**ASCC Themes Panel**

Approved Minutes

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

CarmenZoom

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

**Agenda:**

1. Approval of 9/2/22 & 9/16/22 minutes
   * Vaessin, Rehbeck; **unanimously approved**
2. History 3561 (existing course with GE Historical Study; requesting new GE Theme: Citizenship for a Diverse and Just World) (return)  (TABLED FROM LAST TIME)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + Soland, Cope; **unanimously approved**
   * Themes Panel: Citizenship for a Diverse and Just World
     + *The Panel recommends changing the prerequisite of ENGLISH 1110.xx to “completion of GE Foundation Writing and Information Literacy course,” as ENGLISH 1110.xx is no longer the only intro-level writing course available to students under the new GE (GEN).*
     + *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the SLDS statement on page 9 of the syllabus is not the latest version and suggest revising it accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + Ferketich, Rehbeck; **unanimously approved** with *two (2) recommendations* (in italics above)
3. FRIT 3054 (existing course with GE Diversity—Global Studies; requesting GEN Citizenship for a Diverse and Just World) (TABLED FROM LAST TIME)
   * 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. More specifically, in the current version of the syllabus, ELO 1.1 does not appear in its entirety. 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>
     + 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.
     + **No Vote**
   * 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. More specifically, in the current version of the syllabus, ELO 1.1 does not appear in its entirety. 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>
     + 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.
     + The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the Title IX statement on pages 13-14 of the syllabus is not the latest version, and suggest revising it accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/curriculum/syllabus-elements>
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
4. Geography 5502 (existing course requesting GEN Citizenship for a Diverse and Just World)  (TABLED FROM LAST TIME)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + Raadschelders, Parkman; **unanimously approved**
   * 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 for the Citizenship for a Diverse and Just World theme be included in the course syllabus, per a requirement of General Education courses.  According to the ASCCAS website, the current version of the syllabus is missing Goals 1 & 2/ELOs 1.1, 1.2, 2.1, & 2.2 (N.B. Goals 3 & 4/ELOs 3.1, 3.2, 4.1, & 4.2 on the ASCCAS site are numbered as Goals/ELOs 1-2 in the submitted document). 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)
  + - *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
    - Ferketich, Rehbeck; **unanimously approved** with **one (1) contingency** (in bold above) and *one (1) recommendation* (in italics above)

