**ASCC Arts and Humanities 2 Panel**

Approved Minutes

Wednesday, September 14, 2022 9:30 AM – 11:00 AM

CarmenZoom

**Attendees**: Cody, Diles, Hilty, Paulsen, Romero, Smith, Steinmetz, Vankeerbergen

1. Approval of 5/12/22 minutes
   * Paulsen, Steinmetz; **unanimously approved**
2. Approval of 8/31/22 minutes
   * Diles, Steinmetz; **unanimously approved**
3. Philosophy 1420 (new course requesting GEN Foundation REGD)
   * *For the purpose of demonstrating contact hours for the course, the Panel suggests including a “place holder” date and time for class meetings until the official information is available.*
   * *In the final section on the bottom of page 6 of the syllabus, the word “description” appears twice in a row. The Panel offers a friendly recommendation to remove this typo.*
   * *The Panel recommends including the page number ranges for assigned readings so that students have a better sense of their workload.*
   * *The Panel suggests further clarifying when the reflection papers are due within the weekly timeline of the course schedule structure. For instance, at the bottom of the Week 2 block, there is a note that the first reflection paper is due — but is it due on Tuesday or Thursday of that week? Or even on a different day that week when class does not meet?*
   * Paulsen, Steinmetz; **unanimously approved** with *four (4) recommendations* (in italics above)
4. Music 3352 (new course requesting 100% DL; also requesting new GE Theme: Lived Environments with Research/Creative Inquiry Integrative Practice) (return)
   * *The Panel suggests changing the curriculum.osu.edu form for this course request to read “yes” for concurrences.*
   * *The Panel recommends sub-dividing grade categories (where appropriate) — so it is clear how many assignments within a designated percentage make up a given component.*
   * *At present, Panel members had difficulty discerning what readings and assignments were due on which specific class days. As such, the Panel recommends breaking down the course schedule by days rather than weeks — especially since recitations meet on different days than the lectures — so as to further ensure student clarity about when to complete coursework.*
   * Steinmetz, Paulsen; **unanimously approved** with *three (3) recommendations* (in italics above)
5. History 3404 (existing course with GEL Historical Study and Diversity—Global Studies & GEN Foundation Historical and Cultural Studies; requesting 100% DL)
   * **The Panel asks that the syllabus indicate this course is also designated as GEL Diversity—Global Studies, and that the corresponding Goals and ELOs for this category appear in the document as well. The Goals and ELOs for the GEL Historical Study and Diversity—Global Studies category can be found here:** [**https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos**](https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos)
   * *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). However, if the Department of History prefers that students continue taking English 1110.xx under the GEN, then no change needs to be made.*
   * *The Panel suggests including a statement informing students where they can purchase the textbook(s) for this course.*
   * *On page 4 of the syllabus, the Panel found the “Office Hours and Live Sessions” subsection designated as “required/optional” a confusing pairing of important information. To ensure student clarity, the Panel kindly suggests clearly separating the two so which is required vs. optional becomes more readily apparent.*
   * *The Panel recommends sub-dividing grade categories (where appropriate) — so it is clear how many assignments within a designated percentage make up a given component.*
   * *On page 7 of the syllabus, does the participation component of the course include other assignments/forms of assessment in addition to discussion posts, or do discussion posts account for the entirety of this category? If the latter, the Panel recommends removing the “includes” wording in the description since it suggests there is another aspect of this category that is not accounted for in the syllabus.*
   * *Should assigned readings be completed at the beginning of the week, or are there further subdivisions between meeting days during the week that should mark how students pace their work for the course? The Panel suggests clarifying this information in the class schedule.*
   * Paulsen, Steinmetz; **unanimously approved** with **one (1) contingency** (in bold above) and *six (6) recommendations* (in italics above)
6. AAAS 1111 (existing course with GEN Foundation Historical and Cultural Studies; requesting 100% DL)
   * *On page 2 of the syllabus, the Panel suggests adding the full title for the GEN category — Historical and Cultural Studies (not just “Cultural Studies,” as currently stated) — in order to avoid student confusion.*
