**ASCC Themes Panel 1**

Approved Minutes

Friday, October 28, 2022 9:00 AM – 10:30 AM

CarmenZoom

**Attendees**: Cody, Cohen, Ferketich, Fredal, Rush, Soland, Steele, Vaessin, Vankeerbergen

**Agenda:**

1. Approval of 9/30 minutes
	* Rush, Vaessin; **unanimously approved**
2. FABE 3210 + 3211 (new courses requesting new GE Theme Sustainability, **with High Impact Practice Interdisciplinary Team-Teaching**) (return) ALREADY APPROVED FOR THE SUSTAINABILITY THEME; NEEDS TO GO BACK TO PANEL TO REVIEW HIP
	* HIP Research and Creative Inquiry
		+ **The reviewing faculty ask that the department list FABE 3210 as a co-requisite — rather than a pre- OR co-requisite — for 3211 (on the first page of the Course Request form, under “Pre-requisites and Exclusions”), as they feel that fulfillment of the HIP objectives necessitate these courses being taken concurrently.**
		+ Vaessin, Rush; **unanimously approved** with **one (1) contingency** (in bold above)
	* Addendum: During the review of this proposal, the faculty noted that this course only involves team-teaching for about half of the class sessions. The Panel discussed this, and decided that, with regard to receiving HIP Team-Teaching designation, this is the minimum number of sessions that need to be team taught with both instructors present in the room.
3. Sociology 4462 (existing course requesting GE Theme: Citizenship for a Diverse and Just World & GE Theme: Health and Wellbeing **with High Impact Practice Research and Creative Inquiry**) (return) ONLY DO THE CITIZENSHIP ASPECT 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 for the Citizenship for a Diverse and Just World theme be included in the course syllabus, per a requirement of General Education courses. Specifically, the Panel noticed that some Goals/ELOs (found on pages 2-4 of the syllabus) are paraphrased; the Panel asks that the GEN Goals and ELOS be reproduced as found on our website (**[**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**) so that all courses in this GEN category consistently display the same information for students. Additionally, some of the GEN Goals/ELOs also appear as “course goals,” rather than GEN Goals/ELOs. All 4 Goals and all 8 ELOs should be listed together (whether in a chart or list form) as General Education Theme: Citizenship for a Diverse and Just World Goals and ELOS.**
		+ **Approved** via e-vote 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 for the Citizenship for a Diverse and Just World theme be included in the course syllabus, per a requirement of General Education courses. Specifically, the Panel noticed that some Goals/ELOs (found on pages 2-4 of the syllabus) are paraphrased; the Panel asks that the GEN Goals and ELOS be reproduced as found on our website (**[**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**) so that all courses in this GEN category consistently display the same information for students. Additionally, some of the GEN Goals/ELOs also appear as “course goals,” rather than GEN Goals/ELOs. All 4 Goals and all 8 ELOs should be listed together (whether in a chart or list form) as General Education Theme: Citizenship for a Diverse and Just World Goals and ELOS.**
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health and SLDS statements provided (found on page 9 of the syllabus) are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appear 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, Vaessin; **unanimously approved** with **one (1) contingency** (in bold above) and *one (1) recommendation* (in italics above)
	* HIP Research and Creative Inquiry
		+ **The reviewing faculty ask that the Research and Creative Inquiry aspects of the course include additional detail clarifying that the projects should engage *both* questions about Citizenship for a Diverse and Just World as well as questions about Health and Wellbeing in tandem. Since this course has requested two themes categories, it is necessary to ensure that the class fully and completely engages with each theme.**
		+ Vaessin, Rush; **unanimously approved** with **one (1) contingency** (in bold above)
4. History 3676 (new course 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
		+ **Approved** via e-vote
	* Themes Panel: Citizenship for a Diverse and Just World
		+ *The reviewing faculty kindly suggest that the department consider modifying their prerequisite of English 1110 to be “Completion of GE Foundation Writing and Information Literacy course,” as English 1110 is not the only writing course available to students to take within the new GE program. Of course, the reviewing faculty recognize that some departments and programs may wish to keep their prerequisite of strictly English 1110 and merely offer this as a friendly suggestion.*
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health statement provided (found on page 11 of the syllabus) is not the latest version, and suggest revising it accordingly to ensure that the most current language and information appear for this student resource. 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)
		+ *The Panel suggests that the department include the most up-to-date version of the University’s Title IX statement (found on page 12 of the syllabus), which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
