

ASCC Themes Subcommittee 1

Approved Minutes

Monday, October 28th, 2024

2:00 PM - 3:30 PM

CarmenZoom

Attendees: Andridge, Daly, Downing, Kantor, Nagar, Neff, Rehbeck, Søland, Steele, Vaessin

1. Approval of 10/14/2024 minutes
 - a. Andridge, Nagar; unanimously approved.
2. Anthropology 3310 (new course requesting GEN Theme Traditions, Cultures, and Transformations)
 - a. Theme Advisory Group: Traditions, Cultures, and Transformations
 - i. **Contingency:** The reviewing faculty request that the syllabus include a short explanatory paragraph beneath the Theme Goals and ELOs, describing how specific course assignments and activities will assess learning outcomes 3.1, 3.2, 4.1, and 4.2 in order to provide a clear framework for evaluation. The faculty also ask that this be more explicitly discussed in ELO descriptions 3.3, 4.1, and 4.2 in the GE worksheet. [Syllabus p. 2]
 - ii. **Contingency:** While the reviewing faculty acknowledge the relevance of the course to the current ecological crisis, they are concerned that the focus might be a bit narrow for a general education course. The reviewing faculty ask that the department expand the syllabus course description to include a few sentences about the broader significance of the course.
 - iii. Unanimously approved with **two contingencies.**
 - b. Themes Subcommittee
 - i. The reviewing faculty wish to communicate to the department that they consider this course to be highly engaging and believe that it will be of great interest to students.
 - ii. The reviewing faculty request that the syllabus include a short explanatory paragraph beneath the Theme Goals and ELOs, describing the course's alignment with more detail and more explicitly linking to assignments and activities to each Theme generic learning outcomes (1.1, 1.2, 2.1, and 2.2). [Syllabus p. 2]
 - iii. Currently, the reviewing faculty are uncertain if ELO 2.2 is fully met. It seems from the syllabus that students' development of sense of self as a learner relies heavily on the quizzes, which the faculty are not convinced will be sufficient to fulfill the ELO. To strengthen this aspect of the course, the reviewing faculty ask that the department add an assignment that is specifically designed to meet ELO 2.2 or provide

a clearer explanation of how it is being addressed in the existing course structure.

- iv. The reviewing faculty ask that the assessment methods of the course be reevaluated to sufficiently reflect the advanced level of the Themes. To enhance assessment strategy, it might be beneficial to consider attaching greater weight to the group activity assignments. Additionally, the reviewing faculty note that the assignment descriptions indicate that students are able to work with other classmates for the quizzes and that students will complete other assignments in groups. While collaboration is certainly valuable, the reviewing faculty would like to see individual assessments incorporated into the course.
 - v. The reviewing faculty ask that the meeting times be adjusted in the syllabus to reflect the typical twice weekly 80-minute meetings for a 3-credit hour course. [Syllabus p. 1]
 - vi. The reviewing faculty are unclear on how 138 points will earn students an A, or 92% and above, as the course is out of 200 points. They ask that the department offer an explanation to this or that they adjust the syllabus if it is simply a typo. [Syllabus p. 7]
 - vii. The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 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. 4]
 - viii. The reviewing faculty ask 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, they ask 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](#). Lastly, the reviewing faculty ask that the last paragraph ("students planning to use...") be removed from the statement. [Syllabus pp. 4-5]
 1. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
 - ix. Declined to vote.
3. History 2231 (existing course with GEL Historical Study, GEL Diversity—Global Studies, and GEN Foundation Historical and Cultural Studies; course previously approved for 100% DL; request to remove GEN Foundation Historical and Cultural Studies and replace with GEN Theme Traditions, Cultures, and Transformations)
 - a. Theme Advisory Group: Traditions, Cultures, and Transformations

