**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, February 17th, 2023 9:30AM – 11:00AM

Bricker 385

**Attendees:** Bitters, Dwyer, Fletcher, Fredal, Hamilton, Hilty, Jenkins, Kaizar, Martin, McGraw, Nathanson, Ottesen, Putikka, Richard, Romero, Roup, Staley, Steele, Steinmetz, Vaessin, Vankeerbergen

1. Forensic Anthropology BS (new) (guest: Scott McGraw)
   * Social and Behavioral Sciences Letter: The Social and Behavioral Sciences Panel recently reviewed and approved a new undergraduate major proposal from the department of Anthropology to create a new BS degree in Forensic Anthropology. This new 33 credit hour major (with 10 credit hours of prerequisite coursework) will require three prerequisite courses (10 credit hours), two introductory courses (6 credit hours), three core courses (9 credit hours), two practical training courses (6 credit hours), two courses in applications to forensic anthropology (6 credit hours), and two courses in interdisciplinary research and application (6 credit hours). The program is expected to enroll 30-40 students per year. The rationale for this new program is based on both high student-demand and the fact there are currently no undergraduate degrees in forensic anthropology in the United States. The Social and Behavioral Sciences Panel advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * McGraw: While the architects of this proposal were unable to attend this meeting today, I am happy to report to the Committee that this program will meet a great demand that our students have. We have received money from the College of Arts and Sciences in order to renovate a space within Smith Lab and create a laboratory space for students within this program to gain hands-on experience with the practices they will learn within their courses.
   * Committee Member question: I agree that there is much demand for this program. However, within your proposal, I do not see any preparation for those who would want to enroll within graduate programs in forensics, such as basic chemistry or physics courses. Can you talk more to this?
     + McGraw: That is an excellent point. The Center for Life Sciences Education has a forensic biology track within their major, which is a different field from forensic anthropology. Forensic science is dealing with artifacts such as bodily fluids and encompasses fields such as toxicology, while forensic anthropology is dealing with primarily fully decomposed bodies and the bones that are left behind. We received concurrence from the Center for Life Sciences Education because we know that these fields, and their distinctions, are not immediately clear, especially to students.
     + Committee Member question: Thank you for that clarification. However, this seems to be a very specialized area. How competitive will your students be when they apply to graduate programs?
     + McGraw: The individuals seeking to apply to graduate programs would know that they have preparation to apply to graduate programs in forensic anthropology, as this is the field that they have prepared for and have received advanced training within. Students who choose to major in forensic anthropology will know that this does not prepare them for all fields in forensics, but rather this specific subset.
   * Committee Member question: Are there any portions of this program that engage students in ethical discussions of the field?
     + McGraw: I am glad you brought this point up. Yes, there is a module in the Forensic Anthropology introductory course (Anthropology 3305) as well as a course titled “Who Names the Past” that deals with issues of ethics. In fact, the very reason that we have the space to develop our forensic anthropology laboratory is because we have several sets of Native American remains being repatriated.
   * Committee Member question: I have an advising question. I noticed that in the degree plan worksheet, only the new General Education (GEN) program is represented. Will there be one developed for current students who switch into this major and are on the legacy General Education (GEL) program?
     + McGraw: Yes, I will be in contact with our advisor to work on ensuring the legacy General Education degree planning sheet is developed.
   * Social and Behavioral Sciences Letter, Kaizar, **unanimously approved**
2. Informational item: Change of the Online MA in Art Education (Brad Steinmetz)
   * Steinmetz: The online MA Art Education program is making a slight adjustment to their requirements. Currently, Art Education 6998 is required for both their online MA students, as well of their in-person, non-thesis option students. In order to differentiate between their in-person students and online MA students, they are changing the number of Art Education 6998 for their online MA students to Art Education 6000, which will be titled Reflective Practice, Research, and Portfolio.
