**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, October 6th, 2023 9:00AM – 11:00AM

University 386B

**Attendees:** Andrews, Beers, Bitters, Daly, Dugdale, Fisk, Fredal, Griffith, Hamilton, Hedgecoth, Hewitt, Hilty, Jenkins, Lee, Nagar, Nathanson, Neff, Ottesen, Pradhan, Schultz, Seward, Staley, Steele, Vankeerbergen, Xiao

1. Revision to the Biology Major (new specialization) (Guests: H. Fisk & A. Andrews)
   * Natural and Mathematical Sciences Subcommittee Letter: The Natural and Mathematical Sciences Subcommittee reviewed a request from the Center for Life Sciences Education to add an Integrated General Biology specialization to the BA and BS Biology major programs, effective Autumn 2024. The new, proposed specialization would be the fourth specialization in the major. The existing three major specializations are tailored towards particular career pathways (Pre-Health Professions, Life Sciences Education, and Forensic Biology). This new specialization in Integrated General Biology is designed to provide a broad education in Biology and offer a pathway for students who do not intend to pursue careers in the aforementioned areas. The new specialization includes one core course shared by all specializations and six required major courses that reflect a broad range of subdisciplines. The Natural and Mathematical Sciences Subcommittee unanimously approved this new specialization and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Fisk: I appreciate the opportunity to attend this meeting today and would just add that this specialization was also developed with the intention of retaining students that decided they do not want to specialize in a specific career pathway. This new specialization will allow students to stay within the program.
   * Committee Member question: On the advising sheet, under Required Supporting Courses and the Chemistry section, can you please update that to read “2 to 3 courses” to reflect the addition of Chemistry 1206 and 1208?
     + Fisk: Yes, we will ensure this is updated prior to Autumn 2024 and being distributed to students.
   * Natural and Mathematical Sciences Subcommittee Letter, Fredal, **unanimously approved**
2. Revision to the Earth Sciences Minor (Guest: E. Griffith)
   * Natural and Mathematical Sciences Letter: The Natural and Mathematical Sciences Subcommittee reviewed a request from the School of Earth Sciences to revise the Earth Sciences minor. The proposed changes are a consequence of the introduction of a new, 4-credit hour course, Earth Sciences 2122, which replaces two previously required 1000-level courses. They now move Earth Sciences 2122 from a prerequisite to a core course or an elective course within the minor. In addition, for several subprograms of the minor, prerequisites in biology and chemistry have been added. However, it should be noted that these are not new prerequisites, but rather a clarification for students as they consider the minor. The credit hours of the minor are unchanged, with two exceptions: 1) the Geoarchaeology subprogram changes from 13 to 12 credit hours and 2) the Geochemistry subprogram changes from 15 to 12 credit hours. The Natural and Mathematical Sciences Subcommittee unanimously approved these revisions and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Griffith: The School of Earth Sciences made significant changes to the Earth Sciences major back in 2020. The minor, however, was not updated at that time. We have decided it was time to update the minor to reflect current course offerings and practices within the School.
   * Natural and Mathematical Sciences Letter, Staley, **unanimously approved**
3. Connection Bookend Seminar (Guests: M. Daly, M. Beers, & A. Schultz)
   * Daly: I will start by providing the Committee context for this course. The Bookends are an integral part of the new General Education experience and consist of the Launch Seminar and Reflection Seminar. These two seminars introduce and cap the General Education experience. Our goals in developing the Bookend Seminars included supporting and addressing skill development, foundational problems students will face such as academic identity and integrity, highlighting the need for interdisciplinarity and intercultural competence, and providing an opportunity for student-focused, expert-led courses that promote academic engagement and belonging.
   * Beers: Following up on this, the Launch Seminar is the opening seminar and is now in its second full year of implementation. In our first year, we had 9500 students, in 500 sections, with approximately 140 instructors. This year, we already have enrolled 6500 students with almost 100 instructors. We are extremely pleased with how this experience has been operating. It is a 1-credit hour course where the first portion is an introduction to the General Education, the history, why it is important, and how students can make the most of their experience within the program. The second phase of the course is teaching students how to become autonomous and self-directed learners as they experience an, at times, fragmented college experience.
   * Committee Member question: Is this course mostly offered in-person or in other modalities?
     + Beers: We teach this course in all formats. Most of the sections are in-person, but we do offer it synchronously online and asynchronously online. The asynchronous sections are mostly reserved for students in online programs or for students who have a scheduling issue and cannot register for a synchronous session, either in-person or online.
   * Beers: Additionally, in Launch, we begin to familiarize students with the ePortfolio system PebblePad, which they will utilize extensively during the Reflection Seminar. And that is a nice transition into the Reflection Seminar. The Reflection Seminar is a 7-week, synchronous online, interactive lab-style course. Students will be reflecting upon their experiences with the General Education, how they’ve changed, what has become important to them, what they have learned about themselves, how they have overcome challenges, and what they need to think about as they exit the university. As instructors, we strive to think about our audience and our students’ available pathways, such as are they going to graduate school, professional employment, an internship, etc. Finally, I’ll turn it over to Meg, as this leads us to the Connections Seminar.
