**ASCC Themes I Subcommittee**

Approved Minutes

Wednesday, February 28th, 2024 2:00-3:30 PM

CarmenZoom

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

**Agenda:**

1. Approval of 1/31/2024 and 2/14/2024 minutes
	1. Vaessin, Rehbeck; unanimously approved.
2. EEOB 2260 (new course requesting GEN Theme Origins and Evolution with Research and Creative Inquiry HIP)
	1. TAG
		1. *Recommendation:* The reviewing faculty note that there seem to be many opportunities to engage further with the topics put forth in ELO 3.1. Specifically, they note opportunities to directly address the time component of diversification, including the time required for speciation, the geologic time range for insects or ants in general (or a specific clade of ants), and/or a discussion of estimated divergence times within insect clades based on molecular evolutionary rates.
		2. *Recommendation:* The reviewing faculty identify opportunities for this course to provide a deep and broad study of evolutionary theory and evolution as a historical process and encourage the department and the instructor to engage with this content within lectures, readings, and other course materials/activities.
		3. Approved with *two recommendations* (in italics above).
	2. Themes
		1. Comment: The reviewing faculty found this to be a compelling example of a GEN Theme: Origins and Evolutions course proposal and an excellent syllabus. As such, they ask if the department and the course creator(s) would consent to having this shared on the ASCCAS website as a sample proposal after the department has considered the reviewing faculty’s recommendations. Should the department and course creator(s) be amenable, please reach out to Rachel Steele.682 to grant permission.
		2. *Recommendation:* The reviewing faculty ask that the department remove the language in the heading on pg. 9 of the syllabus referring to fees (“Course Materials, Fees, and Technologies”) as, given the information listed below the heading, there do not appear to be any fees for the course.
		3. Vaessin, Rehbeck; approved with *one recommendation* (in italics above) and one comment.
3. MRS 3211 (existing course with GEL Cultures and Ideas & Diversity-Global Studies; request to change level/number from 2211, remove GEN Foundation Historical and Cultural Studies, and add GEN Theme Lived Environments)
	1. TAG
		1. *Recommendation:* The reviewing faculty recommend that the department include in the syllabus a course policy regarding the use of Artificial Intelligence software.
		2. Unanimously approved with *one recommendation* (in italics above).
	2. Themes
		1. **Contingency:** The reviewing faculty ask that the department include in the GEN Theme: Lived Environments Goals and ELOs chart (syllabus pgs. 1-2) all of the goals and ELOs for the category, as found on the [ASC Curriculum and Assessment Services website](https://asccas.osu.edu/new-general-education-gen-goals-and-elos).
		2. *Recommendation*: The Subcommittee recommends removing the D- on the grading scale (syllabus pg. 4) per the [faculty rule on grades and marks [3335-8-21].](https://trustees.osu.edu/bylaws-and-rules/university-faculty-rules)
		3. Rehbeck, Palazzi; unanimously approved with **one contingency** (in bold above) and *one recommendation* (in italics above).
4. Chinese 4409 (new course requesting 100% DL delivery & GEN Themes: Citizenship for a Just and Diverse World & Traditions, Cultures, and Transformations)
	1. TAG
		1. The reviewing faculty ask that the department further provide further evidence of how the course meets the goals and ELOs of the Traditions, Cultures, and Transformations category. Specifically, they ask that the course (and, by extension, the syllabus and GEN Submission Form) focus more clearly on the change or transformation of a “big idea”, and how that transformation impacted dominant and non-dominant subcultures differently.
		2. The TAG unanimously voted not to approve the course.
	2. Themes
		1. The reviewing faculty recommend that the department consider some kind of pre-requisite for the course (completion of certain GEN Foundations Categories, a particular rank [e.g. sophomore, junior, senior] etc.) as in its current form, the course could be taken by a first semester student who has no experience with college coursework. This is especially important given that this is an online course that can be completed without any synchronous meetings, and an early-career college student may struggle to understand what is required of a course at this level.
