ASCC 9/26/14

385 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Bitters, Buckley, Burry, Cashin, Collier, Craigmile, Daly, Ewoldsen, Fink, Haddad, Heysel, Hogle, Krissek, Lam, Mitzen, Stetson, Taleghani-Nikazm, Toohey, Vaessin, Vankeerbergen, Wolf, Yerkes

AGENDA:

1. Introductions
2. Approval of 7-14-14 minutes
	* Craigmile, Krissek, unanimously approved
3. Panel reports
	* A&H
		+ English 4555 approved with contingency
		+ Film Studies 5600 approved
		+ Political Science 4123 approved with contingency
	* NMS
		+ Revision to Earth Sciences BS
		+ Entomology 2400H approved with contingency
	* Honors
		+ History 2001H approved with contingency
		+ History 2204H approved with contingency
		+ Noticed a trend of units selecting all possible durations of the course offering.
4. ASC Curriculum and Assessment Report and Freshman Seminars Report (2013-14)
	* Curriculum & Assessment Report presented by Steve Fink
		+ Important for the committee to think about the proper charge of the committee and where questions do not need to be raised in regard to discipline-specific content. The role of the committee is to think about where the course fits in with the entire program.
	* Freshman Seminars Report presented by Todd Bitters
		+ Reflects what was expected because of the challenge for students to add an extra course to their schedule under semesters
		+ Associate or assistant professors can teach freshman seminars
		+ The original idea was to give students the opportunity to work closely with faculty members. However, recruiting faculty to teach freshman seminars has been difficult.
			- This could be due to the increased number of weeks the courses are taught without an increase in compensation.
		+ Some seminars had to be cancelled due to low enrollment (less than 10).
		+ Committee member: concern that students are sometimes advised by academic advisors not to take freshman seminar courses because of the limitations of credit hours a freshman can take.
			- It’s important to get everyone on same page about freshman seminars, especially admissions and first year experience.
		+ Committee member: Structurally, there are not many faculty freely willing to teach such courses. It is important with the new semester system to re-express the importance of seminars in general and not just for freshman.
		+ It would be beneficial to talk to students to see if they find these seminars interesting to see what value there is before restructuring.
			- Student committee member response: personally enjoyed freshman seminar courses but went over the credit limit to take them. This was not a concern under quarters but in semesters it costs more when going over the credit hour limit.
	* Approval of both reports: Stetson, Yerkes, unanimously approved
5. Revision to Earth Sciences BS (Larry Krissek)
	* The proposed changes are designed to (i) reduce the variability in the number of courses with labs in the core of the subprograms, (ii) establish a requirement for a Senior Thesis for all students, (iii) add research and internship courses as electives to subprograms that previously did not have these options, (iv) increase the available courses in the core of the Geophysics subprogram, and reorganize those courses into more discipline-coherent groups, and (v) include core courses from the other 3 subprograms in the electives of the individual subprograms to enhance time-to-completion for students who change subprograms.
	* Larry Krissek
		+ The senior thesis is well established. It is a point of pride for the department but has not been required just heavily encouraged to students.
		+ In past years there was some flexibility with what a senior thesis meant. Not all students do field research and therefore the unit has accepted library research to serve as a senior thesis and will likely do so in the future if necessary. The length of the thesis varies but none are less than 20 pages of text.
		+ Before calendar conversion there was just one BS program which represents the geological subprogram. Areas of expertise and interest of faculty have broadened which will benefit students.
		+ The changes being made are based on research over the past two years.
	* NMS Panel Letter, Yerkes, 1 abstention, approved
6. 2012-2014 GE Status Report from ULAC (Alexis Collier)
	* The GE curriculum is the curriculum students share in common that ensures breadth of knowledge and intellectual concepts. It helps students develop those attributes we think educated students should have and those that employers look for.
	* OSU is a distribution model in which students are required to take course work in distinct areas and each area has associated learning outcomes that graduates of OSU should achieve.
	* ULAC was formed in 2008 as a subcommittee of CAA to oversee the GEC program over the entire university. The majority of the committee is composed of ASC faculty and includes ASCC representation to ensure across committee communication and endorsement for ULAC’s advisory recommendations.
	* Last year activities included reviewing the transition to semesters, the data to be collected, and the national literature of General Education and peer institutions.
	* ULAC reviewed 2007 data and high impact practices which engage students and increase faculty/student interaction and result in greater student success and graduation rates. OSU student responses to NSSE questions indicated that they were less likely to be engaged in these high impact programs than at other AAU universities.
		+ The new GE has created flexibility and new options under the open options category aimed at getting more students involved in high impact practices like Service Learning and Education Abroad.
	* According to the Collegiate Learning Assessment, students at OSU perform as expected compared to national peers. OSU might consider what steps could be taken in our departments to have students performing above average.
	* Association of American Colleges and Universities (AAC&U) promotes liberal education and high impact practices. More institutions are looking at outcomes endorsed by AAC&U and OSU has moved in the same direction by using the AAC&U VALUE rubrics.
	* It’s important to consider what OSU’s GE program should be in the future. Students are now finding different ways to put together credits toward degree attainment using dual enrollment, AP credit, and prior learning assessment options, which in turn means that graduates of Ohio State will be taking less of OSU’s general education program.
	* Recommendations emanating from 2013-2014 Committee work are aimed at trying to understand how OSU’s GE program is working beyond the review of approved courses and enrollment numbers.
		+ Find out what the requirements are in each of the colleges. Most are similar except for foreign language.
		+ Determine how to find more qualitative information from advisors and students.
			- Create a freshman cohort to meet with the committee to discuss the GE program and their choices.
			- Talk with advisors as they are the face of the GE program. Important to determine if they are discussing the GE as just requirements or the purpose of the GE.
			- Committee member suggestion: encourage advisors to be part of the curriculum.
	* Ohio State will be undergoing accreditation 2016-2017. A Quality Initiative Proposal on Academic Advising has been approved as part of the reaffirmation of accreditation process. ULAC may consider how the project might incorporate GE advising to advance understanding of the expected goals and outcomes of the program.
7. ASCC & review of courses
	* Eliminate the 2 week comment period to speed up the approval process except in cases where there is interest from the Panel Chair to discuss the proposal at ASCC. The 2 week comment period has not been used by ASCC. In addition, the circulating form from OAA allows for a faculty comment period.
	* Request: add the course title in addition to the course number to the ASCC agenda.
	* Stetson, Vaessin, unanimously approved
		+ Eliminate the 2 week comment period. If the ASCC meeting is cancelled an email will be sent out of the courses that would be discussed at that meeting. Anyone, including the Chair of the Panel, who wishes to discuss specific courses should contact Bernadette.
8. ASC Team Teaching Grant Proposal
	* Last spring there were 5 courses that were supported and those courses are in the process of being implemented.
	* Another call for proposals will be issued. A revision to the call for proposals has been drafted to make it clear what ASCC will be looking for and reviewing.