**ASCC Themes Panel**

Approved Minutes

Thursday, June 23rd, 2022 10:00AM – 12:00PM

CarmenZoom

**Attendees**: Cody, Daly, Ferketich, Fredal, Griffith, Hilty, Kogan, Meijerink, Nagar, Putikka, Rush, Steele, Vaessin, Vankeerbergen, Vasey

1. Discussion Regarding Anthropology Courses and Prerequisites
	* Vankeerbergen: In the minutes from our last meeting, we are providing feedback to the Department of Anthropology regarding ANTHROP 3301 and 5602, asking them to clarify their use of prerequisites, as the Panel was concerned they were too restrictive for a General Education course. These courses have a prerequisite of ANTHROP 2200, which itself has a prerequisite of BIOLOGY 1101 or equivalent. However, during our May 13th meeting, we approved ANTHROP 3302, which has prerequisites of ANTHROP 2200 and 2202 (so a total of three prerequisites) and did not mention their use of prerequisites in the feedback. Now we need to determine how we should handle this discrepancy, as a single department is receiving conflicting feedback items.
	* Panel Member comment: While this is something that I do not look at when I conduct my review of courses, the GE Themes do make some assumption of basic knowledge imparted to students at the foundational level. Are we saying that we no longer want any prereqs for Themes courses? Or are we saying we want minimal prereqs?
		+ Daly: The University views the General Education program as broadly accessible. Therefore, having a prerequisite, such as an introductory course that many students take or would be completable regardless of their major field, is acceptable. We really do not want people trying to fit major-level courses, designed for students enrolled in a major program, to be placed in the GE Themes because then they are not truly open to all students.
	* Panel Member comment: I agree that our main priority here is to remain consistent with the feedback that we provide to units as they submit courses to the GE Themes. I do not believe that courses with many prerequisites fall within the spirit of the GE Themes.
	* Panel Member question: What should we do to correct this discrepancy? Do we ask that ANTHROP 3302 be returned to us? Do we simply send a note to the Department of Anthropology informing them of our error?
		+ Vankeerbergen: ANTHROP 3302 has already been approved by the Office of the University Registrar and is on the books as a GE Themes course. The Department of Anthropology has already been notified of this decision. I would suggest we send a message, phrased as amended feedback, to the department that asks them to consider if both prerequisites are truly needed knowledge for the course (or for their majors taking this course, e.g., for guiding then through a sequence of courses in the major), emphasizing flexibility and that the Panel still finds this to be a valid Themes course.
	* Panel Member comment: I do not see anything wrong with sending along amended comments. We apologize for missing this, emphasize that we still find this to be a completely valid course in the GE Theme category, but in hindsight we have determined it best if we ask them to reexamine their course’s prerequisites.
	* The Panel moves to request that the Department of Anthropology revisit the prerequisites for ANTHROP 3302 and consider how they could modify these requirements in order to make it more accessible to students outside of their majors.
	* Vaessin, Ferketich, **unanimously approved**
2. ENR 3500 (existing course requesting new GE Theme: Lived Environments)
	* Theme Advisory Group: Lived Environments
		+ **Unanimously approved** via **E-vote**
	* Themes Panel
		+ **The reviewing faculty kindly request that a reading list be provided in the course syllabus that details the required course readings. On page 5 of the syllabus, it mentions that students will be required to read journal articles and book chapters, but they were unable to see what these journal articles and book chapters were.**
		+ *On page 16 of the syllabus, David Wirt is mentioned as an embedded mental health counselor. The reviewing faculty recommend clarifying which student populations qualify to use his services, given that this course will be taken by students across the University and not only CFAES students.*
		+ Vaessin, Putikka, **unanimously approved** with **one contingency** (in bold above) and *one recommendation* (in italics above)
3. Knowlton 2310 (existing course requesting new GE Theme: Lived Environments with Research and Creative Inquiry High Impact Practice)
	* Theme Advisory Group: Lived Environments
		+ **The reviewing faculty kindly request that the course syllabus more explicitly show students how they can expect to engage with the human-environment interaction aspect of the GE Theme. While the GE submission forms nicely detail this interaction, the reviewing faculty worry this connection is not explicit from a student and non-expert standpoint. Adding a paragraph after adding the Theme Goals and ELOs to the syllabus is one way to do this.**
		+ **The reviewing faculty request that Goals 3 and 4 and ELOs 3.1, 3.2, 4.1, 4.2 and 4.3 be added to the course syllabus (and can be found on the Office of Academic Affairs website here:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**), as this is a requirement of all GE Theme courses to have the Theme category Goals and ELOs on syllabi.**
		+ **Unanimously approved** with **two contingencies** (in bold above) via **E-vote**
	* Themes Panel
		+ **The reviewing faculty kindly request that Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 (which can be found on the Office of Academic Affairs website here:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**) be added to the syllabus, as this is a requirement of all GE Theme courses to have Theme category Goals and ELOs on syllabi.**
		+ **The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.**
		+ Rush, Vaessin, **unanimously approved** with **two contingencies** (in bold above)
	* High Impact Practice: Research & Creative Inquiry
