**Arts and Sciences Curriculum Committee**

Approved Minutes

Friday, January 19th, 2024 9:00AM – 11:00AM

University 156

**Attendees:** Aski, Bias, Bitters, Dugdale, Hamilton, Hedgecoth, Hewitt, Hilty, Jenkins, Lee, Martin, Nagar, Neff, Ottesen, Podalsky, Pradhan, Smith, Staley, Steele, Vankeerbergen, Wang, Xiao, Xu

1. Revision to the Statistics MS & PhD and Biostatistics PhD programs (Guests: X. Xu & Y. Lee)
   * Natural and Mathematical Sciences Subcommittee Letter: The Natural and Mathematical Sciences Subcommittee reviewed proposals to revise the Statistics MS and PhD programs, as well as the interdisciplinary Biostatistics PhD program. The revisions for the Statistics PhD program include the introduction of new coursework, including one new course and a revision of existing coursework, the introduction of standard and accelerated tracks, with the accelerated track allowing students to immediately begin second-year coursework, the introduction of a mandatory placement exam to identify students who would benefit from a new mathematical foundational sequence, and providing the option for students to take a Master’s-level examination at the start of the program to determine if they qualify for entry into the new accelerated track. The revisions to the Biostatistics PhD program include the introduction of new coursework into the first year and changes to course requirements so that there is a single set of curriculum requirements in the interdisciplinary program. Finally, the changes to the Statistics MS program are the introduction of new coursework within the first year. The Natural and Mathematical Sciences Subcommittee has approved the revisions and advances the proposals to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Lee: The current imagining of the PhD program was designed when Statistics was primarily a graduate-level discipline and most of our students did not have formalized statistical training. In the current day, undergraduate students have many statistical-based programs offered to them and many of our PhD applicants are now entering within the program with a Master’s-level degree. Therefore, the main change to these programs is to add this accelerated track, which will allow students with the necessary background knowledge to start their research earlier. Additionally, I wanted to add that we also received this recommendation from our latest external review.
   * Xu: I will agree with what was just said. When I joined Ohio State about 20 years ago, the landscape of PhD admissions was much different. At that time, not many institutions had undergraduate degrees in fields such as data science. However, now there are many statistical-based undergraduate degrees offered to students. Additionally, we are now seeing over 50% of our PhD applicants already having obtained their Master’s-level degree, and these students need a very different level of PhD preparation.
   * Committee Member question: How big are the Statistics and Biostatistics PhD programs?
     + Xu: In our Statistics PhD, we typically admit between 15-20 students. The Biostatistics PhD program is much smaller and jointly run with the College of Public Health. I would estimate that we admit approximately 5 students each year.
   * Natural and Mathematical Sciences Letter, Podalsky, **unanimously approved**
2. Revision to the Video Arts Minor (Guest: T. Dugdale)
   * Arts and Humanities 1 Subcommittee Letter: The Arts and Humanities 1 Subcommittee reviewed a proposal to revise the Video Arts minor program. Specifically, the minor is requesting to go from 17 credit hours to 15 credit hours. This revision is being requested as, currently, students are oftentimes required to complete more than 17 credit hours to finish the minor, or they are petitioning to finish the minor in under 17 credit hours. Reducing the minor to 15 credit hours will help alleviate these petitions and the challenges that face students. The Arts and Humanities 1 Subcommittee has approved this revision and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Dugdale: Thank you for that letter; it accurately summarizes the changes. Our philosophy is to reduce barriers for students in completing the minor and reducing the administrative burden that the petition process is causing. This change will also bring the minor more in-line with other minors within the college.
   * Committee Member question: How many students are currently enrolled in the minor? Will this impact a significant portion of students?
     + Dugdale: We only have a handful of students enrolled in the minor. I would estimate fewer than 20 at this time.
   * Arts and Humanities 1 Letter, Hewitt, **unanimously approved**
3. Proposal to Recognize the Seal of Biliteracy (Guests: J. Aski & R. Bias)
   * Arts and Humanities 2 Subcommittee Letter: The Arts and Humanities 2 Subcommittee reviewed a proposal from the Center for Language, Literatures, and Cultures (CLLC) to recognize the Ohio Seal of Biliteracy that some high school students receive prior to enrolling at the university. The CLLC is asking that the Seal be recognized as a waiver of the elementary and intermediate levels in world languages. Specifically, this waiver will cover three semesters (1101.xx – 1103.xx) for most languages and four semesters (1101.xx – 2202.xx) for Spanish. Additionally, the proposal will allow students with a Seal of Biliteracy from other states to petition for a similar waiver after a review conducted by the CLLC. The Arts and Humanities 2 Subcommittee approved the proposal to recognize the Seal of Biliteracy and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Bias: This is a proposal that I have been working on for about two years. Forty-nine of the 50 states have Seals of Biliteracy and Ohio’s Seal is particularly rigorous. Currently, no other large institution within Ohio is recognizing the Seal. This is an opportunity for Ohio State to become a leader and example on how to successfully implement the Seal.
