

ASCC Themes Subcommittee 2

Approved Minutes

Thursday, September 19th, 2024

9:30 AM – 11:00 AM

CarmenZoom

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

1. Approval of 9-5-24 minutes
 - a. Gregoire, Palazzi; unanimously approved.
2. Discussion of Revisions to Philosophy 2332.02
 - a. Upon review of the revision regarding the public research aspect of the course, the Subcommittee agrees that there is still room to be clearer in the syllabus and that the revision has not fully satisfied the previous contingency to fully tie this into the course. It does not appear that the grading system has been updated to include how this portion of the requirement will be ensured, monitored, assessed, and graded. Given this, the Subcommittee asks that the "reach beyond the classroom" component of the course be more fully explicated in the syllabus, so that students fully understand the criterion, its importance, how it will be assessed/evaluated, and actions they need to take to accomplish this criterion.
 - b. The Subcommittee had a thoughtful conversation about privacy concerns that come with the HIP requirement to reach beyond the classroom. To ensure that students' privacy is being protected when they post their work publicly, the Subcommittee asks the department to consider providing a temporary database option, an opt in process for a permanent database (especially for the commenting feature), or by making students' submissions anonymous.
3. Religious Studies 4370 (new course requesting GEN Theme Citizenship for a Diverse and Just World with Research and Creative Inquiry HIP) (tabled from last time)
 - a. Theme Advisory Group: Citizenship for a Diverse and Just World
 - i. The reviewing faculty appreciate the weekly guiding questions, but struggle to see the connection to citizenship, diversity, and justice rather than a narrower focus of different religions in Ohio which does not fully address the Citizenship Theme and ELOs. The reviewing faculty believe that this course could be a better fit in the Traditions, Cultures, and Transformations Theme.
 - ii. Declined to vote.
 - b. Themes Subcommittee
 - i. The reviewing faculty agree with the TAG that the Citizenship Theme is not effectively woven into the course. They ask to see engagement and reflection of the Theme and ELOs integrated into the assignments in the syllabus to connect students meaningfully to the Theme.

- ii. When considering the required site visits to religious spaces and communities, the reviewing faculty ask that messaging be built into the syllabus that is responsive and reassuring to the rising incidents of violence that have occurred in these spaces.
 - iii. The reviewing faculty notice that the number of required site visits seems to be missing from the syllabus, which says on the first page that the class will require at least [?] site visits.
 - iv. 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 the link into the statement directly from the Subcommittee's feedback. Otherwise, the full statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 6]
 - i. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
 - v. 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. 6]
 - vi. 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. 5-6]
 - vii. The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 6-7]
 - viii. Declined to vote.
4. International Studies 2800 (existing course with GEL Social Science—Organizations and Politics, GEL Diversity—Global Studies, and GEN Foundation Social and Behavioral Sciences; previously approved for 100% DL; request to remove all three existing GEL/GEN categories and replace with 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 appreciate the thoughtful rationale regarding citizenship but note that the readings primarily focus on war and peace rather than the Theme itself. They request that the readings and lectures more explicitly address the Theme and the Theme specific ELOs (3.1, 3.2, 4.1, & 4.2).
 - ii. **Contingency:** The reviewing faculty note that while the weekly summaries in the course schedule touch on how the course materials align with the Theme and ELOs, the information about the content itself is somewhat limited. To enhance clarity, the reviewing faculty ask that the

syllabus connect the lectures, assignments, and readings in the course calendar to the Theme specific ELOs (3.1, 3.2, 4.1, & 4.2) by outlining how each session's materials contribute to understanding and reflection of the principles of citizenship, diversity, and justice in the broader context of war and peace. [Syllabus pp. 13-20]

iii. Unanimously approved with **two contingencies**.

b. Themes Subcommittee

i. **Contingency:** The reviewing faculty echo the TAG and ask that the Theme be more explicitly built into the lectures, readings, and assignments.

ii. **Contingency:** The reviewing faculty ask that ELO 2.2 be woven into the course more effectively as many of the activities meant to fulfill this do not actually involve reflection but rather pertain to learning content.

iii. *Recommendation:* The reviewing faculty notice that the following sentence has been left in the box for Theme Goal 1 and needs removed: Please briefly identify the ways in which this course represents an advanced study of the focal theme. [Syllabus p. 2]

iv. *Recommendation:* 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 pp. 11-12]

v. *Recommendation:* If it is not simply leftover language that needs removed, the reviewing faculty recommend that the in-person syllabus clarify whether the recorded and uploaded lectures are intended for students who miss lecture. [Syllabus p. 4]

vi. Tuxbury-Gleissner, Gregoire; unanimously approved with **two contingencies** and *three recommendations*.

