**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, May 6th, 2022 9:00AM – 11:00AM

CarmenZoom

**Attendees**: Bitters, Cody, Craigmile, Daly, Fletcher, Grandey, Hedgecoth, Hilty, Hruska, Hsu, Jenkins, Kalish, Leasure, Lam, Martin, Munroe, Nathanson, Panero, Putikka, Rohrer, Romero, Samuels, Staley, Steele, Vankeerbergen, Vasey, Wilson

1. Geography BA Revision (guests: Darla Munroe & Ali Grandey)
	* Social and Behavioral Sciences Letter: The Social and Behavioral Sciences Panel recently approved a revision to the Geography B.A. program that entails merging two existing subplans – Urban, Regional, and Global Studies (URGS) and Environment & Society (E&S) – into a new, single subplan called Social and Environmental Geography. The purpose of the merging is to reflect that these students enroll in the same required courses and, ultimately, take mostly the same elective courses. The Department of Geography has streamlined the required classes and added a one-credit hour portfolio course for assessment purposes. The Social and Behavioral Sciences now sends this to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Munroe: This change reflects what we all know happens over the years: curricular drift. What was once two distinct major plans has since naturally merged itself into a single plan as, over the years, faculty collaborate, and our student population has shifted and changed. This proposal is merely asking to formalize an already informal process that has been happening in the department.
	* Grandey: From an advisor perspective, the two current subplans have relatively small cohorts and we believe this will help increase enrollments.
	* Social and Behavioral Sciences Letter, Vasey, **unanimously approved**
2. Revision to the Singing Health GIS (guests: Tim Leasure & Katherine Rohrer)
	* Arts and Humanities 2 Letter: The Arts and Humanities 2 Panel approved several changes to this Graduate Interdisciplinary Specialization. These changes ensure the required rigor of the GIS and therefore the Arts and Humanities 2 Panel advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve. Please see below for a list of the changes:
		+ Removing SPHHRNG 8950 and MUSIC 5177 as these courses are no longer offered due to different faculty composition in the respective departments.
		+ Remove MUSIC 7715 as the content is now covered in SPHHRNG 4420 and MUSIC 7814.
		+ Remove MUSIC 7810.21 and replace with MUSIC 7814 and reduce MUSIC 7814’s credit hours from 3 to 2.
		+ Revision of MUSIC 7815 to increase from 2 to 3 credit hours.
		+ Adding Otolaryngology 8805, a laboratory endoscopy course.
	* Rohrer: This change was prompted by looking at the demands of the School of Music and the available resources at the university. This is a highly interdisciplinary program that is not found at any other university in the United States and is internationally competitive. We believe these changes will help boost student enrollment and allow for a great study of the pedagogy of singing. Our new medical course currently has a waitlist of about 40 students so we are excited for these changes. Additionally, we believe these changes ensure the longevity of the program moving forward and are incredibly proud of how it creates future leaders in artistry and pedagogy in vocal science.
	* Arts and Humanities 2 Letter, Lam, **unanimously approved**
3. Revision to the Musicology Core in all the undergraduate Music majors (guest: David Hedgecoth)
	* Arts and Humanities 1 Letter: The Arts and Humanities 1 Panel has approved a revision to the Musicology Core in all undergraduate Music major programs. They have replaced their current core (MUSIC 2240, 2241, 2242, and 3351) with a set of courses that places a heightened focus on various musical traditions outside the Western canon (and include MUSIC 2244 “African American Music Traditions”, MUSIC 2249 “European Music Styles”, MUSIC 3340 “Global Music Traditions” and MUSIC 3364 “Musical Citizenship”). The Arts and Humanities 1 Panel advances the course to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Hedgecoth: These changes mark a momentous shift in our program, as for decades the School of Music has focused on Western culture and music until the modern, 21st century. We are reframing the way our students think about music of the past and present to realign with current thinking within the School of Music.
	* Committee Member question: This a substantial revision to your programs and, while this appears to an excellent change, can you speak of how or why the School of Music decided to go the route you did?
		+ Hedgecoth: Our philosophy was that we needed to keep the great Western artists, such as Bach and Beethoven, on the table but had to open up space for others – speaking broadly of course. Schools of Music have historically focused on Western Europe and not how music has functioned historically. We worked hard to find a balance that would not upset classical historians while making space for future possibilities and non-Western figures that deserve to be recognized.
	* Committee Member question: Is this happening at other and/or peer institutions?
		+ Hedgecoth: This is becoming a trend within Schools of Music across the country, but, of course, is dependent on the faculty in any particular School. But yes, this is becoming more of a trend.
	* Committee Member question: Can you speak to how this will be assessed?
		+ Hedgecoth: Each course will have its own assessment of its ELOs, of course, and we utilize and 12- and 24-month cycle based upon when new students enter the School. More systematically, each year we do program revision and so in 2 years the musicology program will be part of this cycle. Current students enrolled in the program will continue on the current core so we do expect some overlap in our assessment.
		+ Arts and Humanities 1 Letter, Craigmile, **unanimously approved**
4. Spanish BA – request to withdraw the Hispanic Studies track
