ASCC 5/1/15

200 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Bitters, Breitenberger, Carlarne, Craigmile, Daly, Fink, Gelpi, Givens, Haddad, Hogle, Jenkins, Krissek, Lam, McGraw, Mughan, Nini, Oldroyd, Taleghani-Nikasm, Vaessin, Vankeerbergen, Yerkes

AGENDA:

1. Approval of 2-20-15 Minutes
   * Krissek, Lam, unanimously Approved
2. Revision to Data Analytics BS: Addition of Social Science Analytics Specialization (Guest: Kathleen McGraw)
   * The proposal was unanimously approved by the SBS Panel. The specialization fulfills the need for a social science component in the Data Analytics program.
   * Independent research is required. Capacity could be an issue based on experience of other departments.
     + 50 students per year are expected across 4 specializations. Business Analytics will have the vast majority of students.
     + There are seven different departments involved and therefore capacity issues should not arise.
     + The research requirement is 3 credit hours. The unit may want to consider offering 4 credit hours so that students have the option to graduate with research distinction.
   * The capstone experience is not clearly described in the proposal.
     + The capstone is a group experience and is intended to complement the independent research. The capstone is more focused on teamwork than the independent research component.
   * Panel letter, Craigmile, unanimously approved
3. Peace Studies Minor – new minor (guests: Tony Mughan, John Carlarne, and Chris Gelpi)
   * The SBS Panel unanimously approved the proposal.
   * Previously there was a Peace Studies major but there were not enough courses to keep it going. There are still not enough courses to re-establish a major so International Studies is starting with a minor.
   * The minor is unique and distinguished from other minors in International Studies by its mix of theory and applied studies.
   * The internship course (5191) is available to all International Studies students. Tony Mughan is the one to approve the internship for each student and will ensure that the internship is related to peace studies.
     + Suggestion: add an asterisk on the advising sheet stating that the internship is contingent upon approval of the director.
   * The selection of courses to fulfill the requirements suit multiple students and multiple programs. Some courses may not specifically address peace studies and therefore students could get a minor without really learning about Peace Studies in detail.
     + All students are required to take the Intro to Peace Studies course which covers three main areas of Peace Studies and all of the courses that students can take fit into those three areas.
     + Another goal of the intro course is to assist students with choosing courses.
       - Minor depends heavily on the introductory course and it has been very heavily thought out to address the minor expected learning outcomes. The course is consistently offered putting through about 250 students a year.
       - There is a good chance that students will take the intro course after taking other courses.
         * It is not necessarily a problem for students to take the intro course after fulfilling other requirements. The intro course could bring everything together for the students.
     + There would be some value in making faculty aware that they are teaching courses that fulfill the Peace Studies minor. By doing so, faculty may be able to help students make connections to peace studies.
   * Panel letter, Yerkes, unanimously approved
4. Panel Updates
   * SBS
     + Political Science 4350 unanimously approved
     + SOC 4506 approved with contingencies
     + Speech and Hearing Science 5891 unanimously approved
   * Honors
     + Political Science 4553H unanimously approved
     + History of Art 2003H unanimously approved
   * A&H
     + AAAS 2285 approved with contingencies
     + ACCAD 4101 unanimously approved
     + Architecture 3192 approved with contingency
     + Art 3009 approved with contingencies - need concurrences and to determine the title of the course
     + Chinese 5670 approved with contingencies
     + EALL 2284 unanimously approved
     + Earth Sciences 1911 unanimously approved
       - Course has 3 different GE categories. A precedent was set with Data Analysis in which it was determined that 1/3 of the course should focus on the GE expected learning outcomes. Therefore, this course would need to spend 1/3 of the course focused on each of the three GE categories. The course would only satisfy one GE requirement for each student.
     + History/Religious Studies 3680 unanimously approved
     + History of Art 2003 unanimously approved
     + History of Art 20003H approved with contingencies
     + Linguistics 2797.01 unanimously approved
     + NELC 3625 unanimously approved
     + Concern was raised regarding non-concurrences because of certain terms being used (i.e. film and cinema)
       - There needs to be a full conversation about the refusal of concurrence and how it should be dealt with by the Panels.
         * A unit’s refusal to write a concurrence does not automatically stop to the course from going through the entire approval process. If the course is moved to OAA they are made aware that the course has been advanced without a concurrence. It is difficult to come up with generic rule since there are so many different ways concurrences and non-concurrences arise.
       - Important item to have on the first agenda for Autumn 2015.
     + The syllabus template received mixed reviews from the various Panels. The Arts and Humanities Panel will pilot the template for a year.
   * GE Education Abroad
     + Linguistics 2797.01 approved with contingencies
5. Assessment Updates
   * Summary reports for Education Abroad and Service Learning provided
   * There was a request at an ASCC meeting to simplify the GE assessment plan section of the GE course proposal requirements. A table has been created for each GE category to now be part of the curriculum and assessment manual.
     + This is very helpful and makes it very explicit what needs to be addressed for GE assessment.
   * GE Education Abroad assessment reports are requested after each offering of the course. There has been a challenge getting some instructors to submit reports.
     + The Assessment Panel is suggesting that the instructor, department, and divisional Panel chair be notified that the GE Education Abroad status is being removed.
       - Allow a comment period for responses and then send a recommendation to ASCC of revocation of GE status as if it was a course change. A full vote of the committee would not be necessary.
       - One issue that the Assessment Panel would need to be aware of is the timing for students who may be registered.
         * Committee member suggestion: make the revocation effective for the following academic year.
       - Could the course be reinstated without going back through the system?
         * Committee member suggestion: require instructors to reapply and in the proposal they should have to address how they are going to complete the GE assessment requirement.
       - Course changes in curriculum.osu.edu can only be made by the unit. Therefore the unit would be required to remove the GE status which could take a long time.
       - This process would apply to all GE courses when requested to submit GE assessment reports.
       - Another implementation complication would be that non-ASC advisors might still decide to give GE credit to revoked GE courses.
   * Course Set S3 and the 3rd set of departmental reports have been selected by the Panel. The focus will be on the GE Social Sciences, Natural Sciences, Writing and Communication Level 1, Quantitative Reasoning, and Data Analysis categories.
6. Global Option
   * A group met to discuss how to implement the Global Option in ASC.
   * To implement across ASC would be almost impossible. It would make more sense to focus on certain fields or disciplines like STEM and NMS that do not already have global options.
   * Requiring individual departments to create and sustain global options would be problematic.
   * Agreed that the focus of the Global Option should start in the STEM fields and therefore there needs to be representation from those departments in these meetings going forward.
   * The CLLC (Center for Language, Literature, and Culture) could help with the Global Option in ASC. The CLLC has not been consulted for the Global Option in other colleges.
   * Could develop ASC capstone or intro courses for students to take.
   * Need to determine the level of expectation for language proficiency while also being aware of time to degree issues. If requirements are added it would not be an option for a lot of students.
     + One option that could be discussed is incorporating some GE credit.
     + Students could have a valuable experience in another country without being able to speak the language.
   * First step is developing a list of options for students with expectations.
     + Looking into different opportunities for students to satisfy requirements outside of traveling abroad.
   * The focus is on the global experience rather than non-US.
   * A new Global Options subcommittee will start next year with representation from areas such as STEM and NMS.
   * Panel chairs should update their panels with the progress of the Global Option for ASC.