

# COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

January 20, 2010

3:00 PM – 5:00 PM

## MINUTES

### ATTENDANCE

#### Faculty:

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

#### Students:

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

#### Administrators:

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

#### Guests:

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|--|--|
| Dr. C. David Andereck (Associate Dean, Biological Sciences/Mathematical and Physical Sciences)   | Mr. Alex Kemper (UGS, Political Science)   |
| Dr. Ann Christy (Faculty Fellow, Academic Affairs)   | Dr. Elliot Slotnick (Associate Dean, Graduate School)  |
| Dr. Alexis C. Collier (Associate Provost)  | Ms. Sarah Tokar-Lang (Academic Planning Specialist, College of Education and Human Ecology)      |
| Mr. John E. Dickhaut (Associate Registrar, Office of the University Registrar)                   | Professor Valarie Williams (Associate Curricular Dean, Arts and Humanities)                      |
| Dr. Teresa Johnson (Instructional Consultant, University Center for the Advancement of Teaching) | Dr. John Wanzer (Senior Assistant Vice Provost, Enrollment Services and Undergraduate Education) |
| Mr. David L. Roy (Assistant Director, Enrollment Services)                                       |  |
| Dr. Kate Hallihan (Director, Arts and Sciences Curriculum and Assessment Office)                 |  |

The Council came to order at 3:11 PM

### **APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 6, 2010.**

Due to the lack of a quorum at the beginning of this meeting, voting on the January 6, 2010 Minutes was deferred to the February 3, 2010 meeting.

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

- The plan is to begin discussion of the proposed General Education Curriculum Recommendations from the University Level Advisory Committee.

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

- Noted that Council Member Leslie Alexander will not be able to attend official Council meetings this quarter due to a conflict with her teaching schedule, but she will still be participating in the subcommittee sessions.
- Proposals set to come before the Board of Trustees at the February 5, 2010 meeting are: the Name Change of the Department of Radiation Medicine to the Department of Radiation Oncology; the Transfer of 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.
- The University Senate's next meeting is February 11, 2010. The Provost will be on the agenda as well as proposals from today's meeting.
- The recent reviews of two centers will be coming forward in the near future: the Campus Microscopy and Imaging Facility and the Center for Cognitive Science.

### **PROPOSAL FROM SUBCOMMITTEE A—PROFESSORS LESLIE ALEXANDER, LARRY BAUM AND JOHN WILKINS; MR. JOHN TANNOUS**

- **Revisions to the Geography Major and Establishment of Two New Degree Programs, Department of Geography, College of Social and Behavioral Sciences**

Baum provided an overview of the proposal noting that the Department of Geography at Ohio State is very strong and highly ranked among Geography departments nationally. Department Chair Morton O'Kelly and Chair of Undergraduate Studies Becky Mansfield were in attendance.

The motivation for the revisions was based upon changes in the discipline, the department, and the needs of students. The proposal seeks to change the department in significant ways: Revise the structure and names of four existing tracks within the current Geography major and establish two new Bachelor of Science Majors, Geographic Information Science and Atmospheric Sciences.

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

- The main rationale for the proposal was two-fold: to revise the outdated parts of the current curriculum and to take advantage of the strengths and expertise of the faculty.
- It is an attempt to increase rigor and choice by allowing students to tailor the program to their needs while providing them with core competencies in the different areas.
- The B.S. in Geographic Information Science, in particular, is unusual as a separate degree (it does not appear that any of the University's benchmark institutions offer one), but the goal for the department is to be at the cutting-edge of undergraduate education in the United States (for both atmospheric sciences and geographic information sciences).
- The current specializations had limitations such as not meeting the requirements for employment with the National Weather Service. The new proposed curriculum covers all requirements allowing students to be more marketable to potential employers.
- Many institutions offer certificates programs consisting of learning software and how to apply it. This program will be vastly different by providing a deeper knowledge of the theories and methods associated with spatial data.
- In essence, the program is not changing; the courses will remain the same.
- The new Bachelor of Science degrees will be "Tagged" degrees and as such, will need to be approved by the Board of Regents, following approval by the University Senate and the Board of Trustees.