		+ Rush, Vaessin; **unanimously approved** with *three (3) recommendations* (in italics above)
5. South Asia Studies and NELC 3025 (new cross-listed courses requesting GEN Theme Citizenship for a Diverse and Just World **with High Impact Practice Interdisciplinary Team-Teaching**)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **Approved** via e-vote
	* Themes Panel: Citizenship for a Diverse and Just World
		+ Ferketich, Rush; **unanimously approved**
	* HIP Team-Teaching
		+ Vaessin, Ferketich; **unanimously approved**
	* Addendum: As a part of the discussion of this course, the Panel considered whether or not cross-listing within the same department could be considered interdisciplinary for the purposes of HIP Team-Teaching designation; they concluded that it would ultimately come down to a case-by-case basis.
6. History 3265 (existing course with GE Historical Study; requesting GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **Approved** via e-vote
	* Themes Panel: Citizenship for a Diverse and Just World
		+ *The Panel strongly recommends that the department consider reviewing the grading policy (found on page 4 of the syllabus) for this course. The Panel is aware that the course was previously approved as a Legacy General Education (Historical Study) course, but notes that it has not been reviewed since before semester conversion and that the grading policy of the course was likely different at that time. Since the course will now be a Themes course, it will be open to most students at the university, some of whom may have never taken a Department of History course at Ohio State. To that end, they bring the following to the department’s attention:*
			- *The policy of only giving a final grade based on one large writing portfolio turned in at the end of the semester (rather than assessing smaller assignments throughout the semester) does not allow for students to note their deficiencies in relation to the instructor’s expectations and make improvements. A student may believe that they are turning in “B” caliber work but have no idea that they professor would actually consider their work to be insufficient to pass the course.*
			- *The Initiative Points (earned by students for participating in outside events, peer review, class discussion, office hours and/or turning in rough drafts for comments) are used as a strong determiner of final grades, but students have no way of knowing the expectations for earning these points. The syllabus states that “There is no set number of initiative points that you should aim to earn”, making it difficult for students to know what the professor’s expectations are and what they must do to earn their desired grade. (Should they turn in rough drafts of all writing assignments? Attend office hours every week? Will doing so earn them a bump of one letter grade? Three letter grades?) Additionally, the instructor does not divulge in the syllabus how they will keep track of these points, so students have no way of verifying that the instructor was aware of their level of participation in these activities.*
			- *The instructor has not provided students with information regarding what percentage of the overall grade will be accounted for by each class assignment, which is a required syllabus element (*[*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*). Additionally, they note that the inclusion of a grading scale in the final syllabus that is distributed to students will be expected.*
		+ *The reviewing faculty kindly suggest that the department consider modifying their prerequisite of English 1110 to be “Completion of GE Foundation Writing and Information Literacy course,” as English 1110 is not the only writing course available to students to take within the new GE program. Of course, the reviewing faculty recognize that some departments and programs may wish to keep their prerequisite of strictly English 1110 and merely offer this as a friendly suggestion.*
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the SLDS and mental health statements provided (found on page 7 of the syllabus) are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appear 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)
		+ *The Panel suggests that the department include the most up-to-date version of the University’s Title IX statement (found on pages 7-8 of the syllabus), which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
		+ Ferketich, Vaessin; **unanimously approved** with *four (4) recommendations* (in italics above)
7. Philosophy 2338 (new course requesting GEN Theme Citizenship for a Diverse and Just World **with High Impact Practice Research and Creative Inquiry**)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **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.**
		+ **Approved** via e-vote with **one (1) contingency** (in bold above)
	* Themes Panel: Citizenship for a Diverse and Just World
