**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, March 3rd, 2023 9:00AM – 11:00AM

Bricker 200

**Attendees:** Beers, Daly, Dwyer, Fletcher, Fredal, Gold, Hamilton, Hilty, Holt, Jenkins, Kaizar, Martin, Ottesen, Podalsky, Pradhan, Putikka, Staley, Steele, Steinmetz, Vaessin, Vankeerbergen

1. Reflection Seminar (General Education 4001) (Guests: Meg Daly, Missy Beers, & Sarah Holt)
	* Daly: As a refresher for those who may not have been on the Committee last year when the first GEN Bookend: Launch Seminar was approved, the course provided to you for review is the second 1-credit hour seminar that will be part of the new General Education. It is tended as a reflection that students will take during the second half of their undergraduate education, although it is not prescriptive like the Launch seminar. We envision most students will take Reflection within their last three semesters. Reflection will be a capstone course to the GE for most programs within the university, although some programs that already have a capstone course within their program, such as Engineering, Health and Rehabilitation Sciences, etc., will incorporate the approved prompts and materials into their already existing courses. Additionally, the reason we decided to have this course run as a seven-week course is to allow students the maximum amount of opportunity to take the course, given it is a graduation requirement. Missy Beers, Senior Director of the GEN: Bookends, coordinates the instruction and training of all instructors for both Launch and Reflection. Finally, we have provided for you today a few materials that should help in your evaluation. You have a syllabus for the course as well as supporting materials, such as information on the ePortfolio that students work on as part of the Bookend experience. Sarah Holt, Instructional Consultant, will show you some examples of student work.
	* Holt: As we were developing the Reflection course, a lot of the questions we had were surrounding where students may potentially run into barriers with our prompts. To help us determine this even though we could not run a pilot of this course yet, we utilized several student workers who were paid for their time. Of course, all of these students work in the Office of Technology and Digital Innovation and were on the Legacy General Education, so this was not a fully comprehensive sample, but we were pleased to see that these students did not have any significant barriers to completion, and it allows us to showcase to you examples of student work. The first six weeks of Reflection are comprised of a generative, synthesis piece while the last week is designed as a virtual poster session where students can showcase their ePortfolio. They will use the 90 minutes of Zoom time each week with the instructor to assist in brainstorming, pre-writing, etc., and then in-between class sessions they will dive into deeper thinking by writing about the prompts provided. Overall, Reflection can be divided into three sections. One, exploring what happens to them and examining what they care about, what skills they can bring, etc. While this is where we hope to tap into assessing the GEN, students are also open to chat about their major, student organizations, intermural sports, or anything else that has been meaningful to them. Two, students will explore the global communities and connections part of the GEN. This is where we will be assessing the ELOs for Intercultural Competency and exploring who these communities are and how they are doing the work described in part one. Three, students will turn back and reflect upon themselves. This is where we will encourage students to think about resiliency, change and how they have changed, wellbeing, how and what they’ve learned, and what is next moving forward, regardless of their next step. Are there any questions regarding Reflection so far?
		+ Committee Member question: For the majority of students, I think this format will suit them very well. However, has any consideration been given to students who may not know what comes next after graduation, such as those who are more inwardly focused or thinking about their family, rather than themselves and their careers?
			- Daly: This was not an angle that we’ve explicitly focused on, but Reflection is built to allow students to think about themselves and self-knowledge/growth.
		+ Committee Member question: A key piece of the ePortfolio is this final virtual poster session where students share their experiences. Has any thought been given to the idea that these experiences may be highly personal, and students may not be comfortable sharing all of this information publicly?
			- Holt: Thank you for bringing this up. This is something that we have thought about extensively and is a key part of Launch. Students are fully in control of what they share publicly.
		+ Committee Member question: In my experience, and especially thinking about students who decide to enroll in this course the second session of their final semester, students tend to approach graduation with fears and anxieties that I am worried a course such as this could exacerbate. What resources are provided to students and what training are the instructors given to help students who need these?
