ASCC 7/17/2020

CarmenZoom meeting 9:00-11:00am

Approved Minutes

# ATTENDEES: Anderson, Crocetta, Giusti, Hawkins, Heysel, Horn, Kline, Lam, Miriti, Oldroyd, Otter, Rush, Steinmetz, Taleghani-Nikazm, Vaessin, Vasey, Wilson

AGENDA:

1. Approval of 6-26-20 minutes
* Steinmetz, Taleghani-Nikazm, **unanimously approved**
1. Course review
* Working Group 1:
* General feedback for all course requests:
	+ Live presentations: A paragraph in all syllabi (copied below) that provides information about office hours and live presentations lacks details about when and where the live presentations are expected to occur. Also, the syllabi that we reviewed last month had more specific language/policy about attendance and scheduled synchronous online meetings. We recommend the departments to add details about live presentations and how students can access them. We also encourage the instructors to add some synchronous online meetings with students.
		- “All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.”
	+ Late Assignments: Perhaps consider modifying the language given COVID-19 pandemic to show understanding of the exceptional circumstances around it, including the health center documentation.
* History 2065: Colonialism at the Movies: American History in Film (existing course with GE Historical Study and GE Diversity-Social Diversity in the US; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ *Provide more information on film viewing. Will the films be viewed asynchronously?*
	+ Approved with *one recommendation* (in italics above) and **one contingency** (in bold above)
* History 2125: The History of Latin America Through Film (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The course has approval for GE Historical Study and GE Diversity-Global Studies. On page 3 of the syllabus, the goal for Social Diversity in the US is used and the ELOs for Global Studies are used. Include the correct goal and remove references to Social Diversity in the US.**
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ Approved with **two contingencies** (in bold above)
* History 2302: History of Modern Africa, 1800-1960s (existing course with GE Historical Study; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Include more information on the midterm and final exams (e.g. format of the exams, whether they are open book, is the final cumulative, etc.).*
	+ Approved with **two contingencies** (in bold above) and *one recommendation* (in italics above)
* History 2401: History of East Asia in the Pre-Modern Era (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **The syllabus includes outdated GEC language. This should be updated to include the current GE language for GE Historical Study and GE Diversity-Global Studies.**
	+ *The sample question for Global Studies ELO 2 does not seem to be addressing the ELO sufficiently. The ELO states that “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.” The question asks students to address what happened to Koreans when the Mongol dynasty dominated China. Consider using a different question to assess this ELO.*
	+ *In the GE assessment plan, the expected level of student's achievement in learning objectives is set at 95%.  What does 95% means? It could mean 95% of the students score EXCELLENT. It could mean 95% score GOOD or better. It could mean 95% score FAIR or better. Or some overall score based on a weighting scheme is better than 95%.  This should be made precise.*
	+ Approved with **two contingencies** (in bold above) and *two recommendations* (in italics above)
* History 2402: History of East Asia in the Modern Era (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **The GE information on page 2 of the syllabus needs to be fixed. The goals and ELOs listed are not accurate.**
	+ *The description of the short map quiz could benefit from more explicit details.*
	+ *How long are the discussion forums expected to be? The schedule includes posting comments on other questions, but there are no instructions on when and how students are expected to do this. Also, are these students’ comments on other questions graded?*
	+ *Clarify when the live presentations happen. Lecture is mentioned only in first week of the semester. Do the weeks for the rest of the semester have lectures?*
	+ *The topics outlined in the syllabus could be clearer. Some topics have an assignment attached and others simply have a title. The first lecture indicates to watch or listen to a lecture corresponding with the topic. This might be clearer to communicate at the top of the schedule rather than in the schedule.*
	+ *GE Assessment Plan direct method: “The assessments are performed by examining homework assignments, exams and class discussion, and the key elements defining meeting the expected learning outcomes are described.” Make the description more concrete. Consider developing scoring rubrics for each assessment instrument and each expected learning outcome. Also, specify quantitatively the score you expect to see if an expected learning outcome is met.*
	+ Approved with **two contingencies** (in bold above) and *five recommendations* (in italics above)
* History 2475 & Jewish Studies 2475: History of Holocaust (existing course with GE Historical Study; request for 100% DL) (cross-listed courses)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Include more information on the midterm and final exams (e.g. format of the exams, whether they are open book, is the final cumulative, etc.).*
	+ Approved with **two contingencies** (in bold above) and *one recommendation* (in italics above)
* Working Group 2:
* Communication 3442: Violence in Society and Violence in the Media (existing course with GE Social Science—Individuals and Groups; request for 100% DL)
	+ **Provide a more thorough curricular rationale for requesting 100% distance-learning status.**
