

Arts and Sciences Curriculum Committee

Approved Minutes

Friday, October 18th, 2024

9:00AM – 11:00AM

University Hall 156

Attendees: Bielefeld, Bitters, Cole, Cravens-Brown, Daly, Dugdale, Fletcher, Hilty, Jenkins, Jones, Martin, Nagar, Nathanson, Neff, Ottesen, Podalsky, Pradhan, Robinson, Steele, Vaessin, Vankeerbergen, Wang, Wickham-Saxon

- 1) Revision of the Speech Language Pathology Master of Arts (Guest: E. Bielefeld)
 - Social and Behavioral Sciences Subcommittee Letter: The Social and Behavioral Sciences Subcommittee reviewed a request to the revise the existing Master of Arts in Speech-Language Pathology from the Department of Speech and Hearing Science. The department notes that this revision is the response to curricular drift over time and to exit interviews conducted with students completing the program. The revision aims to standardize the credit hour distribution for the clinical practicum experiences in years one and two of the program. The change will not impact students' time to degree or program goals. The Social and Behavioral Sciences Subcommittee voted to unanimously approve this request and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.
 - Committee Member comment: It is commendable that the program is responding to students' feedback and addressing the gaps that students are recognizing as they complete their program.
 - Social and Behavioral Sciences Subcommittee Letter, Podalsky, **unanimously approved**
- 2) New Certificate for ASL Elementary-Level Teaching (Guests: O. Robinson, T. Jones, K. Wickham-Saxon)
 - Arts and Humanities 1 Subcommittee Letter: The Arts and Humanities 1 Subcommittee reviewed a request from the Center for Languages, Literatures, and Cultures to create a new certificate in ASL Elementary-Level Teaching. This new, 13-credit hour, type 2 certificate will develop and enhance ASL teaching skills of post-baccalaureate individuals by providing a formal study of ASL pedagogy in conjunction with hands-on training. The certificate will provide the necessary skills and training for entry-level ASL teaching positions. There are currently no institutions in the state of Ohio offering degrees at any level in ASL teaching. The

Arts and Humanities 1 Subcommittee has unanimously approved the certificate and advances the proposal to the full Arts and Sciences Curriculum Committee with a motion to approve.

- Committee Member question: It appears that there will many students interested in this program, especially given that it will be the only program in the state of Ohio. Are there concerns from the CLLC and the ASL program surrounding capacity?
 - Wickham-Saxon: We do expect that, during the first year, we will need to limit the number of students that we enroll within the certificate program. Approximately twenty-five years ago, Columbus State Community College offered an in-person ASL teaching training program. Fifteen years ago, we offered a master's degree in ASL education, and each cohort was consistently at capacity. Unfortunately, we discontinued the program due to faculty and instructor availability. We are in a period where there are a significantly limited number of qualified instructors in ASL instruction, and we have had many institutions of higher education reach out to us excitedly for the opportunity to hire qualified instructors. We will expand the program once we are able to hire additional instructors.
- Committee Member comment: As the undergraduate student representative, I hear that there is a significant interest in ASL programs by my peers. Hopefully this certificate will be of interest to individuals to be trained in ASL teaching.
 - Committee Member comment: As a reminder, this certificate is a type 2 certificate and, therefore, is for post-baccalaureate enrollment. However, there is a minor in ASL if current undergraduate students wish to pursue additional instruction in ASL.
- Arts and Humanities 1 Subcommittee Letter, Cravens-Brown, **unanimously approved**

3) Approval of 09/27/2024 Minutes

- Podalsky, Cravens-Brown, **approved with one abstention**

4) Subcommittee Updates

- Arts and Humanities 1
 - Art Education 7500 – approved
 - ASL 4450 – approved
 - ASL 4451 – approved
 - Linguistics 6011 – approved
 - Linguistics 6012 – approved
 - Music 8840 – approved
- Arts and Humanities 2
 - French 3804 – approved with contingency