   * *The Panel kindly asks if the department actually does intend to offer this course at any and all lengths, as currently checked off on the curriculum.osu.edu form? The 4-week model, for instance, would be especially vigorous re: ensuring proper contact hours, pacing of assignments, etc. — so the Panel wanted to bring this to the department’s attention in the event that all of these lengths of delivery for the course were selected in error.*
   * *The Panel notes that the response paper assignment description includes detailed expectations such as the estimated length of each response, but the midterm and final exam descriptions do not include a similarly stated target length to guide students; the Panel suggests adding this information accordingly for the midterm and final exam.*
   * *The Panel found the relationship between participation, attendance, and the discussion board components of students’ grades ambiguous — since sometimes these elements are grouped together in one part of the syllabus but appear separated in others. Accordingly, the Panel suggests clearly defining these three items separately to avoid confusion, articulating how they relate to each other (whether overlapping and/or completely different elements) to ensure that terminology and percentages are consistent throughout the syllabus.*
   * *On page 10 of the syllabus, the Panel notes that the Disability Services statement appears in all-caps; members recommend revising this since, ironically, all-caps text could lead to screen readers treating these words as acronyms, thereby creating new and different accessibility issues for certain students.*
   * *The Panel had some difficulty reading the syllabus with the varying number of fonts that appear throughout the document, and kindly suggest using a standard and consistent typeface that follows accessibility guidelines.*
   * Steinmetz, Paulsen; **unanimously approved** with *six (6) recommendations* (in italics above)
7. AAAS 1112 (existing course with GEN Foundation REGD; requesting 100% DL)
   * *The Panel kindly asks if the department actually does intend to offer this course at any and all lengths, as currently checked off on the curriculum.osu.edu form? The 4-week model, for instance, would be especially vigorous re: ensuring proper contact hours, pacing of assignments, etc. — so the Panel wanted to bring this to the department’s attention in the event that all of these lengths of delivery for the course were selected in error.*
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   * *The Panel had some difficulty reading the syllabus with the varying number of fonts that appear throughout the document, and kindly suggest using a standard and consistent typeface that follows accessibility guidelines.*
   * Steinmetz, Diles; **unanimously approved** with *five (5) recommendations* (in italics above)
8. South Asia Studies and NELC 3025 (new cross-listed courses requesting GEN Theme Citizenship for a Diverse and Just World with High Impact Practice Team-Teaching)
   * *The Panel recommends including in the syllabus that the course counts for four credit hours (4CH).*
   * *The Panel notes that the main title of the course, “Citizenship and Diaspora,” seems quite broad in that it could potentially encompass many disciplinary approaches and pedagogical angles. As such, the Panel suggests perhaps considering amending the title to include some of the specifics (e.g., geographically, for instance — “South Asia and the Middle East”) of what the course content will engage in order to potentially distinguish from similar classes offered in other departments.*
   * *On page 8 of the syllabus, the Panel notes that the last of three reflection papers also shares a deadline with the final presentation — was this intentional? The Panel wanted to kindly bring this to the department’s attention in case these overlapping due dates were in error.*
   * *The Panel recommends sub-dividing grade categories (where appropriate) — so it is clear how many assignments within a designated percentage make up a given component. For instance, the total number of journals the students will complete in the course is unclear when considered in relation to spring break: are there 14 journals that make up the 35 percent?*
   * *The Panel kindly notes that the COAM/academic misconduct language currently provided in the syllabus — using terms like “fairness and honestly,” for example — constitutes broad phrasing that is somewhat unclear and could leave room for alternative interpretations. As such, the Panel suggests using the standard COAM statement as an alternative model, one which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
   * *The Panel recommends dividing the course schedule into a daily model (rather than weekly) so that expectations for class preparation, assignments, due dates, etc., are more readily apparent for students. For instance, the journal prompts/response due dates are not entirely clear as they currently appear on the course schedule. Are they due the same days that students have readings, or are they expected to complete these assignments at different points in the week?*
   * Steinmetz, Paulsen; **unanimously approved** with *six (6) recommendations* (in italics above)