

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

February 1, 2023

3:15-5 PM

MINUTES

Attendance

Faculty:

- ✓ Dr. Rebecca Andridge (College of Public Health)
- ✓ Dr. Eric Bielefeld (Department of Speech and Hearing Sciences)
- ✓ Dr. Patricia Enciso (Department of Teaching and Learning)
- ✓ Dr. Jill Galvan (Department of English)
- ✓ Dr. Wendy Hesford (Department of English)
- ✓ Dr. Tara King (College of Nursing)
- ✓ Dr. Fabio Leite (Department of Psychology)
- ✓ Dr. Berry Lyons (School of Earth Sciences)
- ✓ Dr. Andrea Prud'homme (Fisher College of Business)
- ✓ Dr. Vidya Raman (Department of Anesthesiology)

Staff:

- ✓ Mr. Peter Spreitzer (University Exploration)

Students:

- Mr. Amogh Iyer (IPC, Medicine)
- ✓ Ms. Emily Johnson (USG, Sociology)
- ✓ Ms. Laine Rumreich (CGS, Computer Science and Engineering)
- Ms. Amani Samuels (USG, International Studies)
- ✓ Ms. Carrie Anne Thomas (CGS, Teaching and Learning)

Administrator:

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

Guests:

Mr. Aaron Bagent (College of Education and Human Ecology)
Dr. Stephen Beetstra (Nisonger Center)
Dr. Adrienne Bricker (Office of the University Registrar)
Dr. Meg Daly (Office of Undergraduate Education)
Ms. Lisa Duffy (Office of the University Registrar)
Dr. Robert Greenbaum (Office of Academic Affairs)

Dr. Robert Griffiths (Office of Technology and Digital Innovation)
Dr. Moira Konrad (Department of Educational Studies)
Dr. Marcus Kurtz (Undergraduate International Studies Program)
Dr. Andrew Martin (College of Arts and Sciences)
Dr. Antoinette Miranda (Department of Teaching and Learning)
Dr. Maria Miriti (Graduate School)
Dr. Mary Peters (Department of Educational Studies)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)

The meeting came to order at 3:15 p.m.

COMMENTS FROM THE CHAIR – PROFESSOR REBECCA ANDRIDGE

Andridge informed the Council that Smith is unable to attend today's meeting due to a conflict. Smith is hosting a group from Syracuse University that is visiting Ohio State to learn about our workforce development efforts. Associate Vice Provost Rob Greenbaum will represent Smith.

At its meeting on January 26, 2023, the University Senate approved the proposal to add a Professional Practice Faculty Track in the University Libraries. The proposal will now be reviewed by the Board of Trustees at its meeting on February 15, 2023.

Faculty Cabinet is discussing the issue of concurrence—if it is needed, why are certain areas designated as needing concurrence, etc.?

Vice Provost Helen Malone has charged the Student Evaluation of Instruction (SEI) Committee to develop a new SEI. The desire is to have a tool that is focused more on the student learning experience rather than evaluating faculty teaching performance.

INFORMATIONAL ITEMS – PROFESSOR ROBERT GREENBAUM

- **Correction to the Animal Sciences BS AGR major – College of Food, Agricultural, and Environmental Sciences**

The Department of Animal Sciences corrected the advising sheets for the three specializations in Animal Sciences major: Animal Biosciences, Animal Industries, and Veterinary Technology. A new course was omitted from the list of major elective options.

- **Minor Revision to the Bachelor of Science in Education Teaching English to Speakers of Other Languages (TESOL) – College of Education and Human Ecology**

The Department of Teaching and Learning made minor revisions to the Bachelor of Science in Education – Teaching English to Speakers of Other Languages (TESOL) program. Changes include the following: additional required course option; replacement of one course; and name changes for three courses.

- **Minor Revision to the Primary Education and Visual Impairment Dual Licensure Program – College of Education and Human Ecology**

The Department of Teaching and Learning made minor revisions to the Bachelor of Science in Education, Early Childhood Education – Primary Education and Visual Impairment Dual Licensure program. Changes include the modification of required courses.

