**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, December 2nd, 2022 9:30AM – 11:00AM

Bricker 200

**Attendees**: Bitters, Cody, Fletcher, Fredal, Gold, Hilty, Jackson, Jenkins, Kaizar, Kogan, Ottesen, Price-Spratlen, Putikka, Richard, Roup, Staley, Steinmetz, Vaessin, Vankeerbergen, Williams

1. Approval of 10/21/2022 Minutes
	* Fletcher, Fredal, **approved** with **one abstention**
2. Informational Items (Brad Steinmetz)
	* Reallocation of credit assignment between Music Theory and Aural Skills in a number of Music Programs
		+ The School of Music has increased its Music Theory sequence from 2 credits each course to 3 credits and reduced its Aural Skills sequence from 2 credits each course to 1 credit.
	* Update to Social Science Air Transportation BA
		+ The credit hours for the Professional Pilot Certification have increased by 1 credit hour due to the reduction in credits (from 3 to 2) for Aviation 4101 and the addition of the 2 credit hour Aviation 4102. Additionally, two 3-credit hours electives, Aviation 2400 and 2401, have been added to the advising sheet.
	* ASCCAO to review contingencies for boilerplate items on resubmitted syllabi
		+ The staff in the ASC Curriculum and Assessment Services office will review courses for contingency approval if the contingency from the respective Panel is a boilerplate item. These items include missing/incorrect General Education Goals and/or ELOs, outdated or missing academic misconduct statements or Student Life – Disability Services statements, etc. Anything more than a boilerplate item will still be left to the discretion of the Panel chair.
3. Revision to the Campaigns and Elections Minor (Vlad Kogan)
	* Social and Behavioral Sciences Letter: The Social and Behavioral Sciences Panel reviewed and unanimously approved a proposal from the Department of Political Science to revise the Campaigns and Elections minor. The required course for the minor (Political Science 4160) is being modified to instead be Political Science 2150. There are two main reasons for this change: (1) 2150 has been recently revised and approved for GEN Theme: Citizenship for a Diverse and Just World, which ensures the course is taught at a more advanced level and at least once a year and (2) 4160 is no longer offered on a regular basis. The Social and Behavioral Sciences Panel advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Kogan: I would like to add one clarifying element that 4160 is still being kept on the books as an elective option for students in the minor. The faculty member who previously taught 4160 is now teaching 2150, and we are keeping 4160 on the books as a new faculty member in the future may wish to teach the course.
	* Committee Member question: If 4160 and 2150 are similar courses, why are you keeping 4160 in the minor? Is there any concern that these courses contain too much overlap?
		+ Kogan: No, as I said, the faculty member has transitioned to teaching 2150. We are keeping 4160 on the books as we are in the midst of hiring several new faculty members and it will make more sense to allow them to revise that course, should they wish to teach it, than attempt to create and submit an entirely new course on the same subject matter.
	* SBS Letter, Ottesen, **approved** with **one abstention**
4. Panel Updates
	* Arts and Humanities 1
		+ English 2220 – approved with contingency
		+ German 3352 – approved with contingency
		+ History 3701 – approved
		+ Theatre 3820 – approved with contingency
	* Arts and Humanities 2
		+ Engineering 1300 – approved
		+ History 2046 – approved with contingency
		+ History 2675 – approved
		+ History 2702 – approved
		+ NELC 3667 – approved
		+ Philosophy 2390 – approved with contingency
		+ Religious Studies 3667 – approved
	* Natural and Mathematical Sciences
		+ Microbiology 7719 – approved
	* Social and Behavioral Sciences
		+ Anthropology 3302 – approved
		+ Psychology 6835 – approved with contingency
		+ Speech and Hearing Science 3320 – approved
		+ Speech and Hearing Science 4420 – approved with contingency
	* Race, Ethnicity, and Gender Diversity
		+ Richard Fletcher, faculty Chair of the REGD Panel, extended an invitation to faculty members teaching in the REGD category of the General Education to attend their next Panel meeting on 12/12/2022.
