**ASCC Arts and Humanities 2 Panel**

Approved Minutes

Thursday, February 9th, 2023 3:30 PM – 5:00 PM

CarmenZoom

**Attendees**: Bitters, Cody, Diles, Paulsen, Romero, Smith, Steele, Steinmetz, Vankeerbergen

**Agenda**

1. Approval of 1-26-23 minutes
	* Paulsen, Diles; **unanimously approved** (with one abstention)
2. History 4706 (new course requesting GEN Theme Health and Wellbeing)
	* **The Panel asks that the most up-to-date, full and complete GEN Goals and ELOs for the GEN Theme: Health and Wellbeing (found on page 2 of the document) appear in the course syllabus, per a requirement of General Education courses.  Specifically, while the GEN ELOs are in the syllabus (pg. 2), the GEN goals are not included. All of the GEN Goals and ELOs can be found in an easy-to-copy/paste format 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 Panel requests that syllabus include additional information in the descriptions of the course assignments (syllabus pg. 3), including details about how students’ class participation will be evaluated, the length of the critical reading response essay, the length and format of the final paper/final project, and the nature of the “accessible online product” and/or “accessible presentation” (the latter two assignments are mentioned on pgs. 3 and 8 of the syllabus, but are not described with the other assignments, and it is not clear whether they are the same assignment or different assignments).**
	* *The Panel recommends including the number of credit hours on the course syllabus.*
	* *The Panel recommends adding an attendance policy to the course syllabus.*
	* *On page 3 of the syllabus, the Panel suggests clarifying the nature of the list of “mini-deadlines.” It is unclear whether these are assignment-specific scaffolding deadlines that will be enforced, graded submissions, or if they are just recommended progress points for the semester. Some of these dates appear on the official course schedule, while others do not, so their relationship to other due dates/assignments in the course is unclear.*
	* *The Panel recommends that the syllabus feature the most current SLDS statement (found on page 4 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)
	* Steinmetz, Paulsen; **unanimously approved** with **two (2) contingencies** (in bold above) and *five (5) recommendations* (in italics above)
3. English 3041S (new course requesting GEN Theme TCT with Service-Learning High Impact Practice) (return) Was initially submitted under other number (2367.09S) & requested GEN Theme Lived Environments. Now they have selected another number and another GEN Theme.
	* The Panel is still unclear on how this course meets the required contact hours for a four-credit hour course. According to the Ohio Department of Higher Education guidelines, a four-credit hour class must have 50 hours of formalized instruction, or roughly 3 ½ hours of instruction per week for a full-semester course (most commonly broken up into two 1 hour and 50-minute class meetings). According to the first page of the syllabus, the class only meets for 1 hour and 20 minutes on Tuesdays and Thursdays. If the required additional formalized instruction is taking place outside of the classroom setting, the Panel asks that this be clearly explained in the syllabus. If there is no formalized instruction outside of the classroom setting, then the panel asks that the syllabus indicate the appropriate number of contact hours for a 4-credit hour course on the first page of the syllabus and adjust the class schedule accordingly. The Panel emphasizes that they cannot approve the change from a 3 credit-hour course to a 4 credit-hour course without an additional hour of formalized instruction that is clearly defined. They offer a friendly reminder that even though all GEN Themes High Impact Practice (HIP) courses must be four credit hours, HIP courses are not automatically “awarded” the extra credit hour by virtue of being an HIP course; HIP courses must still adhere to the ODHE guidelines, which can be read in detail on pages 18-19 of our handbook, available here: <https://asccas.osu.edu/curriculum/asc-operations-manual>.
	* The Panel thanks the department for the additional information provided regarding the service-learning component of the course. While the new information does address the goals/needs of the community partner, the Panel is concerned about how these service activities will support and engage with the course’s topics, activities, goals, and objectives, and how students’ service work will be evaluated.
		+ The Panel asks again that the course proposer/designer consult with Claire Sweigart(.10) , Program Director of the Office of Service Learning. She has worked with instructors who develop service-learning courses for several years and will thus be able to provide invaluable assistance with the design of the various components of a service-learning course.
		+ The Panel requests that the department provide further information and/or parameters for the types of service work that students will engage with, and detail how that work will support the goals and learning objectives for the course. For example, if the community partner’s needs assessment (syllabus pg. 7) reveals that the most urgent need for the organization is light office work (copies, filing, etc.), the Panel is concerned that this type of service, while valuable and important to the community partner, may not support the learning goals/objectives of the course for students.
		+ The Panel requests that the department provide further explanation/detail in the syllabus about how students will document and record their hours worked with the community partner and how they will be evaluated on the service work that they do.
	* The Panel recommends that the syllabus feature the most current mental health statement (found on pages 11-12 of the syllabus), as the name and phone number for the suicide/crisis helpline have changed .  The up-to-date language for the Columbus campus is available here:  <https://asccas.osu.edu/curriculum/syllabus-elements>; a similar update may be available from the Marion Campus’ student services.
	* The Panel recommends that the department remove any mention of the course fulfilling the Embedded Literacy: Advanced Writing requirement (syllabus pg. 5), as this could be confusing for non-English majors who take the course and who will **not** be able to fulfill an Embedded Literacy requirement via this course.
	* **No Vote**
4. Theatre 3710 (new course requesting GEN Theme TCT)
