**ASCC Themes Panel**

Approved Minutes

Thursday, July 28th, 2022 10:00AM – 12:00PM

CarmenZoom

**Attendees:** Cody, Conroy, Ferketich, Fredal, Hilty, Kogan, Nagar, Putikka, Rush, Vaessin, Vankeerbergen

1. German/Scandinavian 3354 (new cross-listed courses; requesting new GE Theme: Sustainability)
	* Theme Advisory Group: Sustainability
		+ The reviewing faculty find a good integration of the Theme based on society-cultural considerations of the six-dimension framework of sustainability but struggled to see the basis for assessing sustainability of German and Scandinavian cultures. They would like to see the following ideas expanded upon within the course proposal documents:
			- In the GE submission forms provided, it states that students will investigate “how contemporary literature can describe human-nature relationships in a way that reflects the current state of research about sustainability”. However, it is unclear where this “current state of research” will be provided to students and the reviewing faculty ask that this be made explicit within the course syllabus.
			- In the course schedule (pages 7-9 of the provided syllabus), several of the reading links are no longer active and/or broken. The reviewing faculty ask that these readings be corrected so that they can review the required texts to help make a determination if the submitted proposal will meet the requirements to become a GE Theme: Sustainability course.
			- The reviewing faculty ask the course proposer to consider enhancing the comparative perspective between German/Scandinavian countries and other countries, as they are noted as generally being more environmentally proactive. They believe this would be useful to be presented in the course syllabus more clearly to allow students to better make these connections.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty concur with their colleagues on the Theme Advisory Group and would like to see the same changes made to the syllabus.
		+ The reviewing faculty ask that more explicit connection be made to the GE Theme: Sustainability and daily course schedule (found on pages 7-9 of the syllabus), such as by linking specific GE ELOs to individual assignments, readings, lectures, etc.
		+ The reviewing faculty ask that, in the curriculum.osu.edu form, under Prerequisites and Exclusions, German/Scandinavian 2310 be added as an exclusion. This was requested by the disciplinary Panel but does not appear to have been added.
		+ The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.
		+ **No Vote**
2. Earth Sciences & Civil Engineering 3530 (new cross-listed courses; requesting new GE Theme: Sustainability with High-Impact Practice: Interdisciplinary Team-Teaching)
	* Theme Advisory Group: Sustainability
		+ The reviewing faculty find the course to be well coordinated with the six dimensions of sustainability and find this course to be a creative way to hone in on critical factors that relate to how sustainability is currently thought about.
		+ **The reviewing faculty ask that, underneath the GE Goals and ELOs, a brief paragraph/rationale be added that explains how the course will meeting the GE ELOs. This is a requirement of all General Education courses.**
		+ *The reviewing faculty recommend adding more information to the course syllabus about which of the six dimensions of Sustainability will be discussed during any given individual class meeting.*
		+ **Approved via E-Vote** with **one contingency** (in bold above) and *one recommendation* (in italics above)
	* Themes Panel
		+ **The reviewing faculty would like an explanation provided surrounding how the course will prepare students who enroll that are outside the disciplines this course engages with (for example, how would a student whose declared major program is English expect to be successful?). As a part of the General Education program, it is expected that courses be accessible to students from all backgrounds, and the reviewing faculty are concerned that there will not be enough background provided to allow any students to be successful if they happen to not be enrolled in a similar major program. Additionally, they ask that the steps being taken to ensure all students are successful be detailed in the course syllabus so students can understand how they will be successful.**
		+ **The reviewing faculty ask that the GE Goals and ELOs be placed within the course syllabus as they appear on the ASC Curriculum and Assessment Services website, which can be found here:** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements)**. Currently, on pages 8-10 of the syllabus, the GE Goals and ELOs have been customized for the individual course.**
		+ **The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.**
		+ Ferketich, Vaessin, **unanimously approved** with **three contingencies** (in bold above)
	* High-Impact Practice: Interdisciplinary Team-Teaching
		+ The reviewing faculty are unable to see how the instructors co-teaching the course will engage in Interdisciplinary Team-Teaching as defined by the High-Impact Practice forms created by the Office of Academic Affairs (see here: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf>)
		+ While they acknowledge that the course is being co-taught, in order to count within the Interdisciplinary Team-Teaching category, a course must establish that an interdisciplinary co-teaching style will be developed and introduced, as defined by the Office of Academic Affairs. For example:
			- “In multidisciplinary courses, faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses, whether taught by teams or individuals, faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated *synthesis* of the separate parts that provides a larger, more holistic understanding of the question, problem or issue at hand. Smith’s iron law bears repeating: ‘Students shall not be expected to integrate anything the faculty can’t or won’t’ (quoted in Gaff, 1980, pp. 54-55). (Klein & Newall, 12).”
			- “A team-taught course requires that two or more faculty from different disciplines, programs or departments develop and offer a course together. Team-taught courses must be taught collaboratively by faculty who integrate distinctly separate disciplines, model interdisciplinary academic exchange, and demonstrate the interdisciplinary nature of the course. This includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course."