PROPOSAL FROM SUBCOMMITTEE A – PROFESSORS FABIO LEITE AND PATRICIA ENCISO, MS. EMILY JOHNSON AND MS. LAINE RUMREICH

- **Proposal to revise the International Studies Bachelor of Arts – College of Arts and Sciences**

Guest: Marcus Kurtz, Director, Undergraduate International Studies Program

The Undergraduate International Studies Program (UISP) proposes to revise the International Studies major leading to the Bachelor of Arts (BA).

It has been over 20 years since the International Studies major has been reviewed. In that time, the program has evolved to include new options for students leading to lack of coherence to the program. In addition, several core courses are no longer offered. The goal of this revision is to create a coherent and up-to-date curriculum for the BA in International Studies.

The revised program will introduce a shared cross-track core curriculum, completely redo the course options for each track, and permit students to identify two core competencies in a transcriptable fashion. Students will complete 9 hours in the core curriculum, 15 hours in a primary concentration, and 9 hours in a secondary concentration. There are 14 concentrations: African Studies; Development Studies; East Asian Studies; Globalization; Human Rights; Information Security; International Conflict and Peace Studies; International Relations and Diplomacy; Latin American Studies; Middle East Studies; Security and Intelligence; Slavic and East European Studies; West European Studies; and World Economy and Business. The program expects the majority of students to select a thematic concentration as their primary and an areas studies concentration as their secondary.

UISP will allow maximum flexibility with the transition plan for current students. Current students are welcome to complete the current or revised curriculum.

The Council asked if the program will stay have a pre-major. Kurtz responded in the negative. While there was technically a pre-major, it was never enforced. The requirement is now gone.

The Council asked why there was no student abroad requirement. Kurtz responded that he would like to require study abroad, but the program cannot make it a requirement until the University can offer financial support. Kurtz is working on fundraising efforts with OSU Advancement. Kurtz added that about 50% of Ohio State students participate in study abroad.

Kurtz informed the Council that it will soon see a proposal to revise the International Studies major leading to the Bachelor of Science.

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

PROPOSAL FROM SUBCOMMITTEE C – PROFESSORS TARA KING, JILL GALVAN, AND BERRY LYONS; MR. PETER SPREITZER; MS. AMANI SAMUELS AND MS. CARRIE ANNE THOMAS

- **Proposal to revise the Bachelor of Science in Education in Special Education – College of Education and Human Ecology**

Guests: Moira Konrad, Associate Professor, Department of Educational Studies; Mary Peters, Senior Lecturer, Department of Education Studies

The Department of Educational Studies proposes to revise the Bachelor of Science in Education in Special Education major.

The revision will combine the Mild to Moderate Intervention Specialist licensure program and the Moderate to Intensive Intervention Specialist licensure program into a single dual licensure program, entitled, Mild to Intensive Intervention Specialist. The revision is in response to feedback from former and current students, external reviewers, and school administrators.

Graduates of this program will now be eligible for two Ohio teaching licenses. Students who choose the primary (PK-5) dual-licensure track will be eligible for the intervention specialist license along with a general education early childhood license. Students who choose the K-12 option will now be eligible for both the mild to moderate and the moderate to intensive Ohio teaching licenses.

In support of the substantial shift in focus and outcomes, the new program includes the following additional changes: competency alignment; increase in credit hours, varied course delivery modes and credits; advanced study badges, and addition of high-leverage practices.

Peters informed the Council that this revision will make graduates more competitive in and better prepared for the workforce. Many special education teachers are finding themselves placed in areas that they are not prepared for due to the current teacher shortage.

Peters added that the Department anticipates an increase in enrollment because Ohio State is losing students to other universities that offer the dual license program. Additional lecturers may be needed to meet the programs needs, but the increased enrollment should cover the hiring costs.

