**ASCC Themes II Subcommittee**

Unapproved Minutes

Monday, April 8th, 2024 8:30-10:00 AM

CarmenZoom

**Attendees**: Babcock, Cravens-Brown, Daly, Giusti, Hadad, Hewitt, Nagar, Neff, Soland, Steele, Vankeerbergen

**Agenda:**

1. Approval of 2-19-24 and 3-4-24 minutes
	1. Hadad, Cravens-Brown; unanimously approved.
2. History of Art & Ethnic Studies 3562 (new cross-listed courses requesting GEN Theme Citizenship for a Diverse and Just World & GEN Theme Migration, Mobility, and Immobility)
	1. TAG – Citizenship
		1. Comment: The reviewing faculty commend the units and the course developer(s)/instructor(s) for creating an excellent course. They found its content to be a compelling and unique way of approaching citizenship through community consciousness, and they appreciated how citizenship, justice, and diversity were the clear focus throughout the course.
		2. *Recommendation:* The reviewing faculty recommend that the units amend the weekly themes in the course calendar (syllabus pg. 17-28) to include points of focus or guiding questions that will help the students understand how the readings, artworks, and activities connect to the GEN Theme: Citizenship for a Diverse and Just World.
		3. Approved with *one recommendation* (in italics above) and one comment.
	2. TAG – MMI
		1. Comment: The reviewing faculty found the course content to be excellent; they feel the course will greatly enrich the GEN Theme: Migration, Mobility, and Immobility category.
		2. **Contingency:** The reviewing faculty ask that the units amend the weekly themes in the course calendar (syllabus pg. 17-28) to include points of focus or guiding questions that will help the students understand how the readings, artworks, and activities connect to the GEN Theme: Migration, Mobility, and Immobility.
		3. **Contingency:** The reviewing faculty ask that the units alter the descriptions of the assignments (syllabus pgs. 10-13) to include a stronger focus on Migration, Mobility, and Immobility. They offer the friendly reminder to the units that when a student is enrolled in a course, the instructor (and often the student) will not know which GEN Theme the course will fulfill in that individual student’s academic program, so the course design must ensure that all students must meet all the goals and ELOs of both themes.
		4. Approved with **two contingencies** (in bold above) and one comment.
	3. Themes
		1. **Contingency:** The reviewing faculty ask that the units include in the syllabus more information about how students will “demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work.” (ELO 2.2) They note that this could be incorporated into the existing assignment structure by incorporating creative or reflective prompts into the discussion posts and/or asking students to reflect on their visit(s) to office hours and/or to assess their own participation in class.
		2. **Contingency:** The reviewing faculty ask that the units include in the syllabus (pgs. 4-5) a complete listing of all goals and ELOS for the GEN Themes: Migration, Mobility and Immobility and Citizenship for a Diverse and Just World categories. A complete and accurate listing of the Goals and ELOs for all GEN and GEL categories is available in an easy-to-copy/paste format on the [ASC Curriculum and Assessment Services website](https://asccas.osu.edu/general-education-program/ge-goals-elos).
		3. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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/general-education-program/ge-goals-elos) The reviewing faculty thanks the units for replacing the previous statement found on pg. 17 of the syllabus.
		4. *Recommendation:* The reviewing faculty suggest that the units clarify the policy regarding the use of AI/Chat GPT and similar text generation software. They recommend that the instructor specifically state that students are not allowed to use text-generating software, or, if they are allowed to use it, provide more information about when, how, and where its use is acceptable in the course. For example, if students are allowed to use this tool to generate a first draft and then significantly modify that document, the instructor could ask them to turn in both drafts for comparison purposes.
		5. *Recommendation:* The reviewing faculty recommend that the units review the “Credit Hours and Work Expectations” section of the syllabus (pg. 5) as some of the language surrounding direct instruction may be more suited to an online, asynchronous course.
		6. Cravens-Brown, Giusti; unanimously approved with **three contingencies** (in bold above) and *two recommendations* (in italics above).
3. Philosophy & Educ Sts: Philosophy and History of Education 5440 (existing cross-listed courses requesting GEN Theme Citizenship for a Diverse and Just World)
	1. TAG
		1. Approved.
	2. Themes
		1. **Contingency:** The reviewing faculty ask that the units modify the syllabus heading (pg. 1) to include the College of Arts and Sciences, as this course is cross-listed and is a part of the curriculum in both the College of Arts and Sciences and the College of Education and Human Ecology.
		2. **Contingency:** The reviewing faculty request that the units use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 6), 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. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thank the units for replacing the previous statement found on pg. 7 of the syllabus.
		4. **Contingency:** The reviewing faculty ask that the units include in the syllabus the Academic Misconduct statement that is required for all syllabi in the College of Arts and Sciences. This should replace the statement currently found on pg. 6 of the syllabus. The 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. *Recommendation:* The reviewing faculty recommend that the units use the most recent version of the Mental Health Statement (syllabus, pg. 7), 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)
		6. Hadad, Hewitt; unanimously approved with **four contingencies** (in bold above) and *one recommendation* (in italics above).
