**REPORT**

**COMMITTEE ON ACADEMIC AFFAIRS (CAA)**

**MARCH 5, 2020**

**BY: DR. PATRICK VROOMAN, CHAIR**

At our last meeting (February 19, 2020), the Committee on Academic Affairs (CAA) reviewed and moved to forward the following curriculum modifications on to the Faculty Senate’s Executive Committee:

1. Changes to Existing Program: Intervention Specialist
2. Suspend Admission: Intervention Specialist Minor
3. New Specialization: Pre-Pharmacy
4. Changes to Existing Program: Physical Education Health Education
5. Changes to Existing Program: Inclusive Early Childhood
6. New Minor: Child Life
7. Changes to Matriculation Requirements for
   1. Inclusive Early Childhood, Middle Childhood Education
   2. Adolescence to Young Adult - Dual Field Science
   3. Adolescence to Young Adult - Single Field Science
   4. Adolescence to Young Adult - Integrated Science
   5. Adolescence to Young Adult - Integrated Language Arts
   6. Adolescence to Young Adult - Integrated Math
   7. Adolescence to Young Adult - Integrated Social Science
   8. Intervention Specialist
   9. World Language Education
   10. Workforce Education and Development - FCS Education
   11. Workforce Education and Development - Business & Marketing Education
   12. Physical Education Health Education
8. Changes to Existing Minor: Health Promotion
9. Changes to Existing Major: Bachelor of Liberal Studies

We also began a discussion with Provost Whitehead about the 120-credit initiative (see below).

We submit the following motions and our notes about each proposal—in the hopes that our notes will assist SEC in reviewing and assessing these proposals.

1. **CHANGES TO EXISTING PROGRAM: INTERVENTION SPECIALIST**

**Proposer:** Ms. Kristi Borcherdt, Undergraduate Intervention Specialist Coordinator

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA

**Notes:**

* Changes to this program are primarily driven by requirements from our accrediting agency, the Council for the Accreditation for Educator Preparation (CAEP). Required changes include implementing unit wide matriculation standards, including a transition from pre-major to major (using nationally normed achievement measures, established requirements in order to move into the major, etc.). Changes are also necessitated by the passage of Senate Bill 216 at the state level, expanding the current licensure for early childhood from Birth to Grade 3 to Prekindergarten to Grade 5.
* Changes also include cleaning up the language on the “field” components of the bluesheets, increasing field placement from 60 to 100 hours, adding an Introduction to the Profession course (required by CAEP), and replacing the Classroom Management course with a Social and Emotional Learning course (required by the state).
* The overall sense was that these were changes required by CAEP and/or the state, and thus needed to happen.
* CAA discussion was focused on minor clarifications of statements in the bluesheet.

1. **SUSPEND ADMISSION: INTERVENTION SPECIALIST MINOR**

**Proposer:** Ms. Kristi Borcherdt, Undergraduate Intervention Specialist Coordinator

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA

**Notes:**

* Suspension of this program is temporary, and it is driven by two initiatives:
  + Changes to the major (mentioned above) also required the creation of blocked courses at the sophomore and junior level, making it impossible for students in the Minor to take those course.
  + Anticipated changes—primarily the creation of an Inclusive Middle Child Education program (combining Middle Child Education with Intervention Specialist licensures, like they had previously combined Early Childhood Education with Intervention Specialist licensures)—may create additional significant changes in the Major and Minor programs.
* They want to temporarily suspend the Minor program “until the dust settles” from the changes listed above. They want to avoid having students caught in the middle of these changes and not be able to
* CAA discussion was focused on minor clarifications of statements in the bluesheet.

1. **NEW SPECIALIZATION: PRE-PHARMACY**

**Proposers:** Dr. Tom Gordon, Assistant Dean, College of Health & Human Services, & Dr. Dawn Anderson, Associate Dean, College of Health & Human Services

**Proposal Approved by UGC:** 1/29/20

**Proposal Received by CAA:** 1/31/20—postponed CAA review at proposers’ request due to attendance at a conference

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (1 nay)

