

ASCC Themes Subcommittee 2

Approved Minutes

Thursday, December 12th, 2024

9:30 AM – 11:00 AM

CarmenZoom

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

Agenda

1. Approval of 11/14/24 minutes
 - a. Addendum: Tuxbury-Gleissner did not attend discussion of Slavic 3321 and German, Slavic, and South Asia Studies 3456, as per chair's request.
 - b. Ottesen, Palazzi; unanimously approved.
2. History 3252 (existing course with GEL Historical Studies and GEL Diversity-Global Studies; requesting GEN Theme Migration, Mobility and Immobility)
 - a. Theme Advisory Group: Migration, Mobility and Immobility
 - i. *Recommendation:* The reviewing faculty recommend that students be more clearly prompted and directed to critically engage with the Theme as they complete the long essays. [Syllabus pp. 5-7]
 - ii. *Recommendation:* The reviewing faculty recommend that the weekly calendar more explicitly outline how students are exploring the Theme in each week or course session. [Syllabus pp. 7-8]
 - iii. Unanimously approved with *two recommendations*.
 - b. Themes Subcommittee
 - i. Comment: The reviewing faculty acknowledge the instructor's commitment to providing feedback to students throughout the course and offer the friendly reminder of the importance of feedback at key decision points in the semester (e.g., before the course drop deadline). Since students will not receive a grade until the end of the semester, this will simply ensure that they have sufficient opportunity to gauge their academic performance and seek assistance if necessary.
 - ii. **Contingency:** The reviewing faculty note that the film analysis and lesson plan paper options appear to be less aligned with Theme ELOs compared to the other assignment options. To ensure that students meaningfully engage with the Theme regardless of the prompt they choose, the reviewing faculty ask that every option be structured with an explicit connection to the Theme and clear guidelines for how students should integrate the Theme into their writing. [Syllabus p. 6]
 - iii. *Recommendation:* The reviewing faculty recommend revising the language before the Theme goals and ELOs from this course "fulfills the general requirements and expected learning outcomes" to "fulfills the goals and expected learning outcomes" of the Theme. The course does not

fully satisfy the credit hour requirements for the Theme category and language that might suggest this single class fulfills the entire category could confuse students. [Syllabus p. 1]

- iv. *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 the link into the statement directly from the feedback. Otherwise, the full statement with the link can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 9]
 1. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
 - 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 pp. 9-10]
 - vi. Palazzi, Tuxbury-Gleissner; unanimously approved with one comment, **one contingency**, and *three recommendations*.
3. Comparative Studies 4597.02 (existing course with GEL Diversity—Global Studies & GEL Cross-Disciplinary Seminar; requesting GEN Theme Migration, Mobility and Immobility)
- a. Theme Advisory Group: Migration, Mobility and Immobility
 - i. **Contingency**: The reviewing faculty request that the assignment descriptions more clearly align with the Theme specific ELOs (3.1, 3.2, 4.1, & 4.2), with more detailed instructions to ensure that students are being directed to address the Theme in each task.
 - ii. Unanimously approved with **one contingency**.
 - b. Themes Subcommittee
 - i. **Contingency**: The reviewing faculty request that the assignment descriptions be revised to not only explicitly emphasize the MMI Theme, but also provide students with clear guidance on how they might incorporate the Theme into their work/writing. As it stands, the relationship between the assignments and the Theme is not immediately apparent in the syllabus. The reviewing faculty believe that students would benefit from integrating assignment information outlined in the GE submission form into the syllabus. [Syllabus pp. 4-6]
 - ii. **Contingency**: The reviewing faculty ask that the department adjust the course description in curriculum.osu.edu to more clearly convey the course's engagement with the MMI Theme, ensuring that future instructors understand that the course must maintain the thematic framework.
 - iii. **Contingency**: The reviewing faculty note that previous iterations of this course listed different course topics (e.g., effects of globalization in China); the proposed syllabus appears to have shifted its focus for the

requested MMI Theme. The faculty ask that the department seek concurrence from AAAS, as it does not appear that the course was necessarily taught with a focus on the Atlantic slave trade in the past and the syllabus no longer seems to align with the original broader scope of the course.

