**ASCC Themes Panel**

Approved Minutes

Thursday, December 2nd, 2021 3:30PM – 5:00PM

CarmenZoom

**Attendees**: Cohen, Cope, Daly, Ferketich, Fredal, Griffith, Hanlon, Hilty, Kogan, Meijerink, Nagar, Parkman, Steele, Steinmetz, Soland, Vaessin, Vankeerbergen, Vasey, Wallace, Washburn, Weiner

1. Approval of 11/18/2021 Minutes
   * Nagar, Cohen, **approved** with **one abstention**
2. Health and Rehabilitation Science 4000 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World, with Team-teaching High Impact Practice; also requesting 100% DL) (carried over)
   * GE Theme: Citizenship for a Diverse and Just World
     + The reviewing faculty would like to thank the submitting department and instructor for their time in creating a course for the Citizenship Theme but have a few items of feedback they would like addressed, which will be outlined below, to allow for the course to be included within the GE Theme: Citizenship for a Diverse and Just World:
     + The reviewing faculty respectfully request that more clarification and case-building about how Citizenship will be addressed within the course be included within the GE Theme submission document. For example, in the explanation in ELO 1.1 in the GE Theme: Citizenship submission document, there is ample explanation about how students will engage in critical and logical thinking, but there is no reference to how students will engage in critical and logical thinking *about the topic of Citizenship specifically*. The reviewing faculty ask for more engagement with the GE Theme category throughout the submission document.
     + The reviewing faculty respectfully request additional integration of the GE Theme: Citizenship Goals and ELOs in the course syllabus. This could be accomplished through a number of ways, such as by providing further insight into the subject of Citizenship in course assignments and lectures.
     + The reviewing faculty offer friendly recommendations about the following items. These can be implemented when the course is next taught:
       - On page 4 of the in-person syllabus, there is mention of the Writing Center offering proofreading services. However, the Writing Center does not offer proofreading services but rather writing tutoring assistance. For more information, as well as a helpful statement to place in syllabi, please see the Center for the Study and Teaching of Writing’s website at: [Reached out to Chris, fill this in later]
       - For the distance-learning syllabus, it may be helpful to provide information about how long the quizzes and exams will be open for them to take.
     + **No Vote**
   * Interdisciplinary Team-Teaching High Impact Practice
     + The reviewing faculty are unclear about how this course will be team-taught from both the course syllabus and GE Interdisciplinary Team-Teaching form and ask the department to identify the co-teaching instructor and what discipline they will bring to the course.
     + The reviewing faculty ask for more clarification about how this course will be brought into conversation with a different discipline, likely that from which the co-teaching faculty member exists in.
     + The reviewing faculty members are interested in the idea about how interdisciplinary co-teaching can be done in an asynchronous online environmentbut request additional information about how the Team-Teaching ELOs will be functionally met. Please provide a rationale for how the Team-Teaching ELOs will be met in the asynchronous online version of the course.
     + **No Vote**
3. Health and Rehabilitation Science 4590 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World; also requesting 100% DL) (carried over)
   * The reviewing faculty found this course to be extremely exciting and worthwhile to students and an exceptional example of a distance-learning course, but they are still unclear about the connection to the GE Theme: Citizenship.
   * The reviewing faculty respectfully ask to provide further clarification within the course syllabus and GE submission form about how the course plans on engaging students with the idea of Citizenship. For example, in the GE Themes submission form in the provided answer for ELO 1.1 (engaging in critical and logical thinking), it is exceptionally clear that students will be engaging in the required thinking. However, there is no indication that students will be required to think critically and logically *about the idea of Citizenship*. The reviewing faculty request that more explicit links to Citizenship be made apparent throughout the syllabus and the GE submission form.
   * The reviewing faculty offer a friendly recommendation that the midterm be clarified to state whether it will take place asynchronously or synchronously. This recommendation can be implemented the next time the course is offered.
   * **No Vote**
4. Communication 2850 (course change; request for new GE Theme: Citizenship for a Diverse and Just World)
   * The reviewing faculty would like to express that they were extremely supportive of this course’s inclusion within the GE Theme: Citizenship and will be reaching out to the instructor and department to use this as an exemplar.
   * **The reviewing faculty request that the GE Goals, ELOs and a statement that explains how the GE ELOs will be satisfied be included within the syllabus. This is a requirement of GE Courses within the College of Arts and Sciences. The GE Goals and ELOs can be found on the Office of Academic Affairs website at:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**.**
