**ASCC Themes Panel**

Approved Minutes

Friday, April 1st, 2022 11:30AM – 1:00PM

CarmenZoom

**Attendees**: Amaya, Baker, Cope, Cravens-Brown, Daly, Ferketich, Fredal, Hilty, Howard, Kogan, Lekies, Lin, Nagar, Odei, Putikka, Rush, Soland, Sovic, Steele, Vaessin, Vankeerbergen, Welker

1. Health and Rehabilitation Science 3400 (existing course requesting new GE Theme: Health and Wellbeing, with Research & Creative Inquiry High Impact Practice and 100% DL) (tabled from last meeting)
	* Theme Advisory Group: Health and Wellbeing
		+ **Approved via e-vote**
	* Themes Panel
		+ The reviewing faculty ask that the General Theme Goals and ELOs be added into the course syllabus, per a requirement of all General Education courses to include these.
		+ Distance learning syllabus:
			- The reviewing faculty request additional information surrounding instructor presence within the course syllabus. There is mention of potential instructor videos within the distance approval cover sheet, but those do not appear in the syllabus. If there is to be instructor-generated videos/content within the course, the reviewing faculty ask that this be placed into the syllabus.
			- The reviewing faculty ask that more information about discussion board expectations, quiz administration process (timed, window of time open, etc..) be included in syllabus
			- The reviewing faculty ask that the exam academic integrity plan be clarified. Is it timed but asynchronous? Is there a proctoring plan?
		+ The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
		+ **No Vote**
	* High Impact Practice: Research & Creative Inquiry
		+ The reviewing faculty are unconvinced that this course meets the standard for a 4-credit hour, High Impact Practice course. For a course to meet the ELOs of the category, the research must be integrated within the course as a whole and cannot simply be a course assignment. The course must instruct students in how primary research within the field is conducted and instruct students in, assign, and provide feedback on research methods and modes of publication (papers, reports, presentations, etc.) within the discipline.
		+ The reviewing faculty request more information surrounding the workload estimation for the course. Currently, they are unable to determine if this meets the standards for a 4-credit hour course. For a 4-credit hour, 14-week course, there should be approximately 4 hours of direct instruction and 8 hours of out-of-classroom work per week.
		+ The reviewing faculty recommend resubmitting as a three credit hour Themes course without the High Impact Practice, as in its current form, substantial revisions to the course would need to be made in order for this course to fit within the Research & Creative Inquiry category.
			- Additionally, the reviewing faculty strongly recommend not offering this course in an asynchronous format if they wish to pursue the High Impact Practice, as they are unsure how the level of instruction needed to instruct students in research methods can be done in an asynchronous format.
		+ **No Vote**
2. Philosophy 2456 (new course requesting new GE Theme: Health and Wellbeing) (tabled from last meeting)
	* Theme Advisory Group: Health and Wellbeing
		+ The reviewing faculty request that additional information and a clearer explanation be provided for how the ELOs for the Theme will be met in the proposal. For example, it does not appear that Theme-specific ELO 1.1 is specific enough in answering how they will meet the objective of the ELO.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
		+ Vaessin, Ferketich, **unanimously approved**
3. MEDCOLL 4660 and 4660E (new course and existing course, respectively, requesting new GE Theme: Health and Wellbeing) (tabled from last meeting)
	* Theme Advisory Group: Health and Wellbeing
		+ **Approved via e-vote**
	* Themes Panel
		+ **The reviewing faculty ask that all the GE Goals and ELOs be listed for the category. Additionally, they ask that ELO 3.2 be updated, as it recently has been revised.**
		+ *The reviewing faculty recommend that the department consider potential student enrollment issues, as a three-hour course on a single day may deter students from enrolling within the course due to scheduling conflicts.*
		+ *The reviewing faculty recommend clarifying whether the final exam is take-home within the course syllabus.*
		+ Nagar, Rush, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)
4. Health and Wellness 2102 (existing course requesting new GE Theme: Health and Wellbeing; also requesting 100% DL) (tabled from last meeting)
	* Theme Advisory Group: Health and Wellbeing
		+ After hearing the discussions led by the ASCC Themes Panel, the TAG would like to see the course again when a revision is submitted.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty would like further information/clarification on how this is an advanced study course. In its current form, they are concerned about the apparent lack of academic texts required by students to be read and ask that either more academic texts be included for students to read or a rationale for why this course is advanced and how it involves critical thinking and approaches the Theme from several perspectives (per Theme Goals 1 and 2) utilizing the texts being currently read. They recognize the value of utilizing “popular media” texts (such as NY Times articles, self-help books, podcasts, etc.) but would like to see students, perhaps, engaging with the research behind these “popular media” texts given that Theme-level courses are meant to be advanced study courses.
