**ASCC Themes Panel**

Approved Minutes

Friday, May 13th, 2022 11:30AM – 1:00PM

CarmenZoom

**Attendees:** Amaya, Daly, Ferketich, Fredal, Griffith, Hanlon, Hayford, Hilty, Kogan, Kwiek, Martin, Nagar, Paulsen, Putikka, Rush, Steele, Vaessin, Washburn

1. Public Health 3310 Discussion
	* It was brought to the Panel’s attention that in the course syllabus for Public Health 3310, which was reviewed at the 04/29/2022 Themes Panel meeting, contained language that was potentially problematic. In particular, a course policy was put into the syllabus that denied students access to the online, synchronous class meeting should they fail to complete the discussion board homework assignment. This is problematic as it is not possible to bar a student from a classroom during an in-person course session for not completing a homework assignment and students pay to be able to attend a course and should have the opportunity to do so. Additionally, M. Daly has offered to reach out to the College of Public Health to clarify why this policy is problematic and further explain the Panel’s reasoning for this contingency. The Panel opted to add the following contingency to the feedback of Public Health 3310:
		+ **The Panel requests that the course policy (found on page 10 of the syllabus, under the “Clarifications, Questions, Comments- Discussion Board section) that states “If you do not complete the work in time, you will not gain access and cannot attend the [synchronous class] session. This will result in loss of points and inability to access any other content in the course module.” be removed and revised, as it is inappropriate to bar students from the class session and other course content for failing to complete a homework assignment. This has implications for Student Life – Disability Services as well as the general student population, given that the students pay with the expectation to be given access to course content, materials and class sessions.**
	* Vaessin, Rush, **unanimously approved one contingency** (in bold above)
2. Agricultural Communication 2330 (new course requesting new GE Theme Lived Environments with Research and Creative Inquiry High Impact Practice) (Tabled from last meeting)
	* Theme Advisory Group: Lived Environments
		+ The reviewing faculty find this to be a natural fit within the theme. However, they would like to see this course once again after the feedback from the Themes Panel is addressed and therefore will not vote on the proposal at this time.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Lived Environments. They ask further clarification be made within the course syllabus how the readings, assignments and course content will allow this course to examine the concept of Lived Environments at an advanced level.
		+ The reviewing faculty recommend clarifying which students qualify to use the services of CFAES counselor David Wirt, as the course will be taken by students across the university and its various colleges.
		+ Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.
		+ **No Vote**
	* High Impact Practice: Research & Creative Inquiry
		+ The reviewing faculty are, in the course proposal’s current form, unconvinced that the proposal meets the ELOs for the High Impact Practice: Research & Creative Inquiry. Proposals requesting this high impact practice should be courses that instruct students in research within the discipline, research methods within the discipline, and having students conduct original research. In its current form, the reviewing faculty are unable to see this within the course and therefore ask the department to add additional details about how this will be accomplished within the course syllabus.
		+ Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.
		+ **No Vote**
3. AAAS 3260 (existing course with GE Diversity – Global Studies; requesting new GE Theme Lived Environments) (Tabled from last meeting)
	* Theme Advisory Group: Lived Environments
		+ **The reviewing faculty request that the course proposal clarify what the Lived Environment the course will be focusing on (e.g., in the course overview on the first page of the syllabus). While this is clear to the reviewing committee, it is not evident to a student reading the syllabus and they would like to see more information provided that assists students in connecting to what the specific Lived Environment the course is examining.**
		+ **Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.**
		+ **Approved** via E-Vote with **two contingencies** (in bold above)
	* Themes Panel
		+ **The reviewing faculty ask for additional clarification about how the course is an advanced study of Lived Environments. They recommend (but also recognize there are many other ways to demonstrate how the course is an advanced study of the GE Theme: Lived Environments and encourage the course proposer to accomplish this in whichever way they feel most appropriate) importing or translating some of the language from the GE Theme submission forms into the course description, GE Theme description, course assignments, etc.**
		+ **The reviewing faculty request that the meeting time and length (even if simply generic) be added to the course syllabus in order to determine contact hours.**
		+ **Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.**
		+ Putikka, Nagar, **unanimously approved** with **three contingencies** (in bold above)
4. German/NELC/Spanish 3689 (new triple-listed courses; requesting new GE Theme Lived Environments)
	* Theme Advisory Group: Lived Environments
