

Committee on Curriculum and Instruction
Approved Minutes

January 8, 2010

9:00 AM-11:00 AM

Physics Research Building Conference Room 4138

ATTENDEES: Andereck, Cohen, Daniels, David, Fredal, Gustafson, Hallihan, Harvey, Highley, Hubin, Huffman, Krissek, Masters, Miller, Mumy, Shanda, Vaessin, Vankeerbergen, Williams
Guests: Steven Fink, Tom Lemberger

AGENDA

1. Items from Chair:

Expedited minor revisions: Modern Greek and French

- Modern Greek: The “required courses” category was eliminated: Modern Greek 104 now is a prerequisite course and Modern Greek 401 has become an elective
- French: Clarifications were made regarding where the required courses are: i.e., 201 or 206 (since those courses are now part of the minor, the number of credit hours for the minor has gone from 20 to 25).

Shanda, 2nd Highley, **unanimously approved**

2. Subcommittee/Semester Conversion updates (including ULAC)

a) A&H:

3 Animal Sciences courses (248, 697.06, 494) (seeking Diversity: Intl Western non-US GEC status) were sent back on 12/9/09; that day subcommittee had a productive discussion with representatives from Animal Sciences (Jeanne Osborne, Henry Zerby, and Jill Pfister) regarding recently submitted courses.

b) Sciences:

- History 394 (seeking Diversity Experiences - Social Diversity in the United States and Historical Study)— Natives and Newcomers: Immigration and Migration in American History: approved with contingency (requested a revised assessment plan).
- Environmental Citizenship Minor: approved with contingency (the subcommittee was unsure as to why Art 300 and 353 were present in the minor; clarifications were received).

c) Interdisciplinary Initiatives:

- Has not met since last CCI meeting.
- Andean and Amazonian Studies Minor is not discussed today because Spanish/Portuguese 332 (core courses for the proposed minor) need to be reviewed by A&H and Interdisciplinary Initiatives subcommittees.

d) Assessment:

- Course 6 letters have been sent.
- Cycle of 5-year reports coming due as well as Course Set 5.

- Discussion in subcommittee: What is the role of assessment in transition to semester? What is the point of writing reports about courses that no longer exist? Course set 6 is probably going to be our last request until semester transition takes place.

e) ULAC:

1. Overview by Mark Shanda

- The ULAC-GEC committee is discussing how to best present information, titles of categories.
- Committee has developed 2 “formats”:
One model is categories, but there is conversation about titles of categories
Right now letters are used: A, B, C etc.
Other version: 14-course option, without categories.
(M. Shanda presents both models: See appendix.)
- In the 14-course model, there are 2 open option courses. These could be other courses 2-12, service learning courses, integrated seminars, or education abroad experiences.
- Conversation about trying to have Study Abroad count for GEC is considered very positive by many: perhaps counting in major or on GEC or a combination (but not double-counting).
- ULAC has reaffirmed that diversity in US: 0 count.
- Potential collapsing of the 2 international diversity categories.
- Aspirational aspects: there is conversation about what those terms mean: e.g. “technology literacy”.
- No formal vote for a recommendation has taken place yet. Goal: vote Tuesday next week (1-12-10).
- Important question: AP & EM credit: how they fit. History Dept. has expressed concern about number of students coming in with this type of credit

2. Discussion

- Too much flexibility. BA students will still be required to take a GEC Data Analysis course and BS students will still be allowed to count their Data Analysis course within major.
- M. Shanda: There is fear that GEC revision will change the way departments function. However, spirit of the ULAC has been to reassure people--no wholesale new round of approvals, exceptions, justifications etc.
- Member comment: We should keep in mind: how is this body going to approve courses/programs during the transition to semester?
- Member comment: For most part: 14-course option uses distribution model until we get to the social sciences where thematic approach is used.
-Follow-up comment: Is part of the reason that 3 social sciences are required by Board of Regents? One of them can be “historical study.”
- Member comment: Suggests that individual departments/colleges be able to decide GEC category of their courses. A: This conversation has been suggested; there is skepticism regarding such an approach.
- Comment: In the Arts category (course 4): we are going to collapse all art-related categories in this category (e.g. VPA)
- Comment: Alexis Collier at CAA has brought up the fact that it’s important for students to know why they are taking a class.