		+ **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 reviewing faculty encourage the department to remove language pertaining specifically to “students in computer science fields” (found in the course description part of the Course Request form on curriculum.osu.edu and on page 1 of the syllabus document) so that students in other fields might not be intimidated and/or feel discouraged from enrolling in the class.*
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health and SLDS statements provided (found on pages 11-12 of the syllabus) are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appear 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)
		+ Vaessin, Ferketich; **unanimously approved** with **one (1) contingency** (in bold above) and *two (2) recommendations* (in italics above)
	* HIP Research and Creativity
		+ Rush, Vaessin; **unanimously approved**
8. English 3011.02 (new course requesting GEN Theme Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **Approved** via e-vote
	* Themes Panel: Citizenship for a Diverse and Just World
		+ **The reviewing faculty ask that the syllabus further underscore how the readings, assignments, and course content will allow this class 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 implicit Citizenship elements of the class manifest more explicitly. How does this course specifically address the concept of citizenship?**
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the SLDS statement provided (found on page 7 of the syllabus) is not the latest version, and suggest revising it accordingly to ensure that the most current language and information appear for this student resource. 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)
		+ *The reviewing faculty kindly remind the department to double-check the syllabus statements when preparing the final documents for each term to ensure that the language provided is specific to the campus of offering.*
		+ Rush, Vaessin; **unanimously approved** with **one (1) contingency** (in bold above) and *two (2) recommendations*
9. Linguistics 4602 (existing course with GEL Social Science—Individuals and Groups & Diversity—Social Diversity in the U.S.; already approved to change levels from 3000 to 4000-level + title change + increase credit hours from 3 to 4 + addition of prerequisites; requesting GEN Theme: Citizenship for a Diverse and Just World **with High Impact Practice Research and Creative Inquiry**)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ *In the course calendar (beginning on page 7 of the syllabus), the reviewing faculty recommend referencing the Citizenship ELOs more directly and explicitly, especially in the section of the schedule featuring descriptions of weekly topics.*
		+ *On page 3 of the syllabus, the reviewing faculty recommend that the explanatory paragraph detailing how the course will engage with the goals/ELOs for the Citizenship for a Just and Diverse World theme work to more directly and explicitly address what students can expect this course, in particular, to bring to their understanding of this theme. Specifically, how will this course illuminate facets of Citizenship in ways that students might not encounter in a different class listed under the same GEN Theme category?*
		+ **Approved** via e-vote with *two (2) recommendations* (in italics above)
	* Themes Panel: Citizenship for a Diverse and Just World
		+ *The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health and SLDS statements provided (found on pages 6-7 of the syllabus) are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appear 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)
		+ Rush, Ferketich; **unanimously approved** with *one (1) recommendation*
	* HIP Research and Creative Inquiry
		+ **The reviewing faculty ask that the syllabus contain further details re: the manner in which students will be taught to do socio-linguistic data collection and analysis as part of the Research and Creative Inquiry HIP. This aspect of the HIP should be more clearly and explicitly articulated in the document — specifically, where, when, and how students are being taught the (new) necessary methodological techniques and skills to execute their final projects. How are these skills honed throughout the semester and embedded in the course structure? (N.B. The reviewing faculty note that one way to help provide the clarifying information requested above would be to include some of the language from the HIP inventory form in the course syllabus.)**
		+ Ferketich, Vaessin; **unanimously approved** with **one (1) contingency** (in bold above)
10. AAAS 4610 (existing course requesting GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **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**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)
		+ **Approved** via e-vote with **one (1) contingency** (in bold above)
	* Themes Panel: Citizenship for a Diverse and Just World
		+ **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**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)
		+ *The Panel recommends removing any reference to an “OSU standard grading scheme (e.g., page 4 of the syllabus document),” as Ohio State does not have a standardized grading scheme.*
		+ Vaessin, Ferketich; **unanimously approved** with **one (1) contingency** (in bold above) and *one (1) recommendation* (in italics above)