

COUNCIL ON ACADEMIC AFFAIRS

200 BRICKER HALL

January 17, 2007

3:00 – 5:00 pm

MINUTES

Present:

Professors: Sheryl A. Barringer, Lora Gingerich Dobos, Marcia Farr, Richard P. Gunther, W. Randy Smith (Vice-Chair), George J. Valco, and Brian L. Winer (Chair)

Student Members: Jane Evans (Council of Graduate Students); Rose Babington and Elaine Yeh (Undergraduate Student Government); and Sheila Rajashekara (Inter-Professional Council)

Guests: Professor Edward H. Adelson, Associate Executive Dean, Dr. Linda Shoen, Assistant Executive Dean, Dr. Rod Romesburg, Director, Freshman Seminar Program, and Jessica Mercerhill, Director of Curriculum, Colleges of the Arts and Sciences; Jed Dickhaut, Associate Registrar, Office of University Registrar; David Roy, Senior Assistant Director - Enrollment Services, Office of Undergraduate Admissions and the First Year Experience; Linda Daley, Assistant Dean, College of Nursing; and John A. Cooley, Assistant Vice Provost, Office of Enrollment Services and Undergraduate Education; Professor Mark Failla, Chair, Department of Human Nutrition.

APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 3, 2007

- Gunther moved approval of the Minutes of the Meeting of January 3, 2007 with corrections on page 5, as proposed by Valco. Barringer seconded the motion and it carried unanimously.

COMMENTS FROM THE CHAIR – PROFESSOR BRIAN L. WINER

- Proposals for the School of Public Health to obtain college status and for the establishment of the Center for Family Research, were approved unanimously by the University Senate on January 11, 2007, and will be on the Board of Trustees meeting agenda on February 2, 2007.

COMMENTS FROM THE VICE-CHAIR – PROFESSOR W. RANDY SMITH

- Calhoun and Beatty will not be attending the Council meetings this Quarter due to class schedule conflicts, but will participate in subcommittee work.
- Each subcommittee was sent a new proposal for review. If a proposal is too large to print, a paper copy will be provided upon request. It was recommended that large proposals be split in to smaller segments such as concurrences, curriculum vitae, and syllabi for electronic distribution.
- Smith indicated that Professor Elliot Slotnick, Associate Dean, Graduate School is now requesting concurrences from various Colleges for the proposal for professional Master's degree in Environment and Natural Resources (tabled at the Council meeting of 1/3/07) before this Council can approve it.
- A request was received from Professor Robert Bornstein, Associate Vice President of Health Sciences to use the term 'center' for the **Center for Vascular Imaging** – an umbrella term for the clinical activities that currently exist in the Departments of Internal Medicine, Surgery, and Radiology. Subsequent use of the term “academic” center will require that a formal proposal for academic center status will need to be submitted to this Council for full review. Smith asked for Council's approval. No concerns were expressed. Smith indicated that he will forward this request for action at the Board of Trustees' meeting on February 2, 2007.
- Arts and Sciences students can receive “dual majors” within the same degree – such as the Bachelor of Science (BS). The College of Food, Agriculture, and Environmental Sciences would like to do the same for its students. It currently requires a “minor” for all students, but many students go beyond the minor requirement and satisfy course work to qualify for a second major. Smith asked the Council if there were any objections. There was none.

Smith noted that the Final Report of the Committee on the University-wide Review of Undergraduate Education strongly recommends students to pursue dual majors. Smith is working with an ad hoc committee to make it easier for students to complete double majors and dual degrees across colleges.

PROPOSAL TO INCREASE THE MINIMUM GPA FOR ADMISSION TO THE COLLEGE OF NURSING – PROFESSORS BRIAN L. WINER AND W. RANDY SMITH – SUBCOMMITTEE D

Winer gave a summary of the proposal. The College of Nursing is capable of accepting only 160 students in its program due to constraints beyond its control. Besides shortage

of teaching faculty, they also have to compete with other nursing programs in Columbus for clinical placements and preceptors. Consequently, they are unable to increase the number of students admitted to the undergraduate program beyond approximately 160. The majority of pre-major nursing students is never admitted to the nursing major. The average GPA for successful applicants to nursing in 2006 was 3.59. Since 2000, the average GPA for successful applicants has been between 3.50-3.59. Currently 164 pre-nursing students hold a GPA below 3.0. Pre-major nursing students with a low GPA are unlikely to be admitted to the major, but require the most attention. Consequently, the academic advisors are spending over half of their time working with students who will never be admitted to the major. The enrolled nursing students require academic development, career advising, and other services from academic advisors who are occupied with the pre-major nursing students. Pre-nursing students with low GPAs unrealistically expect to be competitive for admission to the nursing major. These students would be better served by enrolling in University Explorations and apply to other programs.

