

## ASCC Themes Subcommittee 2

### Approved Minutes

Thursday, September 5<sup>th</sup>, 2024

9:30 AM – 11:00 AM

CarmenZoom

**Attendees:** Babcock, Conroy, Cravens-Brown, Daly, Gregoire, Krok-Schoen, Neff, Ottesen, Steele, Tuxbury-Gleissner, Vankeerbergen

### Agenda

1. Approval of 8-22-24 minutes
  - a. Ottesen, Tuxbury-Gleissner; approved with one abstention.
2. History of Art 4240 (new course requesting GEN Theme Mobility, Migration, and Immobility)
  - a. Theme Advisory Group: Mobility, Migration, and Immobility
    - i. Approved.
  - b. Themes Subcommittee
    - i. *Recommendation:* The Subcommittee notes that the late work policy in the syllabus states 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. The Subcommittee recommends that the department remove the sentence that states the incorrect policy. [Syllabus p. 12]
    - ii. *Recommendation:* The Subcommittee recommends 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. 16]
    - iii. Tuxbury-Gleissner, Ottesen; unanimously approved with *two recommendations*.
3. Ethnic Studies & History of Art 3408 (new cross-listed courses requesting GEN Theme Migration, Mobility, and Immobility) (return) FULLY APPROVED BY TAG; ONLY NEEDS ASCC SUBCOMMITTEE VOTE
  - a. Themes Subcommittee
    - i. Comment: The Subcommittee is impressed by the instructor's level of engagement with the original feedback sent to the department and greatly appreciates the thoughtful changes made to the syllabus that were outlined in the detailed cover letter.
    - ii. *Recommendation:* The Subcommittee recommends 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](#). [Syllabi p. 6]

- iii. Gregoire, Ottesen; unanimously approved with one comment and *one recommendation*.
4. ENR 2210 (new course requesting GEN Theme Sustainability)
  - a. Themes Advisory Group: Sustainability
    - i. The reviewing faculty acknowledge the use of sustainability terminology in the syllabus, but they ask that the course engage students in the defining of sustainability as it pertains to the topics of the course.
    - ii. The reviewing faculty ask that the syllabus better connect the assignments and materials to the thematic focus and Theme specific ELOs (3.1, 3.2, and 3.3). For example, while the group assignments mention sustainable practices, additional context is needed to explain how these practices are relevant.
    - iii. Based on the title of the required text, the reviewing faculty are unable to see how it contributes to the Theme and ask for a brief explanation as to why this text was chosen and how it aligns with Sustainability. The reviewing faculty are also unclear on how the additional course readings establish a link between maple harvesting and sustainability, as most of them are noted as TBD. For example, how will students gain insight as to what constitutes sustainable practices?
    - iv. The GE submission form talks of inherent human-nature connections but does not take the next step to focus the view on the dimensions provided (e.g., environmental and earth systems, economy and governance, etc.), of which multiple are applicable. The reviewing faculty ask that this be refined to explicitly focus on one or more of these dimensions.
    - v. Declined to vote.
  - b. Themes Subcommittee
    - i. The Subcommittee is concerned that the course, at least in the context of the current syllabus, may not meet the advanced level necessary to satisfy the requirements of the Theme. To provide a better understanding of the level at which students will be engaging with the Theme through the assigned materials, the Subcommittee asks that the syllabus include the full list of assigned readings, incorporating materials that are a scholarly rather than practical exploration of the Theme.
    - ii. There are several elements referenced in the GE form that are not covered in the syllabus, such as the sharing and discussion of the reflective writings. For the Subcommittee to ensure that students will fully engage with these aspects of the course as they relate to the Theme, it is essential to integrate these explanations into the syllabus

as well. Currently, the Subcommittee is struggling to interpret how the course materials and assignments align with the Theme generic ELOs (1.1, 1.2, 2.1, 2.2). To address this, the Subcommittee asks that the syllabus outline how each component of the course (assignments, activities, assessments) is designed to support these learning outcomes.

- iii. The Subcommittee recommends 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 pp. 13-14]
  - iv. Declined to vote.
5. History 3700 (existing course with GEL Historical Study; requesting GEN Theme Sustainability)
- a. Theme Advisory Group: Sustainability
    - i. **Contingency:** The reviewing faculty are concerned that the course may assume an understanding of the Theme without providing sufficient critical reflection in the historical context. With this, since the Theme does not emerge as a conscious focus until later in the history, the reviewing faculty ask that the course incorporate reflection of the Theme early on in the course.
    - ii. Approved with **one contingency**.
  - b. Themes Subcommittee
    - i. *Recommendation:* The Subcommittee recommends that the syllabus outline how students are expected to engage in self-reflection within the context of the discussions in order to connect the assignment with ELO 2.2.
    - ii. *Recommendation:* The Subcommittee recommends 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 14]
    - iii. *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. [Syllabus p. 15]
    - iv. *Recommendation:* The Subcommittee recommends that the department remove the reference in the syllabus to Kellie Brennan as the Ohio State Title IX Coordinator, as she is no longer with the university. [Syllabus p. 13]
    - v. Gregoire, Tuxbury-Gleissner; unanimously approved with *four recommendations*.
6. ASC 3120 (new course requesting GEN Theme: Citizenship for a Diverse and Just World)

