COUNCIL ON ACADEMIC AFFAIRS

200 BRICKER HALL

January 3, 2007

3:00 – 5:00 pm

MINUTES

Present:

Professors: Sheryl Barringer, Daniel E. Collins, Lora Gingerich Dobos, Marcia Farr, Richard Gunther, Kay Halasek, Nancy Reynolds, 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 Lisa Tilder, Honors Director and Chair, Architecture Honors Program, and Amy Shaw, Academic Program Coordinator, Knowlton School of Architecture; Professor Linda Harlow, Associate Provost and Director, University Honors Program; Professor Karl Werbovetz, Chair, Honors Committee, and Heather Agresta, Director, Student Services, College of Pharmacy; Professors Stephen L. Mangum, Senior Associate Dean, and Anil Makhija, Chair, Department of Finance and Associate Dean for External Programs, Fisher College of Business; Professor Jerry Bigham, Director and Dr. Donald J. Eckert, Associate Director, School of Environment and Natural Resources; Professor Edward H. Adelson, Associate Executive Dean, Dr. Linda Shoen, Assistant Executive Dean, and Jessica Mercerhill, Director of Curriculum, Colleges of the Arts and Sciences; and Jed Dickhaut, Associate Registrar, Office of University Registrar.

APPROVAL OF THE MINUTES OF THE MEETING OF DECEMBER 6, 2006

• Gunther moved approval of the Minutes of the Meeting of December 6, 2006. Halasek seconded the motion and it carried with three abstentions.

COMMENTS FROM THE CHAIR – PROFESSOR BRIAN L. WINER

• The proposal from School of Public Health to obtain college status will be on the January 11, 2007 agenda of the University Senate.
COMMENTS FROM THE VICE-CHAIR – PROFESSOR W. RANDY SMITH

- The proposals for the Newark Earthworks Center and the Center for Microbial Interface Biology were approved by the Board of Trustees on December 8, 2006. The proposal for the Center for Family Research will be on the University Senate Agenda on January 11, 2007.

- Smith informed the Council that in order to review proposals, and have time for discussion of The Final report of the Committee on the University-Wide Review of Undergraduate Education, we may have to convene additional meetings during the course of the academic year.

PROPOSAL FOR GRADUATION WITH HONORS IN ARCHITECTURE, KNOWLTON SCHOOL OF ARCHITECTURE – PROFESSORS BRIAN L. WINER AND W. RANDY SMITH, SUBCOMMITTEE D

Winer gave a summary of the proposal. Currently, the School of Architecture has a very strong Scholars program and the opportunity to graduate ‘with Distinction’ in Architecture through research. Honors students less interested in research have limited opportunities to graduate with honors. The proposed “Graduation with Honors in Architecture” program will align with the new university-wide requirements for honors students as established by University Honors and Scholars Center to graduate with Honors. It will build upon these requirements to offer students an enhanced, engaging undergraduate experience. There are three components to fulfill honors requirements: at least 20 points and no more than 60 points, must be earned by completing Honors courses or courses for Graduate credit; at least 30 points, but no more than 60 points, must be earned for Investigational Studies by completing a minor or study abroad program; and at least 10 points, but no more than 30 points, must be earned through Leadership and Service opportunities.

Farr questioned why ARCH 700 and H698.03 are listed under both A and B?

DISCUSSION WITH PROFESSOR LISA TILDER, HONORS DIRECTOR AND CHAIR, ARCHITECTURE HONORS PROGRAM, AMY SHAW, ACADEMIC PROGRAM COORDINATOR, KNOWLTON SCHOOL OF ARCHITECTURE, AND PROFESSOR LINDA HARLOW, ASSOCIATE PROVOST AND DIRECTOR OF THE UNIVERSITY HONORS AND SCHOLARS CENTER

Tilder gave the rationale for the proposal. Until now, honors students in Architecture have only the option to graduate ‘with Distinction’ in Architecture through research. Graduation with Honors in Architecture will help to recruit and retain the best undergraduate students, provide undergraduate students with greater academic, research, and service opportunities, and help to facilitate a stronger relationship with the College of
Engineering. This proposal is modeled after the already-successful College of Engineering ‘Graduation with Honors in Engineering’ program.

The Graduation with Honors in Architecture will provide students with more opportunities than are currently available. Students will have access to more advanced levels of study. The program will encourage students’ creativity and sustain interest in advanced education and research. Students will have opportunities to gain recognition at the time of graduation for advanced and distinguished work as an undergraduate.

