**Arts and Sciences Curriculum Committee**

Unapproved Minutes

Friday, November 17th, 2023 9:00AM – 11:00AM

University 156

**Attendees:** Beecher, Bitters, Dugdale, Fredal, Getson, Hedgecoth, Hewitt, Hilty, Humanic, Jenkins, Jiang, Lee, Levi, Martin, Nagar, Neff, Ottesen, Palazzi, Podalsky, Pradhan, Steele, Thaler, Vaessin, Vankeerbergen, Wang, Xiao

1. Computational Physics Certificate (new) (Guests: T. Humanic & L. Thaler)
	* Natural and Mathematical Sciences Subcommittee Letter: The Subcommittee reviewed a proposal from the Department of Physics to create a new type 1b certificate in Computational Physics. This new certificate includes a minimum of 12 credit hours, with coursework in big data analytics and computational physics. The Natural and Mathematical Sciences Subcommittee unanimously approved the proposal and advances the certificate to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Humanic: This certificate was developed to really solidify the experience and skills students obtain when studying computational physics. We have found that employers in the private sector value these types of credentials and that, more and more, graduate programs will view this certification positively, giving our graduates a head-start as they enter both the workforce or continue with their academic studies.
	* Committee Member question: I noticed that this certificate was targeted towards Physics majors, but would students within the physical sciences also find value in this certificate?
		+ Humanic: We believe this certificate will be popular with Electrical and Computer Engineering students, as well as other students majoring within the College of Engineering.
		+ Thaler: Adding to this, the certificate has quite a few prerequisites that other STEM-based students may not have and may not need to take. If a student is interested in this certificate and is not within one of the identified majors, then our advisors can work with them on the best course of action to obtain this certificate.
	* Natural and Mathematical Sciences Letter, Podalsky, **unanimously approved**
2. Bachelor of Science in Design – Experiential Media Design (new major) (guests: M.A. Beecher & M. Palazzi)
	* Arts and Humanities 1 Subcommittee Letter: The Arts and Humanities 1 Subcommittee reviewed a proposal to create a new undergraduate major in Experiential Media Design. The purpose of this new major is to prepare designers in conceptualizing and constructing engaging and compelling user experiences through innovative, playful, and collaborative creative media practices. The Department of Design has grown to include five faculty members with extensive expertise in this area and note that there are no design programs in our region directly offering this type of professional major. The Arts and Humanities 1 Subcommittee have approved the proposal and advance the new major to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Beecher: Thank you for that informative letter. This new major has been a work-in-progress for many years and was started prior to the COVID-19 pandemic. As previously noted, our department already has several new hires that are currently supporting a graduate track that is offered in this field and, therefore, this undergraduate major is the next logical step moving forward.
	* Committee Member question: Will you be pulling from your pool of existing majors or will students come from outside the College?
		+ Beecher: We expect this new major to pull from across and outside the College, as well as be an attractive option for new first-year students, especially given we will be the first institution to offer a program in this field directly.
	* Committee Member question: I believe I read that the plan is for the revenue generated from this new cohort of students to be utilized to cover the additional costs of this new program. What happens if students decide not to enroll within this program and that additional revenue stream does not occur?
		+ Beecher: We hope and expect that this program will prove incredibly popular, and the numbers that the College’s data team ran for us support this. However, if demand is lower than expected for this new major, then we will need to look to the College for additional support, both financial and in marketing.
	* Committee Member question: Regarding financial support, where does the department plan on receiving the funding to hire the necessary academic advisor for this new major?
		+ Palazzi: This has been factored into the proposal and addressed during the budget for year one.
	* Committee Member question: Given that students must apply to this and other majors within the department, where do they go if they are turned away?
		+ Beecher: That is not data that we currently track. We suspect they find homes within other majors in ASC or the College of Engineering, but also suspect that some students leave the institution altogether.