4. Economics 3048 (existing course with GEL Social Science—Individuals and Groups; requesting GEN Theme: Citizenship for a Diverse and Just World) (return)
	1. TAG
		1. Comment: The reviewing faculty note and appreciate the work that the department has put into revising the course in response to their feedback. They feel that the additions and changes have greatly improved the course and they commend the department and the course designer/instructor.
		2. Approved with one comment.
	2. Themes
		1. **Contingency:** The reviewing faculty ask that the department modify or add to the course assignments/assessments so that it is clear how “demonstrate[ing] a developing sense of self as a learner through reflection, self-assessment, and creative work.” (ELO 2.2) will be given significant attention and assessment. They note that, as currently structured, the only assessments that address ELO 2.2 are the in-class reflections, which are worth only 9% of a student’s grade, and possibly one or two exam questions (as outlined under Topic 9 on pg. 14 of the syllabus). As such, students could opt-out of all the self-reflection and still earn an A- in the course, a scenario which would be contrary to the spirit of the General Education goals and ELOs.
		2. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thank the department for replacing the previous statement found on pg. 7 of the syllabus.
		3. Hadad, Hewitt; unanimously approved with **two contingencies** (in bold above).
5. Classics 2206 (new course requesting GEN Theme Citizenship for a Diverse and Just World)
	1. TAG
		1. *Recommendation:* The reviewing faculty suggest that department amend the course schedule (syllabus pgs. 6-11) to make the daily or weekly topics more descriptive, or add focus questions or bullet points that help students to understand how the readings and other course components connect to the Theme.
		2. Approved with *one recommendation* (in italics above).
	2. Themes
		1. **Contingency:** The reviewing faculty are unsure how ELO 2.2 is met through the course activities as they are currently described. They acknowledge that this ELO is *intended* to be a part of the current assessment structure, but ask that the department either:
			1. Include more detail the assignment descriptions (syllabus pg. 4-5) about how self-reflection on learning will be incorporated throughout the course. While the Subcommittee notes and appreciates the “regular feedback on…mastery of the course material” that will be a part of the weekly quizzes (syllabus pg. 4), this does not allow students to demonstrate for the instructor how they are reflecting on their own learning. Similarly, they are unable to understand how the module papers (syllabus, pg. 4) will incorporate self-reflection; at the current time, they seem to be focused on critical thinking about course content rather than the students’ “ sense of self as a learner”.
			2. Or, if the department does not wish to modify the current assignments to include self-reflection, create some mechanism for this be added to the course structure.
		2. **Contingency:** Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thank you for replacing the previous statement found on pg. 12 of the syllabus.
		3. Hadad, Hewitt; unanimously approved with **two contingencies** (in bold above).
6. History 3270 (existing course with GEL Historical Study and previously approved for 100% DL; requesting GEN Theme Citizenship for a Diverse and Just World)
	1. TAG
		1. *Recommendation:*The reviewing faculty ask that the department revisit the course’s assessment plan, especially regarding the Research Essay. They note that this essay satisfies (in whole or in part) several of the goals and ELOs of the GEN Theme category, but students could potentially fail to complete the essay assignment and still receive a grade of “B-” or “B” for the course. This could be remedied either by adjusting the number of points that the essay is worth, and/or including a statement in the syllabus that makes it clear to students that the essay assignment must be completed for them to receive a passing grade in the course.
		2. *Recommendation:* The reviewing faculty recommend that the department provide a narrower scope for the Research Essay (syllabus, pg. 9), as the topic of this important course component should deal in some way with citizenship, diversity, justice or other ideas directly related to the GEN Themes category.
		3. Approved with *two recommendations* (in italics above).
	2. Themes
		1. **Contingency:** The reviewing faculty ask that the department revisit the course’s assessment plan, especially regarding the Research Essay. They note that this essay satisfies (in whole or in part) several of the goals and ELOs of the GEN Theme category, but students could potentially fail to complete the essay assignment and still receive a grade of “B” or “B-” for the course. This could be remedied either by adjusting the number of points that the essay is worth, and/or include a statement in the syllabus that makes it clear to students that the essay assignment must be completed for them to receive a passing grade in the course.
		2. **Contingency:** The reviewing faculty ask that the department remove the reference to the Digital Flagship program on pg. 7 of the syllabus, as that program was officially disbanded at the end of AU23.
		3. *Recommendation:* The reviewing faculty suggest that the department clarify the policy regarding the use of AI/Chat GPT and similar text generation software. While they appreciate the emphasis on teaching and student support, they recommend that the instructor specifically state that students are not allowed to use text-generating software, or, if they are allowed to use it, provide more information about when, how, and where its use is acceptable in the course.
		4. *Recommendation:* The reviewing faculty recommend that the department utilize the standard Distance Learning Template for the syllabus. Since this template is now required for new Distance Learning courses, the reviewing faculty note that students now expect this format and are often more comfortable with it.
