

ASCC Themes Subcommittee 2

Approved Minutes

Thursday, October 17th, 2024

9:30 AM – 11:00 AM

CarmenZoom

Attendees: Cravens-Brown, Daly, Gregoire, Neff, Ottesen, Palazzi, Sanchez Loza, Steele, Tuxbury-Gleissner, Vankeerbergen

Agenda

1. Approval of 10/3/24 minutes
 - a. Ottesen, Palazzi; unanimously approved.
2. Theatre 3712 (new course requesting GEN Theme Citizenship for a Diverse and Just World)
 - a. Theme Advisory Group: Citizenship for a Diverse and Just World
 - i. Unanimously approved.
 - b. Themes Subcommittee
 - i. **Contingency:** The reviewing faculty request that the department weave the Theme into the assignments more explicitly. For example, the reviewing faculty ask that the department revise the descriptions of the final project and the reading/viewing response templates to clearly outline how the Theme will be a required element. This is necessary for students to understand the practical application of each Theme aspect (citizenship, diversity, and justice) in their assignments in order to sufficiently satisfy ELO 2.1. [Syllabus pp. 6-7]
 - ii. **Contingency:** The reviewing faculty ask that department modify the discussion post and project example texts provided in the syllabus to better demonstrate how students can center their work around the Theme. The department might consider revising the current samples or opting for alternative samples that illustrate how to synthesize each aspect of the Theme in students' writing. [Syllabus pp. 5, 7]
 - iii. *Recommendation:* The reviewing faculty recommend that the department use the most recent version of the university's recently updated 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. 9]
 - iv. Ottesen, Tuxbury-Gleissner; unanimously approved with **two contingencies** and *one recommendation*.
3. Islamic Studies 3205 (existing course with GEL Cultures and Ideas, GEL Diversity Global Studies, and GEN Foundation Historical and Cultural Studies; request to remove GEL Cultures and Ideas and GEN Foundation Historical and Cultural Studies & replace with GEN Theme Citizenship for a Diverse and Just World with Research and Inquiry High Impact Practice)

- a. Theme Advisory group: Citizenship for a Diverse and Just World
 - i. Unanimously approved.
- b. Themes Subcommittee
 - i. **Contingency:** The reviewing faculty request that the course meeting times be clearly outlined in the syllabus to show that the course is satisfying the credit hour requirement. A 4-credit hour course needs to meet at least 220 minutes per week. The current syllabus does not make it clear whether this is indeed happening. If the course meets twice a week, each meeting should be 110 minutes long. (On the other hand, should the department wish to only address the contingencies in order for this course to be approved as a *3-credit* Theme course *without* the HIP aspect, the course should meet for at least 160 minutes per week in order to operate as a 3-credit Themes course. If the department chooses to go this route for approval, which would lead to syllabus and course structure changes, the Subcommittee requests that the department continue to demonstrate through the syllabus that the course can effectively function as an advanced, 3 credit hour Theme course without the HIP elements.)
 - ii. **Contingency:** The reviewing faculty ask that Theme generic ELO 2.2 be more wholly linked to the assignments within the course. For students to successfully fulfill this ELO, it is crucial that the course include clear reflection components that emphasize the development of students' understanding of citizenship as learners rather than reflection upon the methods of the research process itself.
 - iii. **Contingency:** The reviewing faculty note that there are two weeks (week 1 and 14) in the course where there are no assigned readings, which raises concerns about how the course can be perceived as an advanced Themes course. The reviewing faculty ask the department to address this by integrating relevant readings or materials into these weeks in order to maintain the rigor of the Theme expectations and to meet Theme generic ELO 1.2.
 - iv. **Recommendation:** The reviewing faculty recommend that the department use the most recent version of the mental health statement if they wish 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. 15]
 - v. **Recommendation:** The reviewing faculty recommend 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 this link 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 p. 16]

