**ASCC Themes Panel 1**

Approved Minutes

Friday, September 16, 2022 9:00 AM – 10:30 AM

CarmenZoom

**Attendees**: Cody, Cohen, Cope, Ferketich, Fredal, Krok-Schoen, Parkman, Raadschelders, Rehbeck, Rush, Sanchez Loza, Soland, Steele, Vaessin, Vankeerbergen

**Agenda:**

* Approval of 9-2-22 minutes
  + **Tabled** until next meeting
* EEOB 3320 (existing course requesting GEN Theme: Origins and Evolution) (tabled from last time)
  + The reviewing faculty thank the Department of Evolution, Ecology, and Organismal Biology for submitting a request for Organismal Diversity to receive designation as a GEN Theme: Origins and Evolution course.  The committee agrees that the topic seems appropriate for this theme, and is intrigued at the prospect of what a course like this could offer students as part of the New General Education.  However, the reviewing faculty note that, in its current form, Organismal Diversity has too many prerequisites to qualify as a GE course — EEOB 3310 has a prerequisite of Biology 1114, which has a prerequisite of Chemistry 1210. For a course to be considered accessible at the GEN level, a student based outside of the Department of EEOB (or adjacent area of study) should be able to enroll, with few to no prerequisites, and still successfully navigate the class.  While the committee cannot approve the present version of Organismal Diversity for the GEN Theme: Origins and Evolution, the reviewing faculty are encouraged by the course content’s potential. If the department feels that students outside of the major can be successful within a hypothetical, revamped model of this course that does not rely on these prerequisites, the Panel would welcome the opportunity to review this revised version of the class. An alternative iteration of the course — one that approaches the same topics, but reframed with an eye to engaging a population of multidisciplinary General Education students — could be an indispensable contribution to the new curriculum.
  + Should the Department of EEOB decide to revise and resubmit Organismal Diversity for consideration as a GEN Theme: Origins and Evolution, the reviewing faculty also kindly request the following:
    - The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs for the Origins and Evolution theme be included in the course syllabus, per a requirement of General Education courses. The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>
* Sociology 3302 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World)  PREVIOUSLY FULLY APPROVED BY THEMES, STILL NEEDS TO BE VOTED ON BY TAG
  + Themes Advisory Group: Citizenship for a Diverse and Just World
    - The reviewing faculty ask that the syllabus more actively demonstrate with clearer and more direct specificity how the course will engage with the Goals and ELOs for the Citizenship for a Diverse and Just World theme. The implicit aspects of the Citizenship theme already embedded in the class structure should be made more explicit in the syllabus document, underscoring moments in the course — a certain assignment, for instance — that correspond with these Goals/ELOs. In this spirit, the reviewing faculty note that an effective way to help accomplish this would be to integrate parts of the GE Worksheet responses into the syllabus, as the department’s responses on this form were substantive and well-articulated.
      * More specifically, the reviewing faculty ask that the course incorporate more student self-reflection (in service of Goal 4 and the corresponding ELOs), and that the syllabus document reflect this addition.
    - **No Vote**
* Political Science 3460 (existing course requesting GEN Citizenship for a Diverse and Just World & GEN Theme: Migration, Mobility and Immobility)
  + Themes Advisory Group: Citizenship for a Diverse and Just World
    - Krok-Schoen, Raadschelders; **unanimously approved**
  + Themes Panel: Citizenship for a Diverse and Just World
    - The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Citizenship for a Diverse and Just World at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Citizenship elements of the class manifest more explicitly.
    - On page 11 of the syllabus, the reviewing faculty note that the Citizenship Goals/ELOs chart is missing the explanation/paragraph section, and ask that it be inserted here or otherwise added to an appropriate part of the syllabus.
    - The reviewing faculty suggest that the department include the most up-to-date version of the University’s Title IX statement, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>
    - **No Vote**
  + Themes Panel: Migration, Mobility, and Immobility
    - The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Migration, Mobility, and Immobility. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Migration, Mobility, and Immobility at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Migration, Mobility, and Immobility elements of the class manifest more explicitly.
    - **No Vote**
  + ADDENDUM: The ASCC Themes Panel Chair comments on the inherent conflict of interest with having people who submit new Themes also approve the courses in the submission for the said Theme-specific Goals and ELOs (i.e., act as the Theme’s TAG). It would be more appropriate to have a neutral TAG review the courses for inclusion in one of the most recently approved Themes.
* Public Affairs 3210 (new course requesting GEN Citizenship for a Diverse and Just World **with Interdisciplinary Team-Teaching High Impact Practice**)
  + Theme Advisory Group: Citizenship for a Diverse and Just World
    - **The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs — as well as an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme — be added into the course syllabus, per a requirement of General Education courses.  The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)
    - **Approved** with **one (1) contingency** (in bold above)
  + Themes Panel: Citizenship for a Diverse and Just World