Tilder pointed out that, under item B, the H prefix from ARCH 700 has to be removed.

Farr questioned why Arch 700 and H698.03 appear under both A and B? Arch H698.03 will be counted only once. Participation in H 698.03 may not be counted both as a study abroad course and an honors seminar. Arch 700 is taught with different topics. So a student can take Arch 700 either as investigational studies or as an honors course.

Subcommittee D moved approval of the proposal. Reynolds seconded the motion and it was approved unanimously.

PROPOSAL FOR GRADUATION WITH HONORS IN PHARMACEUTICAL SCIENCES, COLLEGE OF PHARMACY - PROFESSORS BRIAN L. WINER AND W. RANDY SMITH, SUBCOMMITTEE D

Winer summarized the proposal. Since the inception of the Bachelor of Science in the Pharmaceutical Sciences (BSPS) program in Autumn 1998, there has been a dramatic rise in the number and quality of students who have enrolled in the program. The current Honors program in the College of Pharmacy consists solely of a research option where students maintain a given GPA and complete a research thesis under the direction of a faculty mentor. Due to a limited number of faculty available to mentor research projects, it became necessary to offer a non-thesis Honors option for high ability students less interested in a research project. In this program, students will have mastery of a greater breadth and depth of material and be exposed to unique educational opportunities such as study aboard, a dual major, a service program and/or an internship in health-related field. In order to satisfy the non-thesis Honors requirement, students must either complete two items from List I or one item from List I, and one item from List II on page 6. It is expected that 25-30 students will participate in this program should it be approved.

A concern was raised that students cannot take 500-level courses towards the Honors program since 500-level pharmacy courses are required courses in the program. It was recommended that pharmacy students be encouraged to take 500-level courses outside the program.
DISCUSSION WITH PROFESSOR KARL WERBOVETZ, CHAIR, HONORS COMMITTEE, AND HEATHER AGRESTA, DIRECTOR OF STUDENT SERVICES, COLLEGE OF PHARMACY

Werbovetz gave an overview of the proposal and rationale for Graduation with Honors in Pharmaceutical Sciences. Currently, the only way to graduate with honors is through research. Since Autumn 1998 after the inception of Bachelor of Science in Pharmaceutical Sciences (BSPS) program, the number and quality of students enrolled in the program has risen dramatically. Given the limited number of faculty available to mentor research projects in the College, there is a serious need to offer a non-thesis Honors option for high ability students who are less interested in a research project. While BSPS students will still have the opportunity to earn Honors by meeting coursework, GPA, and thesis requirements, the proposed non-thesis option will require the mastery of a greater breadth and depth of material and will expose students to unique educational opportunities to which they would not ordinarily be exposed. With both thesis and non-thesis Honors options available, the College of Pharmacy will be able to offer high-ability students a broad range of opportunities for academic, professional, and personal growth. Based on current enrollment and performance of students in the program, it is expected that approximately 25-30 BSPS students could be involved in an Honors program per class.

In order to fulfill the non-thesis Honors requirement, students must either complete two items from list I or one item from List I and one item from List II. 500-level courses are required in the program and do not merit honors credit. 500 level courses outside the major could be included.

The program is so structured, students cannot finish honors courses in the first two years because they need to take required courses for the major. Since the 500-level pharmacy courses do not merit honors credit, they are encouraged to take 700 level courses.

Council members recommended that the students be encouraged to take 500-level courses from outside the program, or take honors level General Education Curriculum (GEC) courses.

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


Smith gave an overview of the proposal. The Fisher College of Business would like to offer its Executive Track of the MBA program at Tsinghua University in Beijing to be
taught by both OSU faculty and Tsinghua faculty. The program will be offered in Chinese, translation services being provided for all English speaking faculty. The degree offered will be the OSU MBA degree.

Farr was concerned about the course content being lost in translation. We need to ensure that what was translated is what was intended. How is the faculty from Tsinghua selected? We need close oversight to make sure that what is expected is what is occurring. Halasek expressed interest in the specialized accreditation of the program.

Smith said that we do not have protocols or guidelines for this type of activity. He wants this Council to work on developing them to make sure there is effective quality control. It is quite likely that more academic units will want to offer their programs internationally.

