**ASCC Arts and Humanities 2 Panel**

Approved Minutes

Monday, February 8th, 2021 12:30PM – 2:00PM

CarmenZoom

**Attendees:** Anderson, Bitters, Folden, Hilty, Romero, Savage, Vankeerbergen, Wilson

1. Approval of 01/25/2021 Minutes
   * Folden, Romero, **approved** with one abstention
2. Questions pertaining to submission forms for new Foundations (1) Writing and Information Literacy & (2) Historical and/or Cultural Studies

* The Panel discussed adding clarifying instructions to the submission form regarding the ELOs to make sure instructors submitting courses under the new GE understand how to demonstrate the submitted course syllabus meets the ELOs
  + They determined that it would be best practice to add the word “or” to the title of the current GE foundation “History and Cultural Studies” in order to clarify that instructors can submit courses under either Historical Studies or Cultural Studies and not required to submit for both.
  + Additionally, the Panel decided that it would be best practice to advise instructors submitting courses for the GE foundation Writing and Information Literacy that they should include information about how they intend to manage the individualized instruction for the number of students they intend to enroll, how they will offer opportunities for student revision, and what grammar reference materials the course will incorporate.
  + The Panel also would like it noted that they believe the same circumstances surrounding the current GE foundation Historical and Cultural Studies will affect the GE foundation Race, Gender and Ethnicity Diversity and would like to suggest including the word “or” within that title as well.
  + It was decided that Vankeerbergen will include the Panel’s feedback onto the forms and submit them back to Wilson for approval. These same questions will continue to Arts and Humanities Panel 1 for further review.