		5. *Recommendation:* The reviewing faculty recommend that the department modify the heading above the GEL Historical Study Goals and Expected Learning Outcomes (syllabus pg. 5) as it currently labeled “Mode of Delivery, Attendance, and Work Expectations”.
		6. Cravens-Brown, Hewitt; approved with **two contingencies**  (in bold above) and *three recommendations* (in italics above).
7. Physics 2100 (new course requesting GEN Theme Number, Nature, Mind **with Research and Creative Inquiry HIP**)
	1. TAG
		1. *Recommendation:* The reviewing faculty recommend that the department add to the course opportunities for reflection, thus allowing students to contemplate how their understanding of scaling laws and the experience of doing the math in this context can be applied in other areas.
		2. *Recommendation:* The reviewing faculty suggest that the department provide more information to students about the IF-AT scratch-off cards (currently mentioned on pg. 11 of the syllabus) and include information on how to access/acquire these in the “Required Textbooks and Materials” section of the syllabus (pg. 1).
		3. *Recommendation:* The reviewing faculty recommend that the department clarify how the bi-weekly essays/ article critiques (mentioned on pg. 13 of the syllabus as “bi-weekly essays” [under description of mid-term exam] and under ELO 2.1 as “critiques” on the GEN submission form) will fit into the course/assignment schedule (syllabus, pg. 17-23) and the breakdown of students’ graded assessments (syllabus pg. 10).
		4. Approved with *three recommendations* (in italics above).
	2. Themes
		1. Comment: The reviewing faculty thank the department for a compelling course. They particularly liked the way that peer-evaluation of the research project was built into the course in a manner that emulates traditional academic and scientific practices at an appropriate scale.
		2. **Contingency:** The reviewing faculty recommend that the department add to the course opportunities for reflection to allow students to contemplate how their understanding of scaling laws and the experience of doing the math in this context can be applied in other areas.
		3. **Contingency:** Recent changes to University policies (03-01-2024) compelled the Arts and Sciences Curriculum Committee to update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thank you for replacing the previous statement found on pg. 16 of the syllabus.
		4. *Recommendation:* The reviewing faculty recommend that the department reproduce the goals and ELOs of the GEN Theme: Number, Nature, Mind category (syllabus, pgs.2-3) exactly as they are found on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/new-general-education-gen-goals-and-elos) so as to maintain consistency across all courses in the GEN category.
		5. *Recommendation:* The reviewing faculty note that, while informative for the faculty reviewers, the explanation of how the course meets the goals and ELOs on the syllabus (pgs. 3-5) may be of a length that is overwhelming for students. They suggest using a shorter, 1-2 paragraph format for this explanation.
		6. *Recommendation:* The reviewing faculty recommend that the department amend the paragraph regarding the course’s Mode of Delivery (syllabus, pg. 6), as it seems to reference outdated policies from the pandemic.
		7. Hadad, Cravens-Brown; unanimously approved with **2 contingencies** (in bold above), *3 recommendations* (in italics above) and one comment.
	3. HIP
		1. Hadad, Cravens-Brown; unanimously approved.
8. Astronomy 2142 (existing course with GEL Natural Science—Physical Science; renumbering from 1142 to 2142; change course description; requesting GEN Theme Number, Nature, Mind) THIS COURSE IS PRE-APPROVED FOR THE THEME--IT ONLY NEEDS TO BE REVIEWED BY THE THEMES SUBCOMMITTEE (return)
	1. Themes
		1. Comment: The reviewing faculty thank the department for their hard work on the course and observe that there have been many improvements made to the proposal. They are excited about the course’s content, and hope that the following feedback will not only provide guidance on logistical requirements, but, more importantly, help the department to better communicate how this dynamic subject matter applies to the General Education, thus motivating students from a wide variety of colleges, majors, and backgrounds to enroll in the course.
		2. **Contingency:** The reviewing faculty ask that the department clarify for students how the courses assessments and activities will meet ELO 2.2, especially in regard to reflection and self-assessment. While the reviewing faculty acknowledge the information provided in GEN submission form (“…at several points throughout the course students are asked “what surprised you the most?” about a particular topic, and why. The answers to this question are sometimes startlingly insightful.”), they would like to see this incorporated into the syllabus so that students are aware of how self-reflection will be a part of their learning and the evaluation(s)/assessment(s) of that learning throughout the course. To that end, the reviewing faculty offer the following suggestions for how this might easily be incorporated into the existing course structure:
			1. The reviewing faculty note that the 4 “take-home assignments” are already spread throughout the semester and provide an excellent opportunity to include questions about how the course material has changed the way that students think about their own learning or their approach(es) to problems in other disciplines. Additionally, this could provide an opportunity for scaffolding the self-reflection so that students have some of their own thoughts to draw upon for the final essay.
			2. Likewise, the reviewing faculty observe that the format of the in-class questions (considering questions individually and then in small groups over the course of the semester) could allow for similar scaffolding, as well as providing an opportunity for instructors and students to discuss their ideas about how they are learning, what might be surprising, where students are encountering challenges or “road blocks” and at what level students are grasping the material.

