ASCC 2/20/15

385 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Bitters, Buckley, Collier, Craigmile, Daly, Fink, Hogle, Jenkins, Krissek, Lam, Li, Newhouse, Nini, Stetson, Taleghani-Nikazm, Vaessin, Vankeerbergen, Yerkes

AGENDA:

1. Approval of 2-6-15 minutes
   * Stetson, Craigmile, unanimously approved
2. Health, Medicine, and Culture Minor (new minor) (Guest: Jim Phelan)
   * Introduction by the Chair of the A&H Panel. The Panel requested that the unit seek concurrence and to update language on the advising sheet. Both requests have been addressed and the minor was approved by the Panel.
   * Jim Phelan: This is a way to organize and bring together work that is occurring in different departments.
   * Steve Fink: the title of the minor could be misleading. The focus of the minor is on culture from a social science and humanities perspective.
     + Response: culture is the lens to study the issues of health and medical wellness.
     + Suggestions:
       - Health and Medicine in Culture
       - Cultures of Health and Medicine
     + Could be beneficial to run a new title by students with various backgrounds.
   * The minor is unstructured
     + Only one required foundational course. The remaining 12 hours provide a wide range of choices in which some students may focus on the medical aspect whereas others may focus on the cultural aspect. Students in the same minor will have very different experiences.
       - The foundational course could offer guidance for students but not all students with take it before taking other courses.
       - Suggestion: require two foundational courses.
     + Could add structure by creating tracts as guidance for students.
       - There could still be flexibility with the tracts.
       - If there is not more structure, the pressure would fall on advisors and much advising happens at the end of the minor program.
       - Could require or suggest students take one course from each tract.
   * Some of the elective courses are special topics courses and therefore may not always have a health/medical focus.
   * Anthropology is in the process of developing a Medical Anthropology minor but there will be very little overlap as the Anthropology minor with be more culturally based and not interdisciplinary.
   * *Panel letter, Stetson, unanimously approved with contingencies* 
     + *Revise title (Recommendation to run the new title by students with various backgrounds)*
     + *Provide internal structure for choosing courses.*
3. FYI about changes to Design Major and Revision to Design Minor
   * Panel Chair: the department of Design is converting 7 week courses into 14 week courses and condensing the courses in order to make a sequence that progress over two semesters. These changes also affect the Design minor.
   * Design Minor
     + The University requires 6 credit hours of coursework in the minor to be at the 3000 level or higher. During conversion the department petitioned CAA with the rationale that the foundational courses are more advanced coursework than typical freshmen level courses. The department will petition CAA again with the same rationale.
     + The 2000 level courses can be applied to the minor for those not accepted into the Design major program.
     + Panel Member: when the proposal was reviewed by CCI previously there were no issues raised.
   * *Panel letter, Krissek, unanimously approved*
4. Revision to Bachelor of Art Education
   * The Department is adding an informal pathway to their BAE major for students who are seeking careers outside of public school education.
   * There will now be three tracks: the BAE with licensure, the informal BAE, and the Licensure-Only post-degree pathway.
   * The Panel approved with contingency that the advising sheet be updated with GE corrected language.
   * *Panel Letter, Lam, unanimously approved*
5. Revision to Physics Minor
   * The revision is straightforward with the removal of Physics 2095, which drops the minor from 15 credit hours to 14. The one credit hour course focuses on career options, graduate programs, and intro to research which is not serving students in the minor.
   * The Panel made suggestions to revise the advising sheet to make it clearer and correct typos.
   * *Panel letter, Stetson, unanimously approved*
6. Panel updates
   * Honors: have not met
   * SBS: nothing to report
   * NMS:
     + ENR 2100 unanimously approved
     + Statistics 1350 unanimously approved
   * A&H :
     + Hebrew 5100 approved with contingency
     + Russian 5225 approved with contingency
     + Panel is seeing proposals without curriculum maps or the maps are provided without the course being added.
   * Assessment: Nothing new to report
     + Question from committee member: is the Assessment Panel revising the GE submission requirements for new GE proposals?
       - Response: yes the Panel is working on that request now.
     + Panel member: Panel is unsure what to do when courses do not provide specific GE assessment plans. The Panel does not feel comfortable sending it back several times.
     + Committee discussion regarding assessment support/resources
       - On ASCCAS website provide GE assessment samples and models.
       - UCAT is available to assist with assessment.
       - Need to be clear and simple with what is expected.
       - It’s important to have conversations with departments. Could invite departments to Panel meetings to discuss the GE assessment.
7. Update about Global Option conversation (Meg Daly)
   * There will be a subcommittee to create a framework for the Global Option in ASC. In addition to a couple of ASCC members, there is a Geography faculty that will also be serving on the subcommittee.
8. Syllabus template (Janice Aski)
   * The A&H Panel has been receiving push-back from departments regarding the amount of detail required in the syllabus for course approval. The Panel doesn’t believe that it needs to be looking at details such as how many pages students will be reading each week. This is an effort to not micromanage departments.
   * This syllabus alternative is for new course offerings, not GE proposals.
   * If the department hasn’t taught the course yet it takes time to create a good syllabus.
   * Committee Discussion:
     + The template asks for “detailed” reading lists & assignments. Seems more detail is necessary here than even the syllabus. Suggestion: remove the word “detailed.”
     + If this *supplements* the syllabus it needs to be clear that it doesn’t supplement anything else required for the proposal.
     + Suggestion: rename the document “Syllabus Template”
     + Require the course number in addition to the course title.
     + Courses requesting GE, Distance Learning, and/or Study Abroad would not be able to use this in place of the syllabus. This should be clearly stated, in bold, at the top of the document.
     + For Honors courses a box could be added where the proposer could articulate what makes the Honors course different from the regular course.
     + At the upper level of course approval (OAA) it does not seem to be a problem to have this document in place of the syllabus.
     + If the template is accepted we need to make sure that it is actually simplifying the process and not requesting the same information in a different format.
     + Add a clear statement at the top of the document that this does not supplement a syllabus that needs to be handed out in the course.
     + Suggestion: informally ask faculty if this would make it simple and easier to use than providing a detailed syllabus.
       - This is definitely a step forward for those who have been pushing back.
     + There is not a requirement to provide updated syllabi at the university level.
     + Introductory statement should clearly articulate why a syllabus is important, that this document is to simplify what is needed for course approval, and provide a list of what should be included in the course syllabus.
   * Each Panel should discuss this template at their next Panel meeting.