The Council commented that the increase in credit hours is significant (120 to 140). Peters responded that it is a large increase, but it is comparable to peer programs. The Department created efficiencies (combining courses, 1.5 credit hour courses, etc.) to decrease the number of credit hours while offering a strong program. Students should still be able to graduate in four years (without summer courses)—with two licenses instead of one—despite the increase in credit hours.

The Council noted that the program is being offered in a hybrid delivery. Peters confirmed and informed the Council that more than 50% of the program is face-to-face. The program will use online delivery for classes that involve the community and the super-concentrated courses. Chief Digital Officer Dr. Rob Griffiths added that an MOU with the Office of Technology and Digital Innovation is not needed. He did encourage the Department to watch the program so that it does not creep into online.

Leite commented that the credit hours on the advising sheet seems inaccurate. The Council suggested that the Department double-check the numbers.

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

PROPOSAL FROM SUBCOMMITTEE D – PROFESSORS REBECCA ANDRIDGE AND W. RANDY SMITH

- **Proposal to establish a Doctorate in Teaching and Learning with a specialization in Practitioner Inquiry of Equity-based Advocacy – College of Education and Human Ecology**

Guest: Antoinette Miranda, Chair, Department of Teaching and Learning

The Department of Teaching and Learning proposes to establish a Doctorate of Education (EdD) with a specialization in Practitioner Inquiry of Equity-based Advocacy. This proposal has been reviewed by the Graduate School/ Council on Academic Affairs (GS/CAA) Combined Curriculum Committee and Graduate Council.

The proposed program will prepare educational professionals to develop knowledge, skills, and dispositions for transforming their communities towards equity-based advocacy. The total credit hours required to complete the EdD post masters is a minimum of 51 hours. The program is designed as a three-year program. The first two years consist of courses with the third year focused on the dissertation of practice.

The program is designed for working professionals who already have a Master’s Degree and are looking for opportunities to earn a doctoral degree. The EdD will allow participants to engage in practitioner-driven inquiries that can lead to resolving practical issues in their own professional and educational communities. The Department expects to begin with a cohort of 12-15 students in the first year and subsequently admit new cohorts every other year.

The program model is comparable to peer programs in Ohio.

The Department will need to hire an additional clinical faculty member to support the program.

There is an MOU with the Office of Distance Education and eLearning as the program is 60% online.

The Council asked if the cohort size is similar to other universities. Miranda responded that she does not have the exact numbers, but programs likely have a cohort of 15. Miranda added that the Department does not expect to compete with other universities as the program focus is different.

The Council asked what would happen to a student who gets off track since cohorts are only admitted every other year. Miranda replied that the hope is this will not happen, but the Department would work with the student on a solution.

Miranda confirmed that students will have a faculty advisor.

The Council applauded the new program for being important and timely.

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

- **Proposal to establish a Developmental and Intellectual Disabilities Dental Certificate Program for Community Providers – College of Medicine**

Guest: Stephen Beetstra, Program Director, Nisonger Center

The Nisonger Center at the OSU Wexner Medical Center proposes to establish a Developmental and Intellectual Disabilities Dental Certificate Program for Community Providers (type 5b). This proposal was reviewed by the Graduate School.

The Nisonger Center was founded in 1966 as one of the first group of federally funded University Centers for Excellence in Developmental Disabilities (UCEDD). The mission of the Center is to improve the lives of people with neurodevelopmental disorders and their families. The Center develops and provides the highest quality interdisciplinary care, education, and research to support the inclusion of people with neurodevelopmental disorders in all aspects of community life.

Patients with intellectual and developmental disabilities (IDD) have significantly poorer oral health and access to oral health services than the general population. Often, oral health providers are given minimal exposure to the IDD population while in their initial training. In 2021, the American Dental Association (ADA) recommended expansion of training of dentists, hygienists, and dental and dental hygiene students to meet the need of IDD patients. In response to this recommendation, Delta Dental approached the Nisonger Center to create a training program for dental professionals.

The certificate program will present academic content and provide clinical practice in the utilization of psychological and behavioral skills and supports to effectively treat individuals with IDD in dental clinic settings. It will also provide instruction including social determinants of health, informed consent,

guardianship, medical stabilization, behavioral management, practice management, and health assessment when treating and communicating with individuals with IDD and their support network.