Should the department have further questions about how to incorporate these suggestions or wish for further assistance with regard to communicating their intent to the students in the course, Dr. Ila Nagar (faculty Chair of the Themes II Subcommittee), Dr. Meg Daly (Associate Dean of Undergraduate Education) and Dr. Bernadette Vankeerbergen (Assistant Dean for Curriculum, College of Arts and Sciences) are happy to arrange a meeting.

* + 1. **Contingency:** The reviewing faculty noticed that several of the required syllabus elements, including the Student Life Disability Services Statement and the Religious Accommodations Statement, are not in their most up-to-date format on the submitted syllabus. In order to remain consistent across all GEN courses, they ask that you replace the following syllabus items as listed below. Should you wish to consult the sources for these statements, you can find the [Required Syllabus Statements](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) on the [ASCCAS website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) or in our [ASC Operations Manual](https://asccas.osu.edu/submission/development/submission-materials/asc-operations-manual) (pg. 15). The reviewing faculty thank you for your attention to these details.
			1. **Student Life Disability Services Statement** syllabus pg. 8. Please copy and paste the statement as presented below.

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom.  If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options.  To establish reasonable accommodations, I may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the**[**Safe and Healthy Buckeyes site**](https://safeandhealthy.osu.edu/tracing-isolation-quarantine)**for resources.  Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at****slds@osu.edu****; 614-292-3307; or**[**slds.osu.edu**](https://slds.osu.edu/)**.**

* + - 1. **Religious Accommodations Statement** syllabus pg. 9. Please copy and paste the statement as presented below.

**Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.**

**With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.**

**A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.**

**If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the****Office of Institutional Equity****.**

**Policy:**[**Religious Holidays, Holy Days and Observances**](https://oaa.osu.edu/religious-holidays-holy-days-and-observances)

* + 1. *Recommendation:* While you are welcome and encouraged to have course-specific goals and learning outcomes (syllabus pg. 6 “The specific learning objectives for Astronomy 2142 (Black Holes)…”), the reviewing faculty ask that these be listed separately from the GEN goals and ELOs and placed under their own heading, as these goals apply to all students, not just those using the course to satisfy a GEN requirement.
		2. Cravens-Brown, Giusti; unanimously approved with **two contingencies** (in bold above) *one recommendation* (in italics above) and one comment.