**ASCC Themes Panel**

Approved Minutes

Friday, March 11th, 2022 11:30AM – 1:00PM

CarmenZoom

**Attendees**: Adetona, Amaya, Conroy, Fredal, Griffith, Hanlon, Hayford, Hilty, Kogan, Lin, McSweeney, Mejierink, Nagar, Paulsen, Putikka, Rush, Smith, Steele, Vaessin, Vankeerbergen, Wallace, Welker

1. Approval of 02/25/2022 Minutes
	* Kogan, Rush, **unanimously approved**
2. ENR and AEDE 2500 (existing cross-listed course requesting new GE Theme: Sustainability with Interdisciplinary Team-Teaching High Impact Practice and 100% DL) (tabled from last time)
	* Theme Advisory Group: Sustainability
		+ The TAG was excited by this course but would like to see some additional changes be implemented into the proposal. They would like to see the course readings for the first two weeks and would like the labs and course readings integrated into the course schedule to help students understand the connections amongst the sustainability topics that are engaging the GE Theme category.
		+ **No Vote**
	* Themes Panel
		+ The Panel would like to see the language of introductory/foundational removed from the syllabus, as GE Themes courses are meant to be advanced study courses within a topic. Additionally, they noticed that most materials students will be reviewing are “popular media” (such as NY Times articles, podcasts, YouTube videos, etc.) and ask that more information on the academic materials that students will be engaging with to make this an advanced study course be provided within the course syllabus.
		+ The Panel requests that a brief cover letter be provided that explains all changes made in response to the feedback provided.
		+ **No Vote**
	* High Impact Practice: Interdisciplinary Team-Teaching
		+ The Panel is not convinced that the Team-teaching requirement is met within the course syllabus and requests that the team-teaching aspect be further integrated within the course. Specifically, they ask that more synchronous co-teaching elements be explained or integrated within the course.
		+ **No Vote**
3. Linguistics 3083 (existing course requesting GE Theme: Lived Environments) (return)
	* Theme Advisory Group: Lived Environments
		+ The TAG sees how this course could potentially fit within the GE Theme: Lived Environments but the submitted revised material did not appear to present clear human-environment interactions that will be the focus of the course (and associated readings, discussions, and assignments). They would like to see these human-environment interactions explored more clearly within the proposal, as currently it appears as if the course is exploring how algorithmic processes affect one’s lived reality, and how structural inequalities can be exacerbated or mitigated through automated decision-making processes. If this is the case, they ask that how these shape the lived environments of people be brought into the forefront of the course and the course description. The first page of the syllabus should present the framework for this course as a LE course more explicitly.
		+ **No Vote**
	* Themes Panel
		+ The Panel requests that the Goals for the GE Theme: Lived Environments be added and that the Goals, ELOs, and a brief statement explaining how the course will meet the GE ELOs for the General Theme ELOs be added.
		+ The Panel requests that a cover letter be provided that explains all changes made in response to the feedback provided.
		+ **No Vote**
4. Health and Rehabilitation Science 4600 (existing course requesting new GE Theme: Lived Environments and 100% DL) (return) (originally submitted as HTHRSC 5600)
	* Theme Advisory Group: Lived Environments
		+ **Approved via letter**
	* Themes Panel
		+ Nagar, Vaessin, **unanimously approved**
5. French and Italian 3061 (existing course with GE Cultures and Ideas and GE Diversity – Global Studies; requesting new GE Theme: Lived Environments)
	* Theme Advisory Group: Lived Environments
		+ **Approved via letter**
	* Themes Panel
		+ Kogan, Rush, **unanimously approved**
6. English 2367.08 (existing course with GE Writing and Communication – Level 2 & approved for 100% DL; requesting new GE Theme: Lived Environments)
	* Theme Advisory Group: Lived Environments
		+ The TAG asks that either the chart explaining the GE Goals, ELOs, and how the course fulfills them be removed and replaced with the standard GE Goals, ELOs, and a brief paragraph or two explaining how the course will fulfill the ELOs or modify the column in the table that presents how the course addresses the Theme specific ELOs. The statements don’t include clear links to human-environment interactions – they are overly vague and confusing to the TAG. It was not clear what the focus of the course was in fact. The TAG felt the activities and approaches and general course topic was a good fit, but a better match between the application describing the activities and the syllabus is needed.
		+ **No Vote**
	* Themes Panel
		+ The Panel asks that more assignments be added to the course that deliberately and intentionally intersect with the GE Theme category. The writing assignments seem to reflect on these interactions but the Panel highly suggests adding additional clarity and providing more emphasis on how these assignments will meet the ELOs of the Theme category.
		+ The Panel asks that the GE Goals and ELO be added to the syllabus, per a requirement of General Education courses by the College of Arts and Sciences.
		+ The Panel asks that the instructor remove the language stating that the default grade of the course is a “B”, as that is not consistent with the definition used for credit hours. For a 3-hour course, a student must engage with 3 hours of direct instruction and 6 hours of out-of-classroom work to receive a final letter grade of “C”.
		+ The Panel asks that references to the Quarter system in the syllabus be removed.
		+ The Panel recommends updating the Title IX statement to be the most up-to-date, as Kellie Brennan is no longer the Title IX coordinator. The Title IX statement can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
		+ The Panel requests that a cover letter be provided that explains all changes made in response to the feedback provided.
		+ **No Vote**
7. Social Work 2110 (existing course requesting new GE Theme: Lived Environment & Health and Wellbeing)
	* GE Theme: Lived Environments
		+ Theme Advisory Group: Lived Environments
			- The TAG asks that a paragraph or two be added after the GE Theme ELOs that explicitly states how the course will fulfill the ELOs. It should be explicit (even if obvious to the instructor) what “lived environment(s)” are the focus of the course. This was not clear to the TAG. Additionally, they ask that specific assignments be linked to the GE Theme ELOs (include explicit reference to specific lived environment(s)).
			- **No Vote**
		+ Themes Panel
			- The Panel asks that the GE Theme General ELOs and a statement explaining how the course will fulfill these ELOs be added to the course syllabus, per a requirement from the College of Arts and Sciences for all General Education courses.
			- The Panel asks that the connection to the GE Theme Lived Environments be made more explicit within the course syllabus as currently they are unable to see how the course will fit within the GE category and be an advanced study of Lived Environments.
			- The Panel requests that a brief cover letter be provided that explains all changes made in response to the feedback provided.
			- **No Vote**
	* GE Theme: Health and Wellbeing
		+ Theme Advisory Group: Health and Wellbeing
			- Hayford, Lin, **unanimously approved**
		+ Themes Panel
			- Vaessin, Rush, **unanimously approved**
8. Anthropology 3050 (new course that was granted new GE Theme: Sustainability at meeting of 11/18/2021; resubmitting for Research & Creative Inquiry High Impact Practice) (return)
	* High Impact Practice: Research & Creative Inquiry
		+ The Panel finds the research aspect of the course to be much improved and thanks the course proposer for a timely and well-constructed revision.
		+ The Panel discussed, going forward, the expectations they have for courses seeking a 4-credit hour Theme with the Research and Creative Inquiry High Impact Practice. They decided that in order to meet the ELOs for the category, a course cannot simply have students conducting library research that culminates in a research paper. Rather, they would like original research, including research methods in the discipline, to be incorporated throughout the entirety of the course and as a part of the course instruction.
		+ Rush, Kogan, **unanimously approved**