**ASCC Themes I Subcommittee**

Approved Minutes

Wednesday, January 31st, 2024 2:00-3:30 PM

CarmenZoom

**Attendees**: Andridge, Downing, Fredal, Griffith, Neff, Palazzi, Rehbeck, Steele, Tanner, Vaessin, Vankeerbergen

**Agenda:**

1. Approval of 01-17-2024 minutes
	1. Rehbeck, Andridge; unanimously approved.
2. Geography 3702 (existing course requesting new title, course description, and addition of GEN Theme Health and Wellbeing)
	1. TAG
		1. Unanimously approved.
	2. Themes
		1. Vaessin, Rehbeck; unanimously approved
3. WGSS 2325 (existing course previously approved for 100% DL; requesting GEN Theme Health and Wellbeing)
	1. TAG
		1. The reviewing faculty ask that the department include in the syllabus the GEN Theme: Health and Wellbeing Goals and ELOs, as well as a short explanation of how this course, in particular, meets those goals and ELOs. In addition to being a [requirement of all General Education courses](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements), the reviewing faculty are specifically interested in the explanatory paragraph, as they are currently unable to discern how the course will enable students to achieve the ELOs.
		2. The reviewing faculty ask that the department provide more information on both the syllabus and the GEN Submission Form about how the course topics and weekly readings associated with those topics will connect to and support students’ achievement of the ELOs.
		3. The reviewing faculty ask that the department provide additional information on the readings. While there are chapters from a variety of books referenced in the course schedule (syllabus pgs. 8-10), they are unable to determine if these come from books that are required for students to purchase or whether the readings will be uploaded to Carmen.
		4. Declined to vote on the course
	2. Themes
		1. The reviewing faculty ask that the department provide more information in the description of the assignments (syllabus pgs. 3-4) about how the course activities connect to the goals and ELOs of the GEN Theme category. They note that there is some information about this in the GEN submission form, and suggest that bringing some of that information into the syllabus could be helpful for making each assignment’s focus clear to the students.
		2. The reviewing faculty ask that the department provide more information about the type of writing that will be expected of students in the journal entries (formal, informal, required length, etc.). As these constitute a large portion of the assessment of students’ achievement of the GEN goals and ELOs, the level of these assignments will help to determine how they contribute to students’ advanced study of the theme.
		3. The reviewing faculty request that the department reconsider the proportion of the course grade that is attached to each assignment, and how that is related to the ways in which each assignment will reflect students’ mastery of the GEN ELOs. They note that students could opt out of the symposium assignment or the journal assignment altogether, and still receive a passing grade for the course.
		4. The reviewing faculty request that the department remove references to online instruction in the course syllabus (pg. 5 “discussion boards”, pg. 6 “this online class”, etc.), as pg. 2 states that this is a syllabus for an in-person course.
		5. The reviewing faculty recommend that the unit use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 7), 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 Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi 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.
		7. The reviewing faculty ask that the department provide a cover letter detailing the changes that have been made to the proposal in response to the feedback above.
		8. The Subcommittee declined to vote on the course at this time.
4. ENR 3500H (new course requesting GEN Theme: Lived Environments) [the non-H version of this course was previously approved for this theme https://ascnet.osu.edu/storage/request\_documents/5245/ENR%203500%20Revised%2008-03-2022.pdf ]
	1. TAG
		1. The reviewing faculty commend the department for the creation of a compelling Honors course, and they look forward to reviewing the course again once the requested changes have been addressed.
		2. The reviewing faculty note that the GEN Submission Form that was submitted for ENR 3500 is the same as the one that was submitted for the non-Honors version of the course. However, the two versions of the course have different assignments. The reviewing faculty request that the department update the GEN Submission Form to reflect how the assignments in the “H” version of the course will reflect student achievement of the GEN goals and ELOs.
		3. [Per a requirement of the ASC Curriculum Committee](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements), the reviewing faculty asks that the syllabus include a short, student-friendly paragraph that explains how this course, in particular, meets the goals and ELOs of the GEN category. This explanation should immediately follow the listing of the GEN goals and ELOs on pg. 5 of the syllabus.
		4. The reviewing faculty ask that the department provide information on the course schedule (syllabus pg. 19-21) about how and when the textbook will be used in conjunction with the weekly topics.
		5. The TAG declined to vote on the course at this time.
	2. Themes