5. Philosophy 2344 (existing course requesting GEN Theme Citizenship for a Diverse and Just World)

a. Theme Advisory Group: Citizenship for a Diverse and Just World

i. The reviewing faculty ask that the general education information provided at the end of the syllabus more sufficiently explain the course's connections to the Theme specific ELOs (3.1, 3.2, 4.1, & 4.2). [Syllabus pp. 11-13]

ii. The reviewing faculty request that the information in the GE worksheet be included in the syllabus so that students are able to see the alignment of the course content with the Theme ELOs.

iii. Currently, only week 7 addresses citizenship as a topic. The reviewing faculty ask that the topic of Theme be fully integrated into the course throughout the entire semester and that the course calendar be expanded with more detailed information about what students will be spending their

time on during each class session to better display the structure of the course. [Syllabus pp. 5-6]

iv. Declined to vote.

b. Themes Subcommittee

- i. For Theme ELO 1.1, while students are applying critical thinking skills to their assignments and are benefitting from scaffolded tasks, there is a need for a stronger focus on how the elements of each assignment relate to the Theme. Rather than referencing words that are key to the Theme, it would be better that the syllabus expand on *how* students will be actively engaging with the Theme through the assignments and activities. For example, the reviewing faculty request that the topic descriptions of the two research reports help guide students' research to focus on the Theme.
- ii. The reviewing faculty ask that the department ensure that the course description in curriculum.osu.edu aligns closely with the one in the syllabus so that the core elements and Theme are highlighted to students when they read the course description in the catalog.
- iii. The reviewing faculty note that the total number of points comes out to 121 rather than the stated 106 and asks that the department correct this in the grade breakdown and in the grade scale. [Syllabus pp. 4, 8]
- iv. The reviewing faculty ask the department to consider which assignments are eligible for students to drop, as it is crucial that the dropped assignments not include those that directly relate to the Theme and its ELOs. If students are not required to complete all of the course assignments, the reviewing faculty want to make sure that they cannot get through the course without engaging every aspect of the Theme.
- v. For the purpose of transparency, the reviewing faculty ask that the grading of participation be based on specific criteria rather than relying on subjective assessment or memory of students' performance. Additionally, the current absence policy states that there are *about* 3 allowed absences which suggests that this number is not concrete. [Syllabus p. 2]
- vi. The reviewing faculty ask that the structure of the participation grade be clarified, as it currently is stated that students should give themselves 6 additional points for very regular participation. Is this in addition to the total number of points or is it included? The use of the word additional makes this slightly unclear. [Syllabus p. 2]
- vii. 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]
- i. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
 - viii. 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. 9]
 - ix. The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 10]
 - x. Declined to vote.
6. WGSS 4403 (existing course requesting GEN Theme Citizenship for a Diverse and Just World) (return) FULLY APPROVED BY TAG; ONLY NEEDS ASCC THEMES SUBCOMMITTEE VOTE
- a. Comment: The Subcommittee suggests that the department remove the reference to graduate advising on page 10 of the syllabus and replace it with information regarding undergraduate advising since this is an undergraduate course.
 - b. *Recommendation*: The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 11]
 - c. Palazzi, Gregoire; unanimously approved with one comment and *one recommendation*.
7. Anthropology 5525 (new course requesting GEN Theme: Citizenship for a Diverse and Just World with Research and Creative Inquiry High Impact Practice) (return)
- a. Theme Advisory Group: Citizenship for a Diverse and Just World
 - i. The reviewing faculty note and appreciate the cover letter and rationale provided in the resubmission but ask that the previous feedback still be addressed in the syllabus.
 - b. Themes Subcommittee
 - i. The reviewing faculty echo the TAG and ask that the original feedback still be addressed.
 - ii. The reviewing faculty notice that the course description and course content in curriculum.osu.edu do not mention the Theme, which is important not only for future instructors to recognize this as a Themes course, but also for students who will see this course description in the catalog.
 - iii. 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. 27]

