

ASCC Themes II Subcommittee

Approved Minutes

Thursday, October 31st, 2024

9:30AM – 11:00AM

CarmenZoom

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

- 1) Approval of 10/17/2024 Minutes
 - Gregoire, Palazzi, **unanimously approved**
- 2) History and Jewish Studies 2453 (existing cross-listed courses with GEL Historical Studies & GEN Foundation: Historical and Cultural Studies; requesting to remove GEN Foundation: Historical and Cultural Studies and add GEN Theme: Migration, Mobility, and Immobility)
 - Theme Advisory Group: Migration, Mobility, and Immobility
 - *The reviewing faculty recommend clarifying to students what constitutes a “passing grade”, as referenced when the syllabus states, “Students who miss more than 10 classes will not receive a passing grade” (found on page 5 of the syllabus underneath the “Attendance” section). They believe it would be beneficial to students to clarify what constitutes a non-passing grade in this circumstance.*
 - **Approved** with *one recommendation* (in italics above)
 - Themes Subcommittee
 - **The reviewing faculty note that on page 2 of the syllabus, underneath “General education goals and expected learning outcomes”, it is listed that this course holds Legacy GE: Cultures and Ideas status. This course has never been approved under the Cultures and Ideas category and therefore this should be removed.**
 - **The reviewing faculty ask that, within the assignment descriptions for Analytical Essay I and Analytical Essay II (as found on pages 6-7 of the course syllabus), it be more explicitly stated how students will be expected to engage with all three**

concepts of the Theme (Migration, Mobility, and Immobility). Currently, from the information displayed within the course syllabus, they are unclear how students will be able to engage with all three concepts of the Theme. They ask for this information as, according to the GE form submitted, this is how the course will allow students to meet ELO 2.1.

- The reviewing faculty would like to see more information in the course syllabus surrounding how students will engage in developing a sense of self as a learner through reflection (as required by GEN Theme ELO 2.2). Specifically, they are unsure how this ELO will be demonstrated and measured throughout the course (including within the course assessments).
- The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
- *The reviewing faculty recommend updating the mental health statement (found on pages 8-9 of the course syllabus), as the National Suicide Hotline number has changed. The most up-to-date statement can be found on the [ASC Curriculum and Assessment Services website](#).*
- Ottesen, Palazzi, **unanimously approved** with **four contingencies** (in bold above), and *one recommendation* (in italics above)

3) History 2201 (existing course with GEL Historical Studies & GEN Foundation: Historical and Cultural Studies; requesting to remove GEN Foundation: Historical and Cultural Studies and instead add GEN Theme: Citizenship for a Diverse and Just World)

- Theme Advisory Group: Citizenship for a Diverse and Just World
 - **Approved**
- Themes Subcommittee
 - **The reviewing faculty request clarification of how each course activity will engage all components of the theme such that it will be both apparent to students and impossible for students to engage in the course without engaging theme constructs. While they recognize that there is a brief explanation underneath each assignment type (as found on pages 8-13 of the syllabus), they are still concerned about how the course assessments will be utilized to meet the ELOs.**
 - **The reviewing faculty request that activities meant to address ELO 2.2 (self-as-learner) be clarified such that it is clear to**

students how these will be administered and evaluated within the course. The reviewing faculty recognize and encourage this self-reflection aspect to take many forms, but offer the following examples to help guide the course instructor as they decide how to best implement this ELO into their course assessments:

- Provide additional opportunities within the final paper (as discussed on pages 12-13 of the syllabus) to reflect upon their experiences learning throughout the course.
 - Provide prompts in the beginning-, middle-, and end-of course discussion board assignments (as discussed on pages 8-10 of the course syllabus) that provide students with an opportunity to reflect upon what they are hoping to learn, how their worldview has changed over the course of the semester, what they have learned within the course and how this relates to the GEN Theme category, etc.
 - The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
 - *The reviewing faculty recommend proofreading through the course syllabus prior to it being distributed to students, as they found a few small typos.*
 - *The reviewing faculty recommend updating the diversity statement (found on page 17 of the syllabus), as it was recently updated for the 2024-2025 academic year. The most up-to-date statement can be found on the [ASC Curriculum and Assessment Services website](#).*
 - Ottesen, Tuxbury-Gleissner, **unanimously approved** with three contingencies (in bold above) and *two recommendations* (in italics above)
- 4) CSHSPMG & CSFRST 3330 (existing cross-listed courses requesting GEN Theme: Sustainability)
- Theme Advisory Group: Sustainability
 - **The reviewing faculty ask that the instructor please provide additional details regarding the course assignments' relationship to the Theme (as discussed on pages 5-6 of the syllabus). They are unsure how the course assessments will be used to meet Goal 3 and its corresponding ELOs.**
 - **The reviewing faculty ask whether the Paulins & Hillery text *Ethics in the Fashion Industry (2nd edition)* will be utilized to meet**

any of the GEN Theme ELOs and how this text fits within the GEN Theme.

- **The reviewing faculty would like to see how students will be guided on solutions as they work through their social impact business model assignment. The faculty are unable to see how the potential solutions will be engaging with the GEN Theme and would like more information, especially in the assignment description (as found on page 5 of the syllabus).**
- *The reviewing faculty recommend further describing within the course syllabus how the proposal will be engaging students in the dimensions of sustainability (human-natural systems, environmental and earth systems, economy and governance, society and culture, engineer, technology and design, and health and well-being), especially given that many of these dimensions have explicit connections to the course content presented.*
- **Approved with three contingencies** (in bold above) and *one recommendation* (in italics above)
- Themes Subcommittee
 - The reviewing faculty are unsure how the course will be an advanced, scholarly exploration of the GEN Theme category, as required by GEN Theme ELO 1.2. They would like further information on how the course materials and assessments will engage students in this scholarly, advanced exploration and how the course will be an advanced study of the GEN Theme.
 - The reviewing faculty are unsure how the course assessments and readings will allow students to meet ELO 2.2, which asks that students develop a sense of self as learners through reflection. They would like to see how this ELO will be demonstrated and assessed, as well as how the instructor will be evaluating if students are successfully engaging in this self-reflection.
 - The reviewing faculty recommend that the course instructor utilize the most up-to-date [syllabus statements as approved by the Office of Undergraduate Education](#), such as the Student Life Disability Services statement (pages 11-12), Diversity statement (page 13), and the Religious Accommodations statement (as the policy link statement was erroneously deleted) (page 14).
 - The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.

- **Declined to vote**