		1. **Contingency:** The reviewing faculty ask that the department incorporate the readings (“Course Materials and Technologies” supplemental document) into the Course Schedule found on pg. 19-21 of the syllabus. Additionally, any required textbooks or other materials that need to be purchased should be mentioned on the syllabus [per a requirement of the ASC Curriculum Committee](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
		2. **Contingency:** [Per a requirement of the ASC Curriculum Committee](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements), the reviewing faculty asks that the syllabus include a short, student-friendly paragraph that explains how this course, in particular, meets the goals and ELOs of the GEN category. This explanation should immediately follow the listing of the GEN goals and ELOs on pg. 5 of the syllabus.
		3. *Recommendation:* The reviewing faculty recommend that the department consider condensing and/or simplifying the course Learning Outcomes (syllabus pg. 2-3), as 24 learning outcomes could be overwhelming for students and create confusion.
		4. *Recommendation:* The reviewing faculty suggest removing language such as “the pace of online activities” (syllabus pg. 6) and “this online course” (syllabus pg.18), as this is an in-person offering.
		5. Note: The ASCCAS staff have reached out to the faculty and staff in the proposing unit regarding a discrepancy between the pre-requisites for ENR 3500 and 3500H. As these are two “versions” of the same course, the pre-requisites that are acceptable for the “H” version should also be acceptable for the non-“H” version.
		6. The reviewing faculty ask that the department provide a cover letter detailing the changes that have been made to the proposal in response to the feedback above.
		7. Vaessin, Andridge; approved with **two contingencies** (in bold above) and *two recommendations* (in italics above).
5. Scandinavian 3350 (existing course with GEL Literature and GEL Diversity—Global Studies; requesting GEN Theme Traditions, Cultures, and Transformations)
	1. TAG
		1. *Recommendation:* While the role that the assignments play in achieving the goals and ELOs of the GEN Theme are clear in the syllabus, the reviewing faculty highly recommend including information about those assignments in the GEN Submission form for all future proposals.
		2. Vote to approve.
	2. Theme
		1. The reviewing faculty commend the department for the creation of a compelling Traditions, Cultures, and Transformations course, and they look forward to having this course as a part of the GEN Themes.
		2. The reviewing faculty applaud the department for providing a wealth of primary sources for students to engage with, but they ask that the department demonstrate more clearly how the course will integrate different approaches to the theme and the examination of the various sagas from multiple perspectives (ELOs 1.1, 1.2, 2.1). They note that the inclusion of robust secondary sources that allow students to engage with scholarly perspectives on the course’s topic(s) is most commonly employed for this purpose, but they recognize that there are other ways to approach this as well. Much of what makes the course an advanced and scholarly study of the theme may come from the in-class lecture and activities. To that end, they ask that the department provide more detail regarding how daily class interaction, formal and informal assessments, readings, lecture topics and other course activities will support the goals and ELOs of the GEN category. The assignment descriptions (syllabus pg. 8-10), course schedule (syllabus pg. 15-19), and GEN Submission Form should all reflect a robust and in-depth connection to the Theme that is able to be assessed, allowing students to easily see the course’s focus on the scholarly questions that the GEN category engages with, and allowing the reviewing faculty to better understand the course.
		3. Per a requirement of the ASC Curriculum Committee, the reviewing faculty ask that the following actions be taken regarding the reproduction of the goals and ELOs on the syllabus (pgs. 1-5):
			1. The reviewing faculty ask that the department reproduce the goals and ELOs of GEL and GEN categories for which this course is approved (or will be approved) exactly as they appear on the [ASC Curriculum and Assessment Services website](https://asccas.osu.edu/general-education-program/ge-goals-elos). [Legacy General Education/GEL Literature and Diversity: Global Studies **AND** New General Education Theme: Traditions, Cultures, and Transformations].
			2. The reviewing faculty request that the department provide a short, student-friendly paragraph immediately following each category’s goals and ELOs that explains how this course, in particular, meets the goals and ELOs of that category.
			3. The reviewing faculty ask that the department remove from the syllabus the “adjusted” goals and ELOs for each category that seem to be specific to the course, as General Education goals and ELOs should be consistent for all courses within a given category.
		4. The reviewing faculty ask that the department clarify the way that assignments will be graded/evaluated. For example, the chart on pg. 6 of the syllabus says that only 2 types of assignments will be graded using “points”, but all assignments have a particular number of points assigned to them. Additionally, the description of the “Bi-weekly quizzes” on pg. 8 of the syllabus assigns both a point value to each question as well as mentioning that these questions will be graded S/U.
		5. The reviewing faculty ask that the department provide a cover letter detailing the changes that have been made to the proposal in response to the feedback above.
		6. The Subcommittee declined to vote on the course at this time.