- iv. *Recommendation:* In light of the changes made to the course content, the reviewing faculty recommend that the course title be adjusted to more explicitly reflect the MMI Thematic focus of the course.
 - v. *Recommendation:* The reviewing faculty recommend that the reference to GE Legacy “elective” be removed, as GE courses are not considered electives, and this may cause confusion among students. [Syllabus p. 2]
 - vi. *Recommendation:* Since determination of academic misconduct and appropriate consequences is the responsibility of COAM, not individual instructors, the reviewing faculty recommend that language in the syllabus regarding plagiarism be revised to reflect that suspected plagiarism will be referred to the Committee on Academic Misconduct. [Syllabus pp. 4-5]
 - vii. *Recommendation:* The reviewing faculty recommend that the department update the syllabus to replace references to the mark of “F” with “E,” as the university does not use “F” to designate a failing grade. Additionally, the university does not use the mark of “D-.” Therefore, the grade scale should be adjusted so that the points assigned to “D-” are integrated into the “D” grade. [Syllabus pp. 4-7]
 - viii. Tuxbury-Gleissner, Palazzi; unanimously approved with **three contingencies** and *four recommendations*.
4. History 2272 (new course requesting GEN Theme Citizenship for a Diverse and Just World)
- a. Theme Advisory Group: Citizenship for a Diverse and Just World
 - i. *Recommendation:* The reviewing faculty appreciate the guiding questions in the syllabus but recommend that additional details regarding the week-by-week content be included in the calendar to provide greater clarity on how the course content covers the Theme. Additionally, they recommend that the course make connections to present-day issues of citizenship. [Syllabus pp. 18-33]
 - ii. Unanimously approved with *one recommendation*.
 - b. Themes Subcommittee
 - i. **Contingency:** The reviewing faculty request that the Theme be more explicitly woven into the syllabus to provide greater clarity to students. The current syllabus certainly emphasizes the concept of citizenship, but the reviewing faculty ask that the concepts of diversity and justice also be included as central aspects of the course in a way that is clear to students, including but not limited to weekly topics and assignment descriptions. Along these lines, the reviewing faculty request that the postmortem

- session and response papers be better outlined with detailed descriptions that tie to the Theme. [Syllabus pp. 9-11]
- ii. *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 pp. 15-16]
 - iii. Ottesen, Palazzi; unanimously approved with **one contingency** and *one recommendation*.
5. 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 that in the submitted cover letter, the department references several Anthropology courses that teach students about the concepts of citizenship, diversity, and justice, with this course serving as a capstone for juniors and seniors in the major to apply what they have learned in these other courses. While the faculty feel strongly that this is a wonderful Anthropology course, they are not convinced that the course in its current form is designed with the spirit of the GE in mind. For example, these aforementioned Anthropology courses that focus on topics relevant to the Theme assume prior knowledge that is not shared by all students, hindering those who come from other academic units in having a valuable experience with the Theme.
 - ii. The reviewing faculty had initially requested revisions that would explicitly set the course up around the concept of citizenship, diversity, and justice, but the revised syllabus does not effectively demonstrate how the Theme is integrated into the structure of the course as a stand-alone, GE course. The reviewing faculty request that the course syllabus be further strengthened in its direct alignment with the GEN Theme and ELOs 3.1, 3.2, 4.1, and 4.2, not only in the course content but through purposeful and active engagement by students. Since this is a 4-credit Themes course, meaning that this will be students' only opportunity to engage with the Theme category, it is essential that the Theme be presented in a way in the syllabus that is immediately apparent to students.
 - iii. The reviewing faculty are concerned with how well a 5000-level course, designed for students with a background in Anthropology, fits into the GEN Themes, which intend to target students from a wide audience. While the faculty recognize that this course is truly valuable for Anthropology students, they are concerned that students outside of the discipline may not be prepared for the demands of the course. For example, 4-credit Themes courses often appeal to students in high-credit, structured degree programs, but if the course is not appropriately scaffolded to set them up for success also, they could face challenges.

