**ASCC Themes 1 Panel**

Approved Minutes

Friday, April 14th, 2023 8:30AM – 10:00AM

CarmenZoom

**Attendees:** Andridge, Daly, Fredal, Hilty, Rehbeck, Rush, Steele, Vankeerbergen, Wallace

1. Approval of 03/31/2023 Minutes
   * Vaessin, Rush, **unanimously approved**
2. History 2710 (existing course with GEL Historical Study; requesting GEN Theme: Lived Environments)
   * Theme Advisory Group: Lived Environments
     + **Approved** via **E-vote**
   * Themes Panel
     + **Approved at 10/10/2022 Meeting**
3. Linguistics 3802 (existing course with GEL Quantitative Reasoning – Mathematical or Logical Analysis and GEN Foundation: Mathematical and Quantitative Reasoning [or Data Analysis]; request to remove Foundation and add GEN Theme: Number, Nature, Mind)
   * Theme Advisory Group: Number, Nature, Mind
     + **Approved** via **E-vote**
   * Themes Panel
     + **The reviewing faculty ask that the course’s legacy General Education Goal (as found on page 2 of the syllabus) for Quantitative Reasoning be corrected, as it is slightly modified. Please see the ASC Curriculum and Assessment Services website for a list of the proper Goal and ELO language for the legacy GE:** [**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, on page 2 of the syllabus, the language surrounding “this course satisfies the theme of Number, Nature, Mind” be modified, as this course is a 3-credit hour course and does not fully satisfy the Theme requirement for students. They recommend language that says “partially fulfills” or other similar language.**
     + Rush, Andridge, **unanimously approved** with **two contingencies** (in bold above)
4. Communication 2367H (existing course with GEL Writing and Communication – level 2; requesting GEN Theme: Citizenship for a Diverse and Just World) (Non-H version previously approved)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + **Approved** via **E-vote**
   * Themes Panel
     + *The reviewing faculty recommend screening the Honors-version of the syllabus for language that talks about the course being offered either at a distance or hybrid, as it appears some boilerplate language may have been left within this version of the syllabus.*
     + *The reviewing faculty recommend updating the Mental Health and Student Life – Disability Services statements, as small updates were made earlier this academic year. The most up-to-date versions can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
     + *The reviewing faculty recommend clarifying the attendance policy as found on page 11 of the syllabus. It states that students may both miss four classes without penalty, but also that for every class a student misses past one, their grade will be lowered by 1/3. They found this confusing and unsure how many classes a student may miss without penalty.*
     + Vaessin, Rehbeck, **unanimously approved** with *three recommendations* (in italics above)
5. Anthropology 5627 (existing course requesting GEN Theme: Citizenship for a Diverse and Just World & GEN Theme: Migration, Mobility & Immobility)
   * 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 of the Themes Panel have decided to table this course until they can speak with the Theme Advisory Group, as they would like their insight into why they approved the proposal for inclusion within the Theme.
     + **Tabled**
6. Anthropology 3419 (existing course with GEL Social Science – Organizations and Polities; requesting GEN Theme: Citizenship for a Diverse and Just World & GEN Theme: Migration, Mobility, & Immobility)
   * 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 of the Themes Panel have decided to table this course until they can speak with the Theme Advisory Group, as they would like their insight into why they approved the proposal for inclusion within the Theme.
     + **Tabled**
7. Arabic 3601 & Philosophy 3221 (courses to be cross-listed; requesting GEN Theme: Citizenship for a Diverse and Just World)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + *The reviewing faculty recommend, on page 2 of the syllabus under the “reading and listening” section explaining ELO 2.1, clarifying that there is a required textbook for the course (which is found on page 4 of the course syllabus, under Course texts), as it currently states that there is no required course text.*
     + *The attendance policy on page 7 of the syllabus appears to be from the College of Social Work and has policies for students within that College. The reviewing faculty recommend that this policy be updated to reflect that this is an Arts and Sciences course. Additionally, they note that the policy notes that, “if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework”. This should be removed, as an instructor is unable to force a student to withdraw from a course and withdrawing from a course could have potential financial consequences for individual students.*
     + *The reviewing faculty recommend updating the Mental Health and Student Life – Disability Services statements, as small updates were made earlier this academic year. The most up-to-date versions can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
     + Andridge, Vaessin, **unanimously approved** with *three recommendations* (in italics above)
8. Public Affairs 2620 (existing course requesting new GEN Theme: Citizenship for a Diverse and Just World with High-Impact Practice: Research and Creative Inquiry) (Return)
   * Theme Advisory Group: Citizenship for a Diverse and Just World
     + **Previously approved at 04/15/2022 Meeting**
   * Themes Panel
     + **The reviewing faculty ask that the Goals of the GEN Theme category be added to the course syllabus, as it is a requirement of all GE courses to include the Goals, ELOs, and brief explanatory rationale. The Goals can be found on the ASC Curriculum and Assessment Services in an easy to copy-and-paste format here:** [**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 required academic misconduct statement be added to the course syllabus. The required statement can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements)**.**
     + *The reviewing faculty strongly encourage the Embedded Literacy ELOs be removed from the course syllabus (as found on pages 3 and 4), as this course will only meet the Embedded Literacies for students within your unit’s major program and this could cause potential confusion to students. If the unit would like to keep these ELOs on their syllabus, the reviewing faculty ask that they clearly be labeled for which specific major programs they fulfill the Embedded Literacy requirement for and acknowledge that they will not fulfill the Embedded Literacy requirement for any other major program.*
     + Rehbeck, Rush, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)
   * High-Impact Practice: Research and Creative Inquiry
     + The reviewing faculty thank the unit for their revisions but are unable to approve the proposal for High-Impact Practice at this time. They are unable to see where this course will be engaging students in conducting original research and teaching students about research methodologies within the discipline, as required to be included within the High-Impact Practice. They note that the required coursework and deliverables being produced do not appear to be engaging in original research, but rather primarily with secondary sources.
     + **No Vote**
9. Reviewing Draft Notes for High-Impact Practice: Research & Creative Inquiry (Bernadette Vankeerbergen)
   * Vankeerbergen: I will be revising the High-Impact Practice form this summer and thought it may be useful to confirm with the Panel the practices and expectations you all have with the category. The document provided is not meant to be taken as final and is likely repetitive in nature, but I thought it would be useful to ensure these are still the expectations you look for when reviewing these types of proposals.
   * The Panel discussed the provided document and confirmed that these were still the principles they engage with when reviewing Research and Creative Inquiry High-Impact Practice requests. However, they had a few edits to the document that they wish to be amended so they are accurately reflected in the final form created:
     + Switching the language of “Disciplinary Publication Forums” to “Disciplinary Presentations”.
     + Emphasis is placed on providing feedback to students in scaffolded assignments throughout the entirety of the semester, given this is a General Education course and it must be expected that many students are new to the discipline.
     + The production and analysis of original data may not be achievable in all disciplines, so the inclusion of analysis of primary data should be acceptable.