

# COUNCIL ON ACADEMIC AFFAIRS

156 University Hall

November 18, 2009

3:00 PM – 5:00 PM

## MINUTES

### ATTENDANCE

#### Faculty:

- ✓ Dr. Leslie Alexander (History)
- ✓ Dr. Lawrence A. Baum (Political Science)
- Dr. Neelima M. Bendapudi (Marketing and Logistics)
- Dr. Marilyn J. Blackwell (Germanic Languages and Literatures)
- ✓ Dr. James W. Cogdell (Mathematics)
- ✓ Dr. Jay S. Hobgood (Geography)
- ✓ Dr. Daniel A. Mendelsohn (Mechanical Engineering)
- ✓ Dr. Robert J. Ward (Music)
- ✓ Dr. John W. Wilkins (Physics)
- ✓ Dr. Kay N. Wolf (Allied Medical Professions)

#### Students:

- ✓ Ms. Sarah K. Douglas (CGS, History)
- Ms. Olga A. Isenberg (CGS, Business)
- ✓ Mr. Benjamin T. Reinke (USG, Physcs)
- Ms. Meghan Offenberger (IPC, Pharmacy)
- ✓ Mr. John D. Tannous (UGS, Political Science)

#### Administrators:

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

#### Guests:

- Dr. Ann Christy (Faculty Fellow, Academic Affairs)
- Dr. Alexis C. Collier (Associate Provost)
- Mr. John E. Dickhaut (Associate Registrar)
- Dr. Kate Hallihan (Director, ASC Curriculum and Assessment Office)
- Mr. Jay Johnson (Assistant Provost)
- Dr. Teresa Johnson (University Center for the Advancement of Teaching)
- Ms. Sarah Tokar-Lang (Academic Planning Specialist, College of Education and Human Ecology)
- Prof. Valarie Williams (Associate Curricular Dean, Arts and Humanities)

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The Council came to order at 3:05 PM

## **APPROVAL OF THE MINUTES OF THE NOVEMBER 4, 2009 MEETING**

The Minutes of the November 4, 2009 meeting will be voted upon at the next Council meeting.

### **COMMENTS FROM THE CHAIR—PROFESSOR JAY S. HOBGOOD**

- The following proposals will be coming forward to the University Senate at its November 19, 2009 meeting: The Name Change of the Department of Radiation Medicine to the Department of Radiation Oncology; the Transfer of the Academic Programs in Welding Engineering from the Department of Integrated Systems Engineering to the Department of Materials Science and Engineering; and the Reorganization of the Department of Entomology Between the College of Food, Agricultural, and Environmental Sciences and the Colleges of Biological Sciences/Mathematical and Physical Sciences.
- Prior to its submission to the University Senate, Smith and Hobgood met with Professor Susan Fisher, Chair, Department of Entomology, to discuss editorial and substantive changes to the Entomology proposal. The revisions brought the proposal into alignment with the accompanying Memorandum of Understanding. An additional document was also added to explain the overall process to the Senate.

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

- Work continues on a proposal that will be coming forward from the John Glenn School of Public Affairs to establish a new undergraduate degree program in Public Affairs.
- There are four Academic Program Reviews taking place in Autumn Quarter: Veterinary Preventative Medicine; Physical Medicine and Rehabilitation; Germanic Languages and Literatures; and French and Italian. The review of Physics, Earth Sciences, and others will begin later in the year.
- Work continues in the area of the Science, Technology, Engineering and Mathematics (STEM) fields. Smith is working with the College of Education and Human Ecology's (EHE) Senior Associate Dean, Sandy Stroot and Arts and Sciences Executive Dean Joseph Steinmetz, and Vice Provosts Patrick Osmer and Wayne Carlson, to prepare a letter of interest to the Woodrow Wilson Ohio Teaching Fellows Program. The Fellowships seek to attract talented, committed individuals in the STEM fields into middle and secondary schools.
- The November 19, 2009 University Senate meeting will include an open session for any questions or concerns surrounding semester conversion.
- In terms of the Semester Conversion Coordinating Committee held its first meeting today and the Curriculum Subcommittee has already held its first meeting.

- Shared with Council, for informational purposes only, changes that have been recently approved by the Graduate School:
  - Two programs in the College of Food, Agricultural, and Environmental Sciences' Environment and Natural Resources, the Fisheries and Wildlife Science Area of Specialization and the Forest Science Area of Specialization, have added a few courses to give students a wider range of options to complete their programs.

## **PROPOSALS FROM SUBCOMMITTEE D—PROFESSORS JAY S. HOBGOOD AND W. RANDY SMITH**

- **New Graduate Interdisciplinary Specialization (GIS) in Medieval and Renaissance Studies, College of Humanities**

Hobgood provided a brief overview of the proposal. Richard Green, Director for the Center for Medieval and Renaissance Studies (CMRS) attended the meeting to respond to questions.