   * **Theme Advisory Group: Citizenship for a Diverse and Just World**
     + Soland, Weiner, **unanimously approved** with **one contingency** (in bold above)
   * **Themes Panel** 
     + Vaessin, Ferketich, **unanimously approved** with **one contingency** (in bold above)
5. History 3570 (course change; existing course with GE Historical Study; requesting new GE Theme: Citizenship for a Diverse and Just World)
   * The reviewing faculty found this to be an excellent course on World War II but were unable to find a connection to Citizenship. They noticed that the lesson on February 18th in the course schedule appeared to be the only lesson handling Diversity as a topic and could not find any direct instruction on the topic of Citizenship. The reviewing faculty request more explanation about and engagement with the GE Theme: Citizenship ELOs in the course syllabus and GE Theme submission form. For example, in the GE Theme submission form, for General Theme ELO 1.1 (about critical and logical thinking), it is very clear how this is an advanced, critical and logical thinking course about World War II but unclear how this engages with the idea and concept of *Citizenship*.
   * The reviewing faculty request, specifically, more of an explanation about how the course connects with intercultural competence as required by ELO 1.2 of the Theme-specific ELOs. They were unable to find the connections either in the syllabus or in the GE Theme submission form.
   * **No Vote**
6. History 3712 (course change; existing course with GE Historical Study; requesting new GE Theme: Citizenship for a Diverse and Just World)
   * **The reviewing faculty request that ELO 1.2 of the Theme-specific ELOs (surrounding intercultural competence) in the GE Theme: Citizenship submission be further clarified and explained. In its current form, they do not find sufficient evidence that intercultural competence is being addressed within the course.**
   * **The reviewing faculty ask that more information about how the ELOs will be satisfied be relayed within the course syllabus. This could be done by, for example, including information about how students will engage with Citizenship in the response papers or final research paper.**
   * **The reviewing faculty ask that a statement explaining how the course will satisfy the GE ELOs be added to the syllabus underneath the GE Goals/ELOs, as this is a requirement of GE courses from the College of Arts and Sciences.**
   * *The reviewing faculty give the following friendly recommendations, which can be implemented when the course is next taught:* 
     + *The grading scale utilizes the letter grade of “D-“, which is not a letter grade that offered at Ohio State. They recommend this be removed.*
     + *On page 2 of the syllabus under Course Readings, the textbook mentions it will be available for purchase at SBX. The SBX bookstore has since permanently closed and therefore the reviewing faculty recommend removing reference to this bookstore.*
     + *The reviewing faculty recommend putting the disability statement in 16 point font, as this is the recommendation of the College of Arts and Sciences*.
   * Note from the Panel: The contingencies for this course will need to be reviewed by the entire Panel and TAG upon receipt of the revision.
   * **Theme Advisory Group: Citizenship for a Diverse and Just World** 
     + Soland, Weiner, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)
   * **Themes Panel** 
     + Nagar, Kogan, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)
7. NELC 3700 (existing course with GE Cultures and Ideas & GE Diversity – Global Studies; requesting new GE Theme Lived Environments)
   * The reviewing faculty are very supportive of this course’s inclusion within the Lived Environment Theme of the new GE but would like further clarification.
   * **The reviewing faculty ask that a statement explaining how the course will satisfy the GE ELOs/Goals be added underneath the GE ELOs/Goals, as this is a requirement of the College of Arts and Sciences General Education courses.**
   * **The reviewing faculty ask that more specific topics of class discussions (related to lived environments) be added to the course calendar on the syllabus in order to allow both them and students further understand how this course connects to the GE Theme: Lived Environments.**
   * **The reviewing faculty request additional information and clarity about how the course assignments (e.g., impact of geography on mythology written assignment and Past to the Present project) engage with the GE Theme: Lived Environments ELOs and how students will utilize them to engage with the Theme.**
   * *On page 6 of the syllabus, the grading scale indicates that if a student earns under 349.5 points they can receive a D+, D or E for the course. However, D+ and D will still earn a student credit for the course where an E will not. The reviewing faculty recommend clarifying how many points are required to earn a D+ and a D, as students can still receive credit and pass the course with those letter grades.*
   * **Theme Advisory Group: Lived Environments**
     + Steinmetz, Washburn, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)
   * **Themes Panel** 
     + Vaessin, Ferketich, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)