DISCUSSION WITH PROFESSORS STEHEN MANGUM, SENIOR ASSOCIATE DEAN AND ANIL MAKHIJA, CHAIR, DEPARTMENT OF FINANCE AND ASSOCIATE DEAN OF EXTERNAL PROGRAMS, FISHER COLLEGE OF BUSINESS

Mangum gave an overview of the proposal. Currently, there are three program tracks within the OSU MBA degree: a full time track, a part-time track and an executive track. The three tracks vary in degree requirements based on the academic needs of the populations served by the different tracks. The three tracks also differ in the mode of delivery, the executive track involving a degree of web interaction not present in the other two tracks. The College would like to replicate the Executive MBA Program in China at the facilities of Tsinghua University to Chinese executives in state owned enterprises. Students will complete the track curriculum within a two year period of time. All classes will be held on the Tsinghua campus in Beijing. The curriculum will be delivered through face to face interaction, videoconferencing and web based support. All instruction will occur in Chinese, translation services being provided for all English speaking faculties.

Why are we doing this? Most top 20 MBA programs have an international presence and we do not. Courses will be offered in lock step cohort fashion and will offer 15 courses listed on pages 7 and 8. OSU faculty will initially deliver 10 of the 15 courses with Tsinghua faculty delivering the remaining five courses under the supervision of Fisher faculty. Over time, perhaps as many as 7 courses will be taught by Tsinghua faculty 8 taught by Fisher faculty. In all cases the content taught will be that approved by Fisher faculty and reflective of the Executive MBA track.

How are the Tsinghua faculty and faculty associates selected? A resume will be submitted to the Fisher faculty and a selection will be made by the Fisher faculty. Only those with degree from Western universities will be considered for the position. There will be a phone interview of the faculty associates in addition to the submission of a resume. Fisher faculty interaction with Chinese students will be assisted by the bilingual
faculty associates. Readings will be in simplified Chinese. Harvard University has materials in simplified Chinese.

Are there other American universities involved in such international programs? Hong Kong University is involved in such a program.

There were questions about elective courses. Makhiya explained that the integrative elective is a custom-designed multi-disciplinary elective developed to address specific issues of interest to each unique cohort of students. Its contents evolve with changes in the economy and the interest of students and serve as a “capstone” course to the program.

Who will evaluate essays submitted as part of the application packet? Essays will be requested in both English and Chinese. OSU will have the final say on admission decisions. Each candidate will be also interviewed.

Are the topics of the essay business oriented? Yes.

Council members asked that any change to the number of courses taught by Fisher Faculty and Tsinghua faculty should be brought to the Council for approval. The program should be reviewed after a full year of implementation. It was also suggested that there should be a point person from OSU visiting this program to make sure that the translation is accurate for quality control purposes. Clarification of student course evaluation procedures was also sought.

Smith indicated that subsequent steps included submitting this request to the Ohio Board of Regents’ Advisory Committee on Graduate Study and informing our institutional accrediting body, the Higher Learning Commission of the North Central Association of Colleges and Schools.

Subcommittee D moved approval of the proposal. It was seconded by Yeh and passed unanimously.

**PROPOSAL FOR A PROFESSIONAL MASTER’S DEGREE IN ENVIRONMENT AND NATURAL RESOURCES (MENR) - PROFESSORS BRIAN L. WINER AND W. RANDY SMITH, SUBCOMMITTEE D**

Smith summarized the proposal. The proposal is to develop a tagged, professional degree program - the Master’s in Environment and Natural Resources (MENR). The program will provide an applied graduate degree for practicing professionals and others who want to enhance their professional competency in environmental and natural resources sciences and management. The proposed curriculum will require a minimum of 55 graduate credit hours, the current requirement for the non-thesis option. Because the professional degree relies more heavily on coursework than traditional thesis-based MS programs, a 55 credit hour requirement represents an adequate amount of exposure and preparation for a graduate degree in the absence of research. This proposal has been approved by the
DISCUSSION WITH PROFESSOR JERRY BIGHAM, DIRECTOR AND DR. DONALD J. ECKERT, ASSOCIATE DIRECTOR, SCHOOL OF ENVIRONMENT AND NATURAL RESOURCES

Eckert gave an overview and rationale for the proposed tagged, professional degree program called the Master’s in Environment and Natural Resources (MENR) will provide an applied graduate degree for practicing professionals and others who want to enhance their professional competency in environmental and natural resource science and management. The target audiences for the proposed program include managers and technical specialists with state and federal agencies, environmental scientists and resource managers in the public and private sectors, parks and recreation personnel, teachers, interpreters, Peace Corps volunteers, and natural resource communications.

