**ASCC Themes I Subcommittee**

Approved Minutes

Tuesday, October 3rd, 2023 2:30-4:00 PM

CarmenZoom

**Attendees**: Andridge, Daly, Downing, Fredal, Griffith, Hilty, Neff, Rehbeck, Steele, Vaessin, Vankeerbergen

**Agenda:**

1. Chemistry and Pharmacy 3301 (new cross-listed courses requesting GEN Theme Health and Wellbeing) (tabled from last time)
	1. TAG (notes from 09-19-2023)
		1. **Contingency:** The reviewing faculty asks that the units indicate on the syllabus (pg. 3) whether the textbooks are required or recommended.
		2. *Recommendation*: The reviewing faculty note that using different colors of text on syllabi as the sole indicator of meaning is not in line with the university’s accessibility standards, and they recommend that the units reconsider the use of color coding in the syllabus.
		3. Unanimously approved via e-vote with **one contingency** (in bold above) and *one recommendation* (in italics above).
	2. Themes
		1. The reviewing faculty found the course to be intriguing and feel that it could be an excellent addition to the GEN themes. However, they ask that the units reconsider the level at which the course is taught. Although GEN Themes courses are intended to be taught at a higher level than the Foundations, this course engages with the stated concepts and topics at a pace and a level that may make the course inaccessible to the general student population. One possible solution may be to rely less on pre-requisites and/or to alter the course content so that it is accessible to a wider variety of students.
		2. The reviewing faculty note that the responses on the GEN Submission Form rely heavily on the analysis of clinical drug trial results to satisfy the ELOs of the category. However, this activity only accounts for one class meeting on the Course Schedule (syllabus pg. 4). This example speaks to the larger issue of the alignment of the course topics with the goals and ELOs of the GEN Themes category, as the majority of topics covered in the course do not seem to pertain to the Health and Wellbeing Theme. The Subcommittee asks that the unit reconsider the courses readings, topics, and activities so that the majority of the course aligns with the goals and ELOs of the category.
		3. The reviewing faculty observe that the course seems to cover a wide variety of complex topics. With the limited time on each topic, they are concerned that there will not be enough time for “advanced, in-depth scholarly exploration” or “critical…thinking about the topic or idea of the theme”, especially for students who do not have a strong background in the sciences, or those who have met the re-requisites via Advanced Placement, International Baccalaureate or A-Level exams. For example, the reviewing faculty note that the subject of enzyme inhibitors is only covered for two class sessions in Week 11 of the Course Schedule (syllabus pg. 4), but it could easily be the subject of an entire semester of study. They ask that the course be modified to cover fewer topics, focusing on those topics that most closely align with the goals and ELOs of the Theme and the interaction between the different topics. The reviewing faculty offer the friendly observation that refraining from trying to align the course so closely with the textbook might be one possible way to address this concern.
		4. The reviewing faculty ask that the units give greater attention to the fulfillment of ELO 2.2, creating more opportunity for reflection and self-assessment via course assignments and activities.
		5. The reviewing faculty ask that the units include a cover letter explaining what has been changed in response to the committee’s feedback.
		6. The Subcommittee declined to vote on the course at this time.
2. Earth Sciences 2204 (existing course with GEL Natural Science-Physical Science; requesting GEN Theme: Lived Environments & Health and Wellbeing) 5-13-22 FOR LIVED ENVIRONMENTS:  FULLY APPROVED BY TAG; STILL NEEDS TO BE VOTED ON BY ASCC THEMES SUBCOMMITTEE; FOR HEALTH AND WELLBEING: NEITHER THEMES SUBCOMMITTEE NOR TAG VOTED ON THAT THEME. (tabled from last time)
	1. TAG – Health and Wellbeing
		1. The reviewing faculty found this to be a compelling course, but they have determined that it does not reflect the scope and depth required to strongly align with the GEN Theme: Health and Wellbeing. The sections of the GEN Submission form and the syllabus that explain the course’s alignment with the Theme are highly similar (in some cases using the exact language) to the content that explains alignment with the Lived Environments theme. Given this similarity, the reviewing faculty feel that a more positive learning experience will occur if the course activities focus on Lived Environments, given the existing approval.