1. WGSS and Arabic 2702 (existing cross-listed courses with GEL Literature and GEL Diversity—Global Studies; requesting GEN Citizenship for a Diverse and Just World) (TABLED FROM LAST TIME)
   * Theme 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.**
     + Raadschelders, Cope; **unanimously 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. 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.
     + CIP codes need to be the same for cross-listed courses, so the reviewing faculty ask that the departments agree on a single, shared number for this purpose.
     + The Panel recommends changing the prerequisite of ENGLISH 1110.xx to “completion of GE Foundation Writing and Information Literacy course,” as ENGLISH 1110.xx is no longer the only intro-level writing course available to students under the new GE (GEN).
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
2. Communication 2367 (existing course with GEL Writing and Communication—Level 2; requesting GEN Citizenship for a Diverse and Just World)  (TABLED FROM LAST TIME)
   * Theme 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.
     + **No Vote**
   * 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.
     + The Panel asks that any outdated information pertaining to quarters (e.g., course numbers) appearing in the syllabus be removed.
     + The Panel recommends changing the prerequisite of ENGLISH 1110.xx to “completion of GE Foundation Writing and Information Literacy course,” as ENGLISH 1110.xx is no longer the only intro-level writing course available to students under the new GE (GEN).
     + 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 request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
3. WGSS, AAAS, and Comparative Studies 4921 (existing cross-listed courses requesting GEN Citizenship for a Diverse and Just World) (TABLED FROM LAST TIME)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + Cope, Soland; **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. 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. According to the ASCCAS website, the current version of the syllabus is missing Goals 1 & 2/ELOs 1.1, 1.2, 2.1, & 2.2 (N.B. Goals 3 & 4/ELOs 3.1, 3.2, 4.1, & 4.2 on the ASCCAS site are numbered as Goals/ELOs 1-2 in the submitted document). 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
     + The reviewing faculty kindly request that the syllabus include a bibliography of projected reading assignments so the committee might better evaluate if the class is an advanced-level critical-thinking course on the theme in question.
     + The reviewing faculty recommend removing any reference to an “OSU standard grading scheme,” as Ohio State does not have a standardized grading scheme.
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
4. History 3798.02 (existing course with GEL Historical Study, Diversity-Global Studies, and Education Abroad; requesting GEN Citizenship for a Diverse and Just World)
   * Theme 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 this course will engage with the Goals and ELOs for the Citizenship for a Diverse and Just World theme. At the present time, the justification in the proposal materials relies on the content of the prerequisites for this course rather than History 3798.02 itself. 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.
     + **No Vote**
   * Themes Panel: Citizenship for a Diverse and Just World
     + The reviewing faculty thank the Department of History for submitting a request for The U.S., Europe, and the Second World War: Intersections in 20th-Century History to receive designation as a GEN Theme: Citizenship for a Diverse and Just World course.  The committee agrees that the topic seems appropriate for this theme. However, in its current form, this class has too many prerequisites to qualify as a GE course; the prerequisites of History 3015, 3570, 4795, and French 3801 indicate that the class would only be a feasible class for students in the major. The committee would like to give the department the opportunity to reassess if some of these prerequisites potentially can be removed. For a course to be considered accessible at the GEN level, a student based outside of the Department of History (or adjacent areas 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 this study abroad course, the reviewing faculty are encouraged by the content’s potential.
     + Should the Department of History decide to revise and resubmit this course for consideration as a GEN Theme: Citizenship for a Diverse and Just World, the reviewing faculty also kindly request the following:
       - The reviewing faculty ask that 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 GE Goals and ELOs can be found here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>
       - In addition to the travel itinerary included in the proposal materials, the reviewing faculty ask that the syllabus feature a more fully formed course schedule with lesson topics, assigned readings, due dates, etc.
       - On page 5 of the syllabus, the reviewing faculty kindly note that an instructor cannot technically withhold students’ final grades until they have sent thank-you messages to their ASC donors. The committee suggests making this a strong recommendation to students instead.
       - The Panel recommends changing the prerequisite of ENGLISH 1110.xx to “completion of GE Foundation Writing and Information Literacy course,” as ENGLISH 1110.xx is no longer the only intro-level writing course available to students under the new GE (GEN).
       - The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the SLDS statement provided in the syllabus is not the latest version, and suggest revising it accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/curriculum/syllabus-elements>
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
5. Pharmacy 3540 (new course requesting GEN Citizenship for a Diverse and Just World)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + Raadschelders, Cope; **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. In this spirit, the reviewing faculty note that an effective way to help accomplish this would be to define the term “citizenship” clearly 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. For instance, does this course perhaps contend that advocacy and healthcare provide a model for engaged citizenship? Does healthcare advocacy have broader implications for what it means to be an active and engaged citizen?
     + The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the statements on pages 16-17 of the syllabus are not the latest versions, and suggest revising them accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/curriculum/syllabus-elements>
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
6. Earth Sciences and Astronomy 5205 (existing cross-listed courses requesting GEN Theme: Origins and Evolution)
   * The reviewing faculty thank the School of Earth Sciences and the Department of Astronomy for submitting a request for Planetary Science 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, Planetary Science has too specialized of a prerequisite to qualify as a GE course — the prerequisite of Calculus II indicates that the class would only be a feasible class for students in the major. For a course to be considered accessible at the GEN level, a student based outside of the School of Earth Sciences and the Department of Astronomy (or adjacent areas 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 Planetary Science 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 the prerequisite of Calculus II, 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 School of Earth Sciences and Department of Astronomy decide to revise and resubmit Planetary Science 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>
     + The reviewing faculty ask that further clarification be made within the syllabus regarding how readings, assignments, and other content will allow the course to examine the concept of Origins and Evolution in service of the theme’s goals and ELOs. To this purpose, the committee encourages the department to actively and directly use the language of the theme throughout the proposal materials in order to make these implicit elements of the class manifest more explicitly.
     + Do students need previous coding experience in order to enroll and be successful in this course? Certain assignment descriptions on page 4 of the syllabus mention submitting “original code,” but the current proposal materials are unclear about whether or not students need to enter the course with some background in coding and/or any specific coding languages.
     + The Panel recommends including Github software on the list of required resources for the course.
     + The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the statements on pages 7-9 of the syllabus are not the latest versions, and suggest revising them accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://asccas.osu.edu/curriculum/syllabus-elements>
   * The reviewing faculty request a cover letter that details all changes made in response to this feedback.
   * **No Vote**