**Notes:**

* Creation of this new specialization is driven by a desire to create a pre-pharmacy specialization within the Bachelor of Applied Health Science degree—which is “a general science degree designed to provide prerequisites for graduate programs in physical therapy, occupational therapy, medicine, and other professional health care fields” (Tom Gorman Oct. 4 correspondence with John Cable). The pre-pharmacy specialization would add to this list of health care fields BGSU students could pursue after their sophomore year. This specialization was “designed . . . to flow into Findlay’s 6 year doctor of pharmacy program” (Tom Gorman Oct. 4 correspondence with John Cable).
* Firelands had started this pre-pharmacy program, with little success, so it came to Applied Health Science program—along with a partnership with the University of Findlay’s doctoral program in Pharmacy. The proposers wanted to clarify that students in this program could go to any school of pharmacy program with the specialization, not only Findlay’s program.
* CAA discussion focused on the “transfer back” or “reverse transfer” of credit (mentioned in Dr. Cable’s email to Tom Gorman, p. 1 of 3)—and this is our understanding:
  + BGSU students would spend their first two years at BGSU, completing the specialization. Then, BGSU students would go to Findlay for their junior and senior year and have dual enrollment at both universities. After four years, the students would graduate from BGSU with a bachelor’s degree in Applied Sciences with a specialization in Pre-Pharmacy. All of their Findlay credits would “transfer back” to BGSU. Then, if they chose to go back to Findlay (or another Pharmacy program), they could go for two more years to complete their doctorate in Pharmacy.
  + Most members of CAA did not know such a “transfer back” procedure existed nor how it worked or how many other such programs exist (at BGSU or elsewhere).
* Some CAA members questioned why a student would want to come to BGSU for 2 years and then go to Findlay afterward. The answer: cost-savings. It is less expensive to go to BGSU than Findlay those first two years.
* Some CAA members question the creation of a specialization for such a small number of participants: they currently have only 1 student at Firelands, and they anticipate only 4-6 students in the new program (C.4).

1. **CHANGES TO EXISTING PROGRAM: PHYSICAL EDUCATION HEALTH EDUCATION**

**Proposer:** Dr. Geoffrey Meek, Physical Education Health Education Program Coordinator

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (1 abstention)

**Notes:**

* This is a double major: Physical Education and Health Education. The proposer said that “with perfect advising,” students could now complete this dual major in 126 credit hours. It is worth noting that this sort of statement—“with perfect advising”—is increasingly common among proposers (see Child Life notes below). With “imperfect” advising, programs would presumably take longer. The question is raised: What sort of advising do students receive: perfect or imperfect or somewhere in between?
* Changes to this program are primarily driven by a variety of forces—that CAA discussion focused on:
  + ***Changes in accreditation agencies and requirements:*** This program had previously been accredited by SHAPE America, but SHAPE has recently changed its focus from an education approach to a more fitness approach to Physical Education. At the same time, all teacher preparation programs at BGSU were aligning under a different accreditation agency, the Council for the Accreditation for Educator Preparation (CAEP—pronounced “cape”). The proposer described how SHAPE and CAEP “did not see eye-to-eye” on things, and with their change in focus, SHAPE backed out of accreditation. So, changes in this program were required due to moving from SHAPE to CAEP.
  + ***Alignment to the Strategic Plan’s goal of 120-credit degree programs:*** This is the first bluesheet CAA has reviewed that has specifically stated that it is making changes to their program based on a policy which does not yet exist to have all-or-most of BGSU degree programs be no more than 120 credits to completion. CAA has begun discussions with Provost Whitehead about this 120-credit initiative (see below).
  + ***Decrease in Faculty:*** Since 2015, the number of faculty in Physical Education Health Education has decreased from 5 to 2½. As faculty have retired, some of those retirees have returned as Adjunct Faculty, but such backfilling has not been sustainable. The proposer said that BGSU’s program has been one of the most “thorough programs out there,” with a “wide array of offerings.” But we cannot sustain such a program that took 5 full-time faculty to run. While some programs, like Ohio State’s, have closed, our program has stayed alive. But these program changes were necessitated due to the halving of the faculty. The Dean has indicated that if the program grows, they might be able to get more faculty.

1. **CHANGES TO EXISTING PROGRAM: INCLUSIVE EARLY CHILDHOOD**

**Proposer:** Dr. Alicia Mrachko, School of Counseling & Special Education

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (1 abstention)

**Notes:**

* This is a double major: Early Childhood Education and Intervention Specialist. This is a cohort program, and students need to take 18 credits per semester nearly every semester. This proposal has decreased the number of credit hours needed for completion from 140 to 137.
* Changes to this program are primarily driven by the passage of a state law, Senate Bill 216, expanding the current licensure for early childhood from Birth to Grade 3 to Prekindergarten to Grade 5. But there are also changes required by the use of a different set of standards from a new accreditation agency, the Council for the Accreditation for Educator Preparation (CAEP). The general education program used to be accredited under the National Association for the Education of Young Children (NAEYC), but we have changed to CAEP. Required changes include dropping one of the three certificates this program provided students (the birth to age 3 certificate) to make room in the program for higher level content courses associated with the higher grade levels now included in the program (i.e., grade 4 and 5). They have suspended the infant and toddler courses. They have also need to add an “Introduction to the Profession” course, required by CAEP. Similarly, they have restructured the program’s junior and senior year to allow for a full year of teaching in an Intervention Specialist placement and a full year in a general education placement. Both state standards and CAEP standards motivated these changes.
* The overall sense was that these were changes required by CAEP and/or the state, and thus needed to happen.
* CAA discussion was focused on minor clarifications of statements in the bluesheet.

