

## ASCC Themes 1 Subcommittee

### Approved Minutes

Monday, February 10<sup>th</sup>, 2025

10:00-11:30 AM

CarmenZoom

**Attendees:** Andridge, Daly, Downing, Lower, Nagar, Neff, Sølund, Vaessin, Vankeerbergen

### Agenda

1. Approval of 1-13-25 minutes
  - a. Sølund, Nagar; unanimously approved.
2. Comparative Studies 4645 (existing course with GEL Cultures and Ideas, and GEL Diversity-Global Studies; requesting number change from 3645, GEN Theme Health and Wellbeing, and Research and Creative Inquiry HIP)
  - a. Theme Advisory Group: Health and Wellbeing
    - i. *Recommendation:* The reviewing faculty recommend that the course description in the syllabus be refined to enhance clarity, allowing students to better understand the purpose of the course.
    - ii. *Recommendation:* The reviewing faculty recommend that the department review the syllabus for run-on sentences, as they hinder clarity of some key sections.
    - iii. *Recommendation:* The reviewing faculty recommend that the department consider reexamining the course title to ensure it accurately reflects the objectives of the course. The term “medicine” can evoke a variety of connotations depending on the context and audience. Based on the content of the course, the use of the term in the course title may be misleading to students.
    - iv. *Recommendation:* The reviewing faculty recommend that the term “well-being” be hyphenated throughout the syllabus for the sake of consistency.
    - v. Unanimously approved with *four recommendations*.
  - b. Themes Subcommittee
    - i. Comment: The reviewing faculty are unclear on the rationale behind the course number change to the 4000 level. This change may unintentionally signal to students that the course is more challenging, potentially deterring enrollment.
    - ii. *Recommendation:* The reviewing faculty recommend that the Theme ELO explanatory paragraph be further clarified, as it currently offers limited insight beyond the expectation that students will achieve the outcomes by taking the class. While the assignments implicitly support the ELOs, a more explicit connection would help students better understand the alignment. [Syllabus p. 2]
    - iii. *Recommendation:* Given the advanced nature of the course content and readings, it may be beneficial to include a reminder in the syllabus or

- course description in curriculum.osu.edu (so that students see it when they enroll) that this course is not intended for lower-level students.
- iv. *Recommendation*: The reviewing faculty recommend that the department consider condensing certain sections of the syllabus to avoid repetition and make it more reader-friendly. While the level of detail is appreciated, it may be overwhelming for students.
  - v. *Recommendation*: The reviewing faculty echo the TAG and find the use of the term “medicine” in the course title to be possibly misleading to students.
  - vi. Nagar, Andridge; unanimously approved with one comment and *four recommendations*.
- c. High-Impact Practice: Research and Creative Inquiry
    - i. Nagar, Andridge; unanimously approved.
3. Earth Science 5242 (existing course requesting GEN Theme Lived Environments with Global and Intercultural Learning: Abroad, Away, or Virtual HIP)
    - a. Theme Advisory Group: Lived Environments
      - i. **Contingency**: The reviewing faculty request that the syllabus more explicitly align the Theme specific ELOs (3.1, 3.2, 4.1, 4.2, & 4.3) to course assignment descriptions so that it is clear to students how assignments will help them recognize human-environment interactions. Additionally, the faculty request that the syllabus topics maintain a balanced focus on both human impact and environmental elements.
      - ii. **Contingency**: The reviewing faculty request that the course allow for more collaborative interactions (e.g., peer reviews) to foster a sense of community among students and promote deeper reflection.
      - iii. Unanimously approved with **two contingencies**.
    - b. Themes Subcommittee
      - i. **Contingency**: The reviewing faculty request that the School of Earth Sciences provide an explanation how the 4-credit hour requirement will be met, particularly given that the course only meets for 2 hours a week during the regular semester. It is necessary to clarify how instructor-led activities and/or lectures during the trip will contribute to the overall credit hour allocation. The reviewing faculty ask for details of how the out-of-class learning experiences will supplement the in-class sessions and fulfill the remaining 2 credit hour requirement. The credit allocation guidelines for education abroad programs can be found on the [Arts and Sciences Curriculum and Assessment Services website](#).
      - ii. *Recommendation*: The reviewing faculty recommend that the week abroad be better integrated in the weeks before and after the trip, and that the in-class activities be structured to challenge students in a more advanced way. For example, the report is completed beforehand and does not fully incorporate the experiences or insights gained during the fieldwork. The faculty recommend having students complete the report after the trip,

allowing them to reflect on their experiences and establish a meaningful connection.

- iii. *Recommendation:* The Subcommittee recommends that the School of Earth Sciences 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 recommends that the policy link below also function as a hyperlink in the syllabus. 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. 9]
  - 1. **(Policy: [Religious Holidays, Holy Days and Observances](#))**
- iv. Søland, Nagar; unanimously approved with **one contingency** and *two recommendations*.
- c. High-Impact Practice: Global and Intercultural Learning: Abroad, Away, or Virtual
  - i. Søland, Nagar; unanimously approved.