Nursing used to admit half of those who applied to the program, but this has dropped to one third. In order to reduce the number of pre-major nursing students, re-direct students with low GPAs to more appropriate options, and allow the nursing academic advisors to provide more services to enrolled nursing students, on December 12, 2006 the College faculty voted to increase the minimum GPA for admission to the nursing major from 2.75 to 3.0 effective February 2, 2007, which is the first day of the 2008-2009 application cycle.

DISCUSSION WITH DR. LINDA DALEY, ASSISTANT DEAN, PRE-LICENSURE, COLLEGE OF NURSING

Daley gave the rationale for the proposal. Since 2001, due to a shortage of nurses, there is a perception of higher job availability in this profession. This has led to an increase in applications. Students have been applying 4 and 5 times to the nursing program. There are three advisors trying to service 1000 students. Advisors are unable to assist students in the major since most of their time is devoted to assisting pre-major nursing with low GPAs. These students with GPAs less than 3.0 will never enter the major. As a result there is a large number of disappointed students.

Are these pre-major nursing students in pre-nursing? Some are transfers from other majors taking pre-nursing courses in the Explorations program but they are not in the College of Nursing. Most successful students in their program have a GPA between 3.3 and 3.75. As a long term plan, the College contacted Professor Martha Garland, Vice Provost and Dean of Undergraduate Education to establish admission criteria for pre-major nursing that will build a competitive applicant pool among pre-major nursing students resulting in a greater percentage of admissions from pre-nursing into the nursing major. They will be exploring other models to implement pre-nursing criteria. They are also working on direct enrollment criteria for Nursing.

What will be the impact on pre-nursing courses if potential nursing students do not take these courses? It was suggested that the Nursing program alert those units that will be impacted by the pre-nursing criteria.

Are all applicants from pre-nursing? The majority has declared pre-nursing, but there are students transferring from other units such as Biological Sciences and Chemistry. Pre-nursing students are not in the College of Nursing. Because the College of Nursing does not have Direct Enrollment, a student can be in Explorations and declare pre-nursing. The College does not have control over them.

Subcommittee D moved approval of the proposal. Barringer seconded the motion and it carried unanimously.

PROPOSAL TO INCREASE THE GPA ADMISSION REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN HUMAN NUTRITION - PROFESSORS BRIAN L. WINER AND W. RANDY SMITH, SUBCOMMITTEE D

Winer summarized the proposal. The Department of Human Nutrition requests approval to set a minimum requirement of 2.5 GPA to transfer into the undergraduate program leading to the BS in either Nutrition or Human Ecology, with a major in Human Nutrition. It will be a disservice to students to continue with the current requirement of a GPA of 2.0 for the BS in Nutrition and 2.2 for Dietetics because it is unlikely that these students will be able to increase their GPA to a competitive level (3.0 or above) required by professional and graduate school programs, internships and employers. It will be impossible to recommend them for advanced training and meaningful employment in areas associated with the discipline.

The Bachelor of Science in Nutrition program of study is designed to prepare students for admission to medical, veterinary, dental, optometry, or pharmacy schools. In addition, a number of graduates enter graduate degree programs in nutrition and biomedical sciences. Admission to these post-graduate programs is highly competitive, requiring a minimum undergraduate GPA of 3.0 or better.

Increasing the required GPA will attract students whose academic performance is sufficient to be competitive for the advanced training required for the majority of meaningful career opportunities associated with the discipline of nutrition career goals.

