**ASCC Themes 2 Panel**

Approved Minutes

Tuesday, September 27th, 2022 2:30PM – 4:00PM

CarmenZoom

**Attendees**: Conroy, Daly, Hadad, Hilty, Kogan, Nagar, Parsons, Steele, Vankeerbergen

1. Approval of 09/13/2022 Minutes
	* Hadad, Kogan, **unanimously approved**
2. Communication 2596 (existing course with GE Cross-Disciplinary Seminar; requesting new GEN Theme: Sustainability) (Return)
	* Theme Advisory Group: Sustainability
		+ **The reviewing faculty find that, while the course appears to be a good fit for the GEN Theme: Sustainability, the course syllabus requires more development to fit the GEN Theme: Sustainability ELOs. They request that readings be added to the initial few class sessions to establish the concept of Sustainability in the context of communication of science, health, environment, and risk. They also suggest potentially including other digestible forms of media, such as podcasts or videos, especially given the discipline of the topic, and also suggest the inclusion of the sustainability media issue itself within the course calendar.**
		+ **Approved** via **E-vote** with **one contingency** (in bold above)
	* Themes Panel
		+ The reviewing faculty thank the department for their thoughtful revisions of the course. However, at this time, they are unable to approve the course in its current form as they are unable to see how the course will be an advanced study on the topic of Sustainability. They ask that further information be included within the course syllabus that details how course assignments (such as the exams and in-class activities discussed on page 3 of the syllabus) will engage with the GEN Theme: Sustainability. Additionally, while they recognize that information relating to how the GEN ELOs will be fulfilled is underneath each ELO (on page 2 of the syllabus), they suggest further strengthening those explanations to provide more explicit language that connects the course further to Sustainability.
		+ The reviewing faculty recommend changing the course title to remove the wording of “Introduction”, as Themes courses are meant, by their level, to be an advanced study of a topic.
		+ **No Vote**
3. Sociology 3460 (existing course with GEL Social Science – HNER & 100% DL; requesting new GEN Theme: Sustainability) (return)
	* Theme Advisory Group: Sustainability
		+ **The reviewing faculty ask that language surrounding GEN Theme: Sustainability be added to the description of the course paper, found on pages 6 and 7 of the course syllabus, as this appears to be a major component of how the course will connect to the GEN Theme ELOs.**
		+ **Approved** via **E-Vote** with **one contingency** (in bold above)
	* Themes Panel
		+ **The reviewing faculty ask that the Goals and ELOs for the course’s GEL category, Social Science – Human, Natural, and Economic Resources, and a brief rationale on how the course will fulfill these ELOs be added to the course syllabus. The Legacy General Education Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos**](https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos)**. Additionally, while they recognize that part of the Goals and ELOs are added to the syllabus for the GEN Theme: Sustainability, they ask that all of the Goals and ELOs be placed within the course syllabus. The Goals and ELOs for the GEN Theme: Sustainability can be found on the ASC Curriculum and Assessment Services website in an easily copy-and-paste format:** [**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 ask that the language of Sustainability be included within the course syllabus and, specifically, course assignments to better connect it to the GEN Theme category and help establish the course as an advanced study of Sustainability.**
		+ **The reviewing faculty request a cover letter that details all changes made in response to their feedback.**
		+ *The reviewing faculty offer a friendly recommendation to redesign the writing/paper assignment (pages 6-7 of the syllabus) to be a scaffolded assignment that breaks the point distribution down from 45 points to individual parts to allow students opportunity for feedback and improve their overall course grade and writing skills.*
		+ Nagar, Parsons, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)
4. Geography 3755 (new course requesting new GE Theme: Sustainability with High-Impact Practice Education Abroad and Away) (Previously submitted under 3753.02) (Return)
	* Theme Advisory Group: Sustainability
		+ **Approved** via **E-Vote**
	* Themes Panel
		+ *The reviewing faculty recommend checking the point totals on page 9 of the syllabus, as it appears they add to 105 and not 100 with the addition of the reflections journal assignment.*
		+ *The reviewing faculty recommend removing the language on page 10 of the syllabus regarding the “university grading scale”. The University does not have an official grading scale and instructors are free to create a scale that best suits the needs of their course.*
		+ Hadad, Nagar, **unanimously approved** with *two recommendations* (in italics above)
	* High-Impact Practice: Education Abroad and Away
		+ Nagar, Hadad, **unanimously approved**
5. Food Science and Technology 3110 (new course requesting new GEN Theme: Sustainability with Interdisciplinary Team-Teaching High-Impact Practice)
	* Theme Advisory Group: Sustainability
		+ **Approved** via **E-Vote**
	* Themes Panel
