**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, April 16th, 2021 9:00AM – 11:00AM

CarmenZoom

**Attendees:** Ahlqvist, Bitters, Coleman, Craigmile, Daniels, Ferketich, Fletcher, Hawkins, Hilty, Horn, Jenkins, Kalish, Kline, Kogan, Lam, Li, Miriti, Oldroyd, Panero, Putikka, Romero, Rush, Samuels, Steinmetz, Vankeerbergen, Wilson

1. Conversation on Integrative Practices (new GE) (Ola Ahlqvist, and Alan Kalish)
	* The Committee was guided through a presentation by O. Ahlqvist and A. Kalish regarding important points surrounding the creation and implementation of integrative practices within new courses under the new, upcoming General Education. The presentation highlighted the following:
		+ Integrative Practices courses aim to take study abroad and research-focused courses and representation them more strongly within the new General Education program.
		+ Interaction and communication that is substantial and purposeful between faculty members, peers, and community partners is a key element of Integrative Practices while also recognizing that this element places a higher workload on both faculty educators and students.
		+ Integrative Practices courses will additionally focus on the explicit and intentional effort to promote inclusivity, diversity, and equity and there are plans to market these courses to typically underserved populations. It was decided last summer that there needed to be a more specific focus on diversity and inclusion, and this is the cumulation of that effort.
	* Committee Member question: Will there be examples or guidelines for creating these types of courses under the new General Education program?
		+ This material can be created by looking at existing education abroad and service-learning courses, as the material and standards have not significantly changed. Additionally, OAA can support the review Panel and workshop with them if needed.
	* Committee Member question: Where can we find this information and guidelines at on the OAA website?
		+ The inventories can be found under the integrative themes course section on the OAA website (found at the following link: <https://oaa.osu.edu/ge-course-submission> ). There are two links per Integrative Practices section: one the ELOs and one the inventory to be filled out by the course proposer.
	* Committee Member question: What is being proposed regarding course size? We often run into the issue of 25+ students being difficult to manage with this style of course. What would be the ideal size course for these Integrative Practices and/or what do the High Impact Practices tell us for things such as laboratories or service-learning?
		+ Each individual instructor and/or course designer will propose a course that will be feasible for their individual department’s needs while also being mindful of the issue where too large of a course does not allow instructors/TAs to give quality instructional and feedback time to individual students.
	* Committee Member question: How does research and/or creative inquiry courses differ from service-learning courses in expectations and what is being envisioned in terms of this category of research and/or creative inquiry?
		+ Examples of these types of research-intensive courses, currently, around departments in the college. These courses are typically introductions to what research means and/or the role of this research in society at large rather than independent studies with a particular faculty member or instructor. These courses should be more foundational where students can learn a basic understanding of what happens in a research group.
	* Committee Member question: Team-taught courses have additional hours of administrative work that is difficult for departments to manage and I know faculty/instructors will be resistant to these types of courses for that reason in particular. What is the size of the portfolio for these types of courses need to be developed?
		+ Meg Daly and ULAC are charged with overseeing those details but the current understanding is that at least 12 courses need to be offered in a Theme for it to make in the future. A lot of these courses will be created by supply-and-demand and both whether or not departments are interested and/or able to create these courses and if students are interested in fulfilling the require in one, 4 credit hour course or two, 3 credit hour courses. ULAC has been charged with keeping the balance between both 3 credit hour and 4 credit hour courses within the Themes.
2. Public Health and the Arts Minor (new) (ASC & Public Health) (Julia Hawkins and Amy Ferketich)
* The Arts and Humanities 1 Panel reviewed and approved a proposal from the College of Public Health and the College of Arts and Sciences to create an interdisciplinary undergraduate Minor in Public Health and the Arts. Students in the minor will gain an understanding of and appreciation for the way arts and culture are essential components of individual wellness and public health. The minor consists of two foundational courses, one in public health and one in the arts. Students select at least three additional courses from two categories – one focusing on arts practice and one on studies in the humanities.
* Ferketich: There is a lot of excitement for this kind of minor. It’s a timely proposal.
* Hawkins: COVID and the political moment has shifted the paradigm on public health and the arts.
* Committee member question: There are more courses from the Department of Art that would be appropriate for the minor. Is there any interest in adding courses to the curriculum?
	+ There is interest in adding more courses to the curriculum when appropriate.
* Committee member comment: It might be worth considering adding faculty with more direct art connections. English has a creative writing element, but they are not an art department.
	+ The board will identify someone to add from an art department.
* Committee member question: Where is the source of the expected student population for the minor?
	+ Pre-health students like to take courses in medical humanities because they feel that these courses prepare them well for future practice. There’s an audience from pre-health students who are looking to round out their experience.
* Committee member comment: This minor might change as Theme courses evolve (e.g., a painting course on health and wellness). This minor could even drive conversations about the evolution of the GE.
	+ We are thinking about how courses can fit in the High Impact Practices. However, not all health and wellness courses will also be public health courses.
	+ We are looking at eventually creating and Arts and Humanities-focused degree from existing minors, such as Integrative Practices, Medical Humanities, and Public Health and the Arts).