1. **NEW MINOR: CHILD LIFE**

**Proposer:** Ms. Stephanie Blessing, School of Family & Consumer Sciences

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (2 abstentions)

**Notes:**

* The creation of this new minor is primarily driven to support students pursuing a career as a child life specialist in healthcare and community settings. We currently have students going into this career, but they typically complete a degree in Human Development and Family Studies (HDFS) and then go on to get certified. This minor would help facilitate this process.
* The proposer said, “as long as we do proper advising,” students could complete the minor in an efficient way. This is similar to the proposer for changes to the Physical Education Health Education program (above) who calls for “perfect advising” to help students complete their program in a timely fashion. The question is raised: How do we provide proper, perfect advising?
* CAA discussion centered on what it would take to move this minor to the actual certification required to be a child life specialist. The minor is not the certification. The certificate would required a research course, family interactions, and a 600-hour clinical experience, which needs to be applied for through and organized by the Child Life Council itself.
* CAA requested the proposer make a some changes to their proposal—which have been responded to in the attached materials:
  + In the draft we received, the answer provided in A.2 really belonged in A.3. A minor editorial change.
  + In the draft we received, the proposer said, “no,” the bluesheet changes would not result in modification of student learning outcomes. CAA argued that a new minor would necessitate the creation of new student learning outcomes. We asked that they include those outcomes.
* Concerns about this program were raised during the Undergraduate Council (UGC) review process. The following note came to CAA from UGC: “The Psychology Department provided recommendations including adding the PSYC 3030 and PSYC 3040 courses as options to the HDFS 2210 and HDFS 2280. The proposers reviewed the feedback and at this time have opted to not include the recommendations from Psychology but are open to having future discussions about the recommendations.” A letter from the proposers (dated Feb. 4, 2020) provides their rationale for not using the Psychology courses as alternates for the HDFS courses, including concerns that Psychology does not have the resources (faculty or regular course offerings) to meet their needs and that there are prerequisites for PSYC courses (effectively adding courses to the minor). The proposal was unanimously passed through Undergraduate Council.
  + Because CAA is charged with advising the Provost on disagreements over academic matters between colleges (Function #7), CAA asked the proposer about these concerns from Psychology (an Arts & Sciences program) about this HDFS program (from Education & Human Development). Some CAA members have concerns that there is something amiss—something keeping these faculty from meeting and working out any differences. The proposers said that students in Psychology would be interested in this minor, but the proposers have seemingly not yet consulted with their colleagues in Psychology. They have denied Psychology’s request to allow PSYC 3030  (Child Development) and PSYC 3040 (Adolescent Development) as “or” options to HDFS Child and Adolescent Development options. Some CAA members have suggested that Psychology majors interested in this minor would need to take both PSYC and HDFS versions of Child and Adolescent Development courses, prolonging their course of study and appear to be taking the same classes twice. Also, the proposers had concerns that the PSYC 3040 course has not been offered regularly. A CAA member noted that there is a new addition to Developmental Psychology faculty who specializes in Adolescent development and would probably be willing to teach this course more frequently if they knew there was a need and interest.

1. **CHANGES TO MATRICULATION REQUIREMENTS FOR**
   1. **Inclusive Early Childhood, Middle Childhood Education**
   2. **Adolescence to Young Adult - Dual Field Science**
   3. **Adolescence to Young Adult - Single Field Science**
   4. **Adolescence to Young Adult - Integrated Science**
   5. **Adolescence to Young Adult - Integrated Language Arts**
   6. **Adolescence to Young Adult - Integrated Math**
   7. **Adolescence to Young Adult - Integrated Social Science**
   8. **Intervention Specialist**
   9. **World Language Education**
   10. **Workforce Education and Development - FCS Education**
   11. **Workforce Education and Development - Business & Marketing Education**
   12. **Physical Education Health Education**

**Proposer:** Dr. Tracy Huziak-Clark, Assistant Dean of Educator Preparation and Partnerships

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (1 abstention)

**Notes:**

* Changes to this program are primarily driven by a change in accreditation bodies, from National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation for Educator Preparation (CAEP). The state of Ohio requires that our teacher preparation programs be accredited—and follow the accrediting agency’s standards—so, changes to all our teacher preparation programs were required. Required changes include transition from premajor to major (nationally normed achievement measures), requirements for entry to the professional year, and disposition checks. GPA and content licensure requirements were already in place for all programs, but dispositions and measures of academic proficency were not yet addressed. They are adding these requirements to all teacher education programs to be in alignment with requirements before the upcoming 2021 CAEP review.
* During Undergraduate Council, there was a slight delay in approving all of these matriculation changes—due, primarily, to a mistake in some of the bluesheets. This is explained in Dean Dawn Shinew’s letter (dated Feb. 13, 2020). Some of the bluesheets had not been correctly updated. Those bluesheets have been corrected, so they all read the same.
* CAA discussion centered—as did the UGC discussion—on understanding the above-mentioned “measures of academic proficiency.” What are the scores a student must achieve to get into the program? There are “target minimum scores,” and there are “required cut scores,” and the proposers want to use “target minimum scores,” so they can be more inclusive to students who are first generation and from minority backgrounds. As explained in Dean Shinew’s letter, “To ‘require’ a score locks BGSU into this score and does not allow for flexibility to take candidates who might otherwise be a strong candidate to help us build the teacher pipeline (a high-need content area or a first generation college student).”
* The overall sense was that these were changes required by CAEP and/or the state, and thus needed to happen.