	* Arts and Humanities 1 Subcommittee Letter, Fredal, **unanimously approved**
3. BA Leadership (new major) (Guests: S. Levi & J. Getson)
	* Arts and Humanities 2 Subcommittee Letter: The Arts and Humanities 2 Subcommittee reviewed a proposal to create a new undergraduate major in Leadership. The proposed major has the goal of training students in the core principles of leadership while providing them a broad, interdisciplinary grounding in the liberal arts. The new major will allow students to concentrate their coursework in one of six thematic specializations: 1) Politics and Law, 2) Leadership in Society (Urban, The Arts, Health, Sports), 3) Business and Markets, 4) Military and Security Studies, 5) Social Justice and Civil Rights, and 6) Science and Innovation (Environmental, Innovation). Each specialization will allow students to take “skills” and “content” courses in a wide range of units and departments. The interdisciplinary major will be overseen by a steering committee that is comprised of colleagues from the departments of History, Sociology, Political Science, and Philosophy. The Arts and Humanities 2 Subcommittee unanimously approved the request and advances the new major to the full Arts and Sciences Curriculum Committee with a motion to approve.
	* Levi: Thank you for that very detailed letter. This new major is a culmination of four years of effort. This new major is the most interdisciplinary major ASC has ever had. The area of leadership studies has moved over the last several decades from colleges of Arts and Sciences to schools of Management and colleges of Business. We view this as an opportunity for Arts and Sciences and the liberal arts to create a way forward and create a space for our students to prepare themselves for leadership roles.
	* Committee Member question: How is this different from a student building their leadership skills with co-/extra-curricular activities? What does this major provide that those experiences do not?
		+ Levi: First, this major is a formalized study of leadership by having the core requirements within the major. Additionally, the skills and content coursework required will allow students to focus their interests into one of the six specialization categories. We view the co- and extra-curriculars that students gain leadership experience through as excellent supplementary material to the theories and skills they will be learning about during their coursework. Those experiences provide them the tools, structure, framework, and opportunities for self-reflection to enhance their own experiences with this program.
	* Committee Member question: How did the steering committee go about selecting courses to fit within this major? I ask because I know my department has several courses that would fit within this major and help diversify the areas of the world being studied, yet they do not appear within the program.
		+ Levi: Initially, I emailed every department chair within ASC and the deans of the other appropriate colleges to solicit course suggestions for the steering committee to review. Some department chairs replied back and told me that they did not have any courses at this time that would fit within the program. Additionally, we fully expect to see coursework options grow over time and are really striving to incentivize coursework in global leadership, but we obviously could not do everything prior to launching the program.
	* Committee Member question: I noticed there was a letter of non-concurrence from several of the other colleges. Can you speak to this?
		+ Levi: The letter of non-concurrence was signed by four deans outside ASC that were concerned that this new major would overlap with their existing programming and take their enrollments. After many conversations, some of these units are some of our biggest partners moving forward. For example, the Dean of the Fisher College of Business is now excited for us to move forward.
		+ Committee Member comment: It appears that there is a tension between the definition of leadership and leadership studies, and that may have caused the initial concern and non-concurrence letter.
		+ Levi: That is what we have discovered as well. Our program is truly a liberal arts program whereas the professional colleges and schools treat leadership very differently than this program aims to.
	* Committee Member question: This major seems like a great candidate for students to pair with another major. Do you expect a lot of double majors?
		+ Levi: Yes, we do expect a lot of double majors for this program, but we did aim to create a rigorous, stand-alone major program.
	* Arts and Humanities 2 Letter, Vaessin, **unanimously approved**
4. Collaborative Online International Learning (COIL) presentation and discussion (Guest. C. Jiang)
