. It is not bound to industry, but is more skills based. Would not be only business context.

Leite noted that if the proposal to establish a micro-credential in leadership – Fisher College of Business – is approved the College is directed to refer to it as skills-based (because it will assess skills/competencies) and not as completion (to avoid confusion). A signed MOU with OSO should be in place before it commences.

Leite moved to accept proposal and it was approved unanimously.

#### **PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS FÁBIO LEITE AND W. RANDY SMITH**

- **Proposal to establish a Graduate Certificate in Mini-Healthcare Focus with SAMBA – Fisher College of Business**

Guests: Meredith Conder, Executive Director of Executive Education, Fisher College of Business;  
Beth Miller, Director of Client Relationship, Executive Education, Fisher College of Business

The Fisher College of Business (FCOB) proposes a 15-credit online graduate certificate with healthcare focused MBA foundations in collaboration with the Society for Ambulatory Anesthesia (SAMBA). SAMBA's mission is to advance the practice of ambulatory anesthesia and encourage education and research among its professional members. Founded in 1984, SAMBA has over 1500 physician leaders who actively practice ambulatory anesthesia and are focused on improving the efficacy of healthcare delivered around the world. The genesis of the certificate program began with several physician leaders belonging to SAMBA realizing the importance of general management education for anesthesiologists to improve their leadership and decision-making skills. Several physician leaders at SAMBA have earned their MBA degrees at the Fisher College of Business and wanted to create similar opportunities for their members. The 15-credit graduate certificate program (referred to as Mini-Healthcare Focused Graduate Certificate or MHFC) is a 3-semester online program that is planned to be launched Autumn 2024, and will have classes across three semesters/terms (Fall, Spring and Summer). The College, in collaboration with the SAMBA Advisory Council members, designed this program. SAMBA will be responsible for recruiting and selecting the students from its members. The College will assist these recruiting efforts by marketing the program through university and college websites, social media marketing, and faculty and alumni base. A Memorandum of Understanding (MOU) will be executed between SAMBA and the Fisher College of Business that spells out the roles and responsibilities of both these organizations (Appendix A1 contains the MOU used for the program). A minimum of 15 students are needed to run this program and SAMBA is confident in recruiting these students for the Autumn of 2024 program from its members. SAMBA will also partner with other organizations such as the American Society of Anesthesiologists (ASA) to promote the MHFC program.

The cost for this program should be about \$23,000, half of what competitors charge. Ohio State Online is working on an MOU.

In response to questions: Why was the name chosen? Initially they were thinking about mini-MBA, and they will be working to adjust the name to be more broadly recognized.

Leite noted that since stackable guidelines are still being worked out, implementation of any stackable component is contingent on following future guidelines. If the title changes (a revision was suggested) it would come back to Council as an informational item through the Office of Academic Affairs.

Leite moved to accept proposal and it was approved unanimously.

- **Proposal to revise the Interdisciplinary Environmental Sciences Graduate Program (ESGP) – Interdisciplinary Graduate Programs (IGP)**

Guests:, Nick Basta, Co-Director, Environmental Sciences Graduate Program; Kelly Malone, Graduate Program Manager, Environmental Sciences Graduate Program

This IGP underwent an External Review in 2018 that made curriculum recommendations that they have addressed with this proposed curriculum revision. First, external reviewers suggested that they add Core Course requirement for all students. To address this recommendation, they have added a 3-credit core course in Sustainability Science. This course will be taken by all incoming MS and PhD students. This curriculum change was needed to prepare students with both the knowledge and professional skills needed to address complex environmental programs. In this course, students will gain an understanding of the complex social, economic, and environmental impacts and tradeoffs inherent in sustainable systems.

Second, external reviewers highlighted that as an interdisciplinary program they must ensure that all students are engaged in interdisciplinary research. To make certain that this opportunity is provided by all faculty mentors they have added an Interdisciplinary Project requirement for PhD students. This project is required to appear within a chapter of the student's dissertation. In collaboration with their advisor and at least one committee member from outside their home department, PhD students will be required to submit a 3-page project proposal to their Student Advisory Committee (SAC), and then with SAC approval to the ESGP Graduate Students Committee (GSC) for approval by the end of the first two years of the student's program. Once approved, the student will present their plan as their Interdisciplinary Project Seminar as part of ENVSCI 7899. Prior to graduation the student is to submit the chapter, approved by their advisor and SAC to the GSC for approval. The student is also required to present their findings as part of their Exit Seminar in ENVSCI 7899.



Third, external reviewers and GSC saw a need for students to develop professional development skills including data analysis, presentation skills and grant writing. They will require ENTMLGY 7920 Presentation Skills for Scientists and provide students with lists of approved courses in data analysis and grant writing to select from. Both MS and PhD students will be required to complete one course in data analysis. PhD students will be required to complete ENTMLGY 7920 as well as a grant writing course, while MS students will only be required to complete ENTMLGY 7920.