- i. The reviewing faculty find this course to be intriguing and well-aligned with the overarching Theme and offer the following feedback in terms of the Theme ELOs.
 - ii. The reviewing faculty ask that the descriptions of the ELOs more adequately detail how students will engage and be assessed in terms of the Theme. While the descriptions are articulated eloquently, the reviewing faculty ask that they also center on activities or assignments that represent the application of student knowledge. [Syllabus pp. 5-8]
 - iii. Declined to vote.
- b. Themes Subcommittee
- i. **Contingency:** The reviewing faculty observe that students could potentially earn a C (or higher if they engage in extra credit opportunities) in the course without completing the research project. The reviewing faculty ask that the department address this concern, perhaps by including a clause in the syllabus stating that all assignments must be submitted in order to pass the course. This is particularly important as failing to complete this assignment will hinder students' ability to engage with Theme ELO 1.2. [Syllabus p. 10]
 - ii. *Recommendation:* The reviewing faculty are concerned with the removal of the prerequisite and encourage the department to consider reinstating the prerequisite or outlining how the course will teach the necessary skills that students were previously expected to have from the prerequisite. As an example, it cannot be assumed that students know how to make proper citations if they lack prior writing experience. The reviewing faculty suggest that the syllabus include information on resources available to students for skill development, such as the writing center or online tools.
 - iii. *Recommendation:* The reviewing faculty note that the ELO explanation has been copied and pasted from the GE form. While this is certainly acceptable, it is unnecessary, and the department might consider having a shorter version in the syllabus. [Syllabus pp. 5-8]
 - iv. *Recommendation:* The reviewing faculty recommend that the department remove the reference to Digital Flagship from the syllabus, as this initiative ended in 2023. [Syllabus pp. 9-10]
 - v. *Recommendation:* The reviewing faculty recommend that the department use the most recent version of the university's diversity statement if they wish to keep it in the syllabus. 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. 14]
 - vi. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the mental health statement if it wishes to keep the statement in the syllabus. The statement was updated to

include the new Suicide and Crisis Lifeline number. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 14-15]

- vii. Rehbeck, Andridge; unanimously approved with **one contingency** and *four recommendations*.
4. History 3307 (existing course with GEL Historical Study and GEL Diversity—Global Studies; requesting GEN Theme Health and Wellbeing)
- a. Theme Advisory Group: Health and Wellbeing
 - i. Comment: The reviewing faculty believe that this course will be an excellent addition to the Theme and appreciate the thoughtful incorporation of the Theme ELOs into the course and its well-designed assessments.
 - ii. Unanimously approved with one comment.
 - b. Themes Subcommittee
 - i. Comment: The reviewing faculty encourage the department to critically review the syllabus to remove typing errors.
 - ii. Comment: The reviewing faculty appreciate the explanation of the purpose of a syllabus and the role of office hours. They also value the insightful discussion on the concept of unlearning.
 - iii. Rehbeck, Søland; unanimously approved with two comments.
5. Anatomy 2150 (new course requesting GEN Theme Health and Wellbeing) (return)
- a. Theme Advisory Group: Health and Wellbeing
 - i. Comment: The reviewing faculty appreciate the unit's thoughtful incorporation of their previous feedback into the revision.
 - ii. *Recommendation*: The reviewing faculty recommend that the unit consider ELO 3.2 when designing the added unit reflection assignment. The current description is somewhat vague, and they encourage a more explicit connection to the ELO. [Syllabus p. 3, 5]
 - iii. Unanimously approved with one comment and *one recommendation*.
 - b. Themes Subcommittee
 - i. The reviewing faculty request that the unit seek concurrence with the Department of Evolution, Ecology and Organismal Biology.
 - ii. The reviewing faculty express concerns regarding the level of advancement of the course. For example, they note that the course solely relies on the textbook for reading, with no engagement with other primary or secondary sources. They are unsure that the course meets the appropriate level of academic rigor to sufficiently fulfill the Themes ELOs. The reviewing faculty ask that the unit reach out to Rebecca Andridge (andridge.1@osu.edu) to schedule a meeting to discuss what an advanced yet accessible Themes course should entail.
 - iii. The reviewing faculty struggle to discern the intended focus of the course. The weekly breakdown contains minimal references to pop

culture, leading one to believe that the course leans more towards a typical anatomy and physiology framework rather than engaging with pop culture, as the description suggests. The faculty ask that the unit clarify the course's objectives and incorporate more elements related to pop culture to align with its intended theme (in this case, the course theme of pop culture, not the GE Theme).

- iv. In terms of the ongoing statewide conversation regarding anatomy and physiology courses in relation to OT-36, the reviewing faculty emphasize the importance of ensuring that all stakeholders have a shared understanding of the course's objectives and limitations. For instance, can this course be used to satisfy an anatomy requirement for nursing students? It is essential that the syllabus explicitly outline what this course can or cannot be used to fulfill to avoid confusion among students.
- v. The reviewing faculty suggest that the unit remove the statement regarding cadaver material usage from the syllabus, as this does not seem to be applicable to the course. Including this statement may deter students who are uncomfortable with the idea and who enrolled under the impression that cadaver work would not be a part of the course. If such language is a standard requirement of all Division of Anatomy syllabi, the reviewing faculty suggest including a statement such as "if relevant to your course". [Syllabus p. 8]
- vi. 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](#). [Syllabus pp. 9-10]
 1. (Policy: [Religious Holidays, Holy Days and Observances](#))
- vii. Declined to vote.