- i. **(Policy: Religious Holidays, Holy Days and Observances)**
 - vi. *Recommendation:* The reviewing faculty recommend that the department use the most recent version of the university's recently updated 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. 16]
 - vii. Gregoire, Palazzi; unanimously approved with **three contingencies** and *three recommendations*.
- c. High-Impact Practice: Research and Creative Inquiry
 - i. The reviewing faculty are unclear on the structure of the weekly meetings and asks that the department clarify how the meetings will remain engaging during weeks when less content is being covered (e.g., presentations weeks when listening to presentations is not enough to justify the HIP). The department might consider structuring the course with an additional class meeting focused specifically on the High-Impact Practice aspect (in addition to the two regular weekly meetings). While this course appears to offer a robust 3 credit hour experience with a wonderful research paper, the additional hour dedicated to research training is not evident in its current structure.
 - ii. The reviewing faculty ask that the department provide clarity on how the meeting times for this 4-credit course will be allocated. Specifically, how long will the weekly day 1 and 2 meetings last? Will they extend beyond the typical 80 minutes? The total class time per week should amount to approximately 220 minutes and this should be clearly defined in the syllabus.
 - iii. The reviewing faculty struggle to view the use of the library as adequately meeting the scaffolding and mentoring component of the HIP, as this seems to be a more foundational skill rather than aligning with the advanced level of HIP Themes courses—in this particular case a more advanced Research and Creative Inquiry experience. The reviewing faculty ask that the department revisit this to ensure that the course is incorporating the appropriate level of advanced research.
 - iv. The reviewing faculty note that there are two weeks (week 1 and 14) in the course where there are no assigned readings, which raises concerns about how the course can be perceived as an advanced Themes course. The reviewing faculty encourage the department to address this by integrating relevant readings or materials into these weeks in order to maintain the rigor of the Theme expectations and to meet Theme generic ELO 1.2.
 - v. Declined to vote on the HIP request.
- 4. ASC 3120 (new course requesting GEN Theme: Citizenship for a Diverse and Just World) (return) FULLY APPROVED BY TAG; ONLY NEEDS ASCC THEMES VOTE
 - a. The reviewing faculty wish to communicate to the course developers that they view the content of this course to be extremely important, promising, and

intriguing to students. They appreciate the significant work that the unit has put into revising this course and do believe that the core elements are present. The reviewing faculty offer the following feedback in hopes of enhancing the organization of the syllabus and mechanics of the course to support the unit in achieving success.

- b. The reviewing faculty struggle to find clarity in the syllabus, as there does not seem to be a cohesive path that the course topics follow. Along those lines, with a total of 33 assignments spread over 14 weeks, it may be challenging for students to navigate the course effectively (especially since each topic does not seem to build upon the last). The reviewing faculty ask that the assignments include more specificity and more clearly connect to the Theme, with descriptions guiding students on how to engage with the Theme rather than outlining actions. They encourage the unit to reach out to the Chair of the Themes Subcommittee 2, Lisa Cravens-Brown (cravens-brown.1@osu.edu) to schedule a meeting to discuss how this feedback can best be addressed. The reviewing faculty are eager to get this course back on the agenda for review and the Chair of the Subcommittee will gladly meet with the unit as soon as possible to further discuss the provided feedback.
- c. The reviewing faculty apologize that this was not noticed during previous review of the course, but they note that there is a minor mistake on the concurrence form that was sent to the College of Social Work. The form indicates that it was sent to the department of Sociology while it was indeed sent to and signed by Social Work. While it is apparent that this is simply a typo, the reviewing faculty encourage the unit to make this simple fix as it is something that could be flagged at OAA.
- d. The reviewing faculty note that this version of the syllabus includes a different religious accommodations statement than the previous submission. They ask that the unit use the version of the statement that is found on the [Arts and Sciences Curriculum and Assessment Services website](#) in the syllabus. 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 (that is the link itself, not the text found on the linked page). Additionally, the reviewing faculty ask that the unit 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. 20]
- e. The reviewing faculty recommend that the department use the most recent version of the university's recently updated 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. 19]
- f. Declined to vote.