Community providers certificate candidates are expected to attend all 24 hours of course training which including didactic sessions and clinical practicums. In addition, certificate students are also expected to complete six hours of assigned self-study materials and online simulations prior to the course training for a total of 30 hours of course credit.

The course format will include live and videotaped lectures from a number of interdisciplinary professionals from the Nisonger Center and field experts from across the country, computer generated simulation trainings, and direct Clinical care of dental patients.

Students who enroll in this program must be licensed dentists or dental hygienists of good standing, working in either a not-for-profit or academic institution. The Nisonger Center expects potential enrollment of more than 400. Delta Dental will reimburse participants for the cost of the program. Due to licensing requirements, practitioners must be enrolled as students at Ohio State to allow for training.

Beetstra informed the Council that additional faculty will need to be recruited once this certificate is approved.

The Council asked if there will be enough patients to support the program. Beetsra in the responded in the affirmative. The Nisonger has 7,500 patients. The current waitlist for a dental appointment is 7.5 months and the current waitlist for dental surgery procedure is 17 months. Beetstra added that patient demand is so high that Delta Dental wants to offer similar programs across the country.

Beetstra informed the Council that Delta Dental made a donation—separate from this certificate--for the Nisonger’s dental clinic to get a much-needed renovation.

Andridge commended the Nisonger Center for the work it does for the community.

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

PROPOSAL TO REVISE CERTIFICATE GUIDELINES (CONTINUED) – DR. ADRIENNE BRICKER AND MS. LISA DUFFY

The Council continued its discussion of the proposed revision to the certificate guidelines document that was started at the Council meeting on January 11, 2023.

Discussion included the following:

- There needs to be language about student intent. The Registrar’s Office cannot automatically assign certificates based on courses that a student takes. Students will need to designate that they want to be awarded a certificate.
- Would an application process help with student intent?

- Academic advisors have expressed concerns that graduates will want certificates awarded to them retroactively.
- It would be helpful to include language about minors on the decision tree.
- There is still concern around overlap. Is it OK that there is so much overlap? Should we limit the amount of overlap allowed?

The Council decided to pause the conversations until the Graduate School has an opportunity to discuss (scheduled for 2/7/23). Bricker and Duffy will return to the next Council meeting.

ENDORSEMENT OF PROCEDURE TO REVIEW TRANSFER COURSES FOR GE CREDIT – ASSOCIATE DEAN MEG DALY

The University Level Advisory Council for the GE (ULAC) was charged with developing a process to evaluate transfer courses for GE credit.

ULAC recommends the creation of a GE Special Credit Review Team to review courses that do not have an accepted OSU equivalent. The decisions of the Special Credit Review Team will be **yes** (alignment of ELOs $\geq 70\%$); **no** (alignment of ELOs $< 50\%$); **defer to college** (alignment of ELOs 50-69%). Courses which fall in the “defer to college” range are expected to be allowed exceptions in cases where the major program addresses some or all of the learning goals not covered in the external course.

The articulation of a new external, non-equivalent course into the GE is initially made by the enrolling college in discussion with the student. The College immediately shares this decision and its rationale with the Associate Dean of Undergraduate Education, who convenes the GE Special Credit Review Team for final evaluation of the course.

Final decisions (yes, no, defer to college) will be recorded with the Registrar and shared with the colleges (colleges will report their decision on deferred courses). Colleges are expected to honor these decisions (i.e., not make regular exceptions for courses judged as “no”), although decisions that cause problems for students in terms of their graduation or progress may be appealed. Colleges are expected to maintain records of appeals and exceptions.

Daly stated that she hopes this new, centralized process will create more consistency in the review of transfer credits. It will also lessen the workload for the colleges.

The Council did not have any concerns.

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

The Meeting adjourned at 4:53 p.m.

Respectfully submitted,

W. Randy Smith

Katie Reed