There were no questions.

Leite moved to accept proposal and it was approved with one abstention.

- **Proposal to revise the Master of Nursing curriculum – College of Nursing**

Guest: Kristine Browning, Assistant Dean, College of Nursing; Becky Lorenz, Associate Dean, College of Nursing

This proposal will outline programmatic changes that are necessary to conform with the recently released American Association of Colleges of Nursing (AACN) quality standard guidelines for nursing education (referred to as “Essentials”) which outline the necessary curriculum content and expected competencies and sub-competencies of graduates from APRN programs (AACN, 2021). The AACN outlines core competencies for professional nursing education, which are not aligned with a particular degree (e.g., BSN, MS, or DNP) but rather with entry level (e.g., BSN) and advanced (e.g., MS or DNP) practice. In response to the national call for achievement of higher levels of education and training through advancement of seamless academic progression (IOM, 2011), the post-baccalaureate entry into the DNP program (BSN-DNP) was launched in 2015 which combined advanced practice clinical education from the Advanced Practice Registered Nurse (APRN) tracks with DNP clinical expert education. Currently, MS students and BSN-DNP students take the same clinical courses within the curriculum. In 2020, the CON Doctor of Nursing Practice (DNP) Program had a graduate school proposal, “Revision of the DNP curricula to reflect national standards and accreditation requirements and include the newly revised AACN essentials” that was approved by the graduate school on 4/20/2021. This curriculum will launch in Autumn 2024. As the MS and BSN-DNP students take the same clinical courses with their respective curriculums, the goal of this proposal is to 1) update the MS in Nursing curriculum to mirror the clinical course content to that of the BSN-DNP students, 2) incorporate competencies and sub-competencies consistent with the new AACN Essentials and 3) make small clinical credit hour adjustments for some of the clinical practicum courses.

There were no questions.

Leite moved to accept proposal and it was approved unanimously.

- **Proposal to revise the M.Ed. In World Language Education – College of Education and Human Ecology**

Guest: Francis Troyan, Associate Professor, Department of Teaching and Learning

The proposed changes are intended to respond to the shifting needs of programs, as well as to better align coursework across the programs in Foreign, Second, and Multilingual Language Education (FSMLE). The changes include • Add EDUTL 5195.06 Reflective Seminar in World Language Education. It is being added to the program because World Language Education is the only program that does not include this summer seminar. The elimination of EDUTL 5505 will make space for this change. • Move EDUTL 5600 from the summer to the autumn. The department of teaching and learning has moved EDUTL 5600 to the Autumn semester to include BSEd students in TESOL, as well as interested MA students. We would not have the enrollment numbers to offer a separate summer course. • Remove EDUTL 5505 to make

room for the needed summer seminar and the shifting of EDUTL 5600 to the autumn. This shift is also supported by student feedback over the past several years, which has indicated that the content in 5505 is addressed throughout the coursework in 5612, 5613, and 5646. These program changes represent less than 25% change in program content. Net Change in Required Credits is 0. The proposed changes would go into effect in Summer 2024.

Addition of summer seminar brings it into alignment with other professional programs.

There were no questions.

Leite moved to accept proposal and it was approved with one abstention.

- **Proposal to revise the PhD in Consumer Sciences Hospitality Management Specialization – College of Education and Human Ecology**

Guest: Ann Paulins, Chair, Associate Professor, Department of Human Sciences

The Consumer Sciences faculty are seeking approval to revise the Doctor of Philosophy Consumer Sciences, Hospitality and Retail Management (HRE) specialization curriculum. Currently the doctoral curriculum for both specializations HMT (Hospitality Management) and FRS (Fashion and Retail Studies) follows an umbrella curriculum labeled HRE (Hospitality and Retail Management). This proposal aims to provide more clarity for a distinct pathway in the HMT (Hospitality Management) specialization. The specialization title Hospitality Management, instead of Hospitality and Retail Management, better aligns the Hospitality Management specialization at both PhD and MS levels and gives students an accurate representation of our program when enrolling. The Consumer Sciences faculty propose all codes (HMT, and HRE/FRS) remain for the following reasons: 1. The HRE code has a PhD student currently enrolled; 2. FRS is in full support of these changes; 3. Curricular updates to the FRS specialization will be forthcoming. The faculty propose adjustments to HMT specialization curriculum in the areas of research methods and data, the specialization, and the major/supporting course elective requirements. These updates add new courses to the curriculum and remove courses which are no longer applicable or no longer offered.

There were no questions.

Leite moved to accept proposal and it was approved with one abstention.

The meeting adjourned at 5:03 pm

Respectfully submitted,

W. Randy Smith  
Beth Frey  
Katie Reed