		+ DL learning syllabus:
			- The reviewing faculty ask for more information about assignment/discussion expectations, exam administration process (synchronous during class time? Timed? Proctored? If not synchronous what length of time is the window to complete open? etc..) be included in the course syllabus.
			- The reviewing faculty ask that, in course schedule, please make sure that due dates are included.
		+ The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
		+ **No Vote**
5. Sociology 5450 (existing course with GE Diversity – Global Studies; requesting new GE Theme Health and Wellbeing) (tabled from last time)
	* Theme Advisory Group: Health and Wellbeing
		+ **Approved via e-vote**
	* Themes Panel
		+ **The reviewing faculty ask that all the GE Goals and ELOs be provided within the course syllabus and that a statement be provided that explains how the course will meet the GE Theme ELOs.**
		+ *The reviewing faculty recommend removing the word “standardized” from the grading scale, as there is no standardized grading scale at The Ohio State University and instructors are free to use a scale that best suits the needs of their course and students.*
		+ *The reviewing faculty noticed that, in the current grading scheme, if a student does not complete the course project, they can potentially earn a 80% (B-) within the course and bring that to the instructor’s attention to determine if this is appropriate or not for their course.*
		+ Nagar, Rush, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)
6. Sociology 4462 (course number change from 5000-level; change credit hours from 3 to 4; requesting GE Theme: Citizenship and GE Theme: Health and Wellbeing with Research & Creative Inquiry High Impact Practice)
	* Theme Advisory Group: Health and Wellbeing
		+ The reviewing faculty could only discern two class meetings in the proposal that appear to deal directly with Health and Wellbeing. They ask that the course more closely align with the GE Goals and ELOs for the Theme: Health and Wellbeing. While the financial dimension of well-being is listed in the Goal for the Theme, other aspects of the category need to be incorporated within the course as well. Additionally, they ask that the perspectives of which health and wellbeing will be analyzed be more thoroughly and clearly identified and described.
		+ The reviewing faculty would like the explanations for Theme-specific ELO 1.1 and 1.2 to be clearer and more detailed within the GE submission forms. It should be made clearer how they map onto the provided course calendar within the course syllabus.
		+ **No Vote**
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty have concerns about how this course is connected to the idea of citizenship. They do not find any mention of citizenship within the course description and would ask that this idea be more thoroughly integrated into the course syllabus, as it is a student-facing document and it should be clear to students how they will engage with the Theme. Overall, they ask that the association to the idea of citizenship throughout the entire course be much stronger and clearer.
		+ The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
		+ **No Vote**
	* Themes Panel and High Impact Practice: Research & Creative Inquiry
		+ The reviewing faculty are unsure how the research within the course will relate to both the GE Theme: Citizenship for a Diverse and Just World and GE Theme: Health and Wellbeing. In order to obtain the High Impact Practice with two GE Theme categories, the Research & Creative Inquiry aspect of the course must engage with both Themes fully and equally.
			- Additionally, the reviewing faculty are unconvinced that this course meets the standard for a 4-credit hour, High Impact Practice course. For a course to meet the ELOs of the category, the research must be integrated within the course as a whole and cannot simply be a course assignment. The course must instruct students in how primary research within the field is conducted and instruct students in, assign, and provide feedback on research methods and modes of publication (papers, reports, presentations, etc.) within the discipline.
		+ The reviewing faculty ask that the GE Goals and ELOs be added as they are stated on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>. Currently, they are customized for the proposed course.
		+ **No Vote**
7. History 3322 (existing course with GE Historical Study; requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty ask that the idea of citizenship be more engaged within the course, and it be made more explicit how the idea of citizenship is being covered within the course. In its current form, it appears that the course is more focused on the history of being Roman rather than on the idea of citizenship. They ask that the role of citizenship be clarified.
		+ The reviewing faculty ask that the GE ELOs be listed properly within the course syllabus.
		+ The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
		+ **No Vote**
	* Themes Panel
		+ Kogan, Rush, **unanimously approved**
8. History 3017 (existing course with GE Historical Study; previously approved for 100% DL; requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **Approved via e-vote**
	* Themes Panel
		+ Vaessin, Rush, **unanimously approved**