The MENR degree is a non-thesis degree that will replace the Plan B non-thesis option currently available to students pursuing the Master of Science in the Natural Resources Graduate Program. Students wishing to pursue research-oriented careers will continue to enroll in the MS program and engage in research leading to a thesis. The MENR will be a separate degree program that students will select for its theory-into-practice orientation. The MENR will provide a balanced and rigorous program, creating valuable educational and training experiences for persons planning for or already engaged in a professional career in environmental or natural resources management, administration, or education. Students in the MENR program will extend their depth of knowledge and expertise in environmental and natural resource management beyond that acquired during Bachelor degree programs and at the same time improve their decision-making and communication skills.

This program will attract individuals looking for a continuing education experience. Many government agencies are interested in such a professional development opportunity for their employees.

Were the undergraduate and graduate students consulted while developing this program? Yes. There was a tremendous interest and support from undergraduate population and also from alumni for such a program.

Is the coursework very different from the non-thesis masters program? The course work is more rigorous and higher level. Students will have direct contacts with professional agencies. Library research is built into the program. Are there specific tracks students can pursue? There are no specific tracks. Students make up tracks in consultation with their advisor.

Smith asked whether colleges that also used the term “environment” in their programs, had been consulted on this proposal either during its development by the School, or during the review by the Council on Research and Graduate Studies. Bigham said he did
not know, and Professor Elliot Slotnick, Associate Dean, Graduate School was unable to attend this meeting to comment. Smith indicated that, in recent years, considerable effort had been devoted to developing collaboration among the various colleges that use the term environment and so it was critical that such consultation occur.

Given that consideration, Gunther moved to table the proposal seconded by Halasek.

Smith will follow-up immediately with Slotnick.

DISCUSSION OF THE FINAL REPORT OF THE COMMITTEE ON THE UNIVERSITY-WIDE REVIEW OF UNDERGRADUATE EDUCATION

PROFESSOR W. RANDY SMITH, VICE CHAIR

- University-level Advisory Committee for General Education Curriculum (GEC)

Smith indicated that on December 6, 2006, the Colleges of the Arts and Sciences (ASC) Senate approved 181 credit hours as the minimum for the Bachelor of Arts degree conditional upon compatibility of the Bachelor of Science degree with the 181 minimum. This represents a reduction of ten hours from the current prescribed minimum. The resolution passed with 34 in favor, 10 opposed, and no abstentions. A Task Force on the Bachelor of Science degree will be forwarding its recommendations on changes related to the B.S. curricular requirements to the ASC Committee on Curriculum and Instruction in January 2007. Once the ASC Senate approves 181 hours for both BA and BS, it will come to this Council for action and then go to the University Senate for review and final approval.

- GEC Oversight

Council has spent several meetings discussing the Report’s proposal to provide a new level of oversight of the GEC.

Smith adopted Valco’s suggestions (11/8/06) for revising the charge. A revised version of a proposal for a University-level Advisory Committee structure and charge was distributed for feedback from the Council.

The revised structure is as follows:

- The Committee will be chaired by the Chair of the Arts and Sciences (ASC) Committee on Curriculum and Instruction (CCI) GEC assessment subcommittee.
- 4 arts and Sciences faculty members from the Colleges of the Arts and Sciences Committee on Curriculum and Instruction (ASC CCI) – members of its subcommittee on GEC Assessment on rotation basis.
- 4 faculty members from other colleges with undergraduate programs
o 2 undergraduate students: one from the Colleges of the Arts and Sciences and one from the other colleges with undergraduate program on rotational basis.
o 1 professional adviser
o the Vice Provost for Academic Programs will serve as an *ex officio* member.

This structure produces a total of 12 voting members, with the Vice Provost for Academic Programs as an *ex officio* member. This Committee will report to the Council on Academic Affairs annually and will play an advisory role.

Winer questioned whether the chair of the Committee will be always the chair of the ASC CCI GEC Assessment Subcommittee. Smith suggested that it would be, but noted that this is a model that will be reviewed each year.

Council members suggested that the professional adviser be from the Arts and Sciences, and Professor Edward H. Adelson, Associate Executive Dean, Colleges of the Arts and Sciences, suggested that this person be an *ex officio* member and be expected to interact with advisers from all colleges to help provide an overarching advisory role. All agreed. Gunther suggested that the Committee report to this Council annually, at the end of each Winter Quarter, so there would be time within the academic year to review the report fully. All agreed.

Smith suggested that the Committee will meet regularly beginning this Quarter and will need to focus its early work on a few topics.

Smith asked for approval of the proposed structure and charge – as modified at this meeting. They were approved unanimously.

The meeting was adjourned at 5:00pm.

Respectfully submitted,
W. Randy Smith
Lakshmi Dutta