Baum moved approval, it was seconded by Cogdell, and the motion was carried with 8 in favor and one abstention.

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

- **Merged Graduate Program, College of Veterinary Medicine**

Hobgood provided an overview of the proposal. Larry Mathes, Associate Dean for Research and Graduate Studies and Michael Oglesbee, Chair of the Council for Graduate Studies were in attendance.

Currently, the College of Veterinary Medicine (CVM) has three interrelated graduate programs, one from each of its three departments. The proposal seeks to reorganize the three existing programs to form a single program covering the areas of comparative, translational and population medicine. The proposed merger will form the Comparative and Veterinary Medicine Graduate Program.

The proposed merger is in response to the need identified in the College's 2006 strategic planning document to reorganize the graduate program and needs described in the National Academies of Sciences' document, *Critical Needs for Research in Veterinary Medicine*, to provide comprehensive training to DVM and non-DVM scientists that focus on the commonality of animal and human disease.

The main rationale is to make accessible to all graduate students the hidden values found in the three existing departments. The merger will provide a better identity and a richer type of training for all graduate students.

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

- The merged degree resides in the college, not within the departments.
- Current students will be minimally affected by the transition.
- So that the identities of specializations are not lost, the college needs to be effective in the transmission of its recruitment messages by leveraging the Web, the existing network of veterinary schools, and on-site recruiting.
- Nationally, this model is not common, but changes in Veterinary Medicine are leaning toward interdisciplinary instruction. This is supported by the reporting findings of the external review teams during academic program reviews of each department. It is expected that Ohio State will serve as a model.
- There have been extensive discussions in the College during the development of this proposal. The most difficult discussion surrounded the naming of the new program.
- The Council requested the specific results of the College faculty vote.
- Staff members have been moved centrally and possibility does exist for reduction in staff.

Hobgood moved approval, it was seconded by Cogdell, and the motion was carried with 8 in favor with one abstention.

Smith noted that this proposal will need action by the University Senate, University Trustees, and the Ohio Board of Regents.

- **Proposal to Change the name of the Department of Industrial, Interior, and Visual Communication Design, College of the Arts**

Hobgood provided an overview of the proposal. Paul Nini, Interim Chair, was present to answer questions.

Faculty members in the Department of Industrial, Interior, and Visual Communication Design wish to change the Department's name to the Department of Design. The rationale is that it will simplify things for current students as well as perspective students and partners. Current students will be able to better navigate the Course Bulletin and those external to the university will be able to better find/identify the department.

There were no major concerns with the proposal.

Hobgood moved approval, it was seconded by Wilkins and the motion was carried with 8 in favor with one abstention. The proposed change in graduate program name will need Graduate School action, and the full proposal will need approval by the University Senate and Board of Trustees.

**SEMESTER CONVERSION UPDATE AND DISCUSSION: PROFESSOR MARK SHANDA, CHAIR, UNIVERSITY-LEVEL ADVISORY COMMITTEE FOR THE GENERAL EDUCATION CURRICULUM (ULAC-GEC)**

For the remainder of the meeting, Shanda presented the recommendations of ULAC-GEC which was charged with reviewing the current GEC requirements in preparation for the conversion to semesters.

