

## ASCC Themes 1 Subcommittee

### Approved Minutes

Monday, April 28<sup>th</sup>, 2025

10:00-11:30 AM

CarmenZoom

**Attendees:** Amaya, Andridge, Daly, Kantor, Lower, Nagar, Neff, Søland, Steele, Vaessin, Vankeerbergen

### Agenda

1. Approval of 4-14-25 minutes
  - a. Andridge, Nagar; unanimously approved.
2. WGSS 2326 (existing course previously approved for 100% DL; requesting GEN Theme Health and Wellbeing) (return) FULLY APPROVED BY ASCC THEMES SUBCOMMITTEE; NEEDS REVIEW AND VOTE BY TAG
  - a. Theme Advisory Group: Health and Wellbeing
    - i. *Recommendation:* Due to the recent renaming of the Office of Institutional Equity to the [Office of Civil Rights Compliance](#), the reviewing faculty recommend that the department replace the links in the Title IX and Religious Accommodations statements. [Syllabus pp. 7, 10]
    - ii. Unanimously approved with *one recommendation*.
3. Linguistics 3501 (existing course with GEL Social Science—Individual and Groups & Diversity—Global Studies; requesting Theme Lived Environments)
  - a. Theme Advisory Group: Lived Environments
    - i. **Contingency:** The reviewing faculty struggle to determine whether Theme ELOs 3.1-4.3 are sufficiently addressed in the course, as the topics listed in the Proposed Class Schedule are broadly described. The reviewing faculty request that the instructor provide additional details clarifying how each class session will contribute to achieving these learning outcomes (e.g., expanding topic descriptions or adding supporting content). [Syllabus pp. 7-8]
    - ii. **Contingency:** The reviewing faculty request that the syllabus (pp. 4-6) and GE submission form more clearly articulate in the description of the assignments how the course activities and assignments align with ELOs 3.1-4.3. While the materials reference readings and discussion prompts, it lacks sufficient detail to demonstrate *how* these elements will support the learning outcomes.
    - iii. **Contingency:** While the reading list is extensive, it appears that few sources directly address ELOs 3.1-4.3. The reviewing faculty request that additional readings that more explicitly engage with these learning

outcomes be incorporated into the course. (As a friendly suggestion, it may also be beneficial to introduce a journal assignment in which students critique a scholarly article, providing an opportunity to directly analyze academic ideologies.)

- iv. *Recommendation*: The reviewing faculty recommend including guided questions or contextual information for each class session in the schedule. This would provide greater clarity regarding the material covered on a given day and help frame the purpose of the assigned readings. [Syllabus pp. 7-8]
- v. *Recommendation*: The reviewing faculty encourage the instructor to incorporate additional multimedia content (e.g., photos, maps, short videos, etc.) that illustrates how different environments are linguistically conceptualized by Indigenous communities.
- vi. Unanimously approved with **three contingencies** and *two recommendations*.

b. Themes Subcommittee

- i. **Contingency**: The reviewing faculty request that the department revise the course title in both curriculum.osu.edu and the syllabus to remove the word “introduction”. The reviewing faculty also request that the word “introduction” be removed from the course description in curriculum.osu.edu as well as the first page of the syllabus. As a Themes-level course, the content is intended to be advanced rather than introductory, and the title should accurately reflect this level.
- ii. **Contingency**: While the GE submission form is well-developed, the syllabus would benefit from more Theme-oriented content. The reviewing faculty request that the GE explanatory paragraph in the syllabus draw from the language and rationale provided in the submission form to improve alignment with the Theme in the syllabus. [Syllabus p. 3]
- iii. **Contingency**: The reviewing faculty request clearer alignment between the Theme learning outcomes and assignments outlined in the syllabus. Integrating language from the Theme and ELOs into the assignment descriptions would help to strengthen the coherence between the Theme and assessments.
- iv. **Contingency**: The reviewing faculty request that the syllabus indicate the course contact hours by stating the length and frequency of the class meetings or including a credit hour expectations statement. This will ensure that students have a clear understanding of the workload associated with this three-credit hour course.