		+ The reviewing faculty would like to thank the course proposer for an excellent proposal and find this course to be an excellent example of what they are looking for to fit within the Creative Inquiry High Impact Practice. They would like to use this course as an exemplar going forward to model what is expected to receive approval under the Creative Inquiry High Impact Practice.
		+ After a robust conversation, the reviewing faculty have determined some key criteria they wish to see going forward in order for a course to meet the standards for a Creative Inquiry High Impact Practice. Specifically:
			- Courses seeking this status should utilize scaffolded assignments and/or materials to help students continuously build upon the knowledge they gain when creating their works.
			- Courses seeking this status should offer an opportunity for student reflection towards the end of the course.
		+ Rush, Vaessin, **unanimously approved** with two comments
4. Geography 3800 (existing course with GEL Social Science – Human, Natural, and Economic Resources; requesting new GE Theme: Lived Environments
	* Theme Advisory Group: Lived Environments
		+ **The reviewing faculty kindly request that the GE Theme: Lived Environment ELOs 3.1, 3.2, 4.1, 4.2 and 4.3 be added to the course syllabus (and can be found on the Office of Academic Affairs website here:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**), as this is a requirement of all GE Theme courses.**
		+ **Unanimously approved** via **E-vote** with **one contingency** (in bold above)
	* Themes Panel
		+ **The reviewing faculty kindly request that the GE Theme: Lived Environment Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 be added to the course syllabus (and can be found on the Office of Academic Affairs website here:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**), as this is a requirement of all GE Theme courses.**
		+ **The reviewing faculty ask that more information and an explanation be provided in the course syllabus regarding how the course readings help contribute to this course being an advanced study of the GE Theme: Lived Environments. Additionally, they would also like to see bibliographic material on the course readings.**
			- **While they recognize and thank the course proposer for the readings listed in the current course calendar, they are requesting more information on the readings to help evaluate whether this course will be an advanced study of the GE Theme: Lived Environments.**
		+ **The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.**
		+ Vaessin, Rush, **unanimously approved** with **three contingencies** (in bold above)
5. Earth Science 2206 (existing course requesting GE Theme: Lived Environments & Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Lived Environments
		+ **The reviewing faculty kindly request that the course schedule (as found on page 7 of the course syllabus) be further expanded to assist in showing how the course will engage with the human connection of the topics and how humans engage with the lived environment(s) being studied. While they recognize there is an undeniable implicit link, they would like this to be made more apparent as students, who are not content experts, may not be able to draw the appropriate conclusions.**
		+ Meijerink, Vasey, **unanimously approved** with **one contingency** (in bold above)
	* Themes Panel: Lived Environments
		+ **The reviewing faculty ask that GE Theme: Lived Environments Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 be added to the course syllabus (which can be found on the Office of Academic Affairs website at:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**), as this is a requirement of all GE Theme courses.**
		+ **The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.**
		+ *On page 4 of the syllabus, under the “Tips” section, there is a reference to the quarter system. The reviewing faculty kindly recommend this be changed to semester.*
		+ *On page 5 of the syllabus, the Title IX statement is out-of-date. The reviewing faculty recommend updating the Title IX statement to the most up-to-date version, which 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, Rush, **unanimously approved** with **two contingencies** (in bold above) and *two recommendations* (in italics above)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty have broad enthusiasm for the potential of this course to fit within the Citizenship Theme category, but in its current form, are unable to approve this course for the Theme.
		+ The reviewing faculty kindly ask for more clarification surrounding how citizenship will be examined within the course, as they do not find it mentioned in the course assignments. While they recognize that there is ample connection to being a responsible citizen, they do not find this enough to be a fit within the category and ask that a broader, more in-depth analysis of Citizenship be added throughout the course.
		+ **No Vote**
	* Themes Panel: Citizenship for a Diverse and Just World
		+ The reviewing faculty do not find enough evidence that this course is an advanced study of Citizenship. They ask that more information be provided in the course syllabus (such as incorporating the idea of Citizenship into course assignments and readings) surrounding how this course will satisfy the GE Theme: Citizenship ELOs.
		+ The reviewing faculty ask that GE Theme: Citizenship for a Diverse and Just World Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 be added to the course syllabus (which can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>), as this is a requirement of all GE Theme courses.
		+ The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.
		+ **No Vote**
6. Anthropology 3411 (existing course requesting GE Theme: Lived Environments & Sustainability)
	* Theme Advisory Group: Lived Environments
		+ **Unanimously approved** via **E-vote**
	* Themes Panel: Lived Environments