	* **The Panel asks that an explanatory paragraph outlining how this course intends to meet the Goals/ELOs for the Traditions, Cultures, and Transformations theme added into the course syllabus (pg. 2-3), per a requirement of General Education courses.**
	* **The Panel requests that the syllabus include a description outlining what students will need to do to earn the 30 points allotted for participation (syllabus page 4).**
	* *The Panel suggests including course-specific objectives in addition to the required Goals/ELOs provided for the Traditions, Cultures, and Transformations theme.*
	* *On the first page of the syllabus, the header describes the course format as “in-person synchronous.” The Panel recommends removing the term “synchronous” as well as any other Distance Learning terminology leftover from previous syllabi that might appear in the document.*
	* *The Panel recommends adding assignment deadlines and other important due dates to the course calendar (beginning on page 6 of the syllabus).*
	* Steinmetz, Paulsen; **unanimously approved** with **two (2) contingencies** (in bold above) and *three (3) recommendations* (in italics above)
5. History 2701 (existing course with GEL Historical Study and GEN Theme Lived Environments; requesting 100% DL)
	* *The Panel recommends that the department reconsider the explanation of the distribution of student time/workload on pg. 4 of the syllabus under “Credit hours and work expectations”. Specifically, they note that while the boilerplate language surrounding the expectation for 3 hours of direct instruction and 6 hours of homework (for a total of 9 hours) is correct, the detailed breakdown below accounts for only 8 hours.*
	* *On the first page of the syllabus, the Panel requests that the department revise the language stating the course “fulfills” the Lived Environments Theme, as students must earn 4-6 credit hours to fulfill the theme, and thus cannot complete the theme solely by completing History 2701. The Panel recommends using alternative language such as “History 2701 is approved as a part of the New General Education (GEN) Theme: Lived Environments”.*
	* *On page 6 of the syllabus, the Panel notes that the grading scale does not include a mark of D+. If the instructor does not plan to award this mark, the Panel suggests mentioning this in the syllabus, as students typically expect this designation as part of a grading scale.*
	* *On page 7 of the syllabus, in the “final paper” description section, there is a note that “no late exams will be accepted”. Additionally, on pg. 8, the “Note on Lectures” section mentions a “final exam essay”. Since there appear to be no exams in the course (per the table on pg. 6 under “Grading and Faculty Response”), the Panel suggests revising the sections on pg. 7 and pg. 8 accordingly.*
	* *The Panel recommends that the syllabus feature the most current mental health statement (found on page 10 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)
	* Paulsen, Steinmetz; **unanimously approved** with *five (5) recommendations* (in italics above)
6. Italian 3001 (new course requesting GEN Theme Sustainability)
	* **On page 3 of the syllabus, the Panel requests that the phrase “Sustainability Theme” not be used to describe the course-specific “additional” ELOs (e.g., A.1, A.2, and A.3) so they will not be confused with the official Goals/ELOs approved for the GEN Theme: Sustainability.**
	* *On page 4 of the syllabus, the Panel notes that the Barnes & Noble link provided for the textbook does not work, and they recommend updating it accordingly.*
	* *On page 8 of the syllabus, there is a description pertaining to a “Group Research Paper and Presentation,” but only the “Group Presentation” appears on the list of assignments/grade breakdown on page 7. The Panel recommends revising so that this information is consistent throughout the document.*
	* *It is unclear whether students are expected to complete assigned readings on a daily (per class meeting) or weekly basis. On the course calendar (beginning on page 14 of the syllabus), some weeks are subdivided into individual class days, while others are not; in order to avoid student confusion, the Panel recommends making the schedule either entirely weekly or entirely daily in format.*
	* *The Panel recommends that the syllabus feature the most current mental health statement (found on page 11-12 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)
	* Paulsen, Diles; **unanimously approved** with **one (1) contingency** (in bold above) and *four (4) recommendations* (in italics above)
7. Italian 5330 (new course)
	* *The Panel recommends that the syllabus feature the most current SLDS statement (found on page 4 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 4 of the document), as the name and phone number of the suicide/crisis hotline have changed.  The most up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
	* Paulsen, Steinmetz; **unanimously approved** with *two (2) recommendations* (in italics above)
8. Art Education 7604 (existing course requesting 100% DL)
	* *The Panel recommends that the syllabus feature the most current mental health statement (found on pages 20-21 of the document), as the name and phone number of the suicide/crisis hotline have changed.  The up-to-date language is available here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
	* Paulsen, Diles; **unanimously approved** with *one (1) recommendation* (in italics above)
9. History 3014 (existing course with GEL Historical Study, GEL Diversity-Social Diversity in the US, and GEN Theme Citizenship for a Diverse and Just World; requesting 100% DL)
	* *The Panel notes that the Academic Integrity statement for the final exam (syllabus pg. 10) does not match the description that immediately precedes it. The Academic Integrity statement for the final exam mentions that students will be timed, while the information describing the exam does not indicate this, instead referring to the format as a “take home essay”. The Panel suggest modifying the Academic Integrity statement for the final exam to match that of the midterm to better align with the intended take-home essay format.*
	* *On page 2 of the syllabus, the Panel recommends that the department remove the language stating the course “fulfills” the Citizenship for a Diverse and Just World Theme, as students must earn 4-6 credit hours to fulfill the theme, and thus cannot complete the theme solely by completing History 3014. The Panel recommends using alternative language such as “History 3014 is approved as a part of the New General Education (GEN) Theme: Citizenship for a Diverse and Just World”.*
	* Paulsen, Steinmetz; **unanimously approved** with *two (2) recommendations* (in italics above)