1. **CHANGES TO EXISTING MINOR: HEALTH PROMOTION**

**Proposer:** Ms. Meggan Hartzog, School of Human Movement, Sport, & Leisure Studies

**Proposal Approved by UGC:** 2/5/20

**Proposal Received by CAA:** 2/14/20

**Proposal Reviewed by CAA:** 2/19/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA (1 abstention)

**Notes:**

* Changes to this program are primarily driven by a collaboration between the School of Family and Consumer Sciences (FCS) and the College of Health & Human Services (HHS) to enhance one of the concentration areas in the Bachelor of Science in Public Health program. The changes include switching some elective courses into required course (focusing the program more on a particular skillset: graduates who can advise and respond to community needs) and also switching some required course into electives (coping with the fact that some courses haven’t been offered in a while).
* CAA requested that the proposer put the rationale for these changes into the bluesheet (in B.1.). The draft CAA reviewed does not really answer “why” these changes are needed.

1. **CHANGES TO EXISTING MAJOR: BACHELOR OF LIBERAL STUDIES**

**Proposer:** Dr. Marcus Sherrell, Associate Dean, College of Arts & Sciences, and Ms. Rachel Flick, Academic Advisor, College of Arts & Sciences

**Proposal Approved by UGC:** 2/19/20

**Proposal Received by CAA:** 2/28/20

**Proposal Reviewed by CAA:** 3/4/20

**CAA Action:** Motion to forward the proposal for consideration by SEC with the support of the CAA

**Notes:**

* Changes to this program are primarily driven by a need to clear away barriers to student progress into and through the Liberal Studies program. The changes include removing a grade point average requirement to enter the program (because no other programs have a similar requirement) as well as the removal of the WRIT 1120 admission requirement. These changes are mean to make the admissions process a little easier—administratively—without losing rigor. There are 90-100 students (including online students) in the program, with the average age of 43 years old. They are primarily older students who are coming back to get a college degree for career advancement, etc.
* The proposer explained that our current Liberal Studies program was begun back in 1973-74, and it was considered a “disrupter” to the “distribution model” of curriculum. The distribution model required students to take a certain number of course from various “buckets”—a certain number from general education, a certain number from here, a certain number from there (which is what we currently, typically do). The Liberal Studies idea was created to provide maximum flexibility.
* The proposer also explained that this is a “modest” revision in the program, but that there would be a more substantive revision in the near future—by 2022. They want to maintain flexibility, but also provide some structure to the program.
* CAA requested that the proposer revise the materials so the language is consistent. In the Proposed Catalog Copy, there is a statement that the “BLS application—must be submitted any time before the 14th day of the semester in which the last 12 hours are begun.” On the very next page, there is a checkbox which is worded slightly differently: that the student must “have a minimum of 12 semester hours of course work to be completed after acceptance into the BLS program.” The first statement suggests that a student could enter the program during the semester they’re taking their last 12 credit hours, but the latter statement suggests that the student must enter the program and then must complete 12 credit hours. These statements should be made the same.
* ***Special Note:*** In the current catalog copy, there is the following statement: “Various penalties may increase the number of hours for the degree. Additional penalties are described on page 7”—even though there are no penalties described on page 7. This wording has been changed the proposed catalog copy, but with the same intent: “Various penalties may increase the number of hours for the degree. See your degree audit for specific details.” CAA raised the question about what these “penalties” were. The proposer suggested that there was really only one penalty, and that is that a student must take WRIT 1120 before junior year or they will be penalized—but adding an additional 3 credits required to complete their degree plan. This has been a long-standing policy, which some on CAA think should be reviewed and reconsidered.

**120-CREDIT INITIAITVE**

Some members of CAA are concerned about the lack of discussion around the proposed 120-credit limit on degree programs. It’s not yet a policy, but we have begun to see bluesheets mentioning the 120-credit initiative as a rationale for making changes to their programs (see Physical Education Health Education above). So, we have begun a discussion with Provost Whitehead about where this initiative is coming from, what impact it will have, and how it will work. We recommend that SEC also engage in similar discussions.