

ASCC Themes 1 Subcommittee

Approved Minutes

Monday, January 13th, 2025

10:00-11:30 AM

CarmenZoom

Attendees: Andridge, Daly, Downing, Kantor, Lower, Nagar, Neff, Søland, Steele, Vaessin

Agenda

1. Approval of 12-9-24 minutes
 - a. Søland, Nagar; unanimously approved.
2. History and AAAS 3080 (existing cross-listed courses with GEL Historical Study requesting GEN Theme Traditions, Cultures, and Transformations)
 - a. Theme Advisory Group: Traditions, Cultures, and Transformations
 - i. **Contingency:** The reviewing faculty appreciate the breadth of the course content, but they ask for a stronger connection between the assessments/assignments and the TCT Theme specific expected learning outcomes (3.1, 3.2, 3.3, 3.4, 4.1, & 4.2). The faculty note that the syllabus includes a helpful section on how the course will meet the ELOs and they request that the department use this section to explicitly link assignments and activities to specific learning outcomes, integrating relevant details from the assignment descriptions or course calendar. Alternatively, the department might reference the ELOs within the assignment descriptions themselves.
 - ii. Unanimously approved with **one contingency**.
 - b. Themes Subcommittee
 - i. Comment: With the removal of the English prerequisite, the reviewing faculty are concerned about where students will receive the necessary writing experience that was previously ensured. They note that it would be beneficial to integrate writing support and resources into the course and syllabus.
 - ii. **Contingency:** The reviewing faculty request that the department clearly state the contact hours within the syllabus by either specifying the meeting times (e.g., 80 minutes twice weekly) or by providing a breakdown of the credit hours and work expectations.
 - iii. *Recommendation:* The reviewing faculty recommend that the syllabus specify that the course is a part of the GE Legacy *Historical Study* category. [Syllabus p. 3]
 - iv. *Recommendation:* The reviewing faculty recommend that the reference to the OSU standard grading scale be removed from the syllabus, as the university does not utilize a standard grading. [Syllabus p. 4]
 - 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 p. 8]

- vi. *Recommendation*: The reviewing faculty recommend 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. 9]
 - vii. *Recommendation*: The reviewing faculty ask 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 text below works properly as a hyperlink to the OAA site. 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 p. 10]
 - 1. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
 - viii. Nagar, Andridge; unanimously approved with one comment, **one contingency**, and *five recommendations*.
3. HCS 3797.03 (new course requesting GEN Theme Lived Environments with Global and Intercultural Learning: Abroad, Away, or Virtual HIP)
- a. Theme Advisory Group: Lived Environments
 - i. The reviewing faculty believe that the course content broadly fits within the Lived Environments Theme. However, they ask that the syllabus and responses in the GE submission form more explicitly outline how the activities and assignments directly address the Lived Environments Theme ELOs (3.1, 3.2, 4.1, & 4.2) rather than restating the assignment descriptions. The faculty request greater specificity as to how each assignment and activity engages with key elements of the Theme and the competencies outlined in the ELOs. For example, it would be beneficial to detail how the assignments and activities relate to environmental transformation across time and space by highlighting aspects being compared between Chile and the United States.
 - ii. The reviewing faculty request more explicit detail regarding how the structured educational experiences will enable students to consider environmental change and its transformation over time and space. While the structured activities for the in-country itinerary are outlined in the course schedule, it would be beneficial to include a dedicated section in the syllabus that elaborates on these activities, highlighting specific topics related to lived environments unique to Chile that students will explore (e.g., climate change, economic growth, technological advancement, etc.).

