ASCC 10/2/15

385 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Bernhagen, Bitters, Burry, Craigmile, Daly, Derr, Ewoldsen, Fink, Haddad, Hawkins, Heysel, Hogle, Jenkins, Krissek, Kurtz, Lam, Leasure, Li, Nini, Roup, Sanders, Taleghani-Nikazm, Vaessin, Vankeerbergen

AGENDA:

1. Approval of 9-18-15 minutes
   * Aski, Vaessin, unanimously approved
2. Panel updates
   * NMS
     + Biophysics 6000 approved
   * SBS
     + Anthropology 4597.03H approved
     + Psychology 5622 approved
   * Assessment
     + Will be completing the first review of course reports at the next Panel meeting.
   * Honors Panel has not met.
   * A&H
     + Slavic 5450 – approved
     + Dance 5121 – approved
     + German 2350 – approved
     + Music 4679.06 – approved
     + NELC 3111 – approved
     + Persian 8891 – approved
     + Philosophy/Jewish Studies 3111 – approved with contingency
     + Sanskrit 5903 – approved
     + Spanish 4461 – approved with contingency
     + The Panel continues to have a full agenda. Will assistance for the Panel be provided?
       - Committee discussed different options
         * Make 2 separate A&H Panels with current members on each Panel.
         * If expanding the Panel, it may be difficult to find more instructors but it is also beneficial to get more faculty members from those fields involved.

Could identify the departments that are submitting more proposals and involve them first.

* + - * + It may be beneficial to inform departments that this is an issue and maybe suggest that they go on a cycle of submitting course proposals.
      * Distance Learning courses are on the next agenda which require even more attention.
        + Instructors that have gone through the Quality Matters program have much better proposals.

There are multiple ways to develop good online courses outside of the Quality Matters program.

* + - * + Would be beneficial to have ASC Tech do more outreach to ASC units.
        + Several courses are coming from non-ASC units in which the ASC distance learning requirements cannot be enforced.
        + The Quality Matters program is through ODEE and serves all units across campus.

The Quality Matters rubric should be circulated.

Those that receive a QM certification could be asked to serve on a Panel to review distance learning courses.

* + - * + Instead of requiring the Quality Matters program, the Panel could request that units follow the Quality Matters rubric and guidelines.
        + ASC Tech vets ASC courses before going to Panel so that the Panel members aren’t expected to be experts in distance learning courses. If this continues to be an issue, it may be beneficial to reach out to ASC Tech letting them know that Panels are seeing subpar distance learning proposals and more outreach may be necessary.

1. Revisions to Classics program (revisions to 2 concentrations in Classics Major & revisions to Ancient History and Classics Major)
   * The change focuses on one course but impacts two concentrations and one major. The course, Classics 4999/4999H: Thesis Research, will become an elective for the Classical Humanities concentration and a requirement for the other Greek and Latin concentration and the Ancient History and Classics major. The credit will also be changed from a 3 credit hour course to 4 credits in order to increase students research skills and to encourage students to strive to graduate with Research Distinction which requires 4 credit hours of Classics 4999/4999H.
   * In curriculum.osu.edu, Classics 4999 is a variable 1-6 credit hour course.
     + Assuming the unit is requiring a minimum of 4 credit hours but a student could take more than that.
     + Usually research hours are spread across semesters and the variable credit could allow a student to decide how to use the credit hours.
     + This needs to be clarified whether they intend to keep the course at variable credit or not and to make sure that all material provided to students makes this clear.
   * In the proposal “Ancient History and Classics” is stated as a concentration but it is a major.
   * **Panel letter, Vaessin, unanimously approved with contingency** 
     + **Clarify credit hours for Classics 4999.**
2. Revisions to GIS Minor
   * The minimum required credit hours were increased from 15 to 18 with students being required to take four instead of three required courses and several other changes were made in the electives.
   * Several course numbers have been changed. These courses are likely to be used in the major as well.
     + Committee Member response: the changes are not as extreme as they appear in the documents.
   * Students need just 18 unique hours for a double major. This minor could technically be a major for a student that wants a double major.
     + For most programs the foundational courses would be different and students would not be able to double major easily because they would need several additional foundational courses before fulfilling the 18 unique credit hour requirement.
     + The rules for minors allow up to 18 credit hours and other units have 18 credit hour minors as well.
   * Panel letter, Ewoldsen, unanimously approved
3. Revisions to Political Science B.A.
   * The Major has 4 traditional subfields and self-designed cluster of courses. The program is now formalizing the 7 clusters of courses into formal specializations in order to make the specializations transcriptable. Students will now be able to specialize in one of the 4 subfields or in one of the clusters.
   * This should not affect the annual major program assessment as this is more of an advising change than anything else.
   * This change benefits the students.
   * Panel letter, Vaessin, unanimously approved
4. ASC Curriculum and Assessment Annual Report and Freshman Seminars Report (2014-15)
   * Freshman Seminars Report
     + Seems to be on a steep decline. Right now the inclination is to revitalize the program.
     + The report does not reflect the value it adds for students. Would be useful to have student feedback on the program in the report to see if they view it as a valuable experience. If the students don’t see the value there may be no reason to try to revitalize the program.
       - Determining why some students take a freshman seminar and why others don’t could be done by surveying all freshmen.
       - Could add something to the graduation survey that would assess the value of freshman seminars.
       - Need to find out what topics interest students in order to determine potential demand.
       - Could also survey the faculty that have taught these courses.
     + Adding another 1 credit hour class is difficult for students in programs that are already full.
     + For faculty, the seminars are not part of the teaching obligation and therefore, they go to the bottom of their priority list.
       - Need greater incentive for faculty and departments.
     + There needs to be more communication and advertising with departments.
       - When the seminars were first created there was an office with staff. Now, just one person works with freshman seminars but it is not their main job.
     + The money that comes in from freshman seminars goes to the instructors.
     + Enrollment numbers for Autumn term are higher due to freshman orientation when parents encourage students to take a freshman seminar.
   * ASCC Curriculum and Assessment Annual Report
     + Departments have not been contacted about the next set of assessment reports being requested. Suggestion: send email to department Chair or Vice-Chair in the Spring as a heads up.
   * Krissek, Craigmile, unanimously approved