    - **The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs — as well as an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme — be added into the course syllabus, per a requirement of General Education courses.  The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)
      * **More specifically, the reviewing faculty ask that the explanatory paragraph articulate how the course will engage the Goals/ELOs from the perspective of Public Policy vs. Law — how the distinction and/or overlap between these two fields of study will influence the ways the class approaches various materials in order to implement the Goals/ELOs.**
    - **The reviewing faculty ask that language in the syllabus (found on page 2) stating the course is a GEN Social Sciences Foundations be removed from the document; a GEN course cannot fulfill both a Foundations and a Themes requirement.**
    - **The reviewing faculty request the resolution of any conflicting language in the syllabus regarding whether or not the course is fully in-person or a DL format; since the course will be offered as fully in-person, the language of the document should be edited to reflect that accordingly. For instance, on page 2 of the syllabus, the following sentence implies that the course will be taught as DL: “You will be expected to access the online components of the course and participate multiple times during the week, equivalent to the total in-class and out-of-class time commitment of an in-person 4-credit course.”**
    - Vaessin, Rush; **unanimously approved** with **three (3) contingencies** (in bold above)
  + HIP Team-Teaching
    - **The reviewing faculty request a clear articulation regarding the ways in which this course will actively embody interdisciplinarity, clearly distinguishing the differences between the Law and Public Policy approaches that this class will engage. More specifically, please demonstrate how, from the perspective of a student working outside these fields of study, these two approaches are different enough to be considered interdisciplinary, and that the differences between the two areas are actively juxtaposed with each other in the execution of the course. These points are ones that both the syllabus should address explicitly and that should be actively addressed in the teaching and implementation of the course.**
    - **With an eye to the above contingency, the reviewing faculty also request a detailed statement outlining how the instructors are working together — not merely working adjacently — in service of facilitating reciprocity and dialogue between and across the disciplines of Law and Public Policy. 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 implemented, 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.”**
    - **Approved** with **two (2) contingencies** (in bold above)
* Communication 3597.02 (existing course with GEL Diversity-Global Studies and GEL Cross-Disciplinary Seminar; requesting GEN Citizenship for a Diverse and Just World)
  + Theme Advisory Group: Citizenship for a Diverse and Just World
    - **The reviewing faculty are supportive of the course receiving designation as GEN Theme: Citizenship for a Diverse and Just World, but would like to see the Goals and ELOs manifest more dynamically throughout the proposal materials. For instance, point explicitly and specifically to moments in the course — a certain set of assignment, lectures, etc. — to actively illustrate where the implicit aspects of Citizenship that are currently embedded in the syllabus will be made more explicit as the class unfolds.**
    - **Approved** with **one (1) contingency** (in bold above)
  + Themes Panel: Citizenship for a Diverse and Just World
    - The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Citizenship for a Diverse and Just World at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit citizenship elements of the class manifest more explicitly. Furthermore, the reviewing faculty ask that the term “citizenship” be clearly defined as a concept for the purposes of the course — how the term will apply for this specific class and throughout the fabric and essence of the course design.
    - The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs for the Citizenship for a Diverse and Just World theme be included in the course syllabus, per a requirement of General Education courses. The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>
    - On page 16 of the syllabus, the reviewing faculty recommend removing the name of the Title IX coordinator so that the information provided on the syllabus stays current and correct for a longer period of time.
    - The reviewing faculty ask for a cover letter that details all changes made in response to this feedback.
    - **No Vote**
* Health and Rehabilitation Science 4000 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World) (return) PREVIOUSLY ALSO REQUESTING INTERDISCIPLINARY TEAM-TEACHING HIGH IMPACT PRACTICE; THEY HAVE NOW REMOVED THAT HIP REQUEST AND REDUCED THE COURSE TO 3 CREDIT HOURS
  + Theme Advisory Group: Citizenship for a Diverse and Just World
    - Raadschelders, Sanchez Loza; **unanimously approved**
  + Themes Panel: Citizenship for a Diverse and Just World
    - **On pages 2-3 of the syllabus, the reviewing faculty kindly note that the full and complete GE Goals and ELOs for the Citizenship for a Diverse and Just World theme need to appear in the course syllabus, per a requirement of General Education courses.  Specifically, they ask that you add Goals 1 and 2, as well as corresponding ELOs 1.1, 1.2, 2.1, and 2.2, which can be found on the ASCCAS website:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**.**
    - *On page 3 of the syllabus, under the “Course Policies” section, the link provided connects to four different handbooks, all pertaining to majors within the School of Health and Rehabilitation Sciences. Since this is a GE course, the Panel recommends removing this resource to prevent student confusion.*
    - Vaessin, Rush; **unanimously approved** with **one (1) contingency** (in bold above) and *one (1) recommendation* (in italics above)