- Since September 2009, ULAC has been meeting every week. On January 12, 2010 it voted unanimously on recommendations for the proposed structure of the GEC to the Council on Academic Affairs and the Arts and Sciences Committee on Curriculum (ASC CCI).
- The focus of the committee was content, structure or architecture, and interpretation or marketing.
- Aspects of the proposed model that the committee feel are particularly noteworthy are:
  - The ability for “Open Option” courses to align math and science foundational experiences for B.S. students without the need for General Education (GE) exceptions.
  - Both B.S. and B.A. students can make curricular choices that can nearly complete a minor in a wide variety of disciplinary areas.
  - The option of the “Education Abroad” experience to serve as a component of the GE.
  - A hopeful reduction in the need for double counts/special designation identifiers with the proposed structural combinations of Social Science courses into two rather than three categories, and the Global Studies course requirements into one rather than two groupings.
- Two critical steps for discussion for the Arts and Sciences Committee on Curriculum and Instruction are:
  - Assuming adoption of this shell, the GEC goals and objectives that have been developed for each of the current categories will need to be reviewed, combined, and in some cases written anew to align with the proposed new program.
  - Clearer guidance and is needed to develop strategies in response to the state mandated acceptance of the level “3” score on advanced placement exams and the impact of this action on the general education.
- ULAC recommends 14 course requirements and for some programs the achievement of foreign language proficiency through a combination of testing and/or course work ranging from 0-12 units.
- The committee identified “Aspirational Aspects” of the GEC that came from a variety of constituent groups as well as previous GEC evaluations. These aspects include:

Technological Literacy, Visual Literacy, Information Literacy, Health Literacy, Moral Reasoning or Ethics, Sustainability as well as others. After some debate, the majority of the committee felt they did not have adequate data or time to make a reasonable argument for or against these aspects.

- Related to the 14-Course Checklist is the Curricular Experience at Ohio State document. This document served as the guiding force in the committee's discussions.

#### Questions from the Council:

- Clarifications from the 14-Course Checklist:
  - The reference to “Star and Diamond Successors” after Global Studies refers to the existing goals and objectives which identify what Global Studies categories are - they are currently divided into two subsets, and the proposal is to combine them into one and the courses then would meet those objectives.
  - The note stating the current GEC requires 16-20 courses refers to the dependence of foreign language requirements
  - “Three 4 Unit Course for most” – The Foreign Language Departments have said four-unit courses over three semesters depending upon the nature of the particular language.
- The question of advanced placement is still very much open as to whether they are counted as the total toward the student's degree program, but do not satisfy a GEC.
- As a percentage, the GEC requirements are not greater with the recommendations. Options as a possible successor to the 597: “Cross disciplinary seminars”. The idea is to get students from multiple majors in the same space at the same time to address some sort of thematic issue.
- Social Science course proposals will be reviewed by the ASC CCI.
- ULAC's recommendation and assumption is that GEC courses, unless they have a laboratory, are 3-hour. General assumptions are that current 5-credit hour courses will be a semester 3-credit hour course.
- The notion that students can get GEC credit by simply travelling is a concern for the “Open Option.” The standards upon which general education need to be qualified while keeping in mind the university's goals for study abroad. Compared to peer institutions, Ohio State has fewer students who have an educational experience abroad. How can we incentivize study abroad for students? There has been discussion about linking the “May Term” and study abroad.
- Recent data suggests that GEC courses are succeeding in their objectives. Information on audits/reports can be found on the Web: <http://gec.osu.edu/>; [http://artsandsciences.osu.edu/currofc/mission\\_asmt.cfm](http://artsandsciences.osu.edu/currofc/mission_asmt.cfm); and in the 2008 GEC Status Report: <http://oaa.osu.edu/caa/documents/ULAC-GEC-Status-042209.pdf>.
- The shell goes next to ASC CCI for approval and then to the ASC Faculty Senate (as far as approval for ASC). Approval for every other college comes to the Council on Academic Affairs.
- ASC CCI is charged with reviewing GEC courses. Student representatives serve on CCI.
- In terms of the ULAC recommendations, the outline of the GEC is the same, but in terms of currency of courses, recommendation differs from current GEC by: one less writing

course, one less history, one or two less science(s) (depending upon BA or BS), one less social science, and no open options.

**The meeting adjourned at 5:04 PM.**

Respectfully submitted,

W. Randy Smith  
Melissa Soave