		+ Arabic 2241 – approved with contingency
		+ Dance 2500 – approved
		+ Linguistics 3606 – approved with contingency
		+ Philosophy 1420 – approved with contingency
		+ Sociology 2380 – approved with contingency
	* Themes 1
		+ AAAS 3440 – approved with contingency
		+ AAAS 4610 – approved with contingency
		+ English 2367.08 – approved with contingency
		+ English 3011.02 – approved with contingency
		+ FABE 3210 – approved with contingency
		+ FABE 3211 – approved with contingency
		+ FAES 3797.05 – approved with contingency
		+ FRIT 3054 – approved
		+ History 3265 – approved
		+ History 3590 – approved with contingency
		+ History 3676 – approved
		+ Linguistics 3605 – approved
		+ Linguistics 4602 – approved with contingency
		+ NELC 3025 – approved
		+ Philosophy 2338 – approved with contingency
		+ Philosophy 3440 – approved with contingency
		+ Sociology 4462 – approved with contingency
		+ SASIA 3025 – approved
		+ SASIA 3220 – approved
	* Themes 2
		+ AAAS 3086 – approved
		+ AAAS 3376 – approved
		+ AAAS 4342 – approved with contingency
		+ Comparative Studies 4597.03 – approved with contingency
		+ English 3020 – approved
		+ English 3340 – approved with contingency
		+ Economics 3900.01S – approved with contingency
		+ ENR 3200 – approved
		+ Geography 3801 – approved
		+ History 2711 – approved
		+ History 3015 – approved with contingency
		+ History 3086 – approved
		+ History 3230 – approved with contingency
		+ History 3232 – approved with contingency
		+ History 3247 – approved with contingency
		+ History 3465 – approved with contingency
		+ History 3640 – approved with contingency
		+ History of Art 3102 – approved
		+ Jewish Studies 3465 – approved with contingency
		+ Linguistics 3902 – approved
		+ Music 3348 – approved with contingency
		+ Plant Pathology 4321 – approved
		+ Religious Studies 3672 – approved with contingency
		+ Slavic 3340 – approved
		+ Sociology 3630 – approved
5. GE Transfer Approval Process (Brad Steinmetz and Mary Ellen Jenkins)
	* Steinmetz: There is currently a question at ULAC about how transfer credit will be evaluated, and articulation agreements will be established with the revision to the General Education program. A portion of transfer credit does not automatically articulate to an equivalent course at our institution and, currently, there is no clear process on how to handle this. This decision, as of now, is being left up to the individual colleges who all have different standards. Meg Daly, Associate Dean for Undergraduate Education, has done a lot of work presenting options and has finally narrowed it down for a vote between three of them. That vote is happening this week. The options that were presented are:
		+ 1. Create a committee that will be housed in the Office of Undergraduate Education with representations from all colleges that will address the issues of transfer credits and develop articulation agreements.
		+ 2. Create a committee that will be housed in the Office of Undergraduate Education with representations from all colleges that will address the issues of transfer credits and develop articulation agreements. However. individual colleges will initially decide on transfer requests and these initial decisions will be taken into account when a final decision is made by the committee housed in the Office of Undergraduate Education. Even if the central committee should come to another conclusion than the original college, that initial decision will still stand for the student(s) at hand.
		+ 3. Continue to discuss possible solutions.
	* Committee Member question: Will there be a considerable number of courses that need to be articulated? Will this committee, should it be formed, have a significant amount of work?
		+ Jenkins: To give some background, years ago there was a faculty committee in our college that did this work because we did not have a large number of transfer students. As the number of transfer students grew and the cases became more complex, the faculty decided that they needed experienced academic advisors to handle this work as they were more equipped and knowledgeable in this area. This committee of advisors is run out of the ASC Advising office now and is comprised of veteran advisors. When the new General Education program was developed, I am one of the individuals that spoke with Meg Daly about the need to centralize the articulation process for, especially, the GEN Foundation: Race, Ethnicity, and Gender Diversity and GEN Themes categories. To answer the original question, my committee currently can see up to 20 or 30 of these articulation petition requests each week, so the workload of the new envisioned committee could be substantial, especially earlier in the process when articulation agreements need to be decided upon.