- M. Shanda: ULAC would like input about service-learning question and study abroad (the fact that they can be open options). SLC: language concerning citizenship is related to GEC.
 - Member comment: Chinese 694 is a SLC. It prepares you to go over to China—it really is more of a preparation for students on how to teach ESL. This course has never been approved by CCI or any of its subcommittees. If SLC are approved in GEC, are SLC courses already approved going to be reviewed? Indeed, it does seem that we may have to review what is currently on the books.
 - Member comment: These are issues that CCI will have to address in some way.
 - Q: Do SLC right now fulfill anybody's requirement? A: No. Consequence: those courses would have to be revised.
 - Member comment: Showing students experience outside the classroom (e.g., study abroad, SLC) is always commendable and should be in GEC.
 - M. Shanda: Office of Student Life has brochure with their learning objectives etc. ULAC invited Student Life to discuss this.
 - Member comment: Most students who go abroad do it through their major: then we count it for major and for GEC. Talk last ULAC meeting: study abroad should be on GEC and count those trips for international diversity GEC.
 - Q: Are we allowed currently to count a course in major also as part of GEC? Other question: How far would this go?
 - Member comment: Overall, GEC courses should be kept apart from major classes.
 - Q: Does study abroad include classes taken abroad? Does it include research abroad? Where is the flexibility? A: ULAC has not had that conversation yet. However, the general tendency is to be flexible.
 - Member comment: It does seem like there should be some structure.
 - Member comment: There would be some kind of vetting, approval process for those categories.
 - Q: Is there a conversation about simplifying categories of diversity? A: Conversation about collapsing the 2 international diversity categories.
- M. Shanda: Committee would like feedback on AP and EM credit. What do you think about possibility of having students with AP credit taking higher courses? A: That is a good idea—especially since standards have declined (score 3).
 - Follow-up comment: Right now, departments decide that x AP credits correspond to an OSU credit.
 - Member comment: The reward for doing AP should be to take a harder course in college.
 - Member comment: In that case, it would be better to use “First writing course, second writing course” etc. instead of using English 110, 367 etc.
 - *Follow-up comment: 367 would be first course if you come in with AP; same idea would apply for History courses.
 - Member comment: AP also exists in Chemistry etc. Main courses are US history & English.
 - Q: Are we going to put a limit on how many AP credits we could apply?

-Q: Would it be possible to put a clause: at most one of the GEC courses can be met by AP credit (one of the 2 optional courses in GEC category—course 13 or 14)? A: It is not sure we will be allowed to do this. Board of Regents might impose that AP credit be counted.

-Member comment: Recommends that there be a generic way to handle the overload of AP.

-Much support for suggestion that only one GEC course be met by AP credit.

-Member comment: Board of Regents considers AP credit like transfer credit. Will they let us draw a distinction btw AP credit and transfer credit?

-Member comment: The problem is with transfer module (students transferring from one university to another).

-Member comment: Danger of disincentive: students might choose universities that allow them to transfer the most AP credits.

*Follow-up comment: If credit is assigned for AP, it does not have to count for GEC. It could go in a student's electives.

-Member comment: Learning does not happen independently of the context in which it takes place. Taking a writing class here at OSU is different from taking a writing class somewhere else.

-Member comment: Treating AP credit differently from all the other transfers that take place (e.g., from Columbus State etc.) is putting blinders on.

-Member comment: Is AP experience distinctly different from other transfers? A: There are standardized exams. Follow-up comment: That would make it possible to treat AP courses differently.

- Q: In 14 course model, do courses 13 and 14 have to be from different categories or can they come from same category? A: Can come from same category but have to be outside students' plan (major).
- Q: What if students double-major? Does that mean students cannot take courses from both majors in course 13 and 14 slots? A: This has not been discussed yet.
- Member comment: Anything that encourages double majors or dual degrees would be good. (Right now the rule with double majors is that one of them has to be "clean", while the other can have overlap.) Unifying the GEC would facilitate this.
- M. Shanda: Hope of the committee is that there would be one GEC model (not 13 different models across the university)
- M. Shanda: As far as format is concerned, which version is best?
 - A: 14-course option seems simpler.
 - Member comment: We could collapse course 1 and 2, and say "writing—6 credits."
 - Member comment: For presentation to users, 2nd model is better; in terms of justifying the GEC, the first model might be more useful.
 - M. Shanda: Personal feeling: the ABC categories only make sense because of the historical structure of past GECs.

f) Conversion charts:

- Program and course templates have been approved. Recommendation that ASC uses same program template. The course template: we'll have to decide.
- The timeline: ASC will go in a couple of batches. First changes will have to be submitted in the fall 2010 to CAA; 2nd batch will come a year from now. The question is: How does

this group plan to handle the workload? There may be a need to meet over the summer. Do we want to expand the membership of CCI? The likelihood is that the subcommittees will correspond to the Divisions.

