ASCC 4/21/2017

200 Bricker Hall 8:30-10:30am

Approved Minutes

# ATTENDEES: Bitters, Daly, Fink, Haddad, Hawkins, Heysel, Husen, Jenkins, King, Kline, Krissek, Lam, Marsch, Oldroyd, Ries, Roup, Savage, Simmons, Smith, Taleghani-Nikazm, Vaessin, Vankeerbergen

1. Approval of 3-24-17 minutes
* Krissek, Vaessin, unanimously approved
1. Bachelor of Science: English and Mathematics (new) (Guests: Bill Husen and Clare Simmons)
* Proposal for an integrated major in Mathematics and English, which will allow students to gain skills in both fields. The Math coursework will follow one of the four tracks: Applied Math, Education, Finance and Actuarial Science, and Theory.
* The NMS and A&H1 panels reviewed the proposal.
* **Four issues identified by NMS:**
	+ **Remove GE Data Analysis line on each 4-year plan (in the Spring of second year). BS students fulfill that requirement in the actual major courses.**
	+ **P. 16: Add “Elective course” on two lines that have a blank with credit hours added. (One is in Spring of Year 3 and the other one is in the Fall of Year 4.)**
	+ **Math 1295 fulfills GE Open Option in 4-year plan for Theoretical Math. This course cannot be used for GE for BS students. Since there is now an elective slot open in that plan (since line about GE Data Analysis is now freed), use that course for the elective slot.**
	+ **P. 12: “Note: Where appropriate to the concentration, 3000-level English courses can substitute for 4000-level courses.” Remove that statement.**
* **A&H1 noted an issue with the GE literature and GE VPA categories:**
	+ **According to the rules of the GE, “A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.” If the Dept of English is considered “the department of the major” (or at least one of the departments of the major), then the GE Literature course and the GE VPA course cannot both be taken in the Department of English.**
	+ Proposers will address this in the revised version of the proposal.
* Committee member question: Proposal indicates that students will be identified for recruitment based on high math ACT and SAT scores. In other words, recruitment seems to target math students and not English students. How will humanities students be identified for recruitment?
	+ Advisors will talk to incoming students who are interested in English but are hesitant to pursue it because they feel it is not a practical major.
* Committee member question: The major is approximately 47 credit hours. Is this too many credit hours to be required of one major?
	+ The major does not have many pre-requisites and students should be able to complete the coursework in 4 years. It is not an unreasonable amount of credit hours.
* Committee member question: The English portion of the major has considerably less structure than the math portion. What are the strategies to ensure that students are not simply filling in their schedules with open English courses to finish the English portion of the major?
	+ Answer: Students in a traditional English major choose a concentration. This is not a requirement for students in the IMME program, but they will be pushed toward an area of concentration by their advisors based on their interests. The methods course they choose will determine this area of concentration.
	+ **Elaborate the note on page 8 of the proposal to clarify the purpose of the methods course in pushing students toward an area of concentration in the English portion of the major. This information should be included more prominently in the proposal. Additionally, edit advising sheets to clarify to students that they should discuss their methods course and English courses with an advisor.**
	+ Panel suggestion: Prepare sample programs for students who are interested in specific careers. This will give more guidance to students in choosing English courses in particular.
* A&H1 Panel believes that measuring job placement and course outcomes may not be the best measure of program assessment.
	+ The unit is considering measuring only the students that are seeking jobs rather than all graduates from the program.
* The C- benchmark set in the proposal may be too low for program assessment. Additionally, course grades are not always the best way to assess courses and programs.
	+ If the units want to use grades for program assessment, the committee recommends the following:
		- Focus on assessing the capstone course as a measure of program assessment.
		- Benchmarking grades against traditional students in English and Math
		- Compare grades in English courses and Math courses within the major to see if students are succeeding in Math but not English or vice versa
* Committee member question: Can the capstone course be taken before the last semester of the senior year?
	+ Answer: The units want the capstone course to be a culminating experience for students, but they will be flexible with scheduling the capstone.
* Committee member question: Can students outside the program take the capstone course?
	+ Answer: Permission of instructor will be an option for the capstone
	+ The capstone course may appeal to traditional English and Math students.
* Committee member question: Will this program prepare students for graduate studies in Mathematics?
	+ Answer: Most tracks are missing a few key courses that graduate schools will look for in math. Students have the option of adding these courses to prepare for graduate school. The program could be used as preparation for other graduate programs like finance or economics.
* NMS letter amended by Vaessin, Krissek, **unanimously approved with 6 contingencies (in bold above)**
1. Comparative Studies minor (new) (Guest: Elizabeth Marsch)