			- “Teaching partners are expected to collaborate on defining the objectives for the course, putting together the course materials, conducting the formal instruction of students, and evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered team-taught courses.”
		+ Additionally, they would like the Interdisciplinary Team-Teaching aspect of the course to be fully integrated and explained in the course syllabus. Students should be able to clearly understand how they can expect to be instructed and how this will fulfill the High-Impact Practice.
		+ The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.
		+ **No Vote**
3. Earth Sciences & Geography 4911 (new course; requesting new GE Theme: Sustainability)
	* Theme Advisory Group: Sustainability
		+ *The reviewing faculty recommend setting out in the syllabus that this course will focus heavily on natural/environmental/earth sciences and how different inputs over time have influenced climate. They believe this would help students understand that human input does matter.*
		+ *The reviewing faculty recommend that the obvious consideration of environmental justice include some acknowledgment that values and political factors add great complexity to how any culture will be able to deal with climate change. This will allow the course final projects to provide the opportunity for students to reflect on some aspects of how values are related to these climate scenarios.*
		+ **Approved via E-Vote** with *two recommendations* (in italics above)
	* Themes Panel
		+ The reviewing faculty ask that Sustainability be further foregrounded within the course syllabus, as currently they find that the course is more implicitly referencing the GE Theme rather than explicitly engaging with Sustainability.
		+ The reviewing faculty ask that the human element of sustainability be more explicitly referenced in the course content found on the course syllabus.
		+ The reviewing faculty ask that, in the Prerequisites/Exclusion sections of the curriculum.osu.edu form, EarthSci/EEOB/History 1911 be added as a possible prerequisite, given that the course recently underwent a number change and many students will have credit for 1911.
		+ The reviewing faculty ask that the General GE ELOs be discussed and included in the explanatory rationale located on pages 2 and 3 of the course syllabi. This rationale should answer how the courses will fulfill *all* GE ELOs, including ELOs 1.1, 1.2, 2.1 and 2.2.
		+ On page 4 of the syllabus, under the Attendance and Participation Requirements section, it states, “Regular assessment of understanding and participation will be evaluated and recorded via TopHat during lectures. We will count full credit for participating, but award additional extra credit for correct responses”. This appears to be at direct odds with the policy found on page 5 of the syllabus, under Assignment Description: Top Hat and Quizzes, which states, “Students will receive points for both participation (0.2 points/question) and correct answers (0.8 points/question)”. The reviewing faculty ask that it be clarified which policy is correct for this course.
		+ The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.
		+ **No Vote**
4. ENR 3200 (existing course with GE Social Science – Organizations and Polities; requesting new GE Theme: Sustainability) (Return)
	* Theme Advisory Group: Sustainability
		+ **The reviewing faculty are appreciative and thank the unit for the updates made and find the Theme to be better integrated into the course. However, at this time, they would like to see the following additional changes to the course proposal:**
			- **The syllabus seems to shy away from utilizing the term “sustainability” and utilizes a focused set of terms surrounding “environment”. They ask that sustainability (and the term) be further integrated into the course syllabus to help make the sustainability theme more clear and to help distinguish the term “sustainability” from the term “environmental”.**
			- **They ask that the term “sustainability” be further added to the Course Objectives (provided in the curriculum.osu.edu Course Content list) to help further cement the course within the GE Theme: Sustainability**
			- **They ask that specific GE Theme: Sustainability ELOs be linked in the course calendar (syllabus pages 13-16) to specific lectures, assignments, readings, etc. to help further connect the course to the GE Theme and help students understand how these connections will be made.**
		+ **Approved via E-Vote** with **one contingency** (in bold above)
	* Themes Panel
		+ The reviewing faculty would like it noted that they concur with their colleagues on the Theme Advisory Group.
		+ The reviewing faculty would like an explanation provided surrounding how the course will prepare students who enroll that are outside the disciplines this course engages with (for example, how would a student whose declared major program is English expect to be successful?). As a part of the General Education program, it is expected that courses be accessible to students from all backgrounds, and the reviewing faculty are concerned that there will not be enough background provided to allow any students to be successful if they happen to not be enrolled in a similar major program. Additionally, they ask that the steps being taken to ensure all students are successful be detailed in the course syllabus so students can understand how they will be successful. Finally, they worry that having two prerequisites could be a significant barrier to students from outside the major or discipline and makes the course not accessible to students.
		+ **No Vote**
	* Themes Panel: Addendum
		+ The reviewing faculty of the Themes Panel would like it noted that they would like to speak to leadership surrounding the potential issues they have been discussing over the past several meetings. These include:
			- Appropriate number of prerequisites/types of prerequisites for General Education courses.
			- The percentage of General Education courses that a student should be feasibly able to complete within their home major program/department.
