**ASCC Themes Panel**

Approved Minutes

Monday, November 14, 2022 9:00 AM – 10:30 AM

CarmenZoom

**Attendees**: Cody, Daly, Ferketich, Fredal, Rehbeck, Soland, Steele, Vaessin, Vankeerbergen, Wallace, Washburn

**Agenda:**

1. Approval of 10-10-22 minutes
   * Vaessin, Ferketich; **unanimously approved**
2. Health and Rehabilitation Science 4590 (existing course with 100% DL; requesting GEN Theme: Citizenship for a Diverse and Just World) (return) TABLED FROM LAST MEETING
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + The TAG notes and appreciates the substantive changes that have been made to the course, and feel that the course now meets the theme-specific goals and ELOs. They thank the department for their hard work in modifying the course.
     + **Unanimously approved** via e-vote
   * Themes Panel: Citizenship for a Diverse and Just World
     + The reviewing faculty ask that the department more overtly underscore in the syllabus where the course critically overlaps with elements of the Citizenship for a Diverse and Just World theme. The syllabus document should actively and explicitly demonstrate how citizenship concepts are woven throughout the fabric of the class — in the description, course topics, daily schedule, assignments, and so forth. More specifically, emphasizing connections between ELOs 1.1 and 1.2 in the syllabus would help the reviewing faculty better assess the ways in which this course will provide students with the opportunity to study the theme of citizenship at an advanced level.
     + 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 Panel recommends that the syllabus feature the most current mental health statement (found on page 5 of the document). The up-to-date language is available here:  <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**
3. Linguistics 3605 (new course requesting GEN Theme: Citizenship for a Diverse and Just World)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + **Unanimously approved** via e-vote
   * Themes Panel: Citizenship for a Diverse and Just World
     + *The Panel recommends that the syllabus feature the most current mental health statement (found on page 8 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + *The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on page 8 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + Vaessin, Ferketich; **unanimously approved** with *two (2) recommendations* (in italics above)
4. Turkish 3797 (new course approved for 100% DL; requesting GEN Theme: Citizenship for a Diverse and Just World **with Education Abroad and Away High Impact Practice**)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + The reviewing faculty ask that the course description, readings, and activities more overtly demonstrate their connections to the ELOs — underscoring the specific elements of the virtual study abroad opportunity and how they promote notions of citizenship specifically.
     + 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 (on page 3, directly following the Goals/ELOs), per a requirement of General Education courses.
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
   * Themes Panel: Citizenship for a Diverse and Just World
     + The reviewing faculty request that the syllabus document underscore more overtly 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 class to examine the concept of citizenship at a higher 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 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 (on page 3, directly following the Goals/ELOs), per a requirement of General Education courses.
     + The reviewing faculty request that the department remove the course proposal’s older materials from curriculum.osu.edu so that only the most current documents appear. In particular, the committee wants to ensure it is assessing the up-to-date version of the 8-week course syllabus.
     + The Panel recommends that the syllabus feature the most current mental health statement (found on pages 13-14 of the document). The up-to-date language is available here: <https://asccas.osu.edu/curriculum/syllabus-elements>
     + The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on page 14 of the document). The up-to-date language is available here: <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**
   * HIP Education Abroad and Away
     + The reviewing faculty feel the course proposal still requires substantial revision to meet concept of HIP Education Abroad and Away in a virtual format — specifically, such that it offers a critical, alternative experience with Turkish partners that would be on par with an in-person experience. To this end, the committee recommends reaching out to Dr. Cindy Jiang of OIA re: how to deepen the experience and align it more closely with the expectations of a high-impact practice of this designation.
     + The reviewing faculty request a cover letter that details all changes made in response to this feedback.
     + **No Vote**
5. History 3590 (existing course with GEL Historical Study; requesting GEN Theme: Citizenship for a Diverse and Just World)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + *The reviewing faculty recommend that the instructor consider clarifying the ELO goals for each week so the syllabus document more clearly presents this information.*
     + **Unanimously approved** with *one (1) recommendation* (in italics above)
   * Themes Panel: Citizenship for a Diverse and Just World
     + **The reviewing faculty ask that the theme be more clearly interwoven with the weekly schedule and assignment descriptions so that the focus on citizenship more overtly manifests in the syllabus document.**
     + *The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on pages 4-5 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + *The Panel recommends that the syllabus feature the most current mental health statement (found on page 5 of the document). The up-to-date language is available here:* [*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 *two (2) recommendations* (in italics above)
6. South Asian Studies 3220 (new course approved for 100% DL; requesting GEN Theme: Citizenship for a Diverse and Just World) (return) ALREADY FULLY APPROVED BY ASCC THEMES PANEL; NOT PREVIOUSLY APPROVED BY TAG; ONLY NEEDS TO BE REVIEWED BY CITIZENSHIP TAG
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + *The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on page 12 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + *The Panel recommends that the syllabus feature the most current mental health statement (found on page 13 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + **Unanimously approved** via e-vote with *two (2) recommendations* (in italics above)
