

## Neff, Jennifer

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**To:** Getson, Jennifer; Levi, Scott; Soland, Birgitte; Martin, Andrew  
**Cc:** Steele, Rachel; Hilty, Michael; Vankeerbergen, Bernadette; Podalsky, Laura  
**Subject:** Leadership Major

Good afternoon,

On Wednesday, October 11<sup>th</sup>, the Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee reviewed a proposal to create a new undergraduate major in Leadership.

I am happy to report that the proposal was unanimously approved with the following comments, recommendations, and contingencies:

- a. **Comment:** The Subcommittee would like to commend the ASC Leadership Major Steering Committee for their work on the proposal and is excited to see curricular development in the Arts and Sciences in this arena.
- b. **Contingency:** The Subcommittee requests that the department de-emphasize the double major throughout the proposal. While the Subcommittee appreciates the flexibility of the program and recognizes that double majoring could be beneficial to students, such a strong emphasis on this undermines the program by suggesting that it cannot stand on its own. The Subcommittee asks that the Steering Committee provide more information on how students will be prepared for careers and/or graduate school upon completion of this program alone, giving special attention to named career fields such as science, technology, and the arts that may require specialized knowledge in the field.
- c. **Contingency:** The Subcommittee requests that the Steering Committee elaborate more on the cohesion of students' paths within the major given the broad scope of the program. The Subcommittee again appreciates the vast appeal this program will have but has the following questions regarding how students will articulate the value of their studies:
  - i. With so many specializations to choose from, such a huge variety of courses in the Specializations and Skills, and some choice in the Core, how will students in the major have a common experience and a full command of the key concepts and skills of leadership studies?
  - ii. How will students keep a focus on leadership skills while navigating the wide variety of Specializations and Skills courses before they get to the capstone course?
  - iii. How will students be guided through the process of choosing courses to create a cohesive program of study?
- d. **Contingency:** The Subcommittee asks that the department modify the advising sheet (proposal Appendix 2) concerning counting Leadership major courses toward another major program. The Subcommittee strongly recommends that the advising sheet refer students to their academic advisor regarding crossing courses between majors. However, should the Steering Committee feel strongly about stating the possibility of crossing courses between majors on the advising sheet, the Subcommittee asks that the advising sheet at least acknowledge that cross-counting courses requires the approval of both departments.
- e. **Contingency:** The Subcommittee asks that the sample four-year plan (Appendix III) be revised with the following corrections:

- i. The four-year plan should not overlap with another program, but should demonstrate progression through courses in the major, General Education, and electives coursework of students enrolled in the leadership program alone. Therefore, references to the History major should be removed.
  - ii. The plan is missing the required First Year Survey course, Arts and Sciences 1100.xx, which must be taken in students' first semester.
  - iii. The GEN Launch Seminar is recommended to be taken in students' second semester unless requirements in the major prohibit them from doing so.
  - iv. Ideally, students should take the Reflections seminar in AU4 or SP3 rather than in their last semester.
  - v. Introductory World Language courses [1101-1103] (AU1, SP1, AU2) are four credit hours and should be described that way in the plan. The four-year plan includes a 4<sup>th</sup> course, but there is no 4<sup>th</sup> World Language course in the GEN (or GEL). Additionally, these courses should preferably be labeled as World Language College Requirements as technically they are not part of the General Education program at the university.
  - vi. The Embedded Literacies (Advanced Writing, Data Analysis, and Technology) are not part of the General Education and should not be labeled as such (SP1, SP4).
  - vii. Since the Subcommittee is requesting that the sample four-year plan reflect the path of a student with only one major, no GEN Foundations courses can be crossed with the major.
- f. **Contingency:** The Subcommittee asks that the Steering Committee reconsider and/or reconfigure the co-curricular option for completing the "Skills" section of the major in one of two ways. The Subcommittee strongly suggests that instead of an ungraded Option B a new ASC experiential learning course be created to avoid some of the issues listed below and provide enhanced structure:
- 1. It is clear that the Steering Committee anticipates that many students in the program will double major. Given this, a student could potentially complete a service learning or internship course for credit towards another major and then could also count this toward the non-credit hour requirement for the Leadership major. The Subcommittee is concerned that this would allow students to cross an additional course/requirement between programs, which could *potentially* violate university rules on the matter.
  - 2. The Subcommittee commends the Steering Committee for its strong value of experiential learning but is uncertain that all listed options will provide an equal experience. The Subcommittee asks how experiential learning will be verified and completed to a universal standard. Will the Steering Committee include a reflection or self-report?
- g. **Recommendation:** The Subcommittee recommends that the Steering Committee re-organize the layout of the Advising Sheet (Appendix II). Specifically, they encourage the Steering Committee to combine the sections that are currently listed in the "Skills" section and the "Specialization" section into one "Specialization" section with two subsections labeled "Skills Courses" and "Content Courses" or something similar. The Subcommittee is concerned that its current layout suggests a certain order to the courses and does not demonstrate that Skills courses correspond with the Specialization courses in the next column.
- h. **Comment:** The Subcommittee finds the assessment plan to be well considered and thoroughly explained, but offers the friendly advice to, moving forward, consider staffing and the necessary

faculty time commitments for implementation given the Steering Committee's high enrollment projections.

- i. **Contingency:** The Subcommittee asks that the Steering Committee provide specific information about the planned for (or, when applicable, current) frequency of core course offerings.
- j. **Contingency:** The Subcommittee asks that the Steering Committee remove all 1000-level courses listed throughout the major program course options as 1000-level courses cannot count towards a major.
- k. **Contingency:** The Subcommittee asks that the Steering Committee alter their plan for allowing a student to use up to 9 credit hours from the Hospitality and Retail Leadership Certificate in their ASC Leadership major (pg. 5 of the proposal). As of right now, the HRLC certificate only allows for 50% of the 12 required credit hours to overlap with any other major, minor or certificate, so students who complete both programs could only overlap 6 credit hours.
- l. **Contingency:** The Subcommittee asks that the Steering Committee correct the title for CSFRST/CSHSPMG 3910 to "Customer Experience Management" (proposal pg. 4).
- m. **Recommendation:** The Subcommittee recommends that the Steering Committee include a Communication course in the "Core" Section of the major rather than in the "Skills" Section, as this seems to be an essential area of study for leadership. Moving this requirement to the core could also help to provide a more consistent and cohesive program addressed in item "c" above.
- n. **Recommendation:** The Subcommittee recommends that the Steering Committee remove the reference to "good standing" (proposal pg. 14) and instead state that the major program is open to all students at Ohio State if there are no GPA requirements or admittance criteria.

I will return the Leadership major proposal via curriculum.osu.edu to enable the department to address the points above.

Should you have any questions about the feedback above, do not hesitate to contact Laura Podalsky (cc'd here), faculty chair of the Arts and Humanities 2 Subcommittee, or me.

Best,  
Jennifer



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Pronouns: she/her/hers