   * Daly: Thanks, Missy. This new seminar, which we are calling Connections, is a combination of the skills and learning opportunities found in both Launch and Reflection. This Bookend seminar is meant to account for the population of students that have different academic experiences and timelines, specifically our transfer students, who have taken most of their General Education outside the University. Connections aims to have students use their knowledge and experiences in new and supported ways, while still adapting them to the ePortfolio system and recognizing the unique timelines of transfer students. Connections will, therefore, be a 1-credit hour, fourteen-week course.
   * Committee Member question: Can you remind the Committee how many credit hours the Launch and Reflection seminars are?
     + Daly: They are 1-credit hour each, for a total of 2-credit hours.
   * Committee Member question: How do you determine who is a transfer student and is eligible for this seminar?
     + Daly: It will depend on how they applied to the university. Are they applying as a New First-year Student or are they applying as a transfer student?
   * Daly: We have mapped the learning objectives very closely with both Launch and Reflection but have recognized that it makes sense there are some differences from Launch and Reflection. You can see the differences in the documentation provided. I will now turn it over to Alison to speak to some of the assignments within the seminar.
   * Schultz: Thank you, Meg. We wanted to showcase three assignments that really highlight the arc of the student experience through Connections. We chose these three assignments because they demonstrate the skills students will be developing, such as reflection, creativity, curation, peer-writing, etc. The first assignment will be a call-back to the degree audit assignment that this body recommended be added to the Bookends during one of your reviews. Practically, it will teach our students how to run a degree audit, but we also intend for students to reflect upon the experiences of the coursework they bring into the university. They will then be asked to tie those experiences to the General Education curriculum here at Ohio State, while also socializing them to the concept of the General Education. It is not uncommon for transfer students to have no experience with a General Education, as their past institution or institutions may not have had such a program.
   * Committee Member question: I see a lot in this assignment about how students will be connecting to their coursework, but it was mentioned that students should also be bringing in their non-coursework experiences. Where is that happening?
     + Beers: I can chime in here. Connecting to their academic coursework is simply one piece of this assignment. Instructors will also be prompting students to bring in their lived experiences that are just as valuable as their academic experiences.
   * Schultz: The next assignment is the first of the reflection assignments. These are scaffolded assignments with deliverables presented in weeks four, eight, and eleven. We will be providing prompts to students that ask them to think about issues that are important to them, why these issues matter to them, who else is impacted, and how this impact can change them and others. They will bring in assets to support these reflections and we will work on helping them develop skills such as drafting and peer-reviewing. The final deliverable can be creative and take the form of a written assignment, video, or presentation. We also will be using this opportunity to teach students the differences between reflective writing and academic or scholarly writing and supporting them through the process of writing reflectively, which can be difficult.
   * Committee Member question: What form does this support take? Reflective writing can sometimes be difficult or even potentially painful for students and I want to ensure that this was considered in these assignments.
     + Schultz: There are supportive resources embedded directly within the course that are readily available to students. Additionally, instructors will be trained to model this support as well.
   * Schultz: Finally, the last assignment we will showcase is the creation of their ePortfolio on PebblePad. This really encompasses the entirety of the seminar experience, as it is utilized from week one to fourteen. We will be asking students to put folio thinking into practice and will use it to create a connection between folio thinking and reflection. For Connections students, they will learn and think about who they want to be or become while at Ohio State, find patterns in their thinking or changes in their patterns of thinking, reflect on their accomplishments and previous work, and develop their goals based on their experiences in their academic, vocational, professional, and personal lives. It is important for us that this specific group of students be allowed the opportunity to bring in their lived experiences, as they are so diverse, ranging from other academic experiences, to military experience, to professional or vocational careers.
   * Committee Member question: When should transfer students enroll in this seminar?
     + Daly: In an ideal world, this seminar would be taken in the second semester of their first year here at Ohio State.
   * Committee Member question: How are transfer students being handled currently?
     + Daly: Currently, a lot of transfer students have opted to complete the Legacy General Education program and therefore do not need to complete this requirement. Additionally, if a student transfers with an Associate of Art or Associate of Science, or they complete the OT36 module, they do not have to complete the seminars. Most of our students that fall within this category do not currently complete the bookend seminars.
   * Committee Member question: A more basic question, but what is the requirement for students to pass the course and receive credit?
     + Daly: Students need to receive 75% of the points and submit a completed portfolio.
   * Committee Member question: Could we move this course to be at the 2000-level? This would help advisors immensely, especially given that 3000 is upper division credit within Arts and Sciences.
     + Daly: Yes, I am amenable to moving this experience to the 2000-level, especially if it supports the advising community.
