Arts and Sciences Curriculum Committee

Approved Minutes

Friday, September 23rd, 2022 9:00AM – 11:00AM

Bricker 385

**Attendees**: Bitters, Cody, Daly, Dwyer, Fletcher, Fredal, Gold, Hilty, Jenkins, Kaizar, Kogan, Martin, Nathanson, Podalsky, Putikka, Richard, Romero, Staley, Steele, Steinmetz, Vankeerbergen

1. Welcome & Introductions
2. Approval of 05/06/2022 Minutes
   * Staley, Fredal, **unanimously approved**
3. Informational Items
   * DL review – non-ASC courses (Brad Steinmetz)
     + Steinmetz: Under the current distance learning approval process, we ask other colleges (when submitting for General Education requests) to submit either their paperwork for distance approval or to complete a distance learning cover sheet that our Panels review. However, because each college has their own process for evaluating distance education courses, we have decided that, going forward, we will no longer review courses for distance learning if the request originates outside the college. The distance learning aspect of a non-ASC GE course will only be factored into the panel conversations if it affects the requested GE or High Impact Practice in some manner. Arts and Sciences courses will continue to follow the same channels as before for distance learning requests.
   * Update to Information Security Minor (Brad Steinmetz)
     + Steinmetz: A required foundations course for the minor has been deleted, INTSTDS 4702, as the program is no longer offering the course. It has been replaced by INTSTDS 3703. Both courses are 3-credit hour courses and therefore no credit hours have been adjusted within the minor.
   * Update to Statistics Minor (Brad Steinmetz)
     + Steinmetz: The Statistics minor is adding three elective options to the minor. They include STAT 3303, 5510, and 5550 and will allow students more flexibility in choosing courses that better align with their interests.
   * Update to Film Studies Major (Brad Steinmetz)
     + Steinmetz: The Film Studies Major is adding two elective options to their major, HISTART 5643 and HISTART 5906. These are being included as they will allow for students to gain more experience within these areas and to offer students more options to stay on track for time-to-degree.
   * ASCC to review non-credit certificates (Andrew Martin)
     + Martin: Departments and units across the college have expressed interest in developing non-credit bearing certificates but there is currently no mechanism for approving these types of degree programs. We are currently in development of a lighter approval process that will allow for these certificates to be quickly approved but ensuring they meet the standards of the college. We will provide more information regarding this process as we have more to share.
   * Director of Undergraduate Studies meeting & Assessment Conference (Andrew Martin)
     + Martin: I would like to invite you to attend the first Director of Undergraduate Studies meeting, which is scheduled for October 4th from 9:00AM – 10:30AM. We will be discussing the implementation of the new General Education program, the Themes and Race, Ethnicity and Gender Diversity categories, and will have question-and-answer session. Additionally, I would like to invite you to our annual Assessment Conference on November 4th at the Blackwell Inn. This year is our 10th anniversary and will be a fully in-person event. We will be having outside guest speakers from other BIG 10 institutions, Alan Kalish will be speaking on General Education assessment, and we will be honoring assessment planners and recognizing their work over the past years. Registration will be coming soon so be on the lookout for that.
4. GE Updates (Guest: Meg Daly)
   * Daly: After Andrew’s fantastic announcement regarding the Assessment Conference, I believe that is a great place for me to begin. As everyone knows, General Education assessment is going to be different under the new General Education program. It will be in a multi-year cycle consisting of planning, data collection, analysis, and revision. We are handling assessment as a collaborative effort that is comprised of steering committees for each category. For the first cycle of assessment, we have decided to launch with the Foundation: Writing and Information Literacy, Foundation: Mathematical and Quantitative Reasoning (or Data Analysis), and Bookend: Launch Seminar. Writing and Information Literacy and Mathematical and Quantitative Reasoning (or Data Analysis) were chosen because they are staffed by a relatively small number of departments who have participated in the assessment process under the legacy General Education program and have strong staff support. The Bookend: Launch Seminar was chosen because we would like data as soon as possible regarding this new, critical element of the General Education program.
     + Committee Member question: When are the remainder of the categories being assessed?
     + Daly: After this group, the schedule is as follows:
       - Foundation: Race, Ethnicity and Gender Diversity, Theme: Citizenship for a Diverse and Just World, Foundation: Literary, Visual and Performing Arts
       - Foundation: Historical and Cultural Studies, Foundation: Natural Sciences, Theme: Sustainability, and the Embedded Literacies
       - Foundation: Social and Behavioral Sciences, Theme: Lived Environments, Theme: Health and Wellbeing, Bookend: Reflection Seminar
   * Daly: Now, moving on the Bookend: Launch Seminar, we have approximately 2900 students enrolled within the seminar this semester. The most popular day for enrollment was on Mondays. There are 130 sections, and everything appears to be going well so far and we are collecting student feedback. There are 51 instructors on the Columbus campus and 26 instructors on the regional campuses who have an average of 14 years teaching experience, which is fantastic. They were onboarded with an orientation at the beginning of the semester and we will have a wrap-up at the end of the semester, as well as a kick-off for those continuing teaching in the Spring semester. Additionally, we have a support structure in place to support Launch Seminar instructors that really embraces the community-of-practice model where each instructor is part of a team of 7 with a team-lead to help support.
     + Committee Member question: How many students do we currently have on the new General Education program?
     + Daly: As stated earlier, we have about 2900 students enrolled in the Bookends and this represents a little under half of total first-year students. Additionally, we are expecting the total number of sections for the Launch Seminar to grow from 130 this semester to approximately 200 next semester.
     + Committee Member question: Are students required to meet with General Education instructors as part of their experience within the Launch Seminar?