			- Beers: Thank you for also thinking about this, as it is something that I have thought about extensively. As it turns out, this is happening in Launch already. We are finding that we have the full range of the student experience, and we are connecting with them. We make referrals to Counseling and Consultation Services, walk students into the office of Counseling and Consultation Services, and have developed a robust instructor-student community. The structure that we use for the instructors is that we have a team-lead, who is responsible for a small subset of instructors and who meets with me regularly to help provide safety nets as anything arises. Instructors also have a robust onboarding which is critical for this exact reason as well.
		+ Committee Member question: I thought that the Reflection seminar was meant to be an assessment and capstone of the GEN program as a whole, but it seems that this course is very disconnected from the Goals and ELOs of the GEN categories, such as the required GEN Theme: Citizenship for a Diverse and Just World. What is ensuring that students reflect upon the GEN program?
			- Daly: This was a challenge for us as we had to acknowledge that all students will be coming from different backgrounds and pathways. Some students will have used College Credit Plus for most of their General Education while others will have taken vastly different courses. We decided a more directed exploration of General Education experiences would be difficult and opted to include, instead, language of the GEN Goals and ELOs into the ELOs for Reflection.
		+ Committee Member question: What happens to a student who takes this course in the second session of their last semester and does not pass. Will they be unable to graduate?
			- Daly: Reflection is a graduation requirement. However, we are already seeing a similar situation with Launch. For the Launch seminar, sometimes students come, do part of the course, and then are unable to complete the course because they are struggling to adapt to college life. We have been able to give these students incompletes and allow them to work with instructors to finish the course. Since we do not have flexibility in students passing or not passing the course, we wanted to provide pathways to graduation even when things become difficult for students. Ultimately, students must receive a passing grade to graduate but we are allowing the maximum amount of flexibility that we can afford.
		+ Committee Member question: Will this course be offered in both 1st and 2nd session permanently?
			- Daly: Yes, that is the plan, and this will allow students to have many opportunities to take this graduation requirement.
		+ Committee Member comment: I have a small recommendation. There is a lot within this syllabus surrounding the language of exploration. It may be useful to change this language, as it could be confusing to students given that the university has an Exploration program for undecided students.
		+ Committee Member question: Is there any point within the Reflection that asks students to directly state what courses they took for their General Education? This could be incredibly useful, as in my experience, students oftentimes do not know what they took to fulfill all of their General Education categories.
			- Daly: This is an excellent point, and we could certainly add a pre-work assignment to have, for example, students run a degree audit.
	* The Arts and Sciences Curriculum Committee has decided to table this proposal until it can be further discussed at their next meeting.
	* **Tabled**
2. Approval of 02/17/2023 Minutes
	* Staley, Vaessin, **unanimously approved**
3. Informational Item: Update to Film Studies BA (Brad Steinmetz)
	* Steinmetz: The Film Studies BA is making a very small addition to their program. They are adding a course, Slavic 5457, to their elective and multi-cultural film categories.
4. Panel Updates
	* Arts and Humanities 1
		+ French 5601 – approved
		+ History 2550 – approved
		+ History 2680 – approved with contingency
		+ History 3550 – approved
		+ NELC 2680 – approved with contingency
	* Arts and Humanities 2
		+ French 2804 – approved with contingency
		+ Linguistics 3102 – approved
		+ Music 7838 – approved
		+ NELC 3102 – approved
	* Natural and Mathematical Sciences
		+ Molecular Genetics 4581S – approved with contingency
		+ Physics 5810 – approved
	* Social and Behavioral Sciences
		+ N/A
	* Race, Ethnicity, and Gender Diversity
		+ Classics 3205 – approved
		+ Psychology 1375 – approved with contingency
	* Themes 1
		+ Arabic 2702 – approved with contingency
		+ City and Regional Planning 4597 – approved
		+ EDUTL 5005 – approved with contingency
		+ German 3798.02 – approved with contingency
		+ WGSS 2702 – approved with contingency
	* Themes 2
		+ Bioethics 3000 – approved with contingency
		+ Communication 2596 – approved with contingency