DISCUSSION WITH PROFESSOR MARK FAILLA, CHAIR, DEPARTMENT OF HUMAN NUTRITION

Failla gave the rationale for requesting an increase in the GPA admission requirement for the BS in Nutrition or BS in Human Ecology with a Human Nutrition major. Students in these programs must do an internship for 9 months. Every student must have a GPA of 3.0 in order to do the internship. Also, students need at least a GPA of 3.0 to get into graduate programs. Many students who could not get into medicine, veterinary

medicine, or dentistry apply to this major with a misconception that this program is all about home economics. These students do poorly since this program is very science oriented. There is a possibility for a student with a GPA of 2.5 to achieve a 3.0 by the time of graduation than a student with a 2.2. A student with a 'C' average cannot make the 3.0 requirement to be successful either for an internship, or graduate program, or employment.

How many students will be affected by this new policy? Failla indicated that about 30-40 students will be affected.

Will this new admission policy affect current students? No. There will be an implementation date. It was suggested that potential students wanting to do Human Nutrition or Dietetics must know well before the implementation of the new policy so that they can choose other options.

Smith asked about College support? Failla indicated that he has Dean Andrews' support and that students will be given enough time to consider other options.

Subcommittee D moved approval of the proposal. It was seconded by Babington. The motion passed unanimously.

Smith will work with Failla in obtaining a support letter from the College of Education and Human Ecology and in determining an appropriate implementation date.

REVISED PROPOSAL FOR A CLUSTER PILOT PROGRAM, COLLEGES OF THE ARTS AND SCIENCES – PROFESSOR W. RANDY SMITH, VICE CHAIR – SUBCOMMITTEE D

The Final Report of the Committee for the University-wide Review of Undergraduate Education recommended that the Freshman Clusters be made available as a new delivery system for students to satisfy general education requirements. The Cluster concept has received overwhelming support across the campus. Cluster courses could be offered at any level, not necessarily just at the Freshman level. The Colleges of Arts and Sciences has submitted a proposal for a Cluster Pilot program. A revised proposal was sent to all the Council members. The Council would be voting on the cluster concept only – not the budget that accompanied the proposal. If approved by the Council, the Office of Academic Affairs will be approached for funding to implement it. There is funding available for implementation of the Committee's Final Report.

DISCUSSION WITH DR. ROD ROMESBURG, DIRECTOR, FRESHMAN SEMINAR PROGRAM AND PROFESSOR EDWARD H. ADELSON, ASSOCIATE EXECUTIVE DEAN, COLLEGES OF THE ARTS AND SCIENCES

Romesburg gave an overview of the proposal. The goals for the clusters are

- To link courses into a cohesive cluster and enhance the cohesiveness of General Education Curriculum (GEC) learning outcomes through an extended interdisciplinary learning experience.
- Continue the process of curricular reform and redesign of the general education experience in a manner that will strengthen core abilities of analytic reasoning, effective communication, and critical thinking
- Help student explore new fields, critically examine interconnections among disciplines, and synthesize more holistic views of the function of those fields in the world.

This pilot program will explore various models of delivery requiring only that the Cluster include a multiple (two or three) course sequence; a broader interdisciplinary theme; content that spans at least two GEC categories, and involvement of faculty from at least two academic units. The model could take the form of a ‘three-quarter course sequence, two lectures and a seminar, with at least three faculty members from varied departments as envisioned by the University-wide Committee. An alternate model is one in which the multiple course sequence is taught within one, or across two, quarters. It is expected that Cluster courses will be offered through participating academic units rather than by the Colleges of the Arts and Sciences. For long-term stability of Clusters, it is important that the courses become part of regular faculty teaching loads.

Gunther questioned which GEC courses the Cluster will satisfy? It is not clear in the proposal. In response, Romesburg referred to the Cluster Approval Process on page 3 of the proposal. Subcommittee D of the Colleges of the Arts and Sciences (ASC) Committee on Curriculum and Instruction (CCI), will evaluate the proposed cluster’s potential to successfully achieve the goals of the Cluster Program. If the accepted cluster has new courses, they will be reviewed within the proposed Cluster’s academic unit or college. The proposal will then be reviewed by Subcommittee B and/or C of the ASC CCI. These subcommittees will evaluate the Cluster courses for their compliance with GEC standards.

Babington said that now that the students know that they cannot double count to satisfy GEC requirements through Cluster courses, and wondered what kind of student interest there is in this program? Romesburg said that the hope is for students to get motivated to take cluster courses in order to benefit more educationally.

Will students have problems scheduling if they want to take cluster courses out of sequence? Students should not have scheduling problems unless a certain cluster sequence is over-subscribed.

Is there an interest among faculty to develop cluster courses? There seems to be reasonable amount of interest from faculty thus far.

