**ASCC Arts and Humanities 2 Panel**

Approved Minutes

Thursday, February 24, 2022 3:00PM – 4:30PM

CarmenZoom

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

**Agenda:**

1. Approval of 2/10/22 minutes
   * Wilson, Paulsen; unanimously approved
2. English 3264 (existing course with new GE Themes:  Citizenship for a Diverse and Just World & Health and Wellbeing; requesting 100% DL)
   * The Panel notes that the goals and ELOs for GE Theme Health and Wellbeing have changed since the Themes Panel initially approved this course, and asks that the department update the syllabus accordingly; additionally, the General Themes goals and ELOs should also appear in the syllabus. The complete list of goals and ELOs is available here: <https://oaa.osu.edu/ohio-state-ge-program>
   * Wilson, Paulsen; **unanimously approved** with one (1) comment
3. Music 3010 (new course requesting new GE Theme Health & Wellbeing with Interdisciplinary Team-Teaching High Impact Practice)
   * The structure of class during each week is unclear as currently articulated in the syllabus. What assignments should students complete for the first vs. second day of class? When do lab meetings occur in relation to these lectures? Before or after?
   * The third weekly 55-minute class day only appears on the schedule for some weeks and not for others. What accounts for this discrepancy? Is this a designated lab day?
   * The Team Teaching form does not match the syllabus re: course meeting frequency; the former indicates that class will consist of 2 120-hour sessions a week, while the latter says 2 80-minute lectures per week.
   * The Panel requests further clarification regarding the lab component of the course:
     + What does a typical lab look like? The current description of lab discussions/demonstrations included in the syllabus does not appear to correspond with the session details on the course schedule.
     + What sorts of assignments and activities will students undertake for the labs, and how do these relate to the high-impact credit hour distribution of work for the course?
     + Are the 55-minute lab meetings part of the 4-credit-hour designation for the course or no?
     + Will both faculty members be present for the lab component?
   * The Panel asks for further details about the assignments planned for this class — specifically underscoring how features of these activities will speak to the high-impact designation for the course.
   * **No Vote**
4. History of Art 3905 (new course; requesting new GE Theme Lived Environments with Interdisciplinary Team-Teaching High Impact Practice) (cross-listed with International Studies 3905)
   * Page 4 of the syllabus indicates that the class will count for 4 credit hours, but page 5 says 3 credit hours. Which is correct? If the course is indeed supposed to be 4 credit hours, then each of the two weekly meetings should be 1 hour and 55 minutes sessions.
   * What constitutes the body of work that students will be completing in this course? Please provide details on assignments, homework, workshopping activities, etc., in the syllabus so the Panel can properly evaluate the anticipated amount of work for the selected credit-hour designation.
   * The Team Teaching inventory does not seem to align with what else happens in the classroom per the syllabus; please also include this information in the syllabus course schedule.
   * The Panel found the course schedule formatting by module number confusing. If the department revises the schedule so that activities, readings, homework, etc., were listed by class day rather than by week, the Panel can better assess how much work students must complete.
   * How long are the films? Please include length times in the course schedule.
   * **No Vote**
5. Art Education 5688 (new course)
   * **The Panel asks that all references to Embedded Literacies be removed from the syllabus, as this is major specific and can be confusing for students.**
   * **The subsidy level and course rank on the curriculum.osu.edu form should be revised to include the highest level of graduate students who might enroll in the course. In this case, since AAEP has a doctoral program, please select doctoral subsidy level and also add “doctoral” as intended rank.**
   * **The Panel requests that the department seek concurrence from the Department of Marketing and Logistics in the Fisher College of Business.**
   * *The Panel found the repeating assignment percentage points throughout the syllabus confusing, along with the division of weeks between separate assignments and readings sections. The Panel recommends reorganizing this information into a single cohesive chart/course schedule.*
   * *On page 11 of the syllabus, the percentages and points columns do not align; the former says 40, the latter 30. The Panel recommends adjusting this accordingly.*
   * *The Panel notes that only short descriptions of assignments need to be included in the syllabus, and that full rubrics might be good material to add to the course Carmen page.*
   * Wilson, Parsons; **unanimously approved** with **three (3) contingencies** (in bold above) and *three (3) recommendations* (in italics above)