

ASCC Arts and Humanities Subcommittee 1

Approved Minutes

Tuesday, August 20th, 2024

12:30 PM – 2:00 PM

110 Denney Hall

Attendees: Beecher, Bitters, Dugdale, Hedgecoth, Neff, Steele, Troyan, Vankeerbergen

Agenda

1. Welcome and introductions
2. Approval of 4-30-24 minutes
 - a. Troyan, Hedgecoth; unanimously approved.
3. History of Art & AFAMAST 2009 (new cross-listed courses; requesting GEN Foundation LVPA & REGD)
 - a. *Comment:* The Subcommittee observes that the grading scales in the syllabi do not include the mark of D+ and wants to ensure that this was done intentionally and is not an oversight. Additionally, the Subcommittee offers the friendly advice to the departments to consider formatting the grading scales in a more reader friendly manner, perhaps by using only one column with the appropriate number of rows. [Syllabi p. 10]
 - b. *Comment:* The Subcommittee notes that the use of the term “unit” in the course calendar might be confusing to students as oftentimes syllabi use the word “unit” to mean a part of a course that is focused on a specific topic. The Subcommittee simply offers the suggestion to consider the term “week” instead of “unit” in the calendar to prevent possible confusion among students. [Syllabi pp. 14-19]
 - c. *Recommendation:* The Subcommittee recommends that the final AFAMAST syllabus reflect the proper department listing, as the course is referred to as History of Art 2009 at the beginning of the syllabus on page 1.
 - d. *Recommendation:* The Subcommittee recommends that the units alter or remove part of the following contradictory text in the syllabi in order to offer more clarity to students regarding expectations:
 - i. In the description of the annotated bibliography assignments, it is stated initially that students will choose 15 readings from the course and can choose 5 readings from outside the course for their entries. However, towards the end of the description, it is stated that students will write a total of 30 entries – 12 from weeks 1-7 and 18 from weeks 7-13 – which is not only a different number of entries but also does not seem to include the possibility of any out-of-class sources as previously mentioned. [Syllabi pp. 8-9]

- ii. The sections concerning late work state that late work will be accepted on a case-by-case basis and considered for full credit, while the following sentence states that students can receive *up to 75%* of the total grade for late work. [Syllabi p. 10]
 - e. *Recommendation:* The Subcommittee notes that template language (e.g., “Add a statement here connecting the GE goals and outcomes to your course description, goals, and outcomes, and discussing how this course fulfills GE goals and outcomes. Delete this section if not applicable to your course”, and “Insert a detailed description of the assignment here”) has been left in the syllabi and recommends that the departments remove this language. [Syllabi pp. 3, 9]
 - f. *Recommendation:* The Subcommittee recommends that the syllabi state that these courses are part of the *New* General Education (GEN) curriculum in the language preceding the LVPA and REGD Goals and Expected Learning Outcomes. [Syllabi pp. 2-3]
 - g. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement in the syllabi, which was updated in July 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabi p. 12]
 - h. Beecher, Hedgecoth; unanimously approved with *five recommendations* and two comments.
4. Comparative Studies 3007 (existing course with GEL Cultures and Ideas & GEL Diversity—Global Studies; requesting change of number from 2000-level to 3000-level; addition of 100% DL delivery mode; GEN Theme Citizenship for a Just and Diverse World with Research and Creative Inquiry High-Impact Practice)
- a. The Subcommittee is concerned that the amount of student collaboration required of this asynchronous course will not be feasible for all of the students. With the final research project particularly, the Subcommittee can see students struggling to find an agreed upon time to work with their group, especially given the several different aspects of the project, each of which will require heavy collaboration and steady communication. The Subcommittee asks that the syllabus further explain the logistics of the group work in order to give a clear idea of how its execution corresponds with the asynchronous nature of the course and provide information as to how students can successfully complete field work and group work if they do not have flexible schedules.
 - b. The Subcommittee suggests that the department include in the course description in curriculum.osu.edu that field work (site visits, interviews, etc.) and group collaboration will be required in the course so that students are aware of the expectations before enrolling, should they not be able to accommodate the possible synchronous activities.
 - c. The Subcommittee advises the department to consider altering the deadline for the discussion post responses to Sundays or Mondays to allow more time in between

students' initial posts and their responses, thus encouraging conversation.
[Syllabus p. 5]