	* Jiang: COIL, or Collaborative Online International Learning, launched at Ohio State in 2020. It was launched in the midst of the COVID-19 pandemic during a time when travel, and especially international travel, was impossible for our students. We had to ask ourselves: how can we continue to engage students within global learning? The idea of COIL has certainly been around a lot longer than 2020 when we adopted the model. Today, we now have three cohorts of faculty and 30+ instructors from all campuses except for the Marion campus that are engaged with this pedagogical style. I serve as the COIL Coordinator, we also have an instructor in a .25 FTE position that is a COIL fellow, and we are working to expand and enhance support for COIL development.
	* Committee Member question: I think the biggest question that I have is, what, exactly, is COIL? I’ve heard it being used as a “virtual study abroad”. How do you travel abroad virtually?
		+ Jiang: This is an excellent question. How does COIL work? COIL is simply a pedagogical methodology that really focuses on facilitating cultural travel and immersion. It allows for students, and faculty, to interact from all backgrounds, and at all levels, and engage in intercultural interaction, exchange, and dialogue. COIL has several key components, including intercultural learning activities (icebreaker activities), a collaboration project, and a structured reflection. In my courses, we have two-to-three weeks of intercultural learning activities, followed by the collaboration project. In the collaboration phase, students learn how this pedagogical style functions and really gain an opportunity to practice intercultural communication and figure out how to collaboratively solve problems. The final piece is a structured, facilitated reflection.
	* Committee Member question: What parts of this can be missing and still be considered COIL?
		+ Jiang: That’s a difficult question and really depends. Oftentimes, we will include Virtual Exchange, or VE, as part of the COIL pedagogy. Virtual Exchange is much less intensive and could be as simple as virtual guest lectures.
	* Committee Member question: The biggest question that we have, as the reviewing faculty approving courses within the General Education, is how COIL is a comparable experience to a study abroad. We have been told that a COIL course can be approved as a four-credit hour, High-Impact Practice course, under the same category as study abroad.
		+ Jiang: To start, COIL and study abroad are both global learning practices and pedagogical methods, so the overlap between the two does make sense. Study abroad, on one hand, provides students an opportunity to navigate an in-person, immersive, cultural experience. COIL, on the other hand, is building and creating connections with different cultures through collaboration. In other words, study abroad is observing and experiencing different cultures and experiences, whereas COIL is collaborating with global peers. Study abroad is also typically much shorter an experience, with most trips running for 1-2 weeks. COIL is typically a more sustained interaction, lasting for at least 5 to 8 weeks. Additionally, the data we have shows that, after the experience, students’ average score on the IDI post-test is 6.39 points higher for students that completed a COIL experience than students who went on a Study Abroad experience.
	* The Arts and Sciences Curriculum Committee would like to invite Cindy Jiang back to a future meeting to continue talking about COIL courses, as they had to cut the conversation due to time constraints. They would like additional clarification surrounding how this pedagogical method is equivalent to a High-Impact Practice.
5. Approval of 11/03/2023 Minutes
	* Vaessin, Fredal, **unanimously approved**
6. Informational Item: Update Latinx GIS (J. Ottesen)
	* Ottesen: SPAN 5620, Gender and Power in the Americas, has been added to the Latinx Studies Graduate Interdisciplinary Specialization, specifically to the list of elective courses for graduate students to take.
7. Subcommittee Updates
	* Arts and Humanities 1
		+ Art Education 7712 – approved with contingency
		+ Consumer Sciences: Fashion and Retail Studies 2370 – approved
		+ Russian 3750 – approved with contingency
	* Arts and Humanities 2
		+ English 3041S – approved with contingency
	* Natural and Mathematical Sciences
		+ Biology 2750 – approved with contingency
	* Social and Behavioral Sciences Subcommittee
		+ Speech and Hearing Science 7844 – approved with contingency
	* Race, Ethnicity and Gender Diversity
		+ AAAS 2285 – approved with contingency
		+ Russian 2850 – approved with contingency
	* Themes 1
		+ N/A
	* Themes 2
		+ Classics 3203 – approved with contingency
		+ Classics 3301 – approved with contingency
		+ Slavic 2797.02 – approved with contingency