* Committee member question: There are a lot of students in Spanish and Portuguese interested in public health. Was the department contacted about including courses?
	+ Did not reach out, but will look at adding courses from Spanish and Portuguese as well.
* A&H1 Letter, Kline, **unanimously approved**
1. Approval of 03/05/2021 Minutes
	* Rush, Romero, **approved** with **one abstention**
2. Panel updates
* A&H2
	+ History 2002 – approved with four recommendations
	+ History 2303 – approved with five recommendations
	+ French 1101.21 – approved with one recommendation
	+ French 1102.21 – approved with one recommendation
	+ French 1103.21 – approved with one recommendation
	+ French 1151.21 – approved with one recommendation
	+ First-Year Seminar – T. McDow – approved with one recommendation
	+ First-Year Seminar – J. Fredal – approved with three recommendations
	+ First-Year Seminar – J. Haase – approved with two recommendations
	+ Spanish 5203 – approved
	+ English 2581 – approved with two comments
	+ English 2200 – approved with four comments
	+ English 4572 – approved with one recommendation
	+ Dance 6805 – approved with four recommendations
	+ English 2176 – approved with five recommendations
	+ English 2223 – approved with one comment and four recommendations
	+ English 3559 – approved with four recommendations
	+ English 2222 – approved with one recommendation and one comment
	+ English 3161 – approved with two recommendations
	+ English 3362 – approved with one comment and four recommendations
* A&H1
	+ First-Year Seminar – Sellman and Schoon – approved with one contingency and two recommendations
	+ First-Year Seminar – Anich – approved with two contingencies and one recommendation
	+ Medieval and Renaissance Studies 2610 – approved with two contingencies and two recommendations
	+ English 2291 – approved with one contingency and three recommendations
	+ English 4592 – approved with two recommendations
	+ History 8550 – approved with one contingency and two recommendations
	+ MIP 4200 – approved
	+ Japanese 2102.61 – approved with two recommendations
	+ Japanese 4101.61 – approved with two recommendations
	+ Japanese 4102.61 – approved with two recommendations
	+ Slavic 3333.99 – approved with three recommendations
	+ Pharmacy 2420 – approved with three contingencies and one recommendation
	+ English 3264 – approved
	+ English 3310 – approved with one recommendation
	+ English 2221 – approved with one recommendation
	+ English 2381 – approved with one contingency and one recommendation
* SBS
	+ First-Year Seminar L. MacColman – approved with two contingencies and three recommendations
	+ Sociology 5608 – approved with two recommendations
	+ Sociology 5649 – approved with two recommendations and one comment
* NMS
	+ Microbiology 7719 0 approved with one recommendation
	+ First-Year Seminar – Roman Lanno – approved with one recommendation
	+ First-Year Seminar – Sabine Jeschonnek – approved with two recommendations
	+ First-Year Seminar – Don Terndrup – approved with one contingency and two recommendations
* Assessment
	+ Reviewed Turkish 3350 assessment report
	+ History 2651 – approved with two recommendations
	+ History 3352 – approved with two recommendation s
	+ Art 2100 – approved with one recommendation
	+ Art 2300 – approved with one recommendation
	+ Art 2555 – approved with one recommendation
	+ Art 3000 – approved
	+ History 3312 – approved with three recommendations
	+ History 3702 – approved with one recommendation
	+ History 3501 – approved with four recommendations
* Themes Panel
	+ Meg Daly and Chairs of Themes Advisory Groups attended
* REGD
	+ Met for the first time and discussed issue of seeking concurrences, as outlined below
1. New GE discussion
	* The Committee discussed the issue that has arisen regarding seeking concurrences from the more specialized departments and programs when creating courses for the new General Education program:
		+ Having transparency will be very important and helpful for departments, especially in fields involving and deal with gender, diversity, race, and ethnicity.
		+ The College needs to be consistent in its feedback to departments and the issue of concurrences has shifted in scope. The College needs to be mindful regarding when to seek concurrence given the interdisciplinary nature of the new GE yet also be mindful of when specific cases go through specific departments (for example, a course on African American literature should still need to seek concurrence from the Department of African and African American Studies). In fact, this issue has already come up in the Race, Gender, and Ethnic Diversity Panel with English 2581: Introduction to U.S. Ethnic Literatures and Cultures.
		+ Committee Member comment: It would be very helpful if we, as a Committee or College, developed a type of clearinghouse or database to alleviate some of the expert ownership and/or concurrence issues.
	* The Committee held a conversation surrounding the lack of a designation between the B.A. and B.S. tracks in the new General Education program:
		+ The shift in GE Foundations has brought this issue to attention given there is no distinction between B.A./B.S. level courses at the foundational level. This has consequences for how these distinctions now work at the college-level.
		+ Committee Member comment: Given that we work under the assumption that degrees that Ohio State offers are approved by the Ohio Department of Higher Education, there must be something in writing that distinguishes between the B.A and B.S. degrees. Right now, this distinction is the natural science and mathematical requirements in degrees. This is important to discuss and decide going forward, as advisors and prospective students need the answers to these questions. The new GE currently does not distinguish between the B.A. and B.S. requirements, so it is up to the College and/or Curriculum Committee to make this distinction. For example, Engineering is still requiring calculus courses, the Fisher College of Business is still requiring their students receive credit for business calculus, etc.
	* The Committee was informed that the Arts and Sciences Faculty Senate voted to send a recommendation to CAA/ULAC to delay the implementation of the new General Education Program.
		+ At the time of the meeting, the letter was not yet shared with the Committee.
		+ Committee Member comment: The general concerns from ASC Senate included populating the Themes with courses; ASC faculty, who will staff a large majority of the new GE courses, are feeling the stress of the past year and the COVID-19 pandemic; and the Senate is concerned about the lack of guidance for developing Themes courses.