

ASCC Themes II Subcommittee Meeting

Approved Minutes

Monday, April 29th, 2024

8:30AM – 10:00AM

CarmenZoom

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

- 1) Approval of 04/25/2024 Minutes
 - **Tabled**
- 2) History, WGSS, AAAS 3084 (new cross-listed courses requesting GEN Theme: Citizenship for a Diverse and Just World)
 - Theme Advisory Group: Citizenship for a Diverse and Just World
 - **Approved**
 - Themes Subcommittee
 - *The reviewing faculty recommend that the course syllabus further showcase and add additional ways for students to engage in self-reflective activities, as required by ELO 2.2.*
 - Hadad, Hewitt, **unanimously approved** with *one recommendation* (in italics above)
- 3) WGSS 4403 (existing course 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 citizenship more thoroughly addressed as a course concept throughout the course (including within the readings, content, and assignments). They would like to see citizenship (and the concept of citizenship) more thoroughly defined and integrated into the course to help students engage with the Theme throughout their entire time with the course. To this end, they would like to see citizenship woven into the final capstone paper (which is described on page 6 of the syllabus). While the idea of a “citizen-leader” is mentioned several times, they would like to see citizenship (as a theme) more thoroughly integrated within the assignment.**
 - **The reviewing faculty would like to see the justice aspect of the Theme more thoroughly woven within the course. While it is certainly implicitly being addressed, they would like to see explicit mentions to justice within the course syllabus as a way to highlight to students how they should expect to engage with this material.**
 - *The reviewing faculty would like to recommend including weekly discussions within the course calendar (as found on pages 11-14) that highlight to*

students how they can expect to engage with citizenship, diversity, and justice during that week's topics.

- **Approved with two contingencies** (in bold above) and *one recommendation* (in italics above)
- Themes Subcommittee
 - The reviewing faculty ask that more information be provided within the course syllabus surrounding how the course will meet ELO 1.2 and engage students in advanced, scholarly, in-depth discussion of the Theme. Based on the syllabus and documentation provided, they are unable to see how this course will be an advanced study of Citizenship for a Diverse and Just World.
 - The reviewing faculty ask that it be made clear to students (perhaps on pages 2-3 of the course syllabus) that this course will meet in-person one day a week and one day a week virtually via Zoom. While they recognize it does state that within the course calendar, the statement under “How This Hybrid Course Works” that a hybrid course “consists of a combination of in-person instruction (25-74% campus) and online instruction (25-73[sic]% online)” is confusing since it provides the generic definition of any hybrid course and not an explanation for the specific course at hand.
 - The reviewing faculty recommend that curriculum.osu.edu be updated to reflect that this course will now be taught in a hybrid format. Currently, underneath the “Does any section of this course have a distance learning component” section of the form, it is marked as “No”.
 - The reviewing faculty ask that- the GEN Theme Goals be added to the course syllabus. While they recognize that the ELOs and explanatory paragraph are on page 2 of the syllabus, it is a requirement to have the Goals of the GEN Theme. The GEN Goals can be found in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](#).
 - The reviewing faculty ask that the Religious Accommodation statement be added within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. Please note that the “Policy: Religious Holidays, Holy Days and Observances” link is a required part of the statement. The newly updated statement has been updated on the [syllabus elements page of the ASC Curriculum and Assessment Services website](#).
 - The reviewing faculty recommend updating the Student Life – Disability Services (on page 11 of the syllabus) and Mental Health statements (on page 10 of the syllabus), as they were updated for the 2023-2024 academic year. You may find these statements on the [ASC Curriculum and Assessment Services website](#).
 - The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
 - **Declined to vote**