		2. Vote of no
	2. Themes – Health and Wellbeing
		1. The reviewing faculty are aware that this course is still a part of the Legacy General Education Natural Science: Physical Science category, and that there may be a limited amount of change that can be made to the course as long as it carries that designation. However, with the Legacy General Education coming to a close in the next few years, the reviewing faculty are aware that units may begin to choose to overhaul courses when offering them as Legacy GEs is no longer sustainable. In light of this possibility, the reviewing faculty offer the following suggestions for a future re-design/resubmission of the course:
			1. The reviewing faculty ask that the unit include in the course additional readings, assignments, and/or activities that focus on analysis and critical thinking surrounding Health and Wellbeing.
			2. The reviewing faculty ask that the department provide more information about how the case studies listed on pg. 14 of the syllabus coordinate with the Course Schedule on pgs. 5-7 of the syllabus. While some of the case studies correlate with the topics on the schedule, there seem to be topics without readings and some readings that do not align with the given topics.
			3. The reviewing faculty ask for further explanation or demonstration of what kinds of critical thinking and advanced work is being done regarding Health and Wellbeing. Though they found the project detailed on pgs. 8-9 of the syllabus to be an excellent example of this kind of work, they would like to see more activities earlier in the course that are similar to this and prepare students to successfully complete their final projects.
			4. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the college to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
			5. The Subcommittee recommends that the unit use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		2. Vote of no
	3. Themes – Lived Environments
		1. The reviewing faculty ask that the unit include in the course additional readings, assignments, and/or activities that focus on analysis and critical thinking surrounding Lived Environments. They note that the Lived Environments that are studied are often only distinguished by location, and they offer the friendly suggestion that focusing on fewer regions would allow for more in-depth and nuanced study that could help to elevate the level of the course.
		2. The reviewing faculty ask that the department provide more information about how the case studies listed on pg. 14 of the syllabus coordinate with the Course Schedule on pgs. 5-7 of the syllabus. While some of the case studies correlate with the topics on the schedule, there seem to be topics without readings and some readings that do not align with the given topics.
		3. The reviewing faculty ask for further explanation or demonstration of what kinds of critical thinking and advanced work is being done regarding Lived Environments. Though they found the project detailed on pgs. 8-9 of the syllabus to be an excellent example of this kind of work, they would like to see more activities earlier in the course that are similar to this, thus better aligning with the GEN goals and ELOs and preparing students to successfully complete their final projects.
		4. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the college to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		5. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		6. The reviewing faculty strongly recommend that the unit reach out to Jim Fredal, Chair of the Themes I Subcommittee and Bernadette Vankeerbergen, Assistant Dean of Curriculum in the College of Arts and Sciences, for assistance on revising this submission.
		7. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
	4. The subcommittee declined to vote on the course at this time.
3. Pharmacy 2367.01 (existing course with GEL Writing and Communication—Level 2; requesting new GE Theme Health and Wellbeing) (return) FULLY APPROVED BY TAG; ONLY NEEDS TO BE REVIEWED BY THEMES SUBCOMMITTEE
	1. TAG – Previously Approved
	2. Themes
		1. **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 11 of the syllabus be replaced with the university’s new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		2. *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 11), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		3. *Recommendation*: The reviewing faculty recommend that the college use the most recent version of the Mental Health Statement (syllabus, pg. 12-13), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		4. *Recommendation:* The reviewing faculty recommend that the college update the Title IX statement (syllabus pg. 12), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		5. Rehbeck; Andridge; unanimously approved with **one contingency** (in bold above) and *three recommendations* (in italics above).
4. Pharmacy 2367.02 (existing course with GEL Writing and Communication—Level 2 and previously approved for 100% DL; requesting new GE Theme Health and Wellbeing) THIS IS THE FULLY ONLINE VERSION OF 2367.01. IT NEEDS TO BE REVIEWED BY BOTH THE TAG AND THE THEMES SUBCOMMITTEE.
	1. TAG
		1. *Recommendation*: The reviewing faculty note that the illustration used on pg. 1 of the syllabus may be offensive to some students, and they recommend that the college consider replacing it with another image.
		2. *Recommendation*: The reviewing faculty observe that some of the documentaries assigned in the course are several years old. If their purpose is to convey the most scientific knowledge on the topic, the reviewing faculty recommend replacing them with more current examples.
		3. Approved with *two recommendations* (in italics above) via e-vote.
	2. Themes
		1. **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 8 of the syllabus be replaced with the university’s new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		2. *Recommendation:* The reviewing faculty recommend that the college update the technology recommendations found on pg. 4-5 of the syllabus. Updated recommendations can be found on the [OTDI Syllabus Template](https://teaching.resources.osu.edu/teaching-topics/online-hybrid-syllabus-template).