- German 3456 – approved with contingency
- History 7910 – approved
- SASIA 3456 – approved with contingency
- Slavic 3310 – approved
- Slavic 3456 – approved with contingency
- Theatre 5798.04 – approved
- Themes 1
 - Vaessin: The Themes I Subcommittee had a discussion regarding how to handle the situation where an approved course within the GEN Theme categories is seeking to change and/or update the prerequisites. It was a continuation of the discussion we have had in previous years about the total number of prerequisites appropriate for Themes courses. The course in question was seeking to remove the prerequisite of a GEN Foundation category and replace it with 3-credit hours of coursework in its home department. Ultimately, we approved the course after discussion and decided that, yes, one prerequisite will usually be appropriate for Themes coursework.
 - Art 3204 – approved
 - French 3802 – approved
 - History 2206 – approved with contingency
 - History 3282 – approved with contingency
 - Molecular Genetics 2690 – approved with contingency
 - Philosophy 2690 – approved with contingency
 - Philosophy 3430 – approved
 - Religious Studies 3888 - approved
- Themes 2
 - Cravens-Brown: The Themes II Subcommittee held a discussion regarding the High-Impact Practice proposals. We routinely struggle to determine how the extra credit hour is structured within the proposals and how, exactly, it is meant to be implemented to provide students with the required high-impact experience. Our committee feels very strongly that students must receive the high-impact experience as required by the category given that this course will be the sole course a student takes within the chosen Theme.
 - Daly: I attend both Themes Subcommittee meetings, and in the first year or so of these High-Impact Practice courses being submitted, we oftentimes saw coursework that had been through a robust development process. For example, many existing courses that were awarded team-teaching grants were submitted as part of that High-Impact Practice. Now that we are further along in the process, we are seeing new courses

being developed or existing courses being expanded and retooled to fit the categories. This is making the review process much more valuable, as these courses may not have had as much backend support. It may be important for us to consider what resources can be compiled to help these instructors as they receive the feedback from you as the reviewing faculty.

- Cravens-Brown: Some of the High-Impact Practice courses can fit very well into the 4-credit hour model, such as service-learning and education abroad. These courses are very easy to visualize how students will be receiving the expected high-impact experience and whether or not they are meeting the appropriate number of contact hours. Additionally, there are offices at the university that directly support these types of programs and coursework, and thus faculty can receive significant feedback on their proposal before our committee reviews the course. The Research and Creative Inquiry High-Impact Practice is much trickier, as not every course that includes some research or creative inquiry may meet the very specific criteria and expectations of that HIP.
 - Comparative Studies 4021 – approved
 - Theatre 3712 – approved with contingency
 - WGSS 3505 – approved
- Natural and Mathematical Sciences
 - Molecular Genetics 1103 – approved
- Social and Behavioral Sciences
 - N/A
- Race, Ethnicity and Gender Diversity
 - N/A

5) Update: Connections Seminar (M. Daly)

- Daly: The Connections Bookend seminar has officially launched, and we have our first cohort of students. It is being taught in an asynchronous, online format and we will be conducting a limited pilot next semester, targeting close-to-graduation students to catch any particular mishaps that may arise when a new course is taught. This will allow us to fine tune the course prior to enrolling all necessary students. This course will be offered every semester in a 14-week format and during the summer in the 12-week format.

6) Update: Launch Seminar Office Hours Assignment (M. Daly)

- Daly: This is the third full year we are running the Launch Bookend seminar assignment that requires students to connect with a faculty member teaching within the General Education program during their office hours. The purpose of this assignment is to teach students about office hours and help them further develop professional relationships with faculty. During the first year, many faculty

members were surprised by this assignment and the number of students visiting them, so we have taken steps to better inform faculty and provide potential alternative forms of engagement for those that teach large sections of courses. One of these models includes setting up drop-in sessions where students can meet faculty teaching within the General Education and begin to build a relationship with a faculty member teaching material that they may find particularly interesting. Students have stated that they find the assignment to be beneficial in helping to breach the barrier of individually meeting with faculty for the first time. Overall, we believe this assignment is going well and we want to thank the faculty members of the College of Arts and Sciences for engaging students and investing in a valuable experience.

- Committee Member question: Could you speak more about the drop-in session model? Is this a model we could transition to going forward?
 - Daly: On one hand, this model is excellent for departments and faculty members that teach a large number of students and allows for engagement with many students at the same time while respecting individual faculty time. However, one of the main goals of the assignment is to help break the barrier of students connecting with individual instructors, such as having them email the instructor to set a time and date or appearing at an office during the designated timeframe. While we recognize the limitations that can occur, we still encourage faculty and units to allow students to complete this assignment during office hours or by appointment.