- a. Theme Advisory Group: Citizenship for a Diverse and Just World
  - i. **Contingency:** The reviewing faculty request that the assignment information that is included in the GE Theme form be included in the syllabus itself.
  - ii. Approved with **one contingency**.
- b. Themes Subcommittee
  - i. The Subcommittee requests that the unit include a brief explanatory paragraph following the Theme Goals and ELOs listed in the syllabus, describing how the course interacts with them through its materials, focus, activities, and assessments. [Syllabus p. 4]
  - ii. The Subcommittee is unable to fully review the syllabus as it is currently incomplete and asks that the syllabus be finalized and resubmitted to allow for a comprehensive evaluation of its alignment and engagement with the Theme Goals and ELOs. Much of what is discussed in the GE form is not included in the syllabus which, without a similar level of detail, is difficult to understand in terms of the Theme. The Subcommittee would like to see a complete list of course readings along with a clear connection between the Theme ELOs and each individual assignment, with special attention to reflective work that will be incorporated.
  - iii. The Subcommittee is uncertain as to the specific scholarly discipline that this course is rooted in. The Subcommittee asks that the disciplinary framework that supports this course be made clear for the sake of context of the course content.
  - iv. The Subcommittee notes a need for a distinction between self-reflection activities and summative assessments such as papers. To interact with and support the Theme ELO 2.2, the Subcommittee asks that the course provide more opportunity for students to self-reflect.
  - v. With 60% of students' grades dependent on assignments related to the e-book chapter, the Subcommittee notes that there are not many ways that students can earn their grade and recommends that the unit consider distributing the graded components of the course more evenly. [Syllabus pp. 7-8]
  - vi. The Subcommittee suggests that the unit move the participation expectations policy away from COVID-19, as a more generic respiratory policy has recently circulated, found [here](#). [Syllabus p. 5]
  - vii. The Subcommittee recommends 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. 5]

- viii. The Subcommittee recommends that the department remove the reference in the syllabus to Kellie Brennan as the Ohio State Title IX Coordinator, as she is no longer with the university. [Syllabus p. 17]
  - ix. Declined to vote.
7. Sociology 4791S (new course requesting GEN Theme Citizenship for a Diverse and Just World **with Service-Learning High Impact Practice**)
- a. Theme Advisory Group: Citizenship for a Diverse and Just World
    - i. The reviewing faculty request that the Theme specific ELOs (3.1, 3.2, 4.1, 4.2) be clearly and consistently integrated through the course content, assignments, and activities with specific examples and explanations. For example, providing conceptual frameworks such as how the in-group/out-group dynamics can illuminate issues of citizenship, inclusion, and exclusion within the contexts of genocide would offer a foundational link to the Theme.
    - ii. Declined to vote.
  - b. Themes Subcommittee
    - i. The Subcommittee is not entirely certain on how the High-Impact Practice is integrated into the course, particularly in terms of how students should allocate their time for activities related to the HIP.
    - ii. The Subcommittee requests that the syllabus make the deliverables and steps for the capstone project clear, including deadlines and detailed descriptions of each stage of the project.
    - iii. The Subcommittee requests that the assignments be designed to interact with or reflect on the Theme and that the syllabus describe these connections in terms of the Theme generic ELOs (1.1, 1.2, 2.1, 2.2), as there is currently no evidence in the syllabus of students actively engaging with the Theme in completing the assignments for the course.
    - iv. The Subcommittee notes that page two of the syllabus mentions that this is an Education Abroad course and asks that the department correct this to instead reflect the Service-Learning High-Impact Practice.
    - v. The Subcommittee recommends 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. 15]
    - vi. Declined to vote.
8. Classics and History 3224 (new courses requesting GEN Theme Citizenship for a Diverse and Just World) NOTE: NO LONGER REQUESTING GEN Theme Traditions, Cultures, and Transformations) (return)
- a. Theme Advisory Group: Citizenship for a Diverse and Just World

- i. *Recommendation*: The reviewing faculty appreciate the updates made to the syllabus, and also recommend that the departments remove the information regarding the Theme Traditions, Cultures and Transformations from the syllabus.
    - ii. *Approved with one recommendation.*
  - b. Themes Subcommittee
    - i. **Contingency**: The Subcommittee requests that the departments ensure that the Theme, particularly the “Diverse and Just” perspectives, be consistently integrated throughout all course activities and assessments, including the midterm exam. For example, midterm questions should require to students to apply concepts related to the Theme.
    - ii. **Contingency**: The Subcommittee requests that the department remove the Traditions, Cultures and Transformations Goals and ELOs along with additional references to the TCT Theme from the syllabus. [Syllabus pp. 4-6]
    - iii. **Contingency**: The Subcommittee requests that the department add the required religious accommodations statement into the syllabus. The Arts and Sciences Curriculum Committee has updated the list of required syllabus statements for all syllabi to include a statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). Please note that the link to religious holidays, holy days and observances at the end of the statement is also required to be included in the syllabus.
    - iv. *Recommendation*: The Subcommittee recommends 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. 8]
    - v. Gregoire, Ottesen; unanimously approved with **three contingencies** and *one recommendation*.
- 9. Religious Studies 4370 (new course requesting GEN Theme Citizenship for a Diverse and Just World **with Research and Creative Inquiry HIP**)
  - a. Tabled.