		3. *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 7-8), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		4. *Recommendation*: The reviewing faculty recommend that the department use the most recent version of the Mental Health Statement (syllabus, pg. 9), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		5. *Recommendation:* The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 8), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		6. Rehbeck; Andridge; unanimously approved with **one contingency** (in bold above) and *four recommendations* (in italics above).
5. College of Medicine 3585 (new course requesting GEN Theme Health and Wellbeing)
	1. TAG
		1. Unanimously approved via e-vote.
	2. Theme
		1. The reviewing faculty ask that the college provide more information about what makes the course an advanced study of Health and Wellbeing and/or alter/augment the readings, assessments, and other course activities so that the course is a more advanced and in-depth study of Health and Wellbeing.
		2. The reviewing faculty ask that the college clarify how students will meet the university standards for a 3-credit hour course. Outside of the one required book (“The Butcher’s Trail”) and the one required film (“Red Army”), the reviewing faculty find it difficult to determine which readings/resources students will be required to prepare outside of class time, and which will be used only as a part of in-class activities.
		3. The reviewing faculty ask that the college augment the final assignment/project to incorporate more critical and logical thinking and to encourage more synthesis of the ideas presented in the course. They also ask that college provide more detail about the pedagogical scaffolding that will support student success on this project.
		4. The reviewing faculty ask that the college use the most up-to-date goals and ELOs for the GEN Theme: Health and Wellbeing category on pgs. 2-3 of the syllabus, as these were updated in 2022. The most recent version is available in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website.](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)
		5. The reviewing faculty ask that the college correct the explanation of the acronym “ELO”(syllabus, pg. 2); it should read “Expected Learning Outcome” rather than “educational learning objective”.
		6. Since the college has already sought concurrence for this course, the reviewing faculty ask that they note that in curriculum.osu.edu (under “Course Details”), changing the response to “Sought Concurrence” from “no” to “yes”.
		7. The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 10 of the syllabus be replaced with the university’s new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		8. The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 10), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		9. The reviewing faculty note that this course will likely be of interest to a wide variety of students across the university, and they encourage the college to advertise it widely when it is approved.
		10. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
		11. The Subcommittee declined to vote on the course at this time.
6. Italian 2102 (existing course requesting GEN Theme: Traditions, Cultures, and Transformations **with Instruction in a World Language High Impact Practice**) (tabled from last time)
	1. TAG
		1. The reviewing faculty ask that the proposal better define what element of culture is being examined and specify which dominant and non-dominant groups are under consideration. They also ask that the department specific that the transformational idea or practice examined in the course is immigration (assuming that this is the department’s intention).
		2. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
		3. The TAG declined to vote on the course at this time.
	2. Themes – TCT
		1. **Contingency:** The reviewing faculty note that the course only meets for 80 minutes/twice per week, which does not fit the university’s requirements for a 4-credit hour course. The reviewing faculty ask that the department adjust the course meeting schedule to comply with the university rules, which can be found on pg. 19 of the [ASC Curriculum and Assessment Operations Manual.](https://asccas.osu.edu/submission/development/submission-materials/asc-operations-manual)
		2. **Contingency:** The reviewing faculty ask that the department include in the syllabus (rather than in an appendix) the goals and ELOs of the GEN Theme: Traditions, Cultures and Transformations category, along with a short paragraph explaining how this course, in particular, will meet the GEN goals and ELOs. They note that this should not simply be a reproduction of the GEN Submission Form, but rather a short, student-friendly explanation of how the course fits into the category.
		3. **Contingency:** The reviewing faculty ask that the department remove from the syllabus all references to the Embedded Literacies. Since the Embedded Literacies are specific to particular majors, having this information on the syllabus can be confusing for students whose majors are outside of the department.
		4. **Contingency:** The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the college to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		5. *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 8), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		6. Rehbeck, Vaessin; unanimously approved with **four contingencies** (in bold above) and *one recommendation* (in italics above).
