

ASCC Themes II Subcommittee Meeting

Approved Minutes

Thursday, April 25th, 2024

8:30AM – 10:00AM

CarmenZoom

Attendees: Cravens-Brown, Hadad, Hewitt, Hilty, Nagar, Neff, Soland, Vankeerbergen

- 1) Approval of 04/08/2024 Minutes
 - Cravens-Brown, Hewitt, **unanimously approved**
- 2) German 3250 (new course approved for 100% DL and requesting GEN Theme: Citizenship for a Diverse and Just World) (Return) (Previously fully approved by Themes Subcommittee)
 - Theme Advisory Group: Citizenship for a Diverse and Just World
 - The reviewing faculty appreciate the edits provided to the course syllabus as a result of their feedback and find this course to be a model proposal for the GEN Theme: Citizenship for a Diverse and Just World.
 - **Approved** via **E-vote** with one comment
- 3) Anthropology 5525 (new course requesting GEN Theme: Citizenship for a Diverse and Just World with High-Impact Practice: Research & Creative Inquiry)
 - Theme Advisory Group: Citizenship for a Diverse and Just World
 - The reviewing faculty appreciate the course's emphasis on experiential learning but are unable to see how the course material will engage students with the concept of citizenship. The course is clearly grounding students within community engagement, but they are unconvinced, at this time, that the course is engaging students with citizenship and meeting the ELOs of the GEN Theme category. They would like to see citizenship more clearly woven throughout the course content, materials, and structures.
 - The reviewing faculty recommend, as one potential way to further cement the proposal as a course on Citizenship for a Diverse and Just World, having students examine and address the history of community engagement, who has been included and excluded, the history of the IRB process and informed consent, the Belmont Report, and other such relevant topics that can be used to address how the concept of citizenship has been reshaped in this field.
 - **Declined to vote**
 - Themes Subcommittee
 - The reviewing faculty of the Subcommittee concur with their colleagues on the Theme Advisory Group and would like to see the proposal when it returns with their feedback.
 - The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.

- **Declined to Vote**
 - High-Impact Practice: Research & Creative Inquiry
 - **Declined to Vote**
- 4) Slavic and Theatre 3711 (new cross-listed courses requesting GEN Theme: Citizenship for a Diverse and Just World with High-Impact Practice: Research & Creative Inquiry)
 - Theme Advisory Group: Citizenship for a Diverse and Just World
 - **Approved via E-vote**
 - Themes Subcommittee
 - Cravens-Brown, Hadad, **unanimously approved**
 - High-Impact Practice: Research & Creative Inquiry
 - **The reviewing faculty would like to see additional explanation for students, in the course syllabus, about what makes this experience a four-credit hour, high-impact experience. While they understand (from page 4 of the syllabus) that the course will meet for the appropriate amount of contact hours, they ask that additional information be provided that clearly explains to students how they will have a high-impact experience. They ask that some of the very descriptive information from the High-Impact Practice: Research & Creative Inquiry form be added into the syllabus.**
 - **The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.**
 - Cravens-Brown, Hadad, **unanimously approved with two contingencies** (in bold above)
- 5) English 3595 (new course 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 find this course to be a model proposal for the GEN Theme: Citizenship for a Diverse and Just World category.
 - Hewitt, Cravens-Brown, **unanimously approved** with one comment
- 6) History 3105 (existing course with GEL Historical Study; requesting GEN Theme: Citizenship for a Diverse and Just World)
 - Theme Advisory Group: Citizenship for a Diverse and Just World
 - **The reviewing faculty would like to see the concepts of justice to be more clearly woven throughout the course syllabus, especially in the course content (the readings, lectures, and assignments, with special attention paid to the final historical research paper that is discussed on page 7 of the syllabus). While they believe that the connection to justice is implicit throughout the course, they would like to see it made explicit for the benefit of students. They recommend (but recognize there may be other ways the instructor may choose to implement this feedback) providing, in the course calendar on pages 12-15 of the syllabus, weekly discussion prompts that highlight how students will engage with the GEN Theme: Citizenship for a Diverse and Just World.**
 - **Approved via E-vote with one contingency** (in bold above)

- Themes Subcommittee
 - The reviewing faculty ask that the course description, as found on page 1 of the syllabus, addresses how students will interact, engage, and address the GEN Theme: Citizenship for a Diverse and Just World. Currently, while the word “citizens” is mentioned in the first paragraph of the description, there is no other mention of the Theme in the description of the course and they would like to see this highlighted to students, as they do not find this to be sufficient.
 - The reviewing faculty ask that all the Goals and ELOs of the GEN Theme: Citizenship for a Diverse and Just World category be added to the course syllabus. Currently, on pages 2-3 of the syllabus, only Goals 3 and 4 (and their respective ELOs) have been added to the syllabus. You can find all the Goals and ELOs in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](#).
 - The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
 - *The reviewing faculty recommend updating the Title IX statement (on page 10 of the syllabus), as Kellie Brennan does not work for the university any longer. The most up-to-date version of all syllabi statements can be found on the [ASC Curriculum and Assessment Services website](#).*
 - Hadad, Cravens-Brown, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)