- iv. As it stands, the reviewing faculty cannot consider the course to be a GEN Themes course, and significant revisions would be required to bring it in line with the nature and requirements of the program. If the department is interested in revising the syllabus to better align with the GEN Theme, this will require reorganizing the course's focus to ensure that the concepts of citizenship, diversity, and justice are not only clear but integrated in a way that all students, regardless of their disciplinary background, can engage with them meaningfully. The reviewing faculty understand that this will be a significant revision, but they do believe that the course has potential to meet the requirements of a GEN Themes course while maintaining its disciplinary focus. The faculty encourage the department to reach out to Jessica Krok-Schoen (Jessica.Schoen@osumc.edu), faculty Chair of the Theme Advisory Group for Citizenship for a Diverse and Just World, and Lisa Cravens-Brown.1@osu.edu, faculty Chair of the Themes 2 Subcommittee, in order to schedule a meeting to discuss a future revision.
- v. Declined to vote.
- b. Themes Subcommittee
 - i. The reviewing faculty request that the syllabus make clear how students will directly and explicitly engage with the Theme in order to fulfill Theme ELOs 1.1, 1.2, 2.1, and 2.2 (e.g., the synthesis of scholarship and real-world applications should be framed clearly in the syllabus in terms of citizenship, diversity, and justice).
 - ii. In concurrence with the TAG, the reviewing faculty are concerned by the level of the course and its inaccessibility to non-Anthropology majors. They note that the cover letter submitted by the department mentions that this course will build off of ideas taught in other Anthropology courses (different from those listed as prerequisites, which already greatly limit the course's accessibility). This raises the question of whether the course has been designed with a general audience in mind or if it is primarily targeted towards students within the major. If the latter, there are concerns about its appropriateness as a GEN Themes course, which should aim to do the following (per the GE Theme course submission worksheet):
 - 1. "Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program."
 - iii. The reviewing faculty are confused by the designation of this course as a capstone course, which is typically designed for students who have already acquired knowledge within a field. By contrast, the GE is designed

to be inclusive to students at various stages of their academic careers, providing opportunities for broad learning. Therefore, if this course is intended to be a capstone for Anthropology majors, perhaps it is not appropriate in its current form for inclusion in the GEN Themes.

- iv. Echoing the TAG, the reviewing faculty believe that significant revision is necessary for this course to be considered a GEN Themes course. If the department wishes to continue to pursue Theme approval, the course should be redesigned to ensure that students from outside of the discipline can access and complete it successfully, while fulfilling the ELOs of the Theme. The prerequisites could be revised to ensure that the course is more widely accessible, and it should be clear how students without prior disciplinary knowledge will be prepared to engage with the material. The faculty encourage the department to reach out to Jessica Krok-Schoen (Jessica.Schoen@osumc.edu), faculty Chair of the Theme Advisory Group for Citizenship for a Diverse and Just World, and Lisa Cravens-Brown.1@osu.edu, faculty Chair of the Themes 2 Subcommittee, in order to schedule a meeting to discuss a future revision.
 - v. Declined to vote.
6. Geography 3701 (existing course with GEL Social Science—Organizations and Polity, GEL Diversity—Global Studies, and GEN Foundation Social and Behavioral Sciences; request to remove GEN Foundation Social and Behavioral Sciences & replace with GEN Theme Citizenship for a Diverse and Just World)
- a. Theme Advisory Group: Citizenship for a Diverse and Just World
 - i. The reviewing faculty request that the syllabus provide more guidance on the story or journey of citizenship throughout the course. The faculty request that the syllabus be revised to articulate how citizenship is both made and unmade, perhaps examining World's Fairs as a lens through which citizenship is showcased—who is included in the narrative and who is excluded, and how narratives are constructed or deconstructed.
 - ii. The reviewing faculty note that the course is quiz and final based, with the exception of the group work. The faculty suggest that the course encourage more opportunities for students to reflect on their own understanding of citizenship.
 - iii. Declined to vote.
 - b. Themes Subcommittee
 - i. The reviewing faculty request that the Theme be more effectively woven throughout the entire syllabus with explicit connections between course content and the concepts of citizenship, diversity, and justice. Additionally, the faculty request that Theme ELO 2.2 be more strongly integrated in the second half of the course as it is in the first, with opportunity for students to self-reflect.
 - ii. The reviewing faculty note that the cover letter submitted by the department indicates that Theme approval is being sought for existing

course Geography 3701.10. However, this is not currently the number of the existing course (which remains to be 3701).