- iv. The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 28]
 - v. Declined to vote.
8. History 3570 (existing course with GEL Historical Studies, GEL Diversity—Global Studies, GEN Foundation Historical and Cultural Studies, and previously approved for 100% DL; requesting to remove GEN Foundation Historical and Cultural Studies and instead add 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 would like to see concrete examples in the syllabus of how the Theme is integrated into the quizzes and discussion boards to foster deeper engagement—for example, asking students to reflect on the implications of living under occupation or how the concepts of citizenship during WWII compare to those seen today. [Syllabus p. 8]
 - ii. **Contingency:** The reviewing faculty note that the guidelines for the research essay assignments *encourage* students to explore citizenship and nationalism and ask that the department make this a *required* element of the assignments to ensure engagement with the Theme. Additionally, the reviewing faculty suggest that the department consider incorporating competencies related to justice and diversity, equity, and inclusion as they align with the Theme. [Syllabus p. 9]
 - iii. Unanimously approved with **two contingencies**.
 - b. Themes Subcommittee
 - i. The reviewing faculty appreciate the opportunity to review this promising course and offers the following feedback in hopes of strengthening its connection with the Theme.
 - ii. The reviewing faculty are unsure whether the assignments are sufficiently advanced and scholarly, particularly in their engagement with the Theme. For example, the reviewing faculty struggle to see how the current design of the quizzes will engage students on a deep intellectual level in order to meet the ELOs. They would like to see the quiz content grapple with the Theme rather than focusing primarily on the facts. The department might consider including example questions and prompts that illustrate how student will do this in the quizzes. [Syllabus p. 8]
 - iii. The reviewing faculty would like to see explicit integration of the concept of citizenship throughout the course. While war certainly is a condition that heavily influences citizenship, this connection may not apply in every aspect (i.e., this connection should not be assumed). Therefore, the reviewing faculty ask that the department clarify the connection of war

and occupation to citizenship and incorporate exploration of the nuances of citizenship in the course, including perspectives that challenge the assumption that war is inherently relevant to the Theme.

- iv. The reviewing faculty agree with the feedback of the TAG regarding requiring interaction with Theme as an element of the essay assignments. [Syllabus p. 9]
 - v. 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. 11]
 - vi. 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 p. 12]
 - vii. 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. 11]
 - viii. The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 12]
 - ix. Declined to vote.
9. Ethnic Studies 3572 (new course requesting GEN Theme Migration, Mobility, and Immobility) AT RESUBMISSION COURSE NO LONGER ASKED FOR CITIZENSHIP, ONLY MMI. FULLY APPROVED BY MMI TAG; ONLY NEEDS ASSC THEMES SUBCOMMITTEE VOTE
- a. Comment: The Subcommittee appreciates the department's willingness to address the previous feedback and also acknowledges the thoughtful language included in the syllabus regarding tone and civility in discussions.
 - b. *Recommendation*: The Subcommittee sees an opportunity to outright claim the word "immobility" throughout the syllabus. The syllabus touches on issues of migration and the disparities in movement, and explicitly tying this to immobility could only deepen students' understanding of the Theme concepts.
 - c. *Recommendation*: The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 20]
 - d. Ottesen, Gregoire; unanimously approved with one comment and *two recommendations*.

10. History 3500 (existing course with GEL Historical Study; requesting GEN Theme Migration, Mobility, and Immobility)
- a. Theme Advisory Group: Migration, Mobility, and Immobility
 - i. **Contingency:** The reviewing faculty ask that the assignments (e.g., the political cartoon assignment, the final, and midterm) demonstrate explicit connections to the Theme specific ELOs (3.1, 3.2, 4.1, & 4.2). For example, only some of the provided possible essay questions have a strong connection to the Theme so depending on students' selections, they might not have strong experiences engaging the Theme.
 - ii. Unanimously approved with **one contingency**.
 - b. Themes Subcommittee
 - i. **Contingency:** The Subcommittee echoes the TAG that students should not be able to complete the course assignments without engaging with the Theme. The reviewing faculty appreciate the political cartoon assignment, which has great potential for Theme engagement with clearer guidance on connections.
 - ii. **Contingency:** The Subcommittee requests that ELO 2.1 be more clearly met in the syllabus, as there currently seems to be a lack of opportunity for students to make personal connections to their learning experiences within the context of the Theme. Additionally, the reviewing faculty ask that the department address ELO 2.2 in the syllabus by incorporating metacognitive components to encourage students to reflect on their learning processes in terms of the Theme.
 - iii. *Recommendation:* 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. 11]
 - iv. *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 p. 13]
 - v. *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. 11]
 - vi. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the suggested diversity statement, which can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 11-12]

- vii. Ottesen, Palazzi; unanimously approved with **two contingencies** and *four recommendations*.