- iii. The reviewing faculty ask that the syllabus incorporate materials in the on-campus portion of the course that address global environmental challenges such as climate change, biodiversity loss, and sustainable development. This will provide students with a broader understanding of the current global issues faced in Chile and how this compares to other countries.
- iv. The reviewing faculty suggest that the course implement peer review for the first draft of student papers (or another assignment) to foster teamwork and engagement with each other's work, resulting in higher quality final drafts.
- v. Declined to vote.
- b. Themes Subcommittee
 - i. The reviewing faculty note that the explanations in the syllabus and GE submission form of how the course meets the Theme ELOs primarily restate the course description and goals rather than explaining how the course addresses each Theme generic ELO (1.1, 1.2, 2.1, & 2.2). They request that these be revised to explicitly map out how the course assignments and activities directly support the ELOs.
 - ii. The reviewing faculty note that without the study abroad component, the structure and content of the course seem somewhat limited, particularly in terms of the advanced level of Themes courses. The faculty ask that the TCT thematic focus be incorporated at a more advanced, in-depth level fostering comprehensive engagement with the Theme throughout the entire course, not just in the study abroad aspect. The reviewing faculty also request that the department fortify the distance learning option for regional students to ensure that an equal level of thematic engagement is maintained.
 - iii. The reviewing faculty recommend that the department consider adjusting the course number in curriculum.osu.edu and all necessary forms to 3798.03, as x797 is the designation for study at a foreign institution rather than study tours. The reviewing faculty are also unclear on the department's choice to assign .03 to the course number, as there is no existing .01 or .02 version of the course.
 - iv. Declined to vote.
- 4. Educational Studies: Philosophy and History of Education 4245 (existing course requesting GEN Theme Health and Wellbeing)
 - a. Theme Advisory Group: Health and Wellbeing
 - i. The reviewing faculty appreciate the strong alignment of the course with the Theme. To move forward, the faculty ask that the department address the comments currently in the document and resubmit the final version once this has been done. The faculty wish to see the changes that are made to the syllabus as a result of these comments.

- ii. Given the change in content of this existing course, the reviewing faculty request that the unit seek concurrence with the Departments of Philosophy and Psychology along with any other units they feel appropriate.
 - iii. Declined to vote.
 - b. Themes Subcommittee
 - i. *Recommendation:* The reviewing faculty recommend that the syllabus specify that the course is a part of the *GEN Theme* category Health and Wellbeing. [Syllabus p. 1]
 - ii. *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. 7]
 - iii. Andridge, Nagar; unanimously approved with *two recommendations*.
- 5. Anatomy 2150 (new course requesting GEN Theme Health and Wellbeing) (return)
FULLY APPROVED BY TAG; ONLY NEEDS ASCC THEMES REVIEW
 - a. Themes Subcommittee
 - i. The reviewing faculty remain concerned by the ability of the course to discuss certain topics at an appropriate level for a general audience. They note that while the current structure of the course is advanced in the discipline, it is not necessarily advanced as a Themes course. For students without foundational knowledge in the subjects the course focuses on, they might struggle to meaningfully engage with the material at the standard of the GEN Themes. The reviewing faculty request that the unit address this concern with further revision, keeping the following solutions in mind:
 1. Greater scaffolding of the background knowledge necessary to truly engage with the course topics in order to provide additional support to students who come into the course with no experience in the subject area.
 2. A more focused approach that narrows the scope of the content, allowing for deeper exploration of the material and providing a backstop for students with diverse backgrounds. Spreading out the content will provide students more time to contemplate the material. Currently, the course seems to entail a level of breadth that will not allow for the appropriate amount of time to be spent focused on each topic.
 3. Adding a general prerequisite such as completion of the Natural Sciences Foundation category or a course in the Life Sciences to ensure that students are coming in with the background necessary to participate in the course.
 - ii. The reviewing faculty note that the course currently relies on a single textbook, which may limit students' exposure to a broad range of

perspectives and approaches. The faculty suggest incorporating additional (and perhaps less technical) texts that focus on the practical applications of the concepts being taught. They note the mention of short stories and two supplementary articles, but they ask that the reading list be further expanded and integrated in the course schedule.

- iii. The reviewing faculty recommend that the unit remove the reference to the course as a GE “elective” course, opting instead for simply “GE course.” [Syllabus p. 3]
- iv. The reviewing faculty recommend that the unit 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. 12]
- v. Declined to vote.