	3. Themes – HIP
		1. Tabled
7. NELC 2244 (existing course with GEL Diversity--Global Studies & GEL VPA, previously approved for 100% DL; requesting GEN Theme Lived Environments)
	1. TAG
		1. The reviewing faculty ask that the department rectify discrepancies between the syllabus and the GEN Submission Form so that it is clear how the goals and ELOs are being fulfilled. Specifically, they draw the department’s attention to the following:
			1. The course goals listed on the GEN Submission Form are not the same as those in the syllabus.
			2. There is a final research paper discussed in the GEN Submission Form that is not on the syllabus.
		2. The reviewing faculty ask that the department amend or expand their responses on the GEN Submission Form to more clearly explain *how* completing the various activities/assignments will help students to achieve the expected learning outcomes. One possible way to do this would be to share some of the discussion prompts so that the reviewing faculty better understand how the department intends for students to engage with the class materials. For example, the film “Once Upon A Time in Beirut” seems to lend itself well to discussions of and reflections on ELO 3.2, so sharing the actual prompts and topics associated with this activity would be helpful for the reviewing faculty
		3. The reviewing faculty ask that the department re-examine the response to ELO 4.2 on the GEN Submission form. They observe that the use of the word “could” (“students could analyze several family relationships…”) implies that this ELO might go unfulfilled for some students if they don’t engage with this particular analysis.
		4. The reviewing faculty ask that the department explain more clearly how they will connect the theories outlined in the response for ELO 4.3 (GEN Submission Form) to the lived environment. The reviewing faculty see many places where this connection *could* potentially happen, but they ask that it be more explicitly outlined in the GEN Submission Form.
		5. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
		6. The TAG declined to vote on the course at this time
	2. Themes
		1. The reviewing faculty did not find this course to be an advanced study of the topic. They ask that the department amend and/or augment the readings, assessments, and other activities to develop students’ skills so that they are able to demonstrate deeper analysis processes and critical and scholarly thinking about the idea of the theme.
		2. The reviewing faculty ask that the department share some examples of the discussion topics/prompts and/or other assessments, as this may help them to understand how the course is an advanced study of the topic.
		3. The reviewing faculty ask that the department include in the syllabus the goals and ELOs (as well as a short paragraph explaining how this course, in particular, meets those goals and ELOS) for the GEL categories (Visual and Performing Arts, Diversity: Global Studies) that it fulfills.
		4. The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 11), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		5. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		6. The reviewing faculty recommend that the department use the most recent version of the Mental Health Statement (syllabus, pg. 12), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
		7. The reviewing faculty recommend that the department remove the grade of D- from the Grading Scale (syllabus pg. 6), as that grade is not given at Ohio State.
		8. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
		9. The Subcommittee declined to vote on the course at this time.
8. History 3704 and Microbiology 3704 (existing cross-listed courses; requesting GEN Theme Origins and Evolution **with Interdisciplinary and Integrated Collaborative Teaching High Impact Practice**—with increase from 3 cr hrs to 4 credit hrs)
	1. TAG
		1. **Contingency:** The reviewing faculty ask that the departments include in the GEN Submission form and/or the syllabus more information about the course’s connection to deep time. Specifically, they are concerned about the short time frame (<100 years) of evolution that is studied regarding HIV, and they ask that the course give some attention to situating this particular virus into the larger evolutions of viruses in general.
		2. **Contingency:** The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee’s feedback.
		3. *Recommendation:* The reviewing faculty recommend that the departments further develop the course’s discussion of science denialism and its consequences for public health.
		4. Approved with **two contingencies** (in bold above) and *one recommendation* (in italics above) via evote.
	2. Themes
		1. **Contingency:** The reviewing faculty note that this course is not approved as a [Legacy GE Historical Study course.](https://artsandsciences.osu.edu/advising/general-education-requirements/legacy-ge-requirements)  They ask that the department remove the mention of GEL Historical Study and its goals and ELOs from the syllabus (pg. 2).
		2. **Contingency:** As a part of this request, History 3704 has an updated pre-requisite for the new General Education (“Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.”), while Microbiology has retained the previous pre-requisite (“Prereq or concur: English 1110.xx, or permission of instructor.”). While the update made by the Department of History is recommended but not required, the reviewing faculty do ask that both courses have identical pre-requisites in curriculum.osu.edu.
		3. **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 9 of the syllabus be replaced with the university’s new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus.
		4. *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus pgs. 9-10), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		5. Andridge, Rehbeck; unanimously approved with **three contingencies**(in bold above) and *one recommendation* (in italics above)
	3. HIP
		1. The reviewing faculty found this to be an excellent example of Interdisciplinary and Integrative Collaborative Teaching.
		2. Vaessin, Rehbeck; unanimously approved.