**ASCC Arts and Humanities 2 Panel**

Approved Minutes

Thursday, February 10, 2022 3:00PM – 4:30PM

CarmenZoom

**Attendees**: Bitters, Cody, Leasure, Parsons, Paulsen, Rohrer, Romero, Steele, Smith, Vankeerbergen, Wilson

**Agenda:**

1. Approval of 1-27-22 minutes
	* Paulsen, Parsons; unanimously approved
2. Music 7814 (change number of credit hours, title, and number of course) (return) (guests: Kat Rohrer & Tim Leasure)
	* Instructors Kat Rohrer and Tim Leasure attended the Panel meeting to clarify aspects of the course proposal with committee members.
	* Wilson, Paulsen; **unanimously approved**
3. Russian 5200 (new course)
	* *The Panel kindly notes that the grade scale ranges appear to be missing on pages 5-6 of the syllabus, and recommends adding them accordingly.*
	* Parsons, Paulsen; **unanimously approved** with *one (1) recommendation* (in italics above)
4. First-year seminar—Judson Jeffries
	* **The Panel requests that further information be included in the syllabus regarding assignments. For instance, what are the expectations for these reflection exercises? What are students supposed to discuss? What do students need to do to successfully complete these activities? Please also include a percentage breakdown indicating the weight for each individual assignment within the larger 50% assignment category.**
	* **The Panel asks that the syllabus feature a course calendar that outlines benchmarks and expectations for students on a day-by-day basis (rather than weekly), including readings as well as specific due dates for any assignments.**
	* Parsons, Wilson; **unanimously approved** with **two (2) contingencies** (in bold above)
5. First-year seminar—Linda Mizejewski
	* **On the top of page 2 of the syllabus, there is mention of S/U grading, but on page 4 there is an A-E grading scale. A course numbered 1137 needs to be graded A-E; if the intention is to teach/grade the class as S/U, however, the course needs to be renumbered as a 1138. Please indicate one or the other of these options, as this affects the catalogue number.**
	* **In the event that the course will be taught S/U, please include statements in the syllabus outlining what earns an S grade vs. a U grade so students have a clear sense of what they must do to pass the class.**
	* Paulsen, Wilson; **unanimously approved** with **two (2) contingencies** (in bold above)
6. Turkish 3797 (new course requesting 100%DL; also requested new GE Theme Citizenship for a Diverse and Just World with Education Abroad High Impact Practice)
	* A 4-week, 4-credit hour course should have 12.5 hours a week of direct instruction, not 5.
	* Further fleshing out the details of attendance and participation in the course would help clarify how the course will meet the required number of instruction hours per credit.
	* Request to provide a credit hour rationale like courses that are traditional study abroad courses do: see instructions <https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs>. A sample credit hour rationale for another education abroad course will be provided to the department. This document will need to sync with the more fleshed out schedule in the syllabus (see point below).
	* The Panel asks that the syllabus feature a course calendar that outlines benchmarks and expectations for students on a day-by-day basis (rather than weekly), including readings as well as specific due dates for any assignments. Also indicating approximately how long/how many hours students might expect to spend on each daily component would greatly help with clarity — what is the average amount of homework each day, for example? This daily breakdown will be a type of itinerary, which is what would accompany a traditional study abroad course syllabus.
	* What happens if students do not complete the self-paced modules in the course? The consequences are unclear.
	* The Panel recommends further clarifying the way extra credit operates in the course by creating separate breakdowns for regular points and bonus points to prevent confusion.
	* The Panel notes that, in addition to the specific objectives for the course, the syllabus should include all of the correct and complete goals and ELOs for the Health and Well-Being theme – as well as a small narrative description of how the class intends to meet these ELOs. The Themes Panel will send this back to the department as a contingency because the full listing of the goals and ELOs as well as the explanatory paragraph is a required syllabus item; the Panel strongly recommends that the department make these revisions prior to review at the Themes Panel. The complete list of goals and ELOs are available here: <https://oaa.osu.edu/ohio-state-ge-program>
	* **No Vote**