**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, October 20th, 2023 9:00AM – 11:00AM

University 156

**Attendees:** Bitters, Chamberlain, Dugdale, Fredal, Getson, Hamilton, Hewitt, Hilty, Humanic, Jenkins, Lee, Marsch Vu, Martin, Moritz, Nagar, Nathanson, Neff, Nichols, Ottesen, Podalsky, Pradhan, Smith, Staley, Steele, Thaler, Vankeerbergen, Wang, Xiao

1. Updates from Associate Dean Andrew Martin
   * Martin: I can begin our meeting by providing two updates for the Committee. First, CAA is currently examining an oversight in the rules governing certificates. As written, it appears that all coursework in a certificate would need to be letter graded and cannot be S/U. However, this was not necessarily intended and truly was an oversight during the approval process. CAA has asked that Arts and Sciences weigh in on this discussion and this Committee would be the governing body that provides a recommendation. We do not need to discuss this today, but I did want to put this on everyone’s radar. The second update is much more minor, but I wanted to remind and invite everyone to our 11th annual Assessment Conference, taking place on Friday, October 27th. There is a registration link available online if you are interested in attending. We are looking forward to a great event this year.
2. Revision to the Physics BS (removal of focuses) (Guests: T. Humanic & L. Thaler)
   * Natural and Mathematical Sciences Letter: The Natural and Mathematical Sciences Subcommittee reviewed a proposal to revise the Physics BS major program and remove the current focuses. The Department of Physics notes that the current focuses do not appear on student transcripts and were originally intended to help students choose electives. However, they have found that these focuses negatively impact student decision-making, with students opting for “Advanced Physics” simply because of the name, rather than alignment with career goals. Additionally, they have found that the focuses lead to student confusion with respect to their degree audit reports and the name of the major. The department would also like to note that this change will put them into alignment with the Physic BS structures at most peer Big 10 institutions. The Natural and Mathematical Sciences Subcommittee has unanimously approved the request and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Humanic: The department believes that this will be a very positive change for our students. Our faculty and advisors have been seeing this pattern with students for some time now and hope this will help to alleviate student confusion.
   * Thaler: We also hope that this will help students select electives that will best suit their interests and career goals. I would also like to add that this change will go into effect starting in Autumn 2024. We had originally asked for this change to be effective immediately, but upon further consideration, we decided it would be best to keep our current students in the current program, as to not cause them any confusion.
   * Committee Member question: Where is this change coming from? Is this feedback directly from students or is this coming from the faculty in the department?
     + Thaler: This is coming from our students. When they apply for graduation, many of them were confused because they only saw “Physics” as an option, and not “Advanced Physics”, on the graduation application. Additionally, many of our students reported to us that they were confused their transcript did not reflect that they were completing the “Advanced Physics track”.
   * Natural and Mathematical Sciences Letter, Nagar, **unanimously approved**
3. Certificate in Conflict and Diplomacy in History (new) (Types 1a, 1b, and 2) (Guests: C. Nichols & J. Getson)
   * Arts and Humanities 2 Letter: The Arts and Humanities 2 Subcommittee reviewed a request to create a new certificate in Conflict and Diplomacy in History. This new type 1a, 1b, and 2 certificate will focus on interstate cooperation and competition as an engine of historical change and serve a variety of constituencies here at Ohio State. The new certificate is 12 credit hours and includes two Foundation courses (Diplomatic Foundations and Military Foundations, for a total of 6 credit hours) and two electives from an approved list, with at least 3 credit hours coming from a non-US focused course. The Arts and Humanities 2 Subcommittee voted to unanimously approved the new certificate and now advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Nichols: The Department of History is really excited to be able to bring together two of our signature areas in this certificate. We have a lot of student interest in this material and expect to be able to grow this certificate quite quickly.
   * Committee Member question: Can you speak to the students you believe will be interested in this certificate?
     + Nichols: We have a long list but expect demand from students majoring in Anthropology, Public Affairs, Geography, Criminology, and International Studies to be highest.
   * Committee Member question: Can you speak more to the final portfolio?
     + Getson: The portfolio is our way of conducting a meaningful assessment but is also a way to give our students an opportunity to reflect upon their experiences completing the certificate. We think of it as serving a dual purpose: to allow us to see how we can grow and adjust the program but also to give students an opportunity to connect the dots with their coursework.
     + Nichols: Additionally, from the faculty side, it also will help us connect more with our students.
   * Arts and Humanities 2 Letter, Dugdale, **unanimously approved**
4. Certificate in Wicked Science (new) (Types 1a, 1b, and 2) (Guest: M. Moritz)
   * Social and Behavioral Sciences Letter: The Social and Behavioral Sciences Subcommittee reviewed a request to create a new undergraduate certificate in Wicked Science. This new type 1a, 1b, and 2 certificate is designed to help undergraduate students tackle so called “wicked problems” of a global scale, which include issues such as climate change, cyber security, and food (in)security. The goal of the program is to train students across the university to become wicked scientists who are able to create an inclusive culture in transdisciplinary teams. The certificate requires the completion of five courses and can be completed in two to four semesters. The Social and Behavioral Sciences Subcommittee approved the request and now advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Committee Member question: Can you explain the difference between a wicked science and a wicked problem?
     + Moritz: Wicked problems are highly complex and highly political problems that our society is now facing. Wicked science is developing the skills and attitudes necessary to face these problems head-on.
   * Committee Member question: What made you choose Wicked Science as the name of the certificate? Do you worry this may alienate students that won’t understand this isn’t a traditional science?
     + Moritz: We decided on the name Wicked Science because we felt this would be an attractive title to students. It would also be empowering to students who are tackling these complex, political problems to call themselves wicked scientists. We do not believe this title will alienate any students from pursuing this certificate, as it is an interdisciplinary certificate with many departments involved and is merely housed in the Department of Anthropology for administrative purposes.