* Comparative Studies is proposing a minor to meet the demand from students who are interested in Comparative Studies but do not want to pursue a major in the topic.
* Committee member question: How will students develop a theoretical framework of comparative studies instead of just piecing together courses to create a minor?
	+ Answer: The required course should help do this. Additionally, most Comparative Studies courses should give an idea of the theoretical framework of Comparative Studies.
* Committee member comment: Adding structured tracks in the minor may prevent students from simply adding the required course, Comparative Studies 2360, in their senior year to get the minor.
* Committee member comment: Comparative Studies 2360 is conceptualized as providing a framework for the minor, but it is not a pre-requisite for other courses. It may be more like a capstone for many students who add the minor at the end of their studies. This is more of an advising issue. The department should work to get the message out to students about the minor and encourage them to take the required course early on.
* Committee member suggestion: Continually assess Comparative Studies 2360 and consider revising the course if it seems that many students are taking the course last, so it will function more as a synthesis than an introduction.
* Committee member question: How much overlap is there between this minor and other Comparative Studies minors? Theoretically, will students be able to change their minor without taking different courses?
	+ Answer: The concentration minors have a gateway course and a capstone requirement. They also require five courses instead of four.
* Committee member question: The minor is described as an interdisciplinary minor in the course description, but courses are only offered in Comparative Studies. This could confuse students. Comparative Studies courses are interdisciplinary by their nature, but this has a different context in the university at large.
	+ **Change the description of the minor to explain that Comparative Studies is an interdisciplinary field and not calling the minor interdisciplinary.**
* A&H2 Letter amended by Vaessin, Krissek, **unanimously approved with one contingency (in bold above)**
1. Review/Approve History GE guidelines
* The guidelines for the Historical Study GE will be added to the ASC Curriculum and Assessment Handbook. The Department of History provided the guidelines as clarification for other departments seeking Historical Study GE status.
* A&H approval, Roup, **unanimously approved**
1. Panel updates
* A&H1
	+ English 4420 – approved with two contingencies
	+ Italian 3051 – approved with three comments
	+ NELC 3504 – approved with six contingencies and four recommendations
	+ Philosophy 2340 – approved with one recommendation
	+ Uzbek 2101 – approved with two recommendations
* A&H2
	+ Art Education 7725 – approved
	+ Communication 2367 – approved with one comment
	+ Comparative Studies 3189 – approved with four contingencies and on recommendation
	+ First-year Seminar – Katherine Borland – approved with two contingencies
	+ First-year Seminar – Carmen Taleghani-Nikazm – approved with five recommendations
	+ First-year Seminar – Nicholas White – approved with one recommendation
* SBS
	+ Communication 2331 – approved with four contingencies and three recommendations
	+ Communication 2540 – approved with three contingencies and one recommendation
	+ Communication 3331 – approved with five contingencies and one recommendation
	+ Communication 3440 – approved with four contingencies and three recommendations
	+ Communication 3444 – approved with five contingencies and one recommendation
	+ Communication 3554 – approved with two contingencies and one recommendation
	+ Communication 3620 – approved with two contingencies and three recommendations
	+ Psychology 5250 – approved with two recommendations
* NMS
	+ First-year Seminar – Annie Abell – approved with two recommendations
	+ EEOB 2270 – approved with two contingencies and four recommendations
	+ Math 4420 – approved with one contingency and two comments
	+ Statistics 6605 – approved with one comment
* Assessment
	+ Assessment panel did not meet.
* Honors
	+ History 3213H – approved with four recommendations
	+ Political Science 4345H – approved with three recommendations
1. Service-Learning Course Proposal Grant Selection: Deanna Grimstead & Linda Mizejewski
* Deanna Grimstead- A Night at the Museum: Museum Science and Community Engagement
	+ Proposal for a service learning course that will introduce students to museum science. Students will intern with local museums. Professor already has a connection with the Ohio History Connection for these internships.
	+ Committee member concern: Service-learning courses require a lot of preparation from the professor and the person proposing is an assistant professor.
	+ Committee member concern: The syllabus outlines a plan to have an internship that is graded by a non-faculty member. The panel recommends considering an evaluation or rubric that can later be graded by a faculty member.
	+ Vaessin, Krissek, **unanimously approved**
* Mizejewski - Feminist Studies in Addiction
	+ Developing from existing course, WGST 2326, which will be overhauled for service learning
		- It is currently unclear if both versions of the course will remain.
	+ Committee member comment: Service learning courses should not be structured as volunteer work. Service learning courses should be structured activities.
	+ Committee member comment: The instructor will need to consider how to evaluate service learning component.
	+ Committee member comment: The instructor will have to rework the syllabus and in-class contact hours.
	+ Vaessin, Taleghani-Nikazm, **unanimously approved**