ASCC 4/19/2019

385 Bricker Hall 8:30-10:30am

Approved Minutes

# ATTENDEES: Aski, Bitters, Brenner, Crocetta, Daly, Daniels, Fink, Frank, Griffiths, Harrod, Hawkins, Heckler, Heysel, Jenkins, Jones, Kerler, Keyfitz, Kline, Kulkarni, Lam, Martin, Oldroyd, Sieber, Smith, Smith, Taleghani-Nikazm, Vaessin, Vankeerbergen

AGENDA:

1. Approval of 4-5-19 minutes

* Crocetta, Vaessin, **unanimously approved**

1. Hebrew and Jewish Studies Major Revision; Hebrew Minor Revision; Jewish Studies Minor Revision; Jewish Oral History Minor Revision (guests for all NELC programs: Naomi Brenner and Jeremie Smith)

* The Arts and Humanities Panel 2 reviewed a proposal to revise the Hebrew and Jewish Studies major, Hebrew minor, Jewish Studies minor, and Jewish Oral History minor. These revisions are part of ongoing program changes within NELC. The changes include: combining the Hebrew and Jewish Studies majors into a single major with two distinct tracks; developing new learning objectives and assessment plans; revising the list of required and elective courses; modifying existing courses and creating new courses.
* Committee member question: If students are already studying at OSU and have not declared a major, can they choose either the proposed major with a distinct track or the existing Hebrew and Jewish Studies majors?
  + Yes, students will have the option to transition. Students who have already declared their major will be emailed and can also switch to the new curriculum if it suits their needs.
* Committee member suggestion: Change “random elective” in the four-year plan on page 15 of the Hebrew and Jewish Studies major proposal to “free elective” or “open elective.”
* A&H2 letter, Aski, unanimously approved with one suggestion

1. Online and hybrid education (guests: Rob Griffiths, Norman Jones and Randy Smith)

* Online education provides new opportunities for students and new revenue streams for OSU. Online education allows for new program models. OSU intends to expand existing options for students to take online courses so they can remain engaged with OSU during breaks.
* Online programs have expanded rapidly but maintained quality. This is possible by using the Quality Matters (QM) model and working directly with faculty to understand what makes quality online education.
* OSU online and hybrid education enrollment trends:
  + The percentage of sections offered 100% online has more than doubled since 2014-15 academic year.
  + The only fully online graduate program in ASC is the Art Education online MA.
  + More students are taking GE classes online than in person.
* What’s next for online education at OSU?
  + Distance learning is expanding, but we need to decide how to move forward. The goal is to create a collective future vision for distance learning at the university.
* Recommended 3 phase process:
  + Review
    - Faculty will review the materials provided in Dropbox and request additional information if necessary.
  + Discuss
    - Involve relevant stakeholders in discussions about goals and directions for distance education by mid-October.
  + Submit plans
    - The goal is for each department of ASC to submit plans for the 2021-2025 planning period by October 25.
    - Committee member question: What is meant by plan? What would need to be included?
      * The plan should include what the department’s portfolio looks like (existing hybrid and online courses); what the department wants to get out of the courses; what the department would like to develop
* Feedback from ASCC: Is this plan feasible?
  + Committee member comment: The timeline is concerning. Some departments have already had their last meeting of the academic year, so this would not be able to be discussed until the fall.
  + Committee member question: Has ODEE discussed this plan with chairs? Chairs work over the summer and may be able to prepare for this conversation with faculty in the fall.
  + Committee member suggestion: Discuss with Center for Languages, Literatures and Cultures (CLLC) and language program directors, as they have a stake in distance education.
  + Committee member question: There is often tension between regional campuses and Columbus faculty. Is ODEE looking for integrated plans?
    - We are asking faculty on regional campuses, but the plans should be integrated. The curriculum is controlled by departments, so the work should be done at the department level.
  + Committee member question: Does ODEE want all online courses to be open to all regional campuses? This has huge implications for hiring.
    - This should be discussed with the departments, but the goal is to broaden access for students.
    - Regional campuses have an emphasis on hybrid courses.
  + Committee member comment: The relationship with regional faculty needs to be improved in general. The relationship between campuses will be even more important during the GE transition.
  + Committee member suggestion: The deadline proposed for October 25 would work better as a January 1 deadline. These deadlines will not work without discussing with chairs and curricular chairs immediately.
  + Committee member comment: It is a good time for departments to think about distance education as they are thinking deeply about their programs during the GE transition.
  + Committee member comment: There are issues with distance education on the curriculum level, the equity level, and the fiscal level. Departments need to understand the advantages and disadvantages of offering online courses.
    - This discussion is meant to make sure that quality is upheld in distance education. ODEE is trying to find out how to make sure reviewers have all the information they need to properly review these courses to maintain quality.
    - Departments need to decide if online courses work for them. ODEE can develop webinars to answer some of these questions.
  + Committee member question: Is ODEE partnering with UITL?
    - ODEE regularly meets with UITL.