   * Committee Member question: Do you have bigger plans for this field? I know you already have a GIS approved, but maybe developing a master’s degree?
     + Moritz: At this time, we do not have any plans for a master’s degree, although I would love to work on one if the demand is there from our student body.
   * Social and Behavioral Sciences Letter, Staley, **unanimously approved**
5. Connection Bookend Seminar
   * **The Committee asks that the course be renumbered to the 2000-level, as anything numbered at the 3000-level and above in the College of Arts and Sciences is considered “upper-division” and the committee members do not find this course to be on par with similar 3000-level courses within the College. Additionally, the advising community has recommended that this be numbered at the 2000-level to help prevent student confusion.**
   * **The Committee asks that the syllabus explicitly state the standard for a a student to receive a passing grade of “S”.**
   * **The Committee asks that the statement on page 3 of the syllabus that lists the contact hours for the course be corrected. Currently, the contact hours listed within the syllabus are for a seven-week course, while the course calendar indicates that this will be a fourteen-week course.**
   * **The University recently added a new required statement on religious accommodations. This new statement is a result of a directive by the Executive Vice President and Provost and** [**can be found here on the ASC Curriculum and Assessment Services website**](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)**. The Subcommittee thanks you for adding this statement to your course syllabus.**
   * *The Committee recommends explicitly including flexibility within the course syllabus that assists students with understanding that their pathway and their time as a student at Ohio State may not be known or set and that this is an opportunity to continue to explore their own goals. The Committee believes that this is information that could be beneficial to this particular population of students.*
   * *The Committee recommends that a further delineation of course assignments be provided within the syllabus that breaks down each assignment into clearer pieces to help provide students with more clarity of the course’s workload.*
   * Nagar, Fredal, **unanimously approved** with **four contingencies** (in bold above) and *two recommendations* (in italics above)
6. Approval of 10/06/2023
   * **Tabled**
7. Subcommittee Updates
   * Arts and Humanities 1
     + History of Art 4798.03 – approved with contingency
   * Arts and Humanities 2
     + Comparative Studies 2420 – approved
   * Natural and Mathematical Sciences
     + Chemistry 1101 – approved with contingency
   * Social and Behavioral Sciences
     + **N/A**
   * Race, Ethnicity and Gender Diversity
     + Political Science 1910 – approved with contingency
   * Themes 1
     + English 3019 – approved with contingency
     + History 3253 – approved
   * Themes 2
     + Anthropology 3419 – approved with contingency
     + Anthropology 5627 – approved with contingency
     + Geography 3597.03 – approved with contingency
     + Geography 3900.01 – approved with contingency
     + Geography 3900.02 – approved with contingency
     + History 3480 – approved
     + Jewish Studies 3480 – approved
     + Sociology 3798.03 – approved with contingency
     + Spanish 4542 – approved with contingency \
8. Regular and Substantive Interaction in Online Courses (Guests: E. Marsch Vu & J. Smith)
   * Marsch Vu: Based upon our visit to this committee last April and hearing the struggles that the faculty were having in using the direct and indirect instructional models for online course review, my office has been working on developing guidance to utilize a new model for reviewing online courses. This model, called Regular and Substantive Interaction (RSI), is actually where the national conversation for understanding distance education is heading towards. The RSI model is still keeping in-line with accreditation standards, as it is slowly being adopted by accrediting bodies. We hope that this model will help clear up some of the vagueness that is encountered when reviewing and assessing courses, but we do note that this model is not perfect and you, as the faculty, will still need to contend with a certain level of vagueness as you conduct your reviews. My office is recommending that we update the ASC Distance Learning syllabus template and the ASC Distance Learning cover sheet to utilize this new paradigm of review, but before we start working on implementing this new model, we want to hear from you, the faculty, and gain your feedback.
   * Committee Member question: How is this idea of RSI defined?
     + Marsch Vu: In the documentation that we provided, there is a link to the Higher Learning Commission page defining the paradigm. We are taking our cues predominately from them, as one of our accrediting bodies. I encourage everyone to read this documentation, as it is very informative.
   * Committee Member question: I am supportive to utilizing this new model for reviewing distance courses. However, how do we quantify this within our review process?
   * Smith: One of the things that our office is trying to avoid is being as prescriptive as the direct vs indirect model has become. Historically, the Department of Education was intentionally vague when defining these terms; “direct instruction” was undefined for decades until about two years ago, when they stated that this should be based on the synchronous instruction model. So for example, an asynchronous course could have three hours of recorded lectures, and that could be easily identified as direct contact hours. That threw everyone for a loop - very few people, especially at this institution, have been viewing direct instruction as explicitly parallel to synchronous instruction, although recorded instruction certainly does count. What we will be doing is updating the distance learning cover sheet using the RSI model, including a workload estimation section that you can utilize in your reviews to allow instructors to explain where this RSI is taking place.
   * Committee Member question: What are the other colleges at the university doing in response to this issue?
     + Marsch Vu: The other colleges are waiting for Arts and Sciences to take the lead in this new world of evaluating distance courses.
   * Marsch Vu: If the feeling is generally positive and the Committee is supportive of this change, my office will draft up a website and additional documentation for your review. The purpose of our visit today was to gain a sense about whether the Committee had the appetite for this transition, and if you did, we would come back in the future with more materials that help to clarify the specifics of the new review process.
   * The Arts and Sciences Curriculum Committee decided to await the new materials from the ASC Office of Distance Education before making any decisions on adjusting to the RSI model for online/distance course review. They will review these materials at a future meeting once the ASC Office of Distance Education has provided them.