   * Committee Member question: Will students receive academic credit for the courses with this waiver?
     + Bias: Students may receive credit for Spanish 2202, but otherwise, no, students would not receive academic credit for this coursework. This is consistent with a policy adopted by the CLLC beginning Autumn 2023 that no longer provides students with academic credit based on their placement examinations.
   * Committee Member comment: I am in favor of recognizing this Seal. It will allow us, as an institution, to recognize the languages that are not currently taught within the university. Heritage language learners are not often recognized, and this Seal will help us to recognize these individuals.
   * Arts and Humanities 2 Letter, Nagar, **unanimously approved**
4. Discussion of Direct Instruction within Online Courses (L. Wang)
   * Wang: I ran a focus group with the Arts and Sciences Student Council to discuss the undergraduate student perspective on direct instruction in online synchronous and asynchronous courses. Overall, I can say that the students tend to find synchronous, live class sessions to be more effective for their learning. They cited the instructor’s passion, energy, and personality as a key reason for their own engagement with courses they were enrolled in. Additionally, asynchronous courses were often viewed negatively. Students cited a lack of structure, perceived lack of accountability on behalf of both students and instructors, and a lack of a dedicated learning environment as the main reasons for viewing this negatively. Additionally, students were quick to bring up concerns that this modality could be potentially problematic for students with certain disabilities, which can make it difficult for them to concentrate outside the classroom setting. However, the students also recognized that asynchronous coursework can be useful and noted that scheduling conflicts, some coursework being more effective within this format, and the ability to rewatch recorded live lecture videos all benefit the asynchronous format. Finally, the students that I worked with came up with some ideas to help solve this negative perception of asynchronous coursework and, in their eyes, improve the direct instruction in online courses overall. First, they recommended that instructors hold required, synchronous office hours equal to the number of credit hours of the course. However, they recognize this may not be feasible given scheduling constraints. Secondly, they recommend that asynchronous courses host a required, weekly, synchronous recitation where students can ask questions.
     + Committee Member comment: While I appreciate this suggestion, it is unfortunately, in my experience, not feasible because finding a common time to meet will prove to be impossible. Many students enroll in asynchronous coursework because of their schedules or because they are a non-traditional student that cannot take coursework during normal business hours.
   * Wang: That is an excellent point that I do not believe my group really engaged with. Thank you for sharing that. Finally, the group I spoke with recommended providing a preview of individual sections within the course description. They also recommended providing course video previews (only 30 to 60 seconds), but they recognize that these may be too much of a time investment for instructors. At the end, the students concluded that direct instruction is most effective when it is synchronous and largely determined by instructor-student rapport and they believe that these are paths to provide meaningful direct instruction within asynchronous coursework.
5. Informational Item: Minor (under age 18) in Online Courses (J. Ottesen)
   * Ottesen: As you may have seen, there is now a new parental waiver that must be filled out by a minor (under 18 years old) student’s parents or legal guardians to be recorded on Zoom, Proctorio, or other official university-licensed software. This has caused some issues with some instructors as current university policy states that instructors must provide an alternative mode of instruction for students that do not have their waiver filled out, and this may prove tricky in online, asynchronous coursework. Additionally, according to the way that the memo that was sent out to instructor reads, we are unable to even ask them to download any of the software that we use in our courses, such as Zoom. It is important to note that this policy, and its implications, is still developing and evolving, and further guidance will likely be available later this semester.
   * Committee Member question: How will you know if you have a minor student within your course?
     + Ottesen: The Office of the University Registrar will send you an email with their name if you have any of these students within your course. It may be more effective for you to discreetly contact students directly and ask them to have their waiver signed. It is a to-do list item within their BuckeyeLink account.
6. Revision to the South Asia Studies Minor (Guest: I. Nagar)
   * Arts and Humanities 1 Subcommittee Letter: The Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee reviewed a proposal to revise the South Asia Studies minor. The revision to the minor will do the following: 1) Reduce the number of credit hours from 15 to 12, 2) adding new courses developed for the GEN to the minor sheet, 3) removing the requirement that students take at least one course outside the Department of Near Eastern and South Asian Languages and Cultures, and 4) remove several courses from the minor program that are offered irregularly or not at all. The Arts and Humanities 1 Subcommittee approved the revision and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
   * Committee Member question: Does the department plan on creating a certificate program? I could see this material working well as a certificate.
     + Nagar: Yes, I am currently working on a proposal to develop a certificate in this field.