1. WGSS 1110 (existing course with GE Cultures and Ideas, GE Social Science – Individuals and Groups & GE Diversity – Social Diversity in the U.S.; request for 100% DL)
   * *The Panel recommends removing boilerplate language from the template that do not appear to apply to the course, such as on page 7 under Policies for this online course where a final exam is discussed.*
   * *On page 9 of the syllabus, Kellie Brennan is mentioned as the Title IX Coordinator. The Panel recommends removing her name and updating the language to the most up-to-date language found on the ASC Curriculum and Assessment Services website at* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements) *.*
   * *The Panel recommends adding where the textbook, discussed on pages 3 and 4, can be purchased by students.*
   * *The Panel recommends adding a table of contents to the course schedule (found on pages 9-13) that gives further explanation and clarity to how assignments fit into the overarching course calendar.*
   * *The three “Reading Responses” assignments found on page 5 do not appear anywhere else within the syllabus. The Panel recommends adding them to the schedule (found on pages 9-13) for further clarity.*
   * *On the course change form submitted on curriculum.osu.edu, this course was not selected as being offered for distance learning, but the course change request is for 100% DL. The Panel recommends changing this to reflect the request for distance learning.*
   * Savage, Romero, **unanimously approved** with *six recommendations* (in italics above)
2. WGSS 2215 (existing course with GE Literature; request for 100% DL)
   * **On page 11, within the course schedule, there is a mention of a midterm being due. The Panel did not see a mention of a midterm elsewhere in the syllabus and therefore would like to see this clarified.**
   * *The Panel suggests adding trigger warnings for individual readings/viewings as needed.*
   * *The Panel recommends removing boilerplate language from the template that do not appear to apply to the course, such as on page 7 under Policies for this online course where a final exam is discussed.*
   * *On page 9 of the syllabus, Kellie Brennan is mentioned as the Title IX Coordinator. The Panel recommends removing her name and updating the language to the most up-to-date language found on the ASC Curriculum and Assessment Services website at* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements) *.*
   * *The Panel recommends adding where the textbook, discussed on page 3, can be purchased by students.*
   * *The Panel recommends adding a table of contents to the course schedule (found on pages 9-12) that gives further explanation and clarity to how assignments fit into the overarching course calendar.*
   * *The three “Reading Responses” assignments found on page 5 do not appear anywhere else within the syllabus. The Panel recommends adding them to the schedule (found on pages 9-13) for further clarity.*
   * *On the course change form submitted on curriculum.osu.edu, this course was not selected as being offered for distance learning, but the course change request is for 100% DL. The Panel recommends changing this to reflect the request for distance learning.*
   * Savage, Folden, **unanimously approved** with **one contingency** (in bold above) and *seven recommendations* (in italics above)
3. WGSS 2367.02 (existing course with Writing and Communication – Level 2, GE Literature & Diversity – Social Diversity in the U.S.; request for 100% DL)
   * The Panel feels as if the course assignments and grading (as found on pages 6-8) is not clear and can cause confusion to students. They would like to see further clarification around how assignments will be graded. For example, on page 6, it mentions that discussions are worth 45 points but on page 7, it is not mentioned how much each individual discussion will be worth. They also would like to see the topics of these weekly discussions.
   * On page 8 of the syllabus, the final revised essay is said to be worth 55 points, yet in the grading table on page 6 the essay is listed as being worth 50 points. The Panel recommends changing this typo.
   * For the extra credit assignment found on page 8, it is not mentioned how many points a student can earn. The Panel recommends including that information within the syllabus.
   * The Panel suggests adding page numbers to the course readings.
   * **No Vote**
4. WGSS 2317 (existing course with GE VPA; request for 100% DL + change wording of title)
   * The Panel would like to mention how well-crafted and nicely organized this syllabus appears to be.
   * *The Panel would like to suggest adding the course readings to the syllabus so students can fully understand the workload of the course upfront.*
   * *On the course change form submitted on curriculum.osu.edu, this course was not selected as being offered for distance learning, but the course change request is for 100% DL. The Panel recommends changing this to reflect the request for distance learning.*
   * Savage, Romero, **unanimously approved** with one comment and *one recommendation* (in italics above)
5. WGSS 2327 (existing course with GE Cultures and Ideas; request for 100% DL + change wording of title)
   * The Panel would like to mention how well-crafted and nicely organized this syllabus appears to be.
   * *The Panel suggests adding page numbers to the course readings on the course schedule, found on pages 11-13.*
   * *On the course change form submitted on curriculum.osu.edu, this course was not selected as being offered for distance learning, but the course change request is for 100% DL. The Panel recommends changing this to reflect the request for distance learning.*
   * Folden, Savage, **unanimously approved** with one comment and *two recommendations* (in italics above)
6. History 1212 (existing course GE Historical Study & GE Diversity – Global Studies; request for 100% DL + change wording of title)
   * The Panel would like to mention that they found this syllabus especially notable due to the instructor’s commitment to transparency on their own, personal commitment to the course and for the statement on page 1 of the syllabus surrounding learning in an online format.
   * Romero, Folden, **unanimously approved** with one comment
7. Spanish 2320 (existing course with GE Literature and GE Diversity – Global Studies; request for 100% DL)
   * *The Panel observed that group session protocol could use some clarification in order to make it clear to students what they would be discussing and/or responsible for regarding the group session found on page 8 of the syllabus. They also would like to make a friendly suggestion to make sure the instructor is incrementally monitoring student progress.*
   * *The Panel suggests adding additional information regarding the student/instructor synchronous sessions as found on page 8 of the syllabus as they feel as if it is not entirely clear what students should have prepared for these sessions.*
   * *The Panel recommends adding additional information regarding the student’s final three course in the course, as found on the course schedule on pages 17-19. They feel as if it is not entirely clear what student/instructor expectations are for those final weeks and would like to see more details.*
   * Savage, Folden, **unanimously approved** with *three recommendations* (in italics above)
8. Spanish 1103 (existing course with GE Foreign Language; request for 100% DL)
   * *The Panel recommends replacing the GEC language, found on page 2 of the syllabus, with the current GE language for the GE Foreign Language category. This language can be found on the ASC Curriculum and Assessment Services website at* [*https://asccas.osu.edu/curriculum/general-education-goals-and-expected-learning-outcomes*](https://asccas.osu.edu/curriculum/general-education-goals-and-expected-learning-outcomes) *.*
   * Savage, Romero, **unanimously approved** with *one recommendation* (in italics above)