- d. The Subcommittee requests that the Unit 3 breakdown in the syllabus include more information on the details of the unit parts as the other units do. This additional information will help the Subcommittee to better understand the workload of the course from start to finish, especially in terms of the weekly credit hour requirements for a 4-credit course. [Syllabus p. 17]
 - e. The Subcommittee asks that the department clearly lay out in the syllabus what it means to participate and conduct research and how this will be evaluated by the instructor. The Subcommittee would like to see stronger instructional guidance in these aspects of the course, providing students with a solid understanding of how to engage in research practice and with their peers.
 - f. Declined to vote.
5. NELC 5145 (new course) (return)
- a. Comment: The Subcommittee would like to bring to the attention of the department that should they later wish to seek DL approval, BTAA courses do in fact require OSU DL compliance. Any questions regarding this can be directed to Jeremie Smith.12199, who is the university's BTAA coordinator.
 - b. **Contingency:** The Subcommittee notes that there is mention in the syllabus of several software programs that students will be using in the course. The Subcommittee would like to make sure that the department is aware of the university policy surrounding required software in courses. That is, tools that may require students to agree to terms and conditions first require vetting by our legal team, which includes review for compliance with accessibility and privacy regulations. Therefore, the Subcommittee requests that the department acknowledge these requirements in the syllabus so that students are aware of steps that have been taken to use compliant software. Alternatively, the department might consider using other approved software if they do not wish to go through this process. If the department has not done so, they can speak to the ASC Office of Distance Education (more specifically, Elizabeth Marsch (Vu.191), the Director of Distance Education) for additional information and assistance regarding these policies.
 - c. **Contingency:** The Subcommittee thanks the department for including a language prerequisite in the syllabus and asks that the prerequisite also be included in curriculum.osu.edu in order to be enforced electronically and visible to students before enrollment. Additionally, the Subcommittee asks that the department be more specific about the ancient languages that are acceptable to fulfill the prerequisite, as they are concerned that students with experience in certain ancient languages might still struggle to succeed in this course. [Syllabus p. 1 and curriculum.osu.edu form]
 - d. **Contingency:** The Subcommittee requests that the department clarify the context of the three categories of students listed at the beginning of the syllabus ("Various

NESA majors and minors. All NESA ancient studies graduate students. Graduate students or upper division undergraduates in an ancient history adjacent department”). If the department wishes to limit the course to students in these categories, this will also need to be included in curriculum.osu.edu in order to be enforced. If this is merely a list of types of students potentially interested in the course, then maybe language indicating this would be useful. [Syllabus p. 1]

- e. **Contingency:** The Subcommittee asks that the syllabus include details in the course calendar that outline the course meetings (including topics to be covered, readings, film screenings, and homework) to give the Subcommittee a sense of how much work is required of students on weekly basis, per the required syllabus elements for course submission and development on the [Arts and Sciences Curriculum and Assessment Services website](#). They note and appreciate the basic readings that are outlined for the beginning of the course but are unsure if additional readings will be assigned throughout the semester without them being laid out in the syllabus. Additionally, the Subcommittee recommends that the course calendar include weeks 14 and 15 even if they are “flex weeks”, as these are the number of weeks in a semester (the 15th week being final examination week) and should always be included in a course’s schedule. [Syllabus p. 3]
- f. **Contingency:** To prevent the possibility of confusion among students, the Subcommittee requests that the late policy and attendance section of the syllabus be reworded to more directly state that students are required to attend office hours if they wish to make up their points for a missed class. Additionally, the Subcommittee asks that the syllabus detail *how* students are expected to demonstrate their progress to the instructor. The make-up policy currently states that “Students who fall behind may watch the posted class recordings and catch up, but without demonstrating their progress in an office hour’s meeting, the student will not receive the 5% credit for that week.” Simply to ensure that this policy is perfectly clear to students, the Subcommittee suggests slightly adjusting this language to read similar to the following: “Students who are unable to attend a class session may watch the posted class recordings and catch up. However, they are required to meet with the instructor during an office hour’s meeting to demonstrate their understanding of the missed material in order to receive the 5% credit for the week.” Lastly regarding this policy, the Subcommittee requests that the syllabus use more definitive language for falling behind, as this could have different meaning to different students. For example, this could be interpreted to mean that the “makeup” policy is intended for students who miss one course meeting, or that it is intended only for students who have consistently missed classes. [Syllabus p. 6]
- g. **Recommendation:** The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement, which was updated in July 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 8]