The purpose of the GIS is to assist students in designing an effective program to achieve the goal of becoming scholars capable of teaching and doing research in disciplines such as history, philology, literature, philosophy, theater, the arts, and music. CMRS currently offers a graduate certificate, but feedback indicates that the certificate requirements are too great for many students to complete within their masters or doctoral program. The requirements are 20-23 credits rather than the nearly 50 hours required for the graduate certificate. The proposed GIS will create a streamlined option with four tracks, one of which is for students whose primary chronological focus lies outside the medieval and early modern periods, but who wish to pursue work in these periods as a secondary focus.

The following concerns were shared and clarifications given during the meeting:

- Most students pursuing the GIS will be from the Arts and Humanities, but all students are welcome (although the proposal specifies students from “affiliated departments”). One challenge in developing the GIS was framing it to be useful for both the specialist and individuals across a wider spectrum.

Hobgood moved approval of the proposal. It was seconded by Cogdell, and the motion was carried with all in favor.

- **New Graduate Interdisciplinary Specialization in the Analysis of Material Culture, College of the Arts**

Hobgood explained that this specialization focuses on the examination and description of objects. Its rationale is based on artifact research becoming central to scholarship in a number of fields and requires description and identification components.

The GIS provides students with a broad range of experience in the techniques and theories for the examination of materials. The requirements are no less than 15 and no more than 20 hours of

coursework and the core course is Art Education 764: *Investigating Material Culture: Myth, Mystery and Meaning*. At least three electives are required and at least 14 hours must be from outside the home department. He also noted that the Graduate School engaged in a detailed dialogue with the department concerning the core course content.

The following concerns/clarifications were discussed:

- At this time, there are a number of faculty on campus that have embraced the idea of material culture.
- The curriculum and departments included appear to be limited and narrowly defined, although the Graduate School feels these concerns were allayed during their committee review.

Due to some outstanding questions, this proposal was tabled until the Department of Art Education Chair, Professor Patricia Stuhr, could attend the meeting.

- **New Dual Masters of Public Administration (MPA)/Masters of Business Administration (MBA), John Glenn School of Public Affairs and Fisher College of Business**

This proposal is similar in structure to the Fisher College of Business' (FCOB) other dual degree programs. To be enrolled, students would need to apply successfully to both degree programs and the total degree requirement is 140 hours (at least 50 from the Glenn School and 50 from FCOB). 85 of the 140 are core courses and 55 are electives. The program is designed to be completed in three years.

The following concerns/clarifications were discussed:

- As with many dual degree programs, there are different admission requirements for each degree. There is also very little double counting within these two majors.
- FCOB's has multiple MBA programs and they have varying levels of required hours to degree completion.

Hobgood moved approval of the proposal; it was seconded by Mendelsohn, and carried with all in favor.

- **Name Changes to Graduate Specializations, Department of Geography, College of Social and Behavioral Sciences**

Hobgood explained that this proposal follows the hiring of new faculty in recent years. The addition of new, junior-level faculty resulted in changes to the discipline of Geography and subsequently it was determined that the names of the specializations could better reflect these changes. The three name changes are: Urban and Regional Studies to Urban, Regional, and Global Studies; Spatial Analysis Methods to GIS and Spatial Analysis; and People-Society-Environment to Environment and Society.

There were no concerns with this proposal.

Hobgood moved approval of the proposal; it was seconded by Wolf, and the motion carried with all in favor.

- **Revision to the Asian American Studies Minor, Colleges of the Arts and Sciences**

Hobgood provided a brief overview of the proposal explaining that the total numbers of hours remain at 25: 20 come from a list that emphasize Asian American Studies and 5 credit hours are taken from a list of electives. In addition, 5 courses were removed from the present list of electives because they had either not been taught recently or they no longer focus on Asian American topics.

The revisions result in more options for students and follow general trends in ethnic/postcolonial studies programs.

There were no concerns with this proposal.

Hobgood moved approval of the proposal; it was seconded by Douglas, and the motion carried with all in favor.

### **SEMESTER CONVERSION UPDATE AND DISCUSSION: W. RANDY SMITH, VICE PROVOST, AND ANN CHRISTY, PROVOST'S FACULTY FELLOW**

The remainder of the meeting was a discussion and review of drafted semester conversion templates for course and program approvals. This information is important in that it will be the first thing needed by departments as they begin the conversion process. Templates will outline what they will be required to submit. Faculty Fellow Ann Christy has taken template development on as a part of her major responsibility. Feedback has been collected from the Semester Conversion Curriculum Subcommittee as well as others, and feedback is now being sought from the Council on Academic Affairs. The Council, which will ultimately shape as well as approve the templates, should review the templates from the perspective of the departments who will generate the information as well as from the Council's need to review the materials.