- iii. The reviewing faculty suggest that the department replace the reference to “direct instruction” in the credit hour statement in the syllabus with “contact hours”, as many students associate the term direct instruction with distance courses. [Syllabus p. 6]
 - iv. The reviewing faculty ask 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. The Arts and Sciences Curriculum Committee recently (03-01-2024) updated the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version of this required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC 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. [Syllabus p. 9]
 - vi. The reviewing faculty ask that the department use the approved language for the syllabus statement regarding academic misconduct, found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 8-9]
 - vii. The reviewing faculty ask that the diversity statement included on p. 9 of the syllabus be removed, as the statement on p. 10 is the accurate, up to date statement.
 - viii. Declined to vote.
7. German and Scandinavian 3354.02 (new HIP, 4 credit version of 3354.01, which has GEN Theme Sustainability; requesting 100% DL and Research and Creative Inquiry High Impact Practice) **LIKELY ONLY ASCC THEMES SUBCOMMITTEE SHOULD LOOK AT THIS; THE SUSTAINABILITY THEME ASPECT IS/SHOULD BE SAME AS PREVIOUSLY APPROVED German and Scandinavian 3354; ONLY DIFFERENCE IS THE HIP (tabled from last time)**
- a. The reviewing faculty note that students currently have the option to opt out of the public demonstration of competence (syllabus p. 22), but this should be a required element of the course on which all students are evaluated in order to achieve the full HIP experience. Additionally, the reviewing faculty are concerned that the current structure of the public-facing component of the course may not foster the strong interaction and community that would set the course apart as a High-Impact Practice (i.e., there needs to be an opportunity to receive feedback, to exchange ideas—something that is missing if a poster is merely shared online with no opportunity for engagement). The goal of this public demonstration is to create a meaningful experience that goes beyond a research project and fosters

engagement with a wider community. To enhance this aspect of the course, the reviewing faculty suggest the following examples, which might be more successful if scheduled earlier in the semester to allow time for engagement:

- i. Virtual Poster Session: Students can present their work synchronously, receive real-time feedback from peers, and engage in discussions about their research. For this option, the department might consider having more than one session to accommodate schedules.
- ii. Recorded Video Presentation: Students can record a presentation on Zoom, sharing their screen and articulating their research. Students can then reach out to faculty (or the department can make these arrangements) whose research aligns with their own to request constructive feedback.
- iii. Involving Professionals in the Field: A professional in the field can review students' work and provide feedback from a practical standpoint.
- iv. Involving Undergraduate Students from Research-Focused Courses: Undergraduate students in advanced research courses such as 4998 or 4999 can provide valuable feedback from a peer perspective.

To ensure that this public demonstration of competence is supported, it would be beneficial to secure a commitment from the departments offering the course to ensure that they have the resources and are dedicated to support these additional activities.

- b. 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. 26-27]
 - c. 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. 25]
 - d. Declined to vote.
8. French 3803 (new course requesting GEN Theme Citizenship for a Diverse and Just World)(return) FULLY APPROVED BY TAG; ONLY NEEDS ASCC THEMES SUBCOMMITTEE REVIEW
- a. Tabled for time.
9. 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) (return) FULLY APPROVED BY TAG; ONLY NEEDS ASCC THEMES SUBCOMMITTEE REVIEW
- a. Comment: The reviewing faculty are unclear as to whether the weekly YouTube videos used in the course are produced by the instructor or other resources. If the latter, there is concern if the videos alone can be considered meaningful

engagement with the instructor in order to satisfy the substantive interaction component of the course. The reviewing faculty encourage the department to consider the [regular and substantive interaction requirements](#) of all online courses to ensure that students are actively participating in the learning process.

- b. Ottesen, Tuxbury-Gleissner; unanimously approved with one comment.