- 4) History of Art 4630 (existing course with GEL VPA; request to remove GEN Foundation: LVPA and replace by GEN Theme: Citizenship for a Diverse and Just World) (Return)
- Theme Advisory Group: Citizenship for a Diverse and Just World
 - **Approved**
 - Themes Subcommittee
 - **The reviewing faculty ask that the Religious Accommodation statement be updated within the course syllabus (as found on pages 5-6 of the syllabus). On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. Please note, the “Policy: Religious Holidays, Holy Days and Observations” link is a required element of the statement. The newly updated statement has been updated on the [syllabus elements page of the ASC Curriculum and Assessment Services website](#).**
 - *The reviewing faculty recommend providing the GEL Visual and Performing Arts Goals, ELOs, and explanatory paragraph within the course syllabus for the benefit of students remaining on the GEL program. The GEL Goals and ELOs can be found on the [ASC Curriculum and Assessment Services website](#).*
 - *The reviewing faculty recommend updating the Student Life – Disability Services statement (as found on page 5 of the syllabus), as it was recently updated for the 2023-2024 Academic Year. The most up-to-date statement can be found on the [syllabus elements page of the ASC Curriculum and Assessment Services website](#).*
 - Cravens-Brown, Hadad, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)
- 5) Educational Studies 3280 (new course approved for 100% DL; requesting GEN theme: Citizenship for a Diverse and Just World & Lived Environments)
- Theme Advisory Group: Citizenship for a Diverse and Just World
 - The reviewing faculty were unable to see how this course, in its current form, connects to the GEN Theme: Citizenship for a Diverse and Just World. They ask that the course proposer link the course content (such as readings and assignments) to the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs and more thoroughly articulate within the course syllabus how students will be fulfilling the category. They would like to see the ideas of citizenship, diversity, and justice woven into course readings, course assignments, and course content and the syllabus should clearly articulate to students (and by extension the reviewing faculty) how they will engage with the GEN Theme category.
 - **Declined to Vote**
 - Themes Subcommittee: Citizenship for a Diverse and Just World
 - The reviewing faculty were unable to see how this course would be a scholarly, in-depth study of Citizenship for a Diverse and Just World and concur with their colleagues on the Theme Advisory Group.

- The reviewing faculty ask that the course proposer review the provided course syllabus and ensure that all template language has been removed. The provided documentation appears to have been a version of the document that has not been finalized and contains several instances of template language still existing (for example, on page 1 where the title starts with “COURSENAME #” or on page 27 where there is still reference to adopting specific course policies).
 - The reviewing faculty ask that all the GE Goals and ELOs be provided within the course syllabus, as currently on pages 4-8, only part of the GE Goals and ELOs have been provided. A list of the GEN Goals and ELOs in an easy to copy-and-paste format can be found on the [ASC Curriculum and Assessment Services website](#).
 - The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
 - **Declined to vote**
- 6) Geography 3650 (new course requesting GEN Theme: Citizenship for a Diverse and Just World) (Return)
- Theme Advisory Group: Citizenship for a Diverse and Just World
 - **The reviewing faculty ask that the course description as found on pages 1-2 of the syllabus more explicitly make mention of how the course will connect to the GEN Theme: Citizenship for a Diverse and Just World. While they appreciate the changes made, they believe that a stronger connection to the Theme will assist students in understanding how they can fulfill the GEN Theme ELOs.**
 - **The reviewing faculty would like to see how the course is meeting GEN Theme ELOs 4.1 and 4.2 more thoroughly and explicitly throughout the course syllabus. While the ideas of diversity and justice appear to be implicitly being addressed throughout the course, they would like to see this connection made more explicit for the benefit of students.**
 - **Approved with two contingencies (in bold above)**
 - Themes Subcommittee
 - **The reviewing faculty noticed that the course title appears to have changed within the course syllabus. They ask that the unit please clarify which title is correct and to either update the syllabus or curriculum.osu.edu with the appropriate title.**
 - **The reviewing faculty ask that the Religious Accommodation statement be updated within the course syllabus (as found on page 17). On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. Please note, the “Policy: Religious Holidays, Holy Days and Observations” link is a required element of the statement. The newly updated statement has been updated on the [syllabus elements page of the ASC Curriculum and Assessment Services website](#).**