		+ Hadad, Nagar, **unanimously approved**
	* High-Impact Practice: Interdisciplinary Team-Teaching
		+ The reviewing faculty thank the department for a thoughtful proposal, but 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/generaleducation-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf> ). They ask that the course proposer read through this document from the Office of Academic Affairs to see how a High-Impact Practice Interdisciplinary Team-Taught course is different from simply a co-taught course.
		+ While the reviewing faculty acknowledge that the course is being co-taught by up to 6 instructors, in order to count within the Interdisciplinary Team-Teaching category, a course must establish that an interdisciplinary coteaching 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*.”
		+ The reviewing faculty request a cover letter that details all changes made in response to their feedback.
		+ **No Vote**
6. Agricultural Systems Management & HCS 3585 + (optional lab) Agricultural Systems Management & HCS 3586 (new cross-listed courses requesting GEN Theme: Sustainability; also requesting High-Impact Practice: Interdisciplinary Team-Teaching *if both 3585 and 3586 are taken*) (Return)
	* Theme Advisory Group: Sustainability
		+ **The reviewing faculty ask that more clarification be provided regarding which textbook is being referenced and utilized within the course syllabus and how this chosen text will connect to the GEN Theme: Sustainability Goals and ELOs.**
		+ **Approved** via **E-Vote** with **one contingency** (in bold above)
	* Themes Panel
		+ *The reviewing faculty recommend clearly establishing student expectations regarding what texts they will need to purchase and utilize on the course syllabus.*
		+ Nagar, Parsons, **unanimously approved** with *one recommendation* (in italics)
	* High-Impact Practice: Interdisciplinary Team-Teaching
		+ The reviewing faculty thank the department for a thoughtful revision, but are still 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/generaleducation-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf> ). They ask that the course proposer read through this document from the Office of Academic Affairs to see how a High-Impact Practice Interdisciplinary Team-Taught course is different from simply a co-taught course.
		+ While the reviewing faculty 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 coteaching 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, the reviewing faculty ask that the departments reach out to Bernadette Vankeerbergen, ASC Assistant Dean for Curriculum, and Meg Daly, Associate Dean for Undergraduate Education, to discuss alternative ways for this course to be proposed as the they are still unclear on the 3+1 model and how/where the team-teaching will be taking place.
		+ The reviewing faculty request a cover letter that details all changes made in response to their feedback.
		+ **No Vote**
7. ENR and AEDE 2501 (new cross-listed courses requesting new GEN Theme: Sustainability with High-Impact Practice: Interdisciplinary Team-Teaching) (Previously submitted under 2500) (Return)
	* Theme Advisory Group: Sustainability
		+ **Approved** via **E-Vote**
	* Themes Panel
		+ *The reviewing faculty recommend changing the course title to remove the wording of “Introduction”, as Themes courses are meant, by their level, to be an advanced study of a topic.*
		+ Hadad, Parsons, **unanimously approved** with *one recommendation* (in italics above)
	* High-Impact Practice: Interdisciplinary Team-Teaching
		+ The reviewing faculty find the in-person version of this course to be an excellent example of a High-Impact, Interdisciplinary Team-Taught course and thank the unit for developing a wonderful course. However, the distance-learning version of the course does not appear to be the same rigor as the in-person version of the course. They ask that the departments incorporate elements from the in-person proposal into the distance version and strongly encourage the departments to convert the distance learning version of the course to a fully synchronous course, rather than have significant asynchronous elements as currently proposed.
		+ The reviewing faculty request a cover letter that details all changes made in response to their feedback.
		+ **No Vote**
8. History 3229 (existing course with GEL Historical Study and Diversity – Global Studies; requesting GEN Theme: Traditions, Cultures, and Transformations) (Tabled from last time)
	* Themes Panel
		+ **The reviewing faculty ask that the Goals and ELOs for the course’s GEL categories, Historical Study and Diversity – Global Studies, and a brief rationale on how the course will fulfill these ELOs be added to the course syllabus. The Legacy General Education Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos**](https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos)**.**
		+ **The reviewing faculty ask that the department provide an answer in the GE submission form to ELO 1.2 and that they use the most up-to-date form. The most up-to-date form can be found on the Office of Academic Affairs website at:** [**https://oaa.osu.edu/ge-course-submission**](https://oaa.osu.edu/ge-course-submission)**.**
		+ *The reviewing faculty kindly suggest to the department 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.*
		+ Nagar, Hadad, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)