Smith asked for clarification about faculty compensation for course development – putting forward new versus existing courses. He suggested that the funding model being proposed needs to be clarified and re-assessed.

If a cluster course is new and does not have GEC status yet, does it have to be approved by the ASC CCI for GEC status after accepted by Subcommittee D? Yes.

Will students get priority for a second course in the cluster sequence if they took the first course? That is not yet known, because cluster courses are not prerequisites to each other.

Are cluster courses open only to freshman? No. They are open to all students.

With our growing emphasis on outcomes assessment, is the “quality of students” addressed in the assessment of the cluster courses? Increasingly, students taking cluster courses will be stronger academically. The success of the course may not have anything to do with the course itself, but with the characteristics of the students.

Expanding on Smith’s comments, Gunther noted that the Cluster is conceptually different from interdisciplinary course offerings. Where is the funding source, where is it going and why is there no budget neutrality? Why does the funding stop after the second year?

Adelson said that funding is provided for two years to encourage development of such courses, and that there will need to be considerable interaction among the faculty within the cluster. It is not just an issue of putting three courses, existing or new, together.

During freshman orientation how do we market cluster courses? They would be marketed as optional but with guaranteed enrollment.

Gunther moved, contingent upon clarification of point 3 on page 3 stipulating responsibility for determining which GEC credit will be met by the cluster course, approval of the ASC Clusters Pilot Program proposal. The motion was seconded by Valco, and the motion carried unanimously.

Given that this is a Pilot Cluster program, it will be reviewed by both the ASC CCI and this Council after three years.

PROPOSAL TO REVISE THE INTERDISCIPLINARY UNDERGRADUATE MINOR IN SEXUALITY STUDIES - PROFESSORS BRIAN L. WINER, CHAIR, AND W. RANDY SMITH, VICE CHAIR – SUBCOMMITTEE D

Winer gave a summary of the proposal. The revised interdisciplinary minor in Sexuality Studies wants to add 7 courses to the minor. The minor requires 20 credit hours, with 10-20 hours selected from the list of courses on the minor sheet. Up to 10 credit hours may be taken from the topical elective courses. At least 5 hours of the total 20 must be taken in a College outside the student’s own. Winer noted that Comparative Studies/PAES 214 is strongly recommended and not required. This is because the faculty who developed this course have left the University although these courses are still offered. Winer also

noted that there is inconsistency between the courses listed on the minor sheet and the list in the proposal. Social Work 695.20 appears under both core and elective list.

Winer asked if the Council wanted a guest to be invited to the next meeting to answer some of the questions raised before approving the proposal. Council members did not see the need to do so.

Subcommittee D moved approval of the revisions to the Interdisciplinary Undergraduate Minor in Sexuality Studies with minor changes in the document to address inconsistencies. The motion was seconded by Babington and passed unanimously.

PROPOSAL TO ESTABLISH AN INTERDISCIPLINARY UNDERGRADUATE MINOR IN AGING – PROFESSORS BRIAN WINER, CHAIR, AND W. RANDY SMITH, VICE CHAIR – SUBCOMMITTEE D

Winer gave a summary of the proposal. This is a new interdisciplinary minor. The goal is to provide students with a broad-based understanding of the field of gerontology. It requires the completion of 20 hours. Students must successfully complete a required foundational course, Allied Medicine 665, and two of three core courses. The remaining hours may be taken from a set of elective courses drawn from a wide range of disciplines. Winer noted that courses are advanced level courses, but prerequisites are waived for them. It was also noted that the foundational course is offered once a year and has a limit of 15 seats, although they expect 25-30 students. The Association for Gerontology in Higher Education has established standards for minor curricula, which were followed in the development of this minor.

It includes a minimum of 21 – 27 hours. This is not consistent with the minor requirement of 20 hours. Gunther suggested that there is a successful and rigorous graduate interdisciplinary specialization in *Aging*. It seems that they are applying graduate criteria to the undergraduate minor. Why are Nutrition courses not included?

It was agreed that guests need to be invited to discuss this proposal and answer some of the questions prior to approval.

Subcommittee D moved to table the approval of the proposal seconded by Barringer. The motion passed unanimously.

The meeting was adjourned at 5:00pm.

Respectfully submitted,

W. Randy Smith
Lakshmi Dutta