- **The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.**
 - Cravens-Brown, Hewitt, **unanimously approved** with **three contingencies** (in bold above)
- 7) Ethnic Studies 3572 (new course requesting GEN theme: Citizenship for a Diverse and Just World & Migration, Mobility, and Immobility)
- Theme Advisory Group: Citizenship for a Diverse and Just World
 - The reviewing faculty thank the unit for their proposal to the Citizenship for a Diverse and Just World category. At this time, they do not find the course to be well-suited for the Citizenship for a Diverse and Just World Theme. They are unable to see how the course content, readings, and assignments connect to the GEN Theme category and its ELOs. They would like to encourage the unit to seek out approval in the Migration, Mobility, and Immobility category of the GEN before resubmitting for Citizenship for a Diverse and Just World, as substantial revisions would be necessary for the course to fit within Citizenship.
 - **Declined to Vote**
 - Themes Subcommittee: Citizenship for a Diverse and Just World
 - The reviewing faculty concur with their colleagues on the Theme Advisory Group for the Citizenship for a Diverse and Just World Theme and will wait to vote on the course until changes are resubmitted.
 - **Declined to vote**
 - Theme Advisory Group: Migration, Mobility, and Immobility
 - **The reviewing faculty would like to see a clearer articulation as to how the course assignments will address and assess the Migration, Mobility, and Immobility ELOs (3.1, 3.2, 4.1, and 4.2). As currently written, they are unsure how the assignments will address the Migration, Mobility, and Immobility Theme. The final course paper, as an example, seems to have much more emphasis placed on the GEN Theme: Citizenship for a Diverse and Just World.**
 - **Approved** with **one contingency** (in bold above) via **E-vote**
 - Themes Subcommittee: Migration, Mobility, and Immobility
 - The reviewing faculty are unable to see how the proposal will be an “advanced, scholarly, in-depth exploration” (as per ELO 1.2) of the GEN Theme: Migration, Mobility, and Immobility. They would like to see more information within the course syllabus surrounding how students will engage with the Theme, especially in the course assignments. They recommend showcasing how students will engage with the Theme on a weekly basis (whether that be in the course calendar, the course content, the course assignments, etc.) to show how students will use their knowledge throughout the semester to better their understanding of the GEN Theme.
 - The reviewing faculty would like to see more information surrounding the discussion forum posts, as discussed on pages 12-13 of the syllabus. Specifically, they would like to know how these assignments are going to

explicitly engage students with the GEN Theme category, especially given that they are weighted as such a high percentage of a student's final grade (30%). They recommend providing, perhaps, an example discussion post within the syllabus to showcase to students their expectations.

- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
 - **Declined to vote**
- 8) Ethnic Studies 3408 (new course requesting GEN Theme: Migration, Mobility, and Immobility)
- Theme Advisory Group: Migration, Mobility, and Immobility
 - **The reviewing faculty would like to see a clearer articulation as to how the course assignments will address and assess the Migration, Mobility, and Immobility ELOs (3.1, 3.2, 4.1, and 4.2). As currently written, they are unsure how the assignments will address the Migration, Mobility, and Immobility Theme. Additionally, they would, specifically, like to see more information surrounding the topics of the essay assignments (as discussed on page 5 of the syllabus) and how these relate to the GEN Theme ELOs.**
 - **Approved with one contingency** (in bold above) via **E-vote**
 - Themes Subcommittee
 - The reviewing faculty are unable to see how the proposal will be an advanced, scholarly, in-depth exploration of the GEN Theme: Migration, Mobility, and Immobility. While they see the course as being an excellent course on Latinx Graphic Narratives, it is not explicit in connecting to the GEN Theme ELOs 1.1, 1.2, 2.1 and 2.2. They would like to see more information within the course syllabus surrounding how students will engage with the Theme, especially in the course assignments, course readings, and course description. They recommend showcasing how students will engage with the Theme on a weekly basis (whether that be in the course calendar, the course content, the course assignments, etc.) to show how students will use their knowledge throughout the semester to better their understanding of the GEN Theme.
 - The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
 - **Declined to vote**
- 9) Astronomy 2143 (existing course with GEL Natural Science – Physical Science; renumbering from 1143 to 2143; change course description; requesting GEN Theme: Number, Nature, Mind & Origins and Evolution) (Return)
- Themes Subcommittee
 - The reviewing faculty noticed the Religious Accommodation statement did not include the proper “Policy: Religious Holidays, Holy Days and Observances” link.
 - Nagar, Hadad, **unanimously approved** with one comment