7. FRIT 3054 (existing course with GEL Diversity—Global Studies; requesting GEN Theme: Citizenship for a Diverse and Just World) (return)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + **Unanimously approved** via e-vote
   * Themes Panel: Citizenship for a Diverse and Just World
     + *On page 2 of the syllabus, the reviewing faculty strongly recommend removing the “Goals and ELOs shared by all themes” section, as the repeated content (provided again in the full and complete listing of the Citizenship Goals/ELOs that follows) might prove confusing to students.*
     + *The Panel recommends that the syllabus feature the most current mental health statement (found on pages 14-15 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + Vaessin, Ferketich; **unanimously approved** with *two (2) recommendations* (in italics above)
8. AAAS and Philosophy 3440 (existing cross-listed courses; requesting GEN Theme: Citizenship for a Diverse and Just World)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + **The TAG was very appreciative of the course, finding it a good fit with the Theme of Citizenship. However, before fully approving the class, the reviewing faculty request that the department incorporate material from the GE Rationale form into the course description on curriculum.osu.edu as well as the syllabus document — with a specific eye to underscoring the interplay between citizenship and racialization more explicitly. These connections manifest in other aspects of this well-crafted proposal, so the reviewing faculty ask that the syllabus also highlight them by outlining the links between the ELOs and the activities and assignments more overtly.**
     + **The reviewing faculty request a cover letter that details all changes made in response to this feedback.**
     + **Unanimously approved** via e-vote with **two (2) contingencies** (in bold above)
   * Themes Panel: Citizenship for a Diverse and Just World
     + **The reviewing faculty request that the syllabus document underscore more overtly 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 class to examine the concept of citizenship at a higher 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 particular, 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. For instance, how will the class, to an audience of non-experts, conceive of the relationship and/or overlap between issues of race and how the course constitutes citizenship?**
     + **The reviewing faculty request a cover letter that details all changes made in response to this feedback.**
     + *On pages 2-3 of the syllabus, the reviewing faculty strongly recommend removing the “Goals and ELOs shared by all Theme courses” sections, as the repeating content (provided again in the full and complete listing of the Citizenship Goals/ELOs that follows) might prove confusing to students.*
     + *The Panel recommends that the syllabus feature the most current Student Life Disability Services (SLDS) statement (found on page 6 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + *The Panel recommends that the syllabus feature the most current mental health statement (found on page 6 of the document). The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
     + Vaessin, Rehbeck; **unanimously approved** with **two (2) contingencies** (in bold above) and *three (3) recommendations* (in italics above)
9. English 2367.08 (existing course with GEL Writing and Communication—Level 2 & approved for 100% DL; requesting GEN Theme: Lived Environments) (return) ONLY NEEDS LIVED ENVIRONMENTS TAG REVIEW
   * N.B. The Themes Panel reviewed and approved this course proposal with contingency on 10/10/22; the department will receive these comments together with those below as part of the official feedback e-mail for this request.
   * Theme Advisory Group: Lived Environments
     + **The reviewing faculty ask that an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Lived Environments theme be added into the course syllabus, per a requirement of General Education courses.**
     + **The reviewing faculty ask that the syllabus document more explicitly articulate how the Lived Environments Goals/ELOs manifest in the course content and assignments (especially with regard to ELO 3.2).**
     + **The reviewing faculty note that the assigned readings referenced in GE Submission Form do not actually appear in the syllabus, and request that they be added to the document accordingly.**
     + **The reviewing faculty request a cover letter that details all changes made in response to this feedback.**
     + **Unanimously approved** via e-vote with **four (4) contingencies** (in bold above)
10. FAES 3797.05 (“new” course which is the combination of 2 existing courses; requesting GEN Theme: Lived Environments **with Education Abroad and Away High Impact Practice**)
    * Theme Advisory Group: Lived Environments
      + *The reviewing faculty recommend separating the pre-departure/on-campus parts of the course from the abroad components in the syllabus document to avoid confusion.*
      + **Unanimously approved** via e-votewith *one (1) recommendation* (in italics above)
    * Themes Panel: Lived Environments
      + **The reviewing faculty kindly request a credit hour rationale that outlines in detail how the course will meet the contact hour requirements for a 4-credit-hour study abroad — for both the “pre-departure” and the on-the-ground/abroad components of the course. In particular, the committee asks to see more information about the details of the daily schedule abroad, especially where the direct instruction contact hours will come into play. Further information on Education Abroad Credit Hour Allocation is available here:** [**https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs**](https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs)
      + Vaessin, Rehbeck; **unanimously approved** with **one (1) contingency** (in bold above) and *one (1) recommendation* (in italics above)
    * HIP Education Abroad and Away
      + **The reviewing faculty kindly request a credit hour rationale that outlines in detail how the course will meet the contact hour requirements for a 4-credit-hour study abroad — for both the “pre-departure” and the on-the-ground/abroad components of the course. In particular, the committee asks to see more information about the details of the daily schedule abroad, especially where the direct instruction contact hours will come into play. Further information on Education Abroad Credit Hour Allocation is available here:** [**https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs**](https://asccas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs)
      + Vaessin, Rehbeck; **unanimously approved** with **one (1) contingency** (in bold above)