	+ *Include more information on exam format (e.g. if the exams are open note).*
	+ *For the GE rationale and assessment plan, consider using indirect forms of assessment like student reports, and ways of ensuring that assessment will not be overly time consuming.*
	+ Approved with **one contingency** (in bold above) and *two recommendations* (in italics above)
* Economics 8712: Microeconomic Theory 1B (existing course requesting 100% DL)
	+ **The syllabus states that the course will be offered 100% online to accommodate students during the ongoing public health crisis. “We want the flexibility to offer the course as a DL course in case a group of students are not able to attend in person (due to pandemic, travel visa issues, etc." If this is the case the course should not be submitted for permanent DL status, but submitted and approved for temporary status, or the department should provide a curriculum based rationale for applying for permanent DL status.**
	+ *State specific office hours and your method of contact on the first page. Also, state the methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes) for the instructor. For instance, will all lectures by synchronous?*
	+ *Course practices: The syllabus refers to "OSU blue books" and the Grades paragraph on p. 3 mentions that exam absences will not be accepted without a doctors' note. Will these practices be continued in the online environment?*
	+ *Assignments: The syllabus could indicate when problem sets are due, and how exams will be administered (although p 5 says “Carmen exams”).*
	+ *Clarification: the syllabus says that “The problem set will be discussed in the Friday recitations.” However, there are no Friday sessions on the weekly schedule.*
	+ *OSU staff change: Molly Peirano is now serving as interim Title IX coordinator.*
	+ *Typo: for Optional Readings, the Krep reading citation is not complete (i.e., ends with a comma).*
	+ Approved with **one contingency** (in bold above) and *six recommendations* (in italics above)
* Economics 8722: Macroeconomic Theory 1B (existing course requesting 100% DL)
	+ **The syllabus states that the course will be offered 100% online to accommodate students during the ongoing public health crisis. “We want the flexibility to offer the course as a DL course in case a group of students are not able to attend in person (due to pandemic, travel visa issues, etc." If this is the case the course should not be submitted for permanent DL status, but submitted and approved for temporary status or the department should provide a curriculum based rationale for applying for permanent DL status.**
	+ *State specific office hours on the first page of the syllabus.*
	+ *State on page 1-2 the methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes). For instance, on page 6 it says that students “attend all lecture and recitation sessions by zoom,” but the frequency, date, and day of week for these doesn’t seem to be indicated.*
	+ *Provide the deadlines for problem sets and assignments on the weekly schedule.*
	+ Approved with **one contingency** (in bold above) and *three recommendations* (in italics above)
* History 2650: The World Since 1914 (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ *Modes of online delivery: It would be easier to understand how the course works if various methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes) were stated on pages 1-2.*
	+ *Regarding assignments: Students would benefit from more details about how exams will be administered, and their organization and content. Also, it would be helpful to understand more about the types of assignments, such as the controversy essays and weekly assignments.*
	+ *Regarding course policies: There are policies for peer review and group projects, but the descriptions do not link up clearly to course assignments. Could these linkages be made clearer?*
	+ *Typo on page 6: CarBaseline*
	+ Approved with **one contingency** (in bold above) and *four recommendations* (in italics above)
* History 3017: The Sixties (existing course with GE Historical Study; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Please state on page 1-2 the methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes). How will the instructor deliver direct instructional content each week?*
	+ *Clarity regarding assignments: Details about the exams such as format and exam security could be specified. Other assignment items could be clarified. For instance, for discussion posts what is meant by an intervention? How are weekly assignments building blocks for the term paper?*
	+ *Regarding assessment practices: Where will assessment essays be assigned? Will these be assigned as part of the final exam? This should be explained more explicitly in the syllabus.*
	+ *Wording clarification: “You should follow [MLA/APA/?]" could be corrected.*
	+ Approved with **two contingencies** (in bold above) and *three recommendations* (in italics above)
* History 3106: The History of Mexico (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ *Clarify how students can connect with the instructor during office hours.*
	+ *The instructor could move the image in the syllabus so that it is not blocking the text on the document.*
	+ *GE Rationale & Assessment Plan: The assessment plan needs to state what the expectation for success is. Typically, this is done by stating the rationale for why X% of the students need to achieve X on the assessment rubrics for this to be considered a successful GE course. There also needs to be a stated method for analysis and reflection of the data that will be collected.*
	+ *Final wording clarification: Syllabus page 5 line “where YOU will see a list”*
	+ Approved with **one contingency** (in bold above) and *four recommendations* (in italics above)