- h. Hedgecoth, Troyan; unanimously approved with **five contingencies**, *one recommendation*, and one comment.
- 6. French 1133 (new course requesting GEN Foundation World Languages & 100% DL delivery)
 - a. Tabled.
- 7. Design 6130 (new course)
 - a. **Contingency:** The Subcommittee requests that the course credit hours as well as contact hours be stated in the syllabus. The credit hours can simply be stated at the top of the syllabus and the contact hours can be indicated by stating the length and frequency of the course meetings or by including a credit hour expectation statement into the syllabus such as the following:
 - i. This is a 3-credit hour course. According to Ohio State policy (go.osu.edu/credithours) students should expect around 3 hours per week of time spent on direct instruction (instructor content and recitation activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.
 - b. **Contingency:** The Subcommittee asks that the department adjust the grading scale in the syllabus, as it currently states that only an 89.9% translates to a B+ and only a 79.9% translates to a C+ and is missing the full range for the marks. [Syllabus p. 6]
 - c. *Recommendation:* The Subcommittee notes that this syllabus does not include quite the same level of detail in the course schedule as those in the submitted syllabi for Design 6230 and 6441 and recommends that the department add a short explanation of each week's topics/activities in the weekly schedule. [Syllabus p. 5]
 - d. *Recommendation:* The Subcommittee asks that the department adjust the course number listed at the top of the first page of the syllabus, which currently refers to the course as Design 6112 instead of 6130.
 - e. *Recommendation:* The Subcommittee asks that the department ensure that the reference to the [Office of Institutional Equity](#) in the religious accommodations statement is a hyperlink to the office's email. Additionally, the Subcommittee asks that the link below be added to the bottom of the religious accommodations statement, as it is a part of the required text. Please feel free to copy and paste these two links into the statement directly from the Subcommittee's feedback. Otherwise, the full statement with the links can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
 - i. **(Policy: [Religious Holidays, Holy Days and Observances](#))** [Syllabus p. 10]
 - f. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement, which was

updated in July 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 9]

- g. Hedgecoth, Troyan; unanimously approved with **two contingencies** and *four recommendations*.
8. Design 6230 (new course)
- a. *Recommendation:* The Subcommittee recommends that the syllabus include a more detailed explanation of the WarmUp project as the other assignments have in their descriptions. The Subcommittee notes the reference to an assignment sheet for additional details, but still suggests including an additional sentence or two explaining the project. [Syllabus p. 4]
 - b. *Recommendation:* The Subcommittee asks that the department adjust the course number listed at the top of the first page of the syllabus, which currently refers to the course as Design 6250 instead of 6230.
 - c. *Recommendation:* The Subcommittee recommends that the department adjust the grade breakdown table, as the total number of points for the course currently adds up to 129 rather than the stated 100. [Syllabus p. 2]
 - d. *Recommendation:* The Subcommittee asks that the department ensure that the reference to the [Office of Institutional Equity](#) in the religious accommodations statement along with the policy at the end of the statement are hyperlinks. Please feel free to copy and paste these two links into the statement directly from the Subcommittee's feedback. Otherwise, the full statement with the links can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
 - i. **(Policy: [Religious Holidays, Holy Days and Observances](#))** [Syllabus p. 11]
 - e. Hedgecoth, Troyan; unanimously approved with *four recommendations*.
9. Design 6441 (new course)
- a. *Recommendation:* The Subcommittee notices that the syllabus states that this course is repeatable for up to 9 credits, which they note could potentially lead students to believe that this course can be taken once for up to 9 credits rather than repeated 3 times for 3 credits each time. The Subcommittee recommends altering this to simply reflect that the course is repeatable without laying out the credit hours to prevent student confusion. [Syllabus p. 1]
 - b. *Recommendation:* The Subcommittee asks that the department ensure that the reference to the [Office of Institutional Equity](#) in the religious accommodations statement is a hyperlink to the office's email. Additionally, the Subcommittee asks that the link below be added to the bottom of the religious accommodations statement, as it is a part of the required text. Please feel free to copy and paste these two links into the statement directly from the Subcommittee's feedback.

Otherwise, the full statement with the links can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

- i. **(Policy: [Religious Holidays, Holy Days and Observances](#))** [Syllabus p. 12]
- c. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement, which was updated in July 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 10]
- d. Hedgecoth, Troyan; unanimously approved with *three recommendations*.