- K. Hallihan has been working with DARS: Rand McLaughlin has designed 3 tables that show how all courses at the university are being used in all units (majors, minors, pre-reqs, GEC). These documents will be distributed to A-Deans when available.
- Request from V. Williams: Calendar conversion people in Arts and Humanities have requested the information contained in the original spreadsheet designed by ASC and Registrar be provided to them. K. Hallihan: This should be possible; will contact Andrea Bour at the Registrar's.
- ASC has been lobbying for spreadsheet, but there is a pushback from OIT.

11:10a.m. Meeting adjourned

Undergraduate General Education Requirements

01/04/10

<u>A</u>	<u>COURSE TYPE</u>	<u>UNITS</u>	<u>NOTES</u>
Course 1	English 110 successor	3	
Course 2	367 successor	3	
Course 3	Literature	3	
Course 4	Arts	3	
		12	Total "A" Units

<u>B</u>			
Course 1	Math (Level "R" or Math 104 successor req.)	3	151/152 successor for B.S.
Course 2	Data Analysis (Can be in major)	3	
Course 3	Biological Science*	3-5	
Course 4	Physical Science*	3-5	
* One with a lab for B.A. both with lab for B.S.		14-16	Total "B" Units

<u>C</u>			
Course 1	Historical Study	3	
Course 2	Social Science 1 *	3	
Course 3	Social Science 2 *	3	
Course 4	Social Science or History or Culture and Ideas	3	
* Selected from 2 of 3 categories		12	Total "C" Units
Individual/Groups			
Organizations/Polities			
Human/Natural Resources			

<u>D</u>			
Courses	Language Proficiency level	0-12	Total "D" Units

<u>E</u>			
[Complete 2, 3 unit courses from the following:]			
Another A, B, C, or D course			Outside major department
Another A, B, C, or D course			Outside major department
Service learning course			Can be from major department
Integrated seminar (non-major)			Outside major department
Education abroad			Fulfills all 6 units
		6	Total "Expansion" Units

Total GE Unit Requirement **44-58**

Percentage of 121 units **36%-48%**

Yet to be Determined - Potential - "0 Count" with above

Diversity in US
Non-Western Global
Western Non-US
Technological Literacy
Visual Literacy
Moral Reasoning
Sustainability
Health

Proposed GE for requires 14-18 courses to complete GE
Current ASC BA & BS requires 16-20 courses to complete GEC

Undergraduate General Education Requirements

01/04/10

- The General Education requirements (GE) at the Ohio State University are accomplished through 14 course requirements listed below.
- In addition, some majors require the achievement of a foreign language proficiency through a combination of testing and/or course work ranging from 0-12 units.

<u>COURSES</u>	<u>COURSE TYPE</u>	<u>UNITS</u>	<u>NOTES</u>
Course 1	English 110 successor	3	
Course 2	367 successor	3	
Course 3	Literature	3	
Course 4	Arts	3	
Course 5	Math + (Level "R" or Math 104 successor req.	3	151/152 successor for B.S.
Course 6	Data Analysis	3	Can be in Major program
Course 7	Biological Science*	3-5	* 1 science w/ a lab = 8 for B
Course 8	Physical Science*	3-5	2 science w/ labs = 10 for BS
Course 9	Historical Study	3	
Course 10	Social Science 1•	3	• From 2 of 3 categories
Course 11	Social Science 2•	3	• From 2 of 3 categories
Course 12	Social Science or History or Culture and Ideas	3	
Course 13	Open option °	3	° From 5 categories
Course 14	Open option °	3	° From 5 categories
		44-46	Total Units

Language Proficiency level required by some **0-12**

• Social Science categories

Individual/Groups
Organizations/Polities
Human/Natural Resources

° Open Option courses can be selected from the following:

Another course 2-12	Outside major department
Another course 2-12	Outside major department
Service learning course	Can be from major department
Integrated seminar (non-major)	Outside major department
Education abroad	Fulfills all 6 units

Percentage of 121 units w/o Language 36%

Percentage of 121 units w/ Language 48%

Yet to be Determined - Potential - "0 Count" with above

Diversity in US
Non-Western Global
Western Non-US
Technological Literacy
Visual Literacy
Moral Reasoning
Sustainability
Health

Proposed GE for requires 14-18 courses to complete GE
Current ASC BA & BS requires 16-20 courses to complete GEC