     + Daly: Yes, one of their assignments is to speak with one of their current instructors, utilizing that instructor’s office hours. Missy Beers, Senior Director of the Bookend, knows we have gotten some pushback from instructors and is working to more clearly communicate the intention and purpose of the assignment.
     + Committee Member comment: I am concerned that certain faculty members and General Education instructors are going to have an undue burden placed on them because they either teach a significant number of General Education students or are very approachable to students and may have students approach them that are not currently enrolled in their classes.
     + Daly: This is an excellent concern and why we are encouraging students in the Launch Seminar to attend the office hours of instructors they are currently taking a course with. We also are hoping to use this as a learning moment for students to learn what office hours are and how to use these, as we believe this type of work does not happen in their University Survey course.
5. Changes to Syllabus Statements (Rachel Steele)
   * Steele: Over the summer, part of my office’s work was to update our annual ASC Operations Manual and our office’s website. On our website, we have syllabus statements, some required and some recommended. We reached out to the various offices that supply these statements, and 3 of them have replied with updated statements:
     + Student Life Disability Services has added an additional line to acknowledge the COVID-19 pandemic.
     + Counseling and Consultation Services has updated the National Suicide Hotline, as this number has recently changed.
     + Title IX has expanded their statement to include the Office of Institutional Equity, which now houses Title IX.
   * Steele: My office is asking the Arts and Sciences Curriculum Committee’s permission to update these statements on our website, as these will now be the statements that are recommended to faculty when they submit syllabi for review.
     + Committee Member comment: The new Title IX statement is problematic, as it is not addressing items that fall under strictly Title IX any longer but rather the Office of Institutional Equity as a whole. The shift from Title IX is not clarified completely and we need to make sure faculty understand their reporting requirements and this new statement does not do that any longer.
   * Steele: My office can reach back out to the Title IX office to obtain clarifications. Would it be possible to vote to approve the first two statements from Student Life Disability Services and Counseling and Consultation Services?
   * Fredal, Fletcher, **unanimously approved**
6. Panel Updates
   * Arts and Humanities 1
     + AAAS 2081 – approved with contingency
     + English 3011.02 – approved with contingency
     + History 2081 – approved with contingency
     + History 2703 – approved with contingency
     + Korean 1101.61 – approved
     + Korean 1102.61 – approved
     + Korean 1103.61 – approved
     + Korean 2102.61 – approved
     + Korean 4101.61 – approved
     + Korean 4102.61 – approved
     + Philosophy 2338 – approved with contingency
     + Russian 5260 – approved
     + Slavic 3340 – approved
   * Arts and Humanities 2
     + AAAS 1111 – approved
     + AAAS 1112 - approved
     + English 3304 – approved with contingency
     + History 3404 – approved with contingency
     + History 4410 – approved with contingency
     + History 7906 – approved
     + Linguistics 3605 – approved with contingency
     + Music 3352 – approved
     + Music 3422 – approved with contingency
     + Music 3425 – approved with contingency
     + NELC 3025 – approved
     + Philosophy 1420 – approved
     + Russian 5104 – approved
     + SASIA 3025 – approved
   * Natural and Mathematical Sciences
     + Chemistry 7470 – approved with contingency
     + Earth Sciences 3530 – approved with contingency
     + Earth Sciences 6650 – approved with contingency
     + Mathematics 2175 – approved
     + Mathematics 7821.01 – approved
     + Mathematics 7821.02 – approved
     + Physics 1270 – approved with contingency
     + Physics 1271 – approved
     + PUBHBIO 2210 – approved
   * Social and Behavioral Sciences
     + Anthropology 3072 – approved with contingency
     + Comparative Studies 3072 – approved with contingency
     + History 3072 – approved with contingency
     + Psychology 6851 – approved with contingency
     + SPHHRNG 2230 – approved
     + SPHHRNG 4540 – approved
   * Race, Ethnicity and Gender Diversity
     + AAAS 1101 – approved with contingency
     + Anthropology 2210 – approved
     + Comparative Studies 2264 – approved with contingency
     + Comparative Studies 2301 – approved
     + Comparative Studies 2322 – approved
     + English 2264 – approved with contingency
     + History 2610 – approved with contingency
     + History 3620 – approved
     + Political Science 3147 – approved with contingency
     + Spanish 2242 – approved
     + Sociology 2309 – approved
   * Themes Panel 1
     + Remarks from the Chair, Jim Fredal:
       - The Themes Panel, after the conclusion of the SU22 semester, split into two separate Panels. During our discussions this summer, in which we held 5 special summer sessions, we spent a lot of time discussing if a course would be considered too advanced and could, realistically, only be taken by someone in the course’s home department, especially if this course has requested the high-impact practice option. We’ve been discussing with Meg Daly, as there is no formal rule against this in the General Education, but it is certainly against the spirit of the General Education. Additionally, we’ve had a lot of discussion surrounding formal prerequisites within a course that ties directly back to this question about a course’s advanced nature.
     + Anthropology 3300 – approved with contingency
     + HTHRHSC 4000 – approved with contingency
     + Linguistics 4052 – approved with contingency
     + Philosophy 2650 – approved with contingency
     + Philosophy 2660 – approved with contingency
     + Public Affairs 3210 – approved with contingency
   * Themes Panel 2
     + Remarks from the Chair, Bill Putikka:
       - I agree with the points that Jim has addressed, but I also would like to add that, on our Panel, the high-impact practices have continued to be problematic for us to review. The forms that the units must fill out and submit for review do not directly address any points of the high-impact practice.
     + AAAS 3230 – approved
     + AAAS 3370 – approved
     + AAAS 4571 – approved with contingency
     + Anthropology 3452 – approved with contingency
     + Social Work 5004 – approved
     + Social Work 5005 – approved with contingency
     + Social Work 5030 – approved