3. Approval of 01/20/2023 Minutes
   * Roup, Romero, **approved** with **three abstentions**
4. Panel Updates
   * Arts and Humanities 2
     + Art Education 7604 – approved
     + Classics 3217 – approved with contingency
     + History 2701 – approved
     + History 3014 – approved
     + History 3217 – approved with contingency
     + History 4706 – approved with contingency
     + Italian 3001 – approved with contingency
     + Italian 5330 – approved
     + Spanish 8890 – approved
     + Theatre 3710 – approved with contingency
   * Social and Behavioral Sciences
     + International Studies 2200 – approved with contingency
   * Race, Ethnicity, and Gender Diversity
     + Anthropology 2241 – approved with contingency
     + Comparative Studies 2381 – approved
     + History 2046 – approved with contingency
     + History 3641 – approved
     + History of Art 3205 – approved with contingency
     + Jewish Studies 3205 – approved with contingency
     + NELC 2241 – approved with contingency
     + Spanish 2381 – approved
     + WGSS 2381 – approved
   * Themes 1
     + AAAS 4921 – approved
     + Anthropology 5609 – approved
     + Communication 2367 – approved with contingency
     + Comparative Studies 4921 – approved
     + Earth Sciences 2911 – approved
     + EDUTL 4303 – approved with contingency
     + EEOB 2911 – approved
     + Engineering 2300 – approved with contingency
     + German 3352 – approved
     + Hebrew 3705 – approved
     + History 2911 – approved
     + History 3222 – approved
     + Philosophy 2390 – approved
     + Sociology 3597.01 – approved with contingency
     + WGSS 4921 – approved
   * Themes 2
     + AEDE 2501 – approved
     + ENR 2501 – approved
     + History 3376 – approved
     + Public Health 3411 – approved
   * Natural and Mathematical Sciences
     + Entomology 1350 – approved
     + Entomology 1351 – approved
     + Microbiology 4010 – approved with contingency
     + Statistics 6111 – approved with contingency
     + Statistics 6112 – approved with contingency
   * Arts and Humanities 1
     + ARTSSCI 1137.xx “First-year Seminar: S. Russell” – approved with contingency
     + English 2262 – approved with contingency
     + History 4795 – approved
     + Theatre 5840 – approved
   * New form and new name for HIP category: Interdisciplinary and Integrated Collaborative Teaching (Jim Fredal and Brad Steinmetz)
     + Fredal: This new form was developed as a result of the set of criteria that the Themes Panel looks for when evaluating, specifically, what is now known as Interdisciplinary Team-Teaching courses. The questions on this form were formulated from the organic conversations that the Panels have been having. The original High-Impact Practice forms are not helpful in evaluating courses, as they do not ask faculty to answer questions regarding why their course is a particular High-Impact Practice. Rather, they ask questions that ensure that courses are utilizing best-practice pedagogy, such as about appropriate faculty-student contact, if there are scaffolded assignments, etc. Additionally, we are asking for a name change to the current Interdisciplinary Team-Teaching because Team-Teaching already has a multitude of definitions, which are all dependent on your discipline. The Panel has run into resistance to this term as faculty are submitting courses that they deem to be team-taught, but do not meet the appropriate goals of the High-Impact Practice. The Themes Panel, ideally, will work to develop forms similar to these for all the High-Impact Practices.
     + Steinmetz: Should this Committee endorse this form, I will be presenting this to ULAC on behalf of the Arts and Sciences Curriculum Committee.
     + Fredal: I would also like to clarify that this is not a new set of requirements for High-Impact Practice Themes courses. This new form is merely a reflection of what we are already looking for when we evaluate these courses.
     + Vankeerbergen: As a quick update, for Service-Learning courses, we are also encouraging course developers to work with Claire Sweigart, Program Director for the Office of Service-Learning, as she will help them develop sound proposals that fit within the service-learning categories. Non-General Education courses are still required to receive the “S” designation from her office prior to being approved.
     + Hamilton, Ottesen, **unanimously vote to endorse**