	* Committee Member question: How would this committee function in relation to departmental transfer coordinators?
		+ Jenkins: This committee would only evaluate for General Education categories, similar to how our current committee functions in ASC. Decisions regarding how courses articulate to major programs will continue to be made by transfer coordinators in individual departments.
	* Committee Member question: Is there a plan to have these proposals re-reviewed after a set amount of time? Speaking individual departments, there can oftentimes be a significant amount of curricular shift in what content is being taught and it may be useful to ensure these courses are still equivalent after a set amount of time.
		+ Steinmetz: I don’t believe this has been discussed, but let’s bring this up with Meg Daly.
		+ Committee Member comment: Internally, for department transfer coordinators, we have been asked to re-review articulation agreements every three years.
	* Committee Member question: How would this proposal relate to the OT36, especially regarding Foundation: Race, Ethnicity, and Gender Diversity and the Themes?
		+ Committee Member: If a student fully satisfies all requirements of the OT36, we have no choice in accepting their credits and must provide them with equivalent credit.
		+ Jenkins: That is correct. If a student completes the OT36, then we must accept the transfer credit. However, this committee will be evaluating GE articulations for credit when a student has not completed the OT36.
	* Steinmetz: To wrap up our conversation, the exciting part of this new committee potentially being formed is that this would be an improvement to the current system and there would be less problems when students change majors or programs across the colleges.
6. Certificate in Literary Publishing (non-credit; category 4 – Workforce Development) (Guests: Susan Williams and Marcus Jackson)
	* Williams: Thank you for having us here today to discuss this new certificate proposal. We have identified a need nationally for curriculum and certification in literary publishing and have already been teaching courses in literary publishing at both the undergraduate and graduate level for years. To be clear, this is a program designed for industry professionals and individuals looking to work within publishing houses, and not for students looking to explore how to publish their own materials. Dr. Nick White, Associate Professor, completed a lot of the foundational work of this certificate to determine what industry professionals are really looking for and what’s needed in the field. If this proposal is approved, we plan on launching marketing materials next summer and to launch the program as a whole in 2024.
	* Jackson: Additionally, we based ours on the models used at Columbia and Denver, who offer the only competing programs. These programs are often at capacity with waitlists and are also not as situated in the Midwest, so we fill a role locationally as well.
	* Committee Member question: How many students do you expect to enroll?
		+ Williams: Our breakeven number is approximately 30 and is how many we expect when we launch.
	* Committee Member question: How will faculty teaching within the program be compensated?
		+ Williams: We have opted to have faculty paid via off-duty pay. We also have an honorarium for industry experts participating and a loyal group of alumni, some of whom are in the area, and can appoint some as lecturers as we do for the Young Writers Program.
	* Committee Member question: Do you have connections to the publishing industry that will make this program stand out in comparison to other, similar programs? What will make students choose this program?
		+ Williams: Yes, our department certainly has a lot of different connections to the industry. One example that comes to mind is one of our faculty members has an excellent relationship with her agent and agency, and we are in the process of setting up an internship program that will allow us to get our students into agencies quickly. Additionally, in our age of Zoom meetings, it is very easy to get alumni and other industry professionals that we work with to schedule virtual meetings to talk with our students. This is definitely a shift in the industry, as it is now more open than it has ever been before and people are willing to have these conversations, especially with students. Finally, while this is not a part of the proposal because we do not have all the logistics fine-tuned, but we are hoping to conclude the program with a trip to New York City as an optional add-on to allow students to directly network face-to-face with publishing professionals.
	* Committee Member question: What’s the maximum you have capacity for?
		+ Williams: The program at Columbia is maxed at 90 students, but we would not want to go that high. If I had to put a number on it right now, I would say 60-70 would be our capacity.
	* Fredal, Roup, **unanimously approved**