	* Arts and Humanities 2 Letter: The Arts and Humanities 2 Panel approved a request to withdraw the Hispanic Studies track from the Spanish major. This track was created during semester conversion in 2012 to ensure students would be able to finish their degree should they not meet the requirements of the other three concentrations (Iberian Literatures and Cultures, Latin American Literatures and Cultures, and Hispanic Linguistics). This has since become obsolete and unnecessary and, with the new Latinx Literatures and Cultures track beginning in Autumn 2022, the Spanish major will have 4 tracks to serve its students. The Arts and Humanities 2 Panel advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Romero: This is straightforward request as the track has become obsolete and unnecessary. No students have ever followed the track and with the new Latinx track, we simply no longer have a need for this anymore.
	* Arts and Humanities 2 Letter, Samuels, **approved** with **one abstention**
5. GEN Assessment (guests: Meg Daly & Alan Kalish)
	* Daly: While there are no changes in what we are doing, we thought it would be helpful to provide an update as we begin to launch the assessment cycles of the new General Education program, given the ASCC changes membership each academic year and is a vital partner in the new General Education program.
	* Kalish: We have designed a shared assessment plan for the new General Education program. There will be a shared and shareable rubric developed that instructors can use to align assignments to the ELOs of the General Education program. Due to the size of this project, assessment for the new General Education program will be rolling out over time, rather than all at once. The ASCC, as a vital partner, will be continuing to do the work you have already been doing. First, you will continue to vet courses and approve them for the various categories within the new General Education program. Additionally, a couple members of the ASCC will join an oversight committee, which will have its first meeting this Spring. Different groups will be formed to examine and assess the Writing and Information Literacy, the Launch Bookend, and the Mathematical and Quantitative Reasoning categories. Over the next year, the oversight committee will help these groups develop the aforementioned rubrics that will be utilized to assess courses in these categories. After these rubrics have been developed, they will be sent out to instructors teaching within the categories, who will then be asked to align their courses and assignments to these rubrics. Finally, the collected assessment data will be collected and submitted to ASCC and ULAC for review. We hope that within 5 years we will be able to assess each category on a rotational cycle that allows us to continue to refine the rubrics.
	* Committee Member question: If the process to start collecting GE data is beginning this summer, is that enough to get the word out to our various partners, faculty and instructors across the university?
		+ Kalish: The process of data collecting is not beginning this summer, but rather the development of the initial rubrics is going to begin. Data collection will not happen until the rubrics are developed, which we have allotted a year for.
	* Committee Member question: I have concerns about data privacy and security. What is being done to make sure certain instructors and/or faculty are not explicitly called out or identified in the data?
		+ Daly: If data is identifiable, the data will not be ran. The university has data policies that we will adhere to and, because of these, it may be possible that we cannot know everything we want to know from the data. It is our responsibility to respect those boundaries and we will do so.
	* Committee Member question: Will we, as instructors, be able to receive feedback before the first 5-year cycle? I know members in my department will want to know how the new GE is functioning much sooner than 5 years.
		+ Daly: CAA has a subcommittee, which does include members from ASC, that monitors course submission and has a special interest and focus on enrollment and balance concerns. Additionally, ULAC will be addressing these questions. Finally, Andrew Martin and I are in a working group for technical and systems issues. I would encourage the ASCC and Senate to let us know what data you are needing and we can compile that information for you as needed.
6. Approval of 04/22/2022 Minutes
	* Samuels, Vasey, **unanimously approved**
7. Panel Updates
	* Arts and Humanities 1
		+ Linguistics 3902 – approved with contingency
		+ Turkish 2241 – approved with contingency
	* Arts and Humanities 2
		+ History of Art 3905 – approved with contingency
		+ Linguistics 2501 – approved
		+ Linguistics 4052 – approved
	* Social and Behavioral Sciences
		+ Anthropology 2210 – approved with contingency
		+ Anthropology 3301 – approved
		+ Anthropology 5515 – approved with contingency
		+ History of Art 3905 – approved with contingency
		+ International Studies 3703 – approved with contingency
		+ International Studies 3905 – approved with contingency
	* Natural and Mathematical Sciences
		+ Earth Sciences 4911 – approved with contingency
		+ EEOB 2250 – approved with contingency
		+ Food Science and Technology 1200 – approved with contingency
		+ Geography 4911 – approved with contingency
		+ Physics 1270 – approved with contingency
	* Assessment
		+ No courses approved
	* Race, Ethnicity and Gender Diversity
		+ Linguistics 3601 – approved
		+ WGSS 2230 – approved
		+ WGSS 2400 – approved with contingency
	* Themes
		+ AAAS 3260 – approved with contingency
		+ Comparative Studies 4420 – approved
		+ History 2702 – approved
		+ International Studies 3350 – approved with contingency
8. Mat Coleman—Sample DL Syllabus
	* Vasey: As Mat was unable to be at today’s meeting, I will be speaking to this template. On the SBS Panel, we have been working to develop a good exemplar syllabus for departments. We believe it will help our colleagues understand what we are looking for in distance learning proposals and help alleviate frustration.
	* Committee Member question: Is this a good example for SBS courses or distance courses in general?
		+ Vasey: That is hard for me to say, but this certainly would be an excellent distance learning proposal for SBS proposers.
	* Vankeerbergen: Jeremie Smith in the Office of Distance Education, who assists faculty and instructors in the distance learning approval process, is working on a project like this over the summer. He will be reaching out to Panel Chairs to pre-select excellent proposals and then compile then, with instructor and departmental permission, into a database for the different disciplines.