		+ **The reviewing faculty would like some additional clarification from the department surrounding the prerequisites for this course. Currently, the course has the “intended rank” of Freshman and above in curriculum.osu.edu. However, the course also has a prerequisite of Anthropology 2200. Anthropology 2200, additionally, has a prerequisite of Biology 1101 or equivalent. General Education courses in the new GE program should have few to no prerequisites, per the Office of Academic Affairs, and the reviewing faculty worry that these prerequisites are too restrictive for a General Education course and would like some additional clarification about how the department views these prerequisites.**
		+ **The reviewing faculty ask that GE Theme: Lived Environments Goals 1 and 2 be added to the course syllabus (which can be found on the Office of Academic Affairs website at:** [**https://oaa.osu.edu/ohio-state-ge-program**](https://oaa.osu.edu/ohio-state-ge-program)**), as this is a requirement of all GE Theme courses.**
		+ **The reviewing faculty ask for additional clarity, information and explanation surrounding how this course is an advanced study of the GE Theme: Lived Environments. Additionally, they would like to see more information in the course syllabus about how the course readings contribute to this being an advanced study of the GE Theme: Lived Environments.**
		+ **The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.**
		+ Putikka, Nagar, **unanimously approved** with **four contingencies** (in bold above)
	* Theme Advisory Group: Sustainability
		+ The reviewing faculty would like to see additional information in the course syllabus surrounding how the course connects to the idea and GE Theme Sustainability ELOs. In its current form, they acknowledge that the course content is logically connected to the theme, but the course syllabus does not seem to make this connection clear, especially to students who are non-experts in this topic.
		+ The reviewing faculty would like additional information about how the key components of the course, such as the Group Learning Exercises (as discussed on pages 6-7 in the course calendar) and other course assignments, will be conducted to make explicit connections to the GE Theme Sustainability.
		+ The reviewing faculty request a paragraph be written within the syllabus that describes the way the course will fulfill the GE Theme Sustainability Goals and ELOs. Additionally, this rationale should also address how course assignments, including the Group Learning Exercises, will address the topic of Sustainability.
		+ **No Vote**
	* Themes Panel: Sustainability
		+ The reviewing faculty are unable to see how the proposal, in its current form, will be an advanced study in the GE Theme Sustainability. They request additional information be provided within the syllabus surrounding how this course will have a sustainability focus, such as by incorporating the GE Theme more thoroughly in course assignments, readings, the calendar, etc.
		+ The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.
		+ **No Vote**
7. EEOB, Earth Science and History 2911 (existing team-taught cross-listed courses with GE Natural Science – Biological Science & Physical Science and GE Historical Studies; requesting new GE Themes: Citizenship for a Diverse and Just World, Lived Environments, and Sustainability with Interdisciplinary Team-Teaching High Impact Practice)
	* Theme Advisory Group: Lived Environments
		+ **Unanimously approved** via **E-vote**
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **The reviewing faculty are very supportive of this course within the GE Theme: Citizenship for a Diverse and Just World, but would like to see a more sustained exploration of the concept of citizenship throughout the entirety of the course. Specifically, ELO 3.1 and 4.2 should be expanded upon within the course syllabus, as the reviewing faculty are unsure these ELOs are being fully met.**
			- **They find that the idea of Citizenship is present throughout the course, but request a more thorough exploration of the ideas of Citizenship be examined.**
		+ **Approved** with **one contingency** (in bold above) via **E-vote**
	* Theme Advisory Group: Sustainability
		+ **The reviewing faculty are very supportive of this course’s inclusion within the GE Theme: Sustainability. However, they have concerns that the course’s connection to Sustainability will not be entirely clear to students. For example, the description of how the course will meet the Sustainability GE Goals and ELOs (on page 9 of the syllabus) states that students will be able to calculate their ecological footprint and then explores ways to reduce it, but this is not supported in the course calendar within the syllabus. They ask that the connection to Sustainability be further explained within the course syllabus, and especially the schedule, to be clear to students how they can plan to engage with the concept of Sustainability.**
		+ **The reviewing faculty would like to see the language of Sustainability be included within the final project of the course (as discussed on page 4 of the syllabus) as currently it does not make any explicit reference to Sustainability and they worry that it will not be clear to students that they will engage with the topic when completing these projects.**
			- **Additionally, they would like to see, in the course schedule (perhaps during the first class session), acknowledgement of the concept of Sustainability and how it will be connected to climate change throughout the rest of the course to ground the students in this idea.**
		+ **Unanimously approved** with **two contingencies** (in bold above) via **E-vote**
	* Themes Panel: Lived Environments
		+ The reviewing faculty discussed how they would like to see additional information surrounding how students will engage with the concept of Lived Environments, and specifically how humans interact with the lived environment(s) being studied, at the advanced level.
		+ The review faculty have decided to table this discussion for time and will continue their discussion of this course as a Lived Environments course during the next scheduled Themes Panel meeting.
		+ **Tabled for time until next scheduled meeting**