				* While the Panel recognizes that there is no formal rule or regulation stopping a student from taking as many GE courses in a student’s home department/unit, they find this to be against the spirit of the GE. Should it be possible for students to be able to receive all their GE Theme credit from their home departments? Should units be offering courses that only their students will be successful in? The Panel would, additionally, like to continue discussing this point (in conjunction with the Theme Advisory Groups) as a potential reason for not approving a submission.
			- The renaming of the Interdisciplinary Team-Teaching High-Impact Practice. They recommend, perhaps, considering the name “Interdisciplinary Instruction” or “Interdisciplinary Co-Instruction”, as Team-Teaching has specific definitions already established in most disciplines.
5. Geography 3753.02 (existing course requesting new GE Theme: Sustainability with High-Impact Practice: Education Abroad and Away)
	* Theme Advisory Group: Sustainability
		+ The reviewing faculty ask that Goal D/ELO 4 (as found on page 4 of the course syllabus) be incorporated into the syllabus description and that template theme language be added.
		+ The reviewing faculty request that clarifications be made where sustainability materials will be conveyed and covered in the course schedule (found on pages 9-13 of the course syllabus).
		+ The reviewing faculty ask that the language of sustainability be inserted more throughout the syllabus (and to replace the reliance on the term “environment”) to help further ground the course in the GE Theme: Sustainability.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty of the Themes Panel concur with their colleagues on the Theme Advisory Group regarding changes they’d like to see made to the course proposal.
		+ Currently, GEOG 3753.02 is simply the education abroad version of GEOG 3753.01 (the campus based version of “Geography of the European Union,” which has the following fairly broad catalog description: Geographic factors in the economic, social, and political progress of European integration; major problems of the area in the light of their geographic background .)The reviewing faculty ask the department to consider whether this course title and number are still appropriate for the course, given the fairly large content shift to focus on Sustainability. Decimal number designations are typically reserved for variations of the same course, and the content presented in this proposal appears to be shifting away from the original content of the course.
		+ The reviewing faculty would like to see the following changes to the course syllabus:
			- Please provide the GE Goals, ELOs, and a rationale on how the course will successfully fulfill all GE ELOs within the course syllabus, as this is a requirement for all General Education courses. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
			- On page 5 and 6 of the syllabus, under Textbooks, please provide where students can purchase the required course materials. This is a requirement of all courses within the College of Arts and Sciences.
			- Provide update the Disability Services statement, as found on page 14, as it is currently out-of-date. The most up-to-date disability statement can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
			- On page 8 of the syllabus, the journal entry assignments are discussed. However, it does not appear that journal entries are graded, and only the reflections are graded coursework. Will students receive credit for completing the journal entries and, if not, how will it be ensured that students complete this assignment?
		+ **No Vote**
	* High-Impact Practice: Education Abroad & Away
		+ The reviewing faculty find that this proposal meets the requirements to fulfill the high-impact practice at this time but would like to wait to vote on this section of the proposal until they receive a revision.
		+ **No Vote**
6. Geography 3801 (existing course requesting new GE Theme: Sustainability)
	* Theme Advisory Group: Sustainability
		+ The reviewing faculty would like to see where, in the course syllabus, the relationship between political ecology and sustainability is established. They would like more information on how students can expect to see this relationship characterized.
		+ The reviewing faculty recommend clarifying the link between political ecology, sustainability, and the six dimensions of sustainability (as found on the SELC website: https://si.osu.edu/sites/default/files/SELC%20Sustainability%20Education%20Framework.pdf), potentially doing so within the introductory class session.
		+ **No Vote**
	* Themes Panel
		+ **The reviewing faculty ask that all the GE Goals and ELOs be placed within the course syllabus, per a requirement of all General Education courses. While they note there is a paragraph on page 2 of the syllabus, it does not appear as if they are all accounted for. You can find all the GE Goals and ELOs on the ASC Curriculum and Assessment Services website at:** <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
		+ Kogan, Rush, **unanimously approved** with **one contingency** (in bold above)
7. City and Regional Planning 3210 (existing course requesting new GE Theme Sustainability)
	* Theme Advisory Group: Sustainability
		+ *The reviewing faculty recommend adding a section on water use as a potential topic, as the demand for the resource becomes more critical.*
		+ **Approved** via **E-vote** with *one recommendation* (in italics above)
	* Themes Panel
		+ **The reviewing faculty ask that ELO 1.2 be added to the course syllabus, as it appears to have been accidentally deleted. Please see the ASC Curriculum and Assessment Services website for a complete list of GE Goals and ELOs:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**.**
		+ *The reviewing faculty recommend changing the language on the course attendance policy, as a course instructor is unable to assign the grade of “EN” or drop a student from a course after missing four or more class sessions. Instructors, of course, may give a student a grade of “E” if they miss more than four sessions.*
		+ *The reviewing faculty recommend clarifying which students qualify for Knowlton Student Services, as this course will be open to all students, in all colleges and majors, as a part of the General Education program.*
		+ Ferketich, Kogan, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)