   * Committee Member question: How many students are declared within the minor, and do you see this growing with this change of requirements?
     + Nagar: Currently we only have two-to-five students declared within the minor. We began a strong advertisement campaign last semester to let students know that the minor is changing and will be easier to complete, so we expect to see an increase in the number of declared minors in the near future.
   * Arts and Humanities 1 Letter, Hewitt, **unanimously approved**
7. Approval of the 11/17/2023 Minutes
   * Nagar, Dugdale, **unanimously approved**
8. Informational Item: Pause of Enrollment for the Music Theory Bachelor of Music (J. Ottesen)
   * Ottesen: The School of Music is pausing enrollment within the Music Theory Bachelor of Music while they focus on hiring new faculty members to meet their need, especially surrounding offering consistent sequential course offerings. They are also pausing enrollment until they can meet their advising needs. They will be updating their website and promotional materials immediately to reflect this change.
9. Informational Item: Ohio Prison Education Exchange Project (OPEEP) – A. Martin
   * Martin: At the next meeting of this body, we will hear from representatives from the Ohio Prison Education Exchange Project, or OPEEP. They will be presenting a proposal to develop what is essentially a new campus at our partner institution that will allow these students to earn a bachelor’s degree, specifically a Bachelor of Arts with a major in Women’s, Gender, and Sexuality Studies. However, I was told by Randy Smith that I should have a letter from the Arts and Sciences Curriculum Committee expressing support for the concept, rather than the specifics, and that this letter should come sooner rather than later. Again, you will hear at our next meeting the full proposal, but does this body support the general idea of developing a campus to offer a degree at our partner institution?
   * The Arts and Sciences Curriculum Committee agreed that they would be open to this proposal and look forward to welcoming their guests at their next meeting to hear more surrounding this proposal.
10. Informational Item: Update on Revisions to the Bachelor of Science – (A. Martin)
    * Martin: With the development of the new General Education, it was decided, at that time, that it made sense to keep Calculus I as the main difference between a Bachelor of Science and a Bachelor of Arts degree. However, internally, we’ve begun to have the conversation surrounding whether this is the best fit for all majors within the Bachelor of Science. For example, we’ve expanded the number of majors offered as a BS in the Social and Behavioral Sciences disciplines and, perhaps, it may be more worthwhile to pursue a statistics course as being the distinguishing course for these types of majors, as an example. This is coming now as Randy Smith is holding a conversation surrounding each individual college’s ability to choose this distinction, which I suspect Arts and Sciences will be invited to be part of. Additionally, David Horn, Dean of Arts and Sciences, would like to have a conversation about whether the curriculum of the Bachelor of Arts can be distinct as well, but these conversations are just beginning to happen.
11. Informational Item: Revision to the Concurrence Rules (A. Martin)
    * Martin: As you may know, certain topics and fields within the university have specialized concurrence rules. For example, any unit that wishes to offer a course on statistics must seek a concurrence from our Department of Statistics or any unit that wishes to teach in the realm of computer science must seek concurrence from the Department of Computer Science and Engineering. Similar rules exist for courses and programs that deal with the environment and leadership. There is a conversation happening (started by Randy Smith) that would eliminate these special exceptions. We are keeping an eye out on this conversation as it develops as it could have some potential implications moving forward.
12. Subcommittee Updates
    * Arts and Humanities 1
      + Classics 1101 – approved with contingency
      + Classics 3224 – approved with contingency
      + Classics 6001 – approved
      + Comparative Studies 4021 – approved with contingency
      + Comparative Studies 4021E – approved with contingency
      + English 2276 – approved with contingency
      + German 3253.01 – approved with contingency
      + German 3253.02 – approved with contingency
      + History 3224 – approved with contingency
      + History 3642 – approved with contingency
      + History 7910 – approved
      + History of Art 3050 – approved
      + Spanish 4558 – approved
      + Theatre 5343 – approved with contingency
    * Arts and Humanities 2
      + ASL 1101.02 – approved
      + ASL 1102.02 – approved
      + ASL 1103.02 – approved
      + History 7900 – approved with contingency
      + Music 1111 – approved
    * Natural and Mathematical Sciences
      + Earth Sciences 5757 – approved with contingency
      + Earth Sciences 5797.20 – approved with contingency
      + EEOB 2260 – approved with contingency
      + EEOB 2511 – approved
    * Social and Behavioral Sciences
      + Geography 3650 – approved with contingency
    * Race, Ethnicity and Gender Diversity
      + AAAS 2275 – approved with contingency
      + Ethnic Studies 2525 – approved with contingency
      + Russian 3750 – approved with contingency
    * Themes 1
      + Anthropology 3072 – approved
      + Comparative Studies 3072 – approved
      + Earth Sciences 2204 – approved with contingency
      + History 3072 – approved
      + History 3798.06 – approved
      + Linguistics 3102 – approved
      + MRS 3217 – approved with contingency
      + NELC 2244 – approved with contingency
      + NELC 3102 – approved
    * Themes 2
      + Art 3008 – approved
      + Comparative Studies 4822 – approved with contingency
      + Environmental Engineering 3600 – approved with contingency