		2. The reviewing faculty ask that the department eliminate the quiz at the end of the semester (outlined on pg. 13 of the syllabus) that asks students to self-report completion of the Student Evaluation of Instruction (SEI). While they sympathize with the desire for student feedback, the reviewing faculty note that this practice compromises the anonymity of the SEI and the integrity of the students’ responses. As an alternative, the reviewing faculty offer the friendly suggestion that an instructor could award *all* students in the course a bonus point/points if the percentage completion rate of the SEI for that section meets a certain level.
		3. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi, which includes a new (as of 03-01-2024) 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. The Subcommittee declined to vote on the course at this time.
5. Classics and History 3224 (new courses requesting GEN Theme Citizenship for a Diverse and Just World and GEN Theme Traditions, Cultures, and Transformations)
	1. TAG
		1. The reviewing faculty ask that the department provide further evidence of how the course meets the goals and ELOs of the Traditions, Cultures, and Transformations category. Specifically, they ask that the course syllabus and GEN Submission Form define what aspect of the culture is being examined and more clearly outline the change or transformation that is being studied.
		2. The reviewing faculty ask that the department amend the assignment/exam descriptions in the syllabus (pgs. 6-8) to include more specific information for students about how the assignments/exams will connect to the goals and ELOs of the GEN Theme: Traditions, Cultures and Transformations and how they will afford students the opportunity to demonstrate mastery of those goals/ELOs.
		3. The TAG declined to vote on the course at this time.
	2. Themes
		1. The reviewing faculty expressed a concern that the course does not seem designed to allow students to achieve the goals and ELOs of *both* the GEN Theme: Citizenship for a Just and Diverse World category *and* the GEN Theme: Traditions, Cultures, and Transformations category. (In its current form, they feel it is more geared toward Citizenship.) They offer the friendly reminder that the readings, exams, assessments, and other activities must be designed in such a way that each student enrolled in the course meets the goals and ELOs of both categories, as the instructor (and often the student) will not know how the course will ultimately be employed in an individual student’s degree plan.
		2. The reviewing faculty ask that the department amend the course description (syllabus, pg. 1) to include language that connects the course topic to the Traditions, Cultures and Transformations theme.
		3. The reviewing faculty ask that the department amend the assignment/exam descriptions in the syllabus (pgs. 6-8) to include more specific information for students about how the assignments and exams will connect to the goals and ELOs of the GEN Theme: Traditions, Cultures and Transformations and how they will afford students the opportunity to demonstrate mastery of those goals/ELOs.
		4. The reviewing faculty note that the description of the final paper on the syllabus (pg. 7) does not seem to match the description of that assignment as it appears in the GEN Submission Form, and that both descriptions do not seem connected to the GEN Theme: Traditions, Cultures and Transformations. Specifically, the GEN Submission Form seems to associate the final paper with gender, status, and origin, while the topics given on the syllabus seem to focus on citizenship and migration. The reviewing faculty ask that the department modify the descriptions of this final paper in both the syllabus and the GEN Submission Form so that a strong connection to the Traditions, Cultures, and Transformations Theme is explicit.
		5. The Subcommittee declined to vote on the course.
6. Comparative Studies & Theatre 3130H (new cross-listed courses requesting GEN Theme Traditions, Cultures, and Transformations with Research and Creative Inquiry High Impact Practice) (only needs HIP approved—everything else is approved)
	1. HIP only
		1. The reviewing faculty thank the department and the course creators for their work on the new High-Impact Practice – Research and Creative Inquiry Submission Form. They found the responses to be very clear, informative, and helpful in understanding how students will navigate the creation of new knowledge in this field. As such, they ask if the department and the course creator(s) would consent to having this shared on the ASCCAS website as a sample proposal. Should the department and course creators be amenable, please reach out to Rachel Steele.682 to grant permission.
		2. Rehbeck, Vaessin; unanimously approved.