7) Update: Transfer Credit Evaluation of the GEN (M. Daly)

- Daly: Transfer students have several challenges when they enter into the university. There are a small number of courses that are within Transferology that have automatic connections with our General Education curriculum, outside of a student completing the OT36 module. In our new General Education curriculum, where we see the most amount of difficulty with transferring courses is with the GEN Theme categories, as these are interdisciplinary courses not tied within a specific division. We have determined a mechanism that will help with evaluating courses from other institutions that may fulfill one of our General Education categories. When a student transfers a course from another institution and it does not map to an existing General Education category, we are first transferring the course to the appropriate subject matter expert within the College. Your college will evaluate the course against the General Education ELOs and make a preliminary judgment on whether the course will fulfill the General Education category. Should the College decide the course meets the General Education ELOs, the course will then advance to the Office of Undergraduate Education where I, as the Associate Dean for Undergraduate Education, will send it to the

subject matter experts to make a determination for the university. If the university-level subject matter experts approve it, the course will be sent to the Registrar to be automatically coded within Transferology so that any student that transfers credit for this particular course will automatically receive General Education credit going forward.

- Committee Member question: How is curricular drift addressed? That is, how are course revisions addressed when other institutions change a course initially approved at OSU?
 - Daly: As with all other courses within Transferology, we will re-review these courses on a 5-year basis. We know that courses either naturally or intentionally move away from the ELOs that we expect courses to satisfy.
- Committee Member question: What happens to students when the College-level expert believes the course satisfies the ELOs, but the University-level expert does not agree that the course satisfies the ELOs of a particular GEN category?
 - Daly: The student who was originally told the course would transfer as a General Education course will receive an exception to the ruling of the University-level expert. The course will then be coded into Transferology as not transferring as a General Education category going forward. We do not want to punish a student for being originally told yes and they plan their degree program around having that one particular category satisfied.
- Committee Member question: Who are the current subject matter experts for the General Education Themes courses at the University-level?
 - Daly: We are calling upon the Theme Advisory Group chairs for each of the Theme categories. This has been working well so far and their expertise has been invaluable.
- Committee Member question: Is this process working well? Is there is a significant workload for the faculty and departmental reviewers?
 - Daly: The process is working well so far. We have processed approximately 50 courses so far and receive, on average, about two of these review requests per week.

8) Discussion of the Salmon P. Chase Center for Civics, Culture, and Society

- Committee Member comment: There has been discussion recently surrounding how the Chase Center will be fitting within the university hierarchy. As the Chase Center was established by the Ohio Revised Code, it does not align with the typical university rules and regulations and will have an exceptional status as it pertains to how it will operate. It is important to discuss how this center's curriculum is going to be reviewed, as it will certainly overlap with several of the College of Arts and Science's units, especially as it pertains to the concept of

citizenship. Given the unprecedented nature of the Chase Center's creation, it will be necessary to provide input and guidance on the curricular approval process, especially as it pertains to the General Education.

- Daly: We have other units at the university that propose coursework that do not have an official curriculum committee or curricular approval process. One example is the University Libraries system. They have faculty members and a dean, but no curriculum committee to review courses. At the university-level, we have been determining the best review process for curriculum and their coursework. The Office of Academic Affairs does review courses, but it is not as robust an approval as during a college curriculum committee review. Additionally, given that the Chase Center does not yet have faculty members, this is an ongoing conversation that we have time to determine.
- Committee Member question: What is the curricular approval process when a course reaches the Office of Academic Affairs?
 - Daly: Katie Reed, Executive Assistant, reviews individual coursework to determine if there is overlap between units and if that has been addressed prior to advancing the course.
- Committee Member comment: It is true that individual colleges are responsible for advancing courses through the approval process, so, therefore, the Chase Center will be acting as a de-facto college.
- Daly: When we discussed our course submitting units such as the University Libraries that do not have access to curriculum.osu.edu, they need to submit their courses to Bernadette Vankeerbergen, ASC Assistant Dean for Curriculum, to be input into the system. We do not have an undergraduate education curriculum committee at the university-level, but perhaps we should consider creating such a body. Ultimately, the Chase Center is going to be a small unit with only fifteen faculty members, and so while having a curriculum committee will be important, they are going to have a large amount of administrative burden to be shared by a small number of faculty members.
- Committee Member question: Will the Chase Center be developing programs, such as undergraduate majors and minors or graduate-level programs?
 - Daly: Yes, eventually, their faculty will use their expertise to create programs. These will also be required to be reviewed prior to being launched as any other program within the university would need to be.
- Martin: There are discussions currently taking place surrounding how concurrence will be handled for the Chase Center. Of course, any courses being developed that could potentially overlap with our units will need to seek concurrence.