- v. *Recommendation:* The Subcommittee recommends that the department amend the statement regarding the grading scale on pg. 6 of the syllabus, as OSU does not have a standard grading scale.
  - vi. *Recommendation:* Due to the recent renaming of the Office of Institutional Equity to the [Office of Civil Rights Compliance](#), the reviewing faculty recommend that the department replace the contact link in the Religious Accommodations statement. [Syllabus p. 11]
  - vii. Nagar, Søland; unanimously approved with **four contingencies** and *two recommendations*.
- 4. Italian 3051 (existing course with GEL Literature and GEL Diversity—Global Studies; requesting to drop GEN LVPA & instead add GEN Theme: Traditions, Cultures, and Transformations) (return) FULLY APPROVED BY ASCC SUBCOMMITTEE; NEEDS REVIEW AND VOTE BY TAG
  - a. Theme Advisory Group: Traditions, Cultures, and Transformations
    - i. Comment: The reviewing faculty commend the department for the excellent revisions made to this course. They appreciate its strong alignment with the Theme ELOs and the level of clarity provided in every section of the syllabus.
    - ii. Unanimously approved with one comment.
- 5. History 3575 (existing course with GEL Historical Study, GEN Foundation Historical and Cultural Studies, and previously approved for 100% DL; request to remove GEN Foundation Historical and Cultural Studies and replace with GEN Theme Traditions, Cultures, and Transformations)
  - a. Theme Advisory Group: Traditions, Cultures, and Transformations
    - i. *Recommendation:* The reviewing faculty encourage the department to reference relevant ELOs directly within the assignment descriptions to clarify how each assignment supports specific learning outcomes. [Syllabus pp. 5-7]
    - ii. Unanimously approved with *one recommendation*.
  - b. Themes Subcommittee
    - i. The reviewing faculty are not convinced that the course, in its current form, meets the expectations of a Themes-level course. The connections to the Theme are not sufficiently developed, and the course content, as presented, appears to align more closely with a Foundations-level offering. As such, the reviewing faculty request that the following concerns be addressed:
      - 1. The assigned readings are seemingly light and insubstantial for a course at this level. The reviewing faculty request supplementing the readings with more rigorous and in-depth scholarly materials.

2. The course should move beyond superficial connections to the Theme; more substantive engagement with traditions, cultures, and transformations is needed to meet the expectations of an advanced Themes course. The sentence on the first page—"After the war caused massive disruption and destruction across the peninsula..."—is a strong example of clearly conveying how the Korean War reshaped the region. The reviewing faculty request that this level of specificity be applied throughout the syllabus to consistently highlight how students will explore the war's transformative impact.
  3. Any added rigor addressing the above feedback should directly reinforce the course's alignment with the TCT framework and demonstrate how students will engage with its complexities in a meaningful and advanced way.
- ii. While the syllabus notes that all assignments must be completed, the reviewing faculty request that greater weight be assigned to the research essay. The essay is essential for synthesizing the concepts of the Theme and it is important for students to fully engage with the experience. [Syllabus pp. 5-7]
  - iii. The reviewing faculty request that the sentence on the first page of the syllabus stating that the course fulfills the Historical Study and Diversity - Global Studies GE categories be removed, as it repeats information that is on the top of page 2. They also request that the reference to the Global Studies GE be removed from the top of page 2, as the course was never approved in the category. Lastly, on page 2, the faculty encourage the department to rephrase that the course is "part of" rather than "fulfills" the TCT Theme, since this 3-credit hour course alone will not fulfill the entire Theme.
  - iv. Due to the recent renaming of the Office of Institutional Equity to the [Office of Civil Rights Compliance](#), the reviewing faculty recommend that the department replace the links in the Title IX and Religious Accommodations statements. [Syllabus pp. 9, 11]
  - v. Due to the recent closure of the Student Life Center for Belonging and Social Change (formerly the Multi-Cultural Center), the reviewing faculty recommend removing the link to their website from the land acknowledgement statement. [Syllabus p. 11]
  - vi. 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. 11]

vii. Declined to vote.

6. History 2797.02 (existing course with GEL Historical Study and GEN Foundation Historical and Cultural Studies; request to remove GEN Foundation Historical and Cultural Studies and replace with GEN Theme Traditions, Cultures, and Transformations + Global and Intercultural Learning: Abroad, Away, or Virtual High Impact Practice—the latter with increase in credit hours)
  - a. This course was tabled due to an issue that arose regarding the department's awareness of the offering.