**ASCC A&H1 Panel**

Approved Minutes

Friday, April 14, 2017 9:00 -10:30 AM

110 Denney Hall

ATTENDEES: Aski, Bitters, Heysel, Jones, Oldroyd, Taleghani-Nikazm, Vankeerbergen, Zuniga-Shaw

AGENDA:

1. Approval of 3-29-17 minutes

* Jones, Taleghani-Nikazm, **unanimously approved**

1. NELC 3504 (new course; requesting GE Cultures and Ideas) –finalize vote

* Feedback from 3-29-17 meeting:
  + **Grade breakdown and assignment descriptions are unclear. The description of the presentation states that the presentation has two components: a textual analysis handout and an in-class presentation. The assignment description then mentions an essay (that needs to be e-mailed) but does not explain if it is related to the presentation. Clarify if the presentation is a two or three-part assignment. Also, provide more information on the requirements for the textual analysis handout, presentation, essay, and essay exams.**
  + **Syllabus includes two sections on class participation, one on page 2 and one on page 3. Panel also wonders if the Woody Allen quote (“80% of success is showing up”) might suggest to students that attendance rather than active participation is sufficient for their participation grade.**
  + **The assessment plan provided is essentially a course assessment plan, not a GE assessment plan. Provide one or two specific methods of assessment for each expected learning outcome (ELO) with specific examples of questions for each method. Do not use assignment grades for GE assessment since most often factors other than fulfillment of a GE ELO influence a grade for an assignment. Prefer a rubric tied to the GE ELOs. The rubric for evaluating essays does not address GE ELOs; it is a rubric that evaluates the quality of writing—not the fulfillment of GE ELOs. The description of the follow-up/feedback process also seems to tie more to course goals than to GE expected learning outcomes. A sample GE assessment plan will be provided as an example.**
  + *Panel recommends including due dates for papers and presentations in the course schedule.*
  + *The course policies section on page 3 says that readings will be available in a course packet. No course packet is mentioned under readings on page 2. Furthermore, the use of computers is forbidden in the classroom (see p. 3) but p. 2 states that all articles and primary readings are on the course website. Panel noticed a bit of disorganization in the syllabus. That is, for example, the case for the repetition of class participation sections. Additionally, the panel noticed numerous typos and an incomplete sentence at the top of page 3, which begins “Further instructions on class paper assignments can be found on the assignment handouts and course…”*
  + *Disability statement used includes the previous location in Pomerene Hall. Update the disability statement to include the new location at 098 Baker Hall. See p. 15 of ASC Curriculum and Assessment Operations Manual for the correct disability statement* [*https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC\_CurrAssess\_Operations\_Manual.pdf*](https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf)

*“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307,* [*slds@osu.edu*](mailto:slds@osu.edu)*;* [*slds.osu.edu*](http://slds.osu.edu/#_blank)*.”*

* Additional feedback from 4-14-17 meeting:
  + **Can this course be counted toward the Islamic Studies BA? If so, provide an updated curriculum map.**
  + **Request concurrences from (1) Center for Medieval and Renaissance Studies and (2) Comparative Studies (Religious Studies).**
  + **Provide further explanation for how class participation will be evaluated. There are two components described (questions and attendance), but the criteria for evaluating these two components are not described. Additionally, the syllabus describes a contradictory policy for turning in discussion questions. In one paragraph on page 2 under the Requirements and Grading section, students are instructed to “come to discussion prepared with questions and observations on the readings.” In the Discussion and class participation section on page 2, students are instructed to email the professor with 3 questions before class.**
  + *The panel notices that the presentations will require a very significant amount of time, but time for the presentations is not included in the course schedule. For example, if there are 20 students in the class and each student is responsible for two 15-minute presentations that would take 600 minutes of class time. With only 10 students, that is still 300 minutes or over 5 meetings of 55 minutes each.*
* Taleghani-Nikazm, Jones, **unanimously approved with** **six contingencies (in bold above)** and *four recommendations (in italics above)*

1. Review/Approve History GE guidelines

* The panel recommends rephrasing the sentence “Clearly demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches” to “Clearly understand and apply basic historical concepts, methodologies, and approaches.”
* Zuniga-Shaw, Jones, **unanimously approved**

1. Bachelor of Science: English and Mathematics (new)

* **According to the rules of the GE, “A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.” If the Dept of English is considered “the department of the major” (or at least one of the departments of the major), then the GE Literature course and the GE VPA course cannot both be taken in the Department of English. Again, this is a point that will need to be discussed and decided on by the full ASC Curriculum Committee.**
* *The Panel understand that the Departments of Mathematics and English are following university assessment practices when in the major proposal you list the following assessment methods: (1) “Measure success rate in passing courses in both fields with a C- or above”; and (2)” Keep records of job placements for graduates for three years after graduation for the first three graduation cohorts.” However, the Panel want to point out that these methods do not necessarily reflect the quality of a program. Students may not do well in courses for many reasons that have nothing to do with the quality of the program itself—e.g., students dealing with personal problems that affect their grades. Also, some students may not wish to seek employment in their major field—e.g., some might prefer to be stay-at-home parents or be otherwise willingly unemployed. Rather than using job placement records for all graduates, it might be more accurate to focus on those graduates who actually apply for jobs.*
* *Might the department consider permitting students to take the capstone course in the spring semester of their junior year? Indeed, sometimes students find it very challenging to schedule all the necessary courses in the Spring semester of their senior year.*
* Zuniga-Shaw, Jones, **unanimously approved with one important concern (in bold above)** and *two comments (in italics above)*

1. English 4420 (new)

* **This course is to be taught during a regular 14-week semester. Please adjust the schedule in the syllabus accordingly. This is not a 12-week course.**
* **In the syllabus, p. 9, under Textbook, please provide list of required texts and other course materials, and information on where they are available. (See point 8 of ASC syllabus Template Elements** [**https://asccas.osu.edu/curriculum/asc-syllabus-elements**](https://asccas.osu.edu/curriculum/asc-syllabus-elements) **)**
* Taleghani-Nikazm, Jones, **unanimously approved with two contingencies (in bold above)**

1. Italian 3051 (new; requesting GE Literature & GE Diversity--Global Studies)

* Having discussed the issue of concurrence, the panel feel that this issue is not something that would prohibit the course from being offered. The panel also feel that a concurrence from English is not necessary because the content of this course is not exclusive at all to the Department of English. Very little about this course has anything to do with English literary subject matter. The panel support FRIT not requesting a concurrence from English a second time.
* *Example questions of embedded questions provided in the assessment plan do not clearly relate to the GE ELOs. Additionally, most often grades do not measure GE ELO achievement, as factors other than fulfillment of a GE ELO influence grades for an assignment.*
* *Disability statement used includes the previous location in Pomerene Hall. Update the disability statement to include the new location at 098 Baker Hall. See p. 15 of ASC Curriculum and Assessment Operations Manual for the correct disability statement* [*https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC\_CurrAssess\_Operations\_Manual.pdf*](https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf)

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* Jones, Taleghani-Nikazm, **unanimously approved** *with three comments (in italics above)*