4. Approval of 09/08/2023 Minutes
   * Staley, Hewitt, **unanimously approved**
5. Informational Items (J. Ottesen)
   * Update to the DMA Conducting Choral
     + Ottesen: There was a small error in the proposal that was approved during last academic year that the School of Music is correcting. In the original revision, Music 6812 was listed as being required twice. However, this is an error, and students are only expected to successfully complete the course once. The School of Music has updated the program to reflect this correction.
   * Update to the BM Performance Voice
     + Ottesen: The School of Music is asking for several small changes of the vocal pedagogy section of the BM Performance Voice. These small changes include: 1) removing the vocal anatomy section of MUSIC 3315 as it overlaps with content in MUSIC 2263.02, 2) reducing MUSIC 3315 to 2-credit hours to reflect this change in content, 3) moving MUSIC 2263.02 to a required course in the BM Performance Voice to reflect the above changes, and 4) updating the program sheet to make students aware of this change.
   * Update to the MIP BA
     + The Moving-Image Production BA is requesting removal of ACCAD 5100 from the list of Production Studio: Animation course options within the major curriculum. It will still operate as an approved elective option for students, especially suitable for students interested in the field of animation.
6. Subcommittee Updates
   * Arts and Humanities 1
     + ASC 6001 – approved with contingency
     + Classics 3700 – approved with contingency
     + Design 3106 – approved with contingency
     + Design 3156 – approved with contingency
     + Design 3556 – approved with contingency
     + Design 4106 – approved with contingency
     + Design 4156 – approved with contingency
     + Design 4806 – approved with contingency
     + Design 5106 – approved with contingency
     + Design 5156 – approved with contingency
     + Design 5206 – approved with contingency
     + Design 5806 – approved with contingency
     + French 2804 – approved with contingency
     + Medieval and Renaissance Studies 3217 – approved with contingency
     + Music 5801 – approved with contingency
   * Arts and Humanities 2
     + ASC 4676 – approved with contingency
     + History 3211 – approved with contingency
   * Natural and Mathematical Sciences
     + Chemistry 8699 – approved with contingency
     + EEOB 2440 – approved with contingency
     + Microbiology 6030 – approved with contingency
   * Social and Behavioral Sciences
     + Economics 1101 – approved with contingency
     + Psychology 6825 – approved with contingency
     + Speech and Hearing Science 7500 – approved with contingency
     + Speech and Hearing Science 8931 – approved
     + Speech and Hearing Science 8935 – approved
     + Sociology 5605 – approved with contingency
   * Race, Ethnicity and Gender Diversity
     + Comparative Studies 2105 – approved with contingency
     + Comparative Studies 2323 – approved with contingency
     + EDUTL 2050 – approved with contingency
     + Ethnic Studies 2323 – approved with contingency
     + German 3317 – approved with contingency
     + Sociology 2320 – approved with contingency
   * Themes 1
     + Anthropology 3301 – approved with contingency
     + English 2367.06 – approved with contingency
     + History 3704 -approved with contingency
     + Jewish Studies 3636 – approved with contingency
     + Microbiology 3704 – approved with contingency
     + Pharmacy 2367.01 – approved with contingency
     + Pharmacy 2367.02 – approved with contingency
   * Themes 2
     + AAAS 3083 – approved with contingency
     + English 2276H – approved with contingency
     + FRIT 3061 – approved with contingency
     + History 3083 – approved with contingency
     + History 3706 – approved with contingency
     + Italian 3001 – approved
     + Political Science 2145 – approved with contingency
     + Sociology 3306 – approved with contingency
7. Major Program Assessment (D. Seward)
   * Seward: I will begin by introducing myself to the Committee. My name is Dan Seward, and I was recently hired as the Arts and Sciences Assessment Coordinator. In my role, I work with programs within the College to improve assessment quality, provide resources to help programs be in-line with updated Office of Academic Affairs policies, and assist programs attempting to create innovative assessment plans. I first wanted to let everyone be aware that our office recently updated our website, and you can find newly revamped Assessment webpages on the ASC Curriculum and Assessment Services website. On the website, you will find resources about the basics of assessment, assessment routines, developing assessment plans, College-level initiatives for assessment, scheduling an assessment consultation, and more. My primary goal when helping to develop an assessment plan is to help move units to a two-tier, or even three-tier, approach. This is an Office of Academic Affairs expectation for programs, but it is not yet a mandate. This means that programs set goals for themselves that are then fulfilled by having measurable, direct outcomes. Over the next several weeks, I will be working on developing and updating a resource page on the aforementioned website that you can utilize to help your unit throughout the program assessment process. Finally, I wanted to let everyone know about two College-wide initiatives for assessment that we are launching. The first is a dissertation data capture program for graduate academic programs and the second, for undergraduate academic programs, is called stakeholder conversations. Additional information, and how to be part of these initiatives, can be found on the Assessment webpage of the ASC Curriculum and Assessment Services website.