**ASCC Themes II Subcommittee**

Approved Minutes

Monday, February 5th, 2024 8:30AM – 10:00AM

CarmenZoom

**Attendees:** Cravens-Brown, Giusti, Hadad, Hewitt, Hilty, Jiang, Nagar, Neff, Søland, Vankeerbergen

1. Approval of 12/13/2023 Minutes
	* Hadad, Hewitt, **unanimously approved**
2. Public Affairs 3220 (new course requesting GEN Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty of the Theme Advisory Group would like to convey to the course proposer that they found this proposal to be exceptionally well done. They believe that this proposal will be an excellent inclusion into the General Education and that the connections to citizenship and the course topics were clear. They believe that students will very clearly be able to link what they are learning to the GEN Theme category.
		+ **Approved** via **E-vote**
	* Themes Subcommittee
		+ **The Arts and Sciences Curriculum Committee recently updated their list of required syllabus statements for all General Education syllabi within the University 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.**
		+ *The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as it was recently updated for the 2023-24 academic year, as well as the Mental Health statement. The most up-to-date* [*statements can be found here*](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) *on the ASC Curriculum and Assessment website.*
		+ Hewitt, Cravens-Brown, **unanimously approved** with **one contingency** (in bold above) and *one recommendation* (in italics above)
3. Chinese 4409 (new course requesting 100% DL and two GEN Themes: Citizenship for a Diverse and Just World & Traditions, Cultures, and Transformations) (Return)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty thank the course proposer on providing updates to the course proposal based on their previous feedback. However, at this time, they are unable to see how the course will successfully fulfill the GEN Theme-specific ELOs (3.1, 3.2, 4.1, & 4.2). They have decided to decline this course for inclusion with the GEN Theme: Citizenship for a Diverse and Just World.
		+ **Voted to not approve**
	* Themes Subcommittee
		+ The reviewing faculty recommend that the course proposer reach out to Ila Nagar.5, faculty Chair of the ASCC Themes II Subcommittee, Birgitte Soland.1, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World, and Bernadette Vankeerbergen.1, Assistant Dean for Curriculum, to discuss how the course could be strengthened to better meet the GEN Goals and ELOs prior to the upcoming review of the submission for GEN Theme: Traditions, Cultures, and Transformations. They believe a meeting may be beneficial for the course proposer to gain a better sense of what the committees are looking for when evaluating courses within the requested GEN Theme categories and provide a better understanding of why the proposal was declined for inclusion within the Citizenship Theme.
		+ **Declined to vote**
4. Educational Studies 3315 (new course approved for 100% DL; requesting GEN Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ **Approved** via **E-vote**
	* Themes Subcommittee
		+ **The reviewing faculty ask that the Embedded Literacy information, found on pages 7-8 of the course syllabus, be removed. The Embedded Literacy information is specific to individual major programs and the reviewing faculty ask units to not include this information on syllabi (and especially General Education syllabi) as to not confuse students that are not in a unit’s particular major program. If the unit feels strongly about keeping this information within the course syllabus, they ask that the unit make it explicitly clear that this course will only fulfill the Embedded Literacies for students within the unit’s programs to help eliminate confusion.**
		+ *The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as it was recently updated for the 2023-24 academic year. The most up-to-date* [*statements can be found here*](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) *on the ASC Curriculum and Assessment website.*
		+ Cravens-Brown, Giusti, **unanimously approved** with **one contingency** (in bold above) and *one recommendation* (in italics above)
5. Geography 3650 (new course requesting GEN Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty find this course to be an excellent global studies course, but are unable to see how the course will engage directly with the Citizenship aspect of the GEN Theme. They ask that the course be reworked to better fit within the GEN Theme, and specifically tie course assignments and readings to specific GEN Theme ELOs. Additionally, they ask that more content of the course be dedicated to the topic of Citizenship, as the course does not seem to be engaging with Citizenship as a core element in this current version.
		+ **Declined to Vote**
	* Themes Subcommittee
		+ The reviewing faculty of the Themes Subcommittee concur with their colleagues on the Theme Advisory Group and would like to see the course once the revisions have been completed.
		+ The reviewing faculty ask that a cover letter be provided that details all changes made as a result of their feedback.
		+ **Declined to vote**
6. Turkish 3797 (existing course with GEN Theme: Citizenship for a Diverse and Just World; requesting High-Impact Practice: Global and Intercultural Learning: Abroad, Away, or Virtual; guest: C. Jiang)
	* Jiang: Thank you for inviting me to speak on COIL. COIL has three key elements: 1) collaborative projects, 2) intercultural interactions, and 3) reflective opportunities. For a 14-week term, COIL must also meet for a minimum of five weeks and include plenty opportunities for intercultural, intensive interactions that discuss how cultures are similar and different.These similarities and differences impact the collaborative work that is done. Speaking to the collaborative projects section, it is important to note that these are truly collaborative. Students are expected to complete these projects together with the students of the international partner institution. Finally, speaking to the reflective portion of COIL, students must be provided ample opportunities to reflect on their experiences and their learning. (This could happen in an ePortfolio or via in-class discussions, for example.) They also should be reflecting on how they overcame any barriers or obstacles they had while engaging in this intensive, intercultural experience. Ultimately, COIL is an opportunity and pedagogical method that allows students an opportunity to engage in sustained, meaningful, intensive, intercultural interaction while collaborating with peers from across the globe to solve problems. I hope this explanation of COIL is helpful as you deliberate on this course proposal.
	* The reviewing faculty of the Themes Subcommittee found this course to be an excellent COIL-style course to fit within the High-Impact Practice: Global and Intercultural Learning: Abroad, Away, or Virtual category after hearing a brief talk from Cindy Jiang.
	* Cravens-Brown, Hewitt, **unanimously approved**