1. Translation and Interpretation Certificate (guests: Glenn Martinez and Patricia Sieber)

* The Arts and Humanities Panel 2 reviewed a proposal to create a new Certificate in Translation and Interpretation, as well as four new courses in the Center of Languages, Literatures and Cultures (CLLC). The certificate was developed by faculty members from many of the language departments. The program consists of twelve credit hours. Students will take one of the three credit hour courses proposed by CLLC (5100, 5101, or 5102) and a three credit hour practicum (CLLC 5103). Students will also take two additional advanced language courses in the target language.
* The desire to create this certificate is in recognition of the strength of the language programs. It is also a way of taking advantage of the higher-level language knowledge that some students bring to OSU. This program is a demonstration of a contemporary rationale to take foreign languages and the increased career prospects and salaries available to students who study translation.
* Committee member question: Is it possible that students would not do any translation in these courses?
  + Students will do translations in the practicum course, CLLC 5103.
* Committee member question: Who will review the translations for this practicum?
  + There are partners in the language departments who will review the translations. Additionally, there is a hope that this certificate will help faculty develop courses in translation or embedded aspects of translation in their courses.
* Committee member comment: Chairs should be aware for the potential scheduling conflicts this might create. It is possible that the elective language courses will not be offered enough.
* Committee member question: Is this targeted to language majors/double majors?
  + Yes, this certificate is mainly targeted for language majors. It is also targeted to Linguistics and Comparative Studies majors with advanced language knowledge.
* Committee member question: Is there potential for this to be developed as a stand-alone certificate for non-matriculated students?
  + The next step is looking at a graduate-level certificate and then workforce certificates, especially for professional translators who need to maintain continuing education. CLLC wanted to develop one certificate before rolling out others and marketing them to the public.
* Committee member question: Students have to take 2 upper-level language courses, but non-language courses are included in this list. Would the inclusion of linguistics and Comparative Studies courses be extra beyond the 12 credit hour requirement?
  + These courses will be substitutions for students who are already fluent in a language.
    - It should be clear in the advising sheet that this is the case.
* Committee member comment: Program assessment should occur at the end of the program. It is not the same thing as course assessment.
* Contingencies: 1) Modify the elective requirement to clarify who will be eligible for English language electives. 2) Address the assessment plan.
* A&H2 letter, Roup, **approved with two contingencies and one abstention**

1. New applied track in Math PhD (guests: Thomas Kerler and Barbara Keyfitz)

* The Natural and Mathematical Sciences Panel reviewed a proposal to create a new track in the PhD program designated as Applied Mathematics. The new track will support the growing number of faculty and students with research interests in this area. Students in the applied track will be required to take 5 qualifying requirement courses and 6 courses at the 6000-level or above to complete the breadth requirement. Approved breadth requirements include options in the life sciences, public health, engineering, and statistics.
* Committee member question: What is the expected enrollment for this program?
  + The department is expecting an intake of 6 students a year.
* NMS letter, Kline, **unanimously approved**

1. FYIs

* Masters in Microbiology will begin recruiting. The program was in limbo.
* The name of the Peace Studies minor will change to International Conflict and Peace Studies.

1. Service-Learning Course Proposal Grant Selection

* The Committee can vote to fund up to five proposals. The grant funds course development of service-learning courses. Voting to fund the grant is not a vote to approve the course.
* Committee member question: Some of these proposals require more time in the community than others. Are some of these more like internships than service-learning?
  + The instructors will need to work with the Office of Service-Learning and the Course Design Institute to further develop these proposals. Any issues regarding time spent in the community will be resolved during development and approval of the course.
* Committee member comment: It seems that the service-learning aspect of the courses need to be better developed. There are significant concerns on the details for most, but they are still in development.
* Committee member suggestion: Email Meg with specific suggestions on how what to develop in the courses, which can be passed on to instructors.
* Committee member question: Will instructors be reminded that service-learning courses will be high-impact course options in the new GE and can be developed as 4 credit hour courses to fit this model?
  + It isn’t as simple as developing 4 credit hour courses. The courses will need to meet the ELOs of the theme. Some of these courses could qualify for the themes, but some might now.
  + This opportunity will probably be mentioned in the Course Design Institute.
* The committee members decided to vote to approve the grant funding for all five proposals and to send feedback to Meg on the course proposals by Tuesday.
* Proposals:
  + Marla Berkowitz and Kristin Wickham-Saxon – ASL Studies: Field Experience
  + Eugenia Costa-Giomi – Drumming for Wellness
  + Ranthony Edmonds and John Johnson Jr – Intersections of Mathematics and Society: Hidden Figures
  + Elizabeth Griffith – Principles of Oceanography
  + Ila Nagar – South Asian Identities in Central Ohio: Assimilation and Enculturation
* Aski, Crocetta, **unanimously approved**