		+ The reviewing faculty request that the idea of Lived Environments is clarified within the course syllabus. Specifically, they ask that the specific Lived Environment being examined is stated and how this plans to be pursued throughout the course in the syllabus. They suggest that some of the explanatory information found in the GE submission forms (e.g., clear and specific connections to the Lived Environments theme) be moved up into the course syllabus. They also suggest that additional details about the guest speaker and their content topics, especially if connected to the Lived Environments, be included in the syllabus schedule.
		+ Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.
		+ **No Vote**
	* Themes Panel
		+ **The reviewing faculty request that the meeting time and length (even if simply generic) be added to the course syllabus in order to determine contact hours.**
		+ **On pages 6 and 7 of the course syllabi, the percentages in the grading chart do not match the percentages in parenthesis under the assignment descriptions. The reviewing faculty ask that this be corrected.**
		+ **Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.**
		+ Ferketich, Vaessin, **unanimously approved** with **three contingencies** (in bold above)
5. Earth Sciences 2204 (existing course with GE Natural Science-Physical Science; requesting new GE Theme: Lived Environments & GE Theme: Health and Wellbeing)
	* Theme Advisory Group: Lived Environments
		+ **Approved** via E-Vote
	* Themes Panel: Lived Environments
		+ The reviewing faculty are unable to determine if this course is an advanced study of Lived Environments. They request that the Lived Environment being examined is clarified, how the course assignments engage with an advanced study of the Lived Environment, and how the course is expecting to holistically engage with the GE Theme.
		+ On page 13 of the course syllabus, the instructions for the course project are explained and they state that, “This is an opportunity for you to explore an area of Earth Science that you are most interested in related to the Theme (Health and Wellbeing Or Lived Environment)”. The reviewing faculty ask that this be amended, as all course assignments must engage with the ELOs for each GE Theme requested and students are not allowed to choose a Theme they wish to work on.
		+ The reviewing faculty ask that the syllabus clarify where students can purchase the course textbook and in what format it can be purchased, per a requirement of the College of Arts and Sciences for course syllabi.
		+ The reviewing faculty recommend removing the reference to University-provided iPads (as found on page 10 of the syllabus), as the Digital Flagship is no longer providing iPads to all undergraduate students.
		+ The reviewing faculty recommend updating the Title IX statement within the course syllabus to the most up-to-date version. The Title IX statement can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
		+ Please provide a cover letter that details changes made in response to the reviewing faculty’s feedback.
		+ **No Vote**
	* Theme Advisory Group: Health and Wellbeing
		+ The reviewing faculty ask that more specific information on how the course will meet Theme-specific ELO 1.2 be added to the course syllabus.
		+ The reviewing faculty request that a better connection to how water affects health be established within the course syllabus.
		+ The reviewing faculty request a reading list of required course readings be added to the course syllabus.
		+ The reviewing faculty ask that clarification be added to further explain how the course project will meet the Theme-specific ELOs for the GE Theme.
		+ **No Vote**
	* Themes Panel: Health and Wellbeing
		+ The reviewing faculty request additional information in the course syllabus about this course is an advanced study course of the GE Theme: Health and Wellbeing. They request that the Theme be more fully integrated within the course and special attention played to how it can be connected to course assignments and course readings.
		+ **No Vote**
6. Anthropology 3302 (existing course requesting new GE Theme: Health and Wellbeing)
	* Theme Advisory Group: Health and Wellbeing
		+ **Approved** via E-Vote
	* Themes Panel
		+ *The reviewing faculty recommend correcting the following small errors in the course syllabus:*
			- *In the header of the course syllabus, the department-of-offering is listed as WGSS.*
			- *Title IX statement is outdated and the most up-to-date version can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
	* Vaessin, Ferketich, **unanimously approved** with *one recommendation* (in italics above)
7. Economics 5680 (existing course requesting new GE Theme Health and Wellbeing)
	* Theme Advisory Group: Health and Wellbeing
		+ **Vote to Not Approve via E-Vote**
	* Themes Panel
		+ The reviewing faculty thank the department and course proposer for their time in submitting this request. However, the proposal submitted does not appear to be well-suited as a GE Theme: Health and Wellbeing course as it has 2 prerequisites (ECON 4001.01, 4001.02, or 4001.03 AND STAT 1450 OR 2450) as well as a soft prerequisite of ECON 2001.01, 2001.02, 2001.03, 2002.01, 2002.02, or 2002.03 (which are necessary to enroll in ECON 4001). General Education courses in the new GE program are required to have few to no prerequisites in order to make them accessible to all students at the university, regardless of discipline. At this time, they cannot approve this proposal and, once again, thank the proposer for their time in generating these materials, but respectfully request that this proposal request be canceled by the department in curriculum.osu.edu as they do not find this course to be a fit within the new GE program.
		+ Ferketich, Vaessin, **unanimously vote to not approve**