Christy took members through the major components of the templates noting that it has not been determined what software will be used for entering the information. The overall goal is to find the most efficient way for the conversion process.

### **TRANSMITTAL COVER LETTER**

- A letter would accompany each program template that will: summarize college and/or departmental level review and recommend approval; list all programs in the College (as identified by the Registrar); indicate what action is being taken on the existing program; and include signatures from the department chair and/or dean for each unit. In particular, it will capture that the appropriate levels have given approval.

It is envisioned that, with the exception of the Arts and Sciences, the transmittal letter will come from each college. For Arts and Sciences, a transmittal letter will come from the three divisions: Arts and Humanities, Biological Sciences and Mathematical and Physical Sciences, and Social and Behavioral Sciences.

**Suggestion:**

- In terms of communicating what action will be taken on an existing program, add language to choice “b” (Converted with NO changes in curricular requirements) to clarify that “No” means after the two-thirds conversion has been completed.

A PROGRAM TEMPLATE will include:

- General Information: program name; degree title; a listing of responsible academic units; and the semester conversion curriculum designation (e.g. converted with no curricular changes, minimal changes, or significant changes – units will self-select). Much of this information is from the existing standard for program review, but some information was removed in an attempt to streamline while still allowing programs the opportunity to make significant changes, if desired.

It is the hope that the semester conversion curriculum designation will be used by the Council on Academic Affairs to determine which subcommittee a program will be assigned to and what level of oversight is needed.

**Comments:**

- The idea is that one transmittal letter would come from each college, followed by a set of individual program templates that in turn for each program would have a set of course templates. Coming in as a complete package will help keep everything organized and be able to link programs together. They may need to be segmented by curriculum designation via a database or some other method.
  - Some members felt that some 5-hour semester courses will easily convert to a 3-hour semester course.
  - Programs that have recently been revised and have gone through Council will not have significant changes. It will be helpful to identify these programs ahead of time.
  - A rationale should accompany those designated as “NO changes” and perhaps the other designations as well.
  - A core team from the Office of Academic Affairs will be visiting with each college prior to implementation of these templates.
  - The word “program” refers to a major, degree, minor, or certificate.
  - The rules for minors have not been clarified, but need to be before the submission process begins.
- Program Requirements: List the semester courses that constitute the requirements and other components of the program and append a quarter-based and semester-based advising sheet.

**Comments/Suggestions:**

- Currently, some colleges have a standard advising sheet, but in others, it is left for the departments to decide. Should there be a consistent format for advising sheets across colleges? Should we take this as an opportunity?
- It may be helpful to post examples of standard advising sheets from the colleges that have them so that others may adopt the practice.
- A standard advising sheet would be very helpful for students.

A credit hour conversion table is included as part of the program requirements followed by the request for a rationale if there is a difference of more than 3 semester credit hours between the values listed in column B (Calculated result for 2/3rds of current program credit hours) and column C (Number of credit hours required for new program) and a rationale for revisions if the program is converted with minimal changes in curricular requirements. Is there a way of combining these rationales?

**Comments/Suggestions:**

- The table/rationales are looking a numbers only, this will help identify and monitor “credit creep.”
  - It was strongly suggested that the table include prerequisites, to help understand whole program (prerequisites, major, total GEC, double counts, and free electives). For some, they can be subdivided further into “in department” and “out of department.” A new table will be drafted.
  - Submission of this information will need to be a team effort of the department contact and the associate curricular dean.
  - For rationales, put a maximum on the number of words: 750. Examples of rationales should also be provided.
  - Under item “1” of the general program information should there be a place for an overall statement of the program plan or vision or does this already appear in the transmittal cover letter that asks “summarize college and/or department level review.” Perhaps remove “and/or” and ask for a packet from each department/school.
- Program Outcomes and Assessment: This seeks a list of program-level learning goals or outcomes. This information will be helpful to units frame the thought process as they convert curriculum to semesters and will ensure that after changes are made that courses are still doing what we need them to do.

**Comments/Suggestions:**

- Add the word “perspectives.”
- The Office of Academic Affairs has learning outcomes on file for many programs, but this is a chance to collect those that have not provided learning

outcomes. It also provides the opportunity for some programs to provide updates and to gather them into one database.

- Transition Plan: Needs to be expanded as to its components. At this time, they include a student assurance statement, information for each rank, a provision for individual transition advising plans, student records conversion, and bridge courses.

**Comments/Suggestions:**

- Council will be charged with ensuring that there are transition plans included.
- Advising will be key in determining fluency for students affected by the conversion.
- A consistency/quality control statement should be included in transition plans.

The discussion of the templates will be continued at the next meeting, Wednesday, December 2, 2009.

**The meeting adjourned at 4:58 PM.**

Respectfully submitted

W. Randy Smith  
Melissa Soave