* Working Group 3:
* HDFS 3440 (existing course with GE Social Science—Individuals and Groups; request for 100% DL)
	+ *Points don’t add up in Syllabus (Exam 1 is listed as 50 points, Exam 2 as 85 points, total is given as 130. Point total is listed as 620, it should be 625.)*
	+ *Use 16 point font size for the disability statement*
	+ Approved with *two recommendations* (in italics above)
* History 3253 (return; existing course with GE Historical Study; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Use 16 point font size for the disability statement*
	+ *The course appears to be from Marion Campus, but the disability statement uses a main campus address and later a Marion campus contact is used. This should be consistent.*
	+ Approved with **two contingencies** (in bold above) and *two recommendations* (in italics above)
* History 3263 (existing course with GE Historical Study; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
	+ *Given the specific format of the paper, it may be helpful to request a PDF format for submission.*
	+ Approved with **two contingencies** (in bold above) and *two recommendations* (in italics above)
* History 3304 (existing course with GE Historical Study; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
	+ *Inform AAAS of the change since the course is cross-listed.*
	+ *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
	+ *Given the specific format of the paper, it may be helpful to request a PDF format for submission.*
	+ Approved with **two contingencies** (in bold above) and *three recommendations* (in italics above)
* History 3570 (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
	+ **The stated rationale for permanent distance-learning designation is that you have worked “with ASC Tech to gain online teaching approval.” Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for this course.**
	+ *The syllabus introduction differs from the content topics in the course change request. The Committee suggests editing the topics list to better align with the broader perspective of the DL version.*
	+ *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
	+ Approved with **one contingency** (in bold above) and *three recommendations* (in italics above)
* Statistics 2450.02 (“new” course; 100% DL version of existing course numbered 2450.01 with GE Data Analysis)
	+ *Windows 7 is no longer supported. Update this in the syllabus.*
	+ *The text addressing electronic devices would appear to be more relevant for an in-person course.*
	+ *Change the disability statement to 16 point font.*
	+ *Clarify if exams 1 and 2 are also to be done remotely. It is only stated for the final exam.*
	+ Approved with *four recommendations* (in italics above)
* Statistics 2480.02 (“new” course; 100% DL version of existing course numbered 2480.01 with GE Data Analysis)
	+ *Windows 7 is no longer supported. Update this in the syllabus.*
	+ *In order for students to qualify for a make-up exam they must have a “severe illness requiring hospitalization.” This bar may be too high, especially given COVID-19. Consider adjusting this policy.*
	+ Approved with *two recommendations* (in italics above)
* All three working groups encountered issues with insufficient rationales for requesting permanent distance-learning status. The Committee discussed whether to require a more complete rationale for these courses as a contingency of approval.
	+ Most of the course requests provided insufficient rationale for requesting permanent DL status. The stated rationale for all the History courses was that they “worked with ASC Tech to gain online teaching approval.” The rationale for the Economics courses seemed more appropriate for temporary DL status through the assurance process.
	+ Committee member comment: There is an assurance process for courses that need to be taught online in the Fall semester. It’s reasonable to have a higher standard for permanent DL approval for this reason. Evaluating the appropriateness of the rationale for a course change seems to be central to what this committee is tasked with.
	+ Committee member comment: We should be intentional with this process. Many existing challenges, such as the GE assessment process, exist because of inconsistencies in approval and enforcement.
	+ Committee member comment: We should note that the faculty putting together syllabi are often not the faculty who submit through curriculum.osu.edu. Faculty may have a more developed rationale for the course change.
	+ Committee member question: Can we approve these requests with the temporary assurance process rather than for permanent DL status?
		- We don’t want to confuse the process for faculty. Temporary approval should be separate.
		- We can guarantee to departments that any course that is unable to obtain permanent DL status this summer will still be able to teach their courses online this Fall through the assurance process.
	+ Committee member comment: We need to be consistent and clear with faculty what the expectations are to gain DL status for their courses.
	+ Committee member question: Can we request rationales retroactively for courses, including History courses that were approved at the past meeting?
		- These courses are already approved. We should note to the department that the Committee identified a pattern rather than a few isolated courses and wanted to address the issue.
	+ The Committee decided to add a contingency to any course that lacked sufficient rationale for permanent DL status. David Horn will draft formal language to accompany this contingency. This issue will be addressed more broadly in the future by the full ASCC or by a working group.
* **The Committee voted on all courses with existing contingencies and recommendations and the added rationale contingency to 16 courses: Vasey, Wilson, unanimously approved**