

## ASCC Themes I Subcommittee

### Approved Minutes

Monday, Sept. 16<sup>th</sup>, 2024

2:00-3:30 PM

CarmenZoom

**Attendees:** Andridge, Downing, Kantor, Lower, Nagar, Soland, Steele

#### **Agenda:**

1. Approval of 9/3/24 minutes
  - a. Andridge, Soland; unanimously approved
2. Geography 3703 (new course requesting GEN Theme Lived Environments)
  - a. TAG
    - i. **Contingency:** The reviewing faculty request that the department give more information in the syllabus about the types of human thinking and practices that are affected by the artificial intelligence environment in relation to ELO 4.1, and how students will address this in the course.
    - ii. **Contingency:** The reviewing faculty request that the department provide more information in the syllabus about when and how students will engage with the different conventions, theories, and ideologies relevant to the lived environment of artificial intelligence in relation to ELO 4.3
    - iii. Approved with **two contingencies** (in bold above).
  - b. Themes
    - i. Comment: The reviewing faculty were excited to be given the opportunity to review such a timely course and feel it will be an excellent addition to the GEN curriculum.
    - ii. *Recommendation:* The reviewing faculty recommend that the department revise the statement on pg. 5 of the syllabus (under “How This Course Works – Credit Hours and Work Expectations”) that references “instructor content and Carmen activities” and “direct instruction”, as this phrasing generally refers to online, asynchronous courses. Instead, they suggest the following language or similar:

“This is a 3-credit-hour course. According to [Ohio State policy](#), students should expect to spend around 3 hours per week in class, in addition to 6 hours of homework (assigned texts, Carmen Canvas posts, writing assignments, discussion facilitations, etc.) to receive a passing grade.”
    - iii. *Recommendation:* The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 20), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
    - iv. Soland, Andridge; unanimously approved with *two recommendations* (in italics above) and one comment.

3. Religious Studies 3777 (new course requesting GEN Theme Health and Wellbeing)
  - a. TAG
    - i. Comment: The reviewing faculty thank the department for a course which is well-integrated with the theme, appropriate in its depth and scope, and serves the ELOs through the course assignments, activities, and assessments.
    - ii. Approved with one comment.
  - b. Themes
    - i. *Recommendation*: The reviewing faculty strongly recommend that the department re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2 under "Course Goals and Expected Learning Outcomes"). Since this is a 3-credit hour course, it does not, in and of itself, "satisfy the requirements for the General Education Theme: Health and Well-Being". As the requirement is for students to earn 4-6 credit hours in this category, stating that a single course satisfies the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as "For those students who are following the New General Education curriculum, Religious Studies 3777 is an approved course in the GEN Theme: Health and Wellbeing category". The reviewing faculty also note that these goals are not, in fact, *course* goals and ELOs, but rather the goals and ELOs of the GE category, so they also suggest that the heading be modified to reflect this.
    - ii. Andridge, Soland; unanimously approved with *one recommendation* (in italics above).
4. Religious Studies and NELC 3168 (new cross-listed courses requesting GEN Theme Traditions, Cultures, and Transformations)
  - a. TAG
    - i. **Contingency**: The reviewing faculty ask that the department provide more information in both the syllabus and the GEN Submission Form about the specific course assignments, activities and assessments that will help students to achieve and demonstrate their understanding of ELOs 3.1-3.4. While the committee notes that there is information about *what* students will learn, they are uncertain as to *how* students will acquire the knowledge/skills. They also offer the friendly observation that in the GEN submission form the explanation for ELO 3.3 seems to cut off mid-sentence, and they ask that this be completed.
    - ii. Approved with **one contingency** (in bold above).
  - b. Themes
    - i. **Contingency**: The reviewing faculty ask that the department list the goals and ELOs for the GEN Theme: Traditions, Cultures, and Transformations in their entirety on the syllabus (pp. 1-2). Currently, the ELOs associated with goals one and two are not found on the syllabus. The Goals and ELOs for all GEN categories are available in an easy-to-copy/paste format on the [ASC Curriculum and Assessment Services website](#).

- ii. *Recommendation*: The reviewing faculty recommend that the department make the fulfillment of ELO 2.2 more explicit in the syllabus. While they acknowledge that the nature of the course and its topic encourage self-reflection, they suggest that it be more present in the syllabus so that students understand that it is an integral part of the course. They offer the friendly suggestion that the more traditional evaluation of participation may be easier to assess and clearer to students.
    - iii. *Recommendation*: The reviewing faculty recommend that the department reconsider the evaluation of students' "willingness to learn" (syllabus, pp. 4,5) as this may be difficult to measure and assess and does not provide clear information to students about what they must do to earn this part of their grade.
    - iv. Soland, Andridge; unanimously approved with **one contingency** (in bold above), and *two recommendations* (in italics above).
- 5. Political Science 4139 and 4139E (existing courses requesting GEN Theme: Traditions, Cultures, and Transformations) (return)
  - a. TAG
    - i. Comment: The reviewing faculty found this course to have a wonderful diversity of readings/viewings and creative assignments.
    - ii. **Contingency**: The reviewing faculty ask that the department provide more information in the "Assessments" section on the GEN Submission form for ELOs 3.1-3.4 and 4.2. Specifically, they would like to see concrete examples of assignments, exam questions, topics for the reaction papers and/or other means by which students will meet these ELOs through the assignments. They note that the short statement made in response to ELO 4.1 ("Students conduct informational interviews to learn of others' experiences with guns.") provides an excellent example of a succinct statement that tells *what* students will learn and exactly *how* they will learn it.
    - iii. Approved with **one contingency** (in bold above) and one comment.
  - b. Themes
    - i. Comment: The reviewing faculty found this course to have a wonderful diversity of readings/listening materials/viewings and creative assignments.
    - ii. **Contingency**: The reviewing faculty did note that the department has made some written material available to students regarding the informational interviews. However, they still have significant concerns about this assignment. As the course will now be a general education course without any pre-requisites, it could be taken by students in their first or second semester on campus and/or by students in fields that do not train students on how to do this kind of research. Many students will enter into this assignment without any prior training in the social sciences, the collection of oral histories, research ethics, confidentiality, or participant consent. Therefore, the subcommittee asks that department provide more details about the assignment (including information about the length of the interviews, how interview participants will be identified, the format of the interviews, the recording and/or transcribing of

the interviews, etc.) and that the course calendar include time devoted to instructing students about methodology, confidentiality, consent, interviewer safety, how to handle interviewees emotional or traumatic responses, and other ethical issues associated with this kind of research. The reviewing faculty feel that this is especially important given the volatile and controversial nature of the course topic.

- iii. **Contingency:** The reviewing faculty ask that the department amend the GEN explanatory paragraph (syllabus, pg. 3) to include a clearer connection between the content of the course and the ELOs of the GEN category.
  - iv. Soland, Andridge; approved with **two contingencies** (in bold above) and one comment.
6. History 3552 (existing course with GEL Historical Study; requesting GEN Theme Traditions, Cultures, and Transformations)
- a. TAG
    - i. The reviewing faculty ask that the department provide more information in both the syllabus and the GEN Submission Form about the specific course assignments, activities and assessments that will help students to achieve and demonstrate their understanding of ELOs 3.1-4.2
    - ii. The reviewing faculty request that the department provide more information about how the course's topic is connected to the GEN Theme. They offer the friendly observation that the course could sharpen its focus conspicuously on the theme keywords, and concretize its objectives through ELO descriptions of student activities and assignments, which would show directly how course enrollees learn about the topics of the GEN category.
    - iii. The TAG declined to vote on the course
  - b. Themes
    - i. Tabled for time.