

## ASCC Themes II Subcommittee

### Approved Minutes

Friday, January 31<sup>st</sup>, 2025

2:30PM – 4:00PM

CarmenZoom

**Attendees:** Cravens-Brown, Daly, Gregoire, Hilty, Ottesen, Palazzi, Tuxbury-Gleissner, Vankeerbergen

1) Approval of 01/17/2025 Minutes

- Ottesen, Palazzi, **unanimously approved**

2) Educational Studies 3280 (new course approved for 100% DL; requesting GEN Theme: Citizenship for a Diverse and Just World) (Return)

- Theme Advisory Group: Citizenship for a Diverse and Just World
  - The reviewing faculty appreciate and believe that the concept of digital citizenship could be a valuable addition to the GEN Theme: Citizenship for a Diverse and Just World category. However, based upon the materials submitted (and especially in the provided course syllabus), they are unsure exactly how the course instructor is defining the term and where students will be expected to learn more about the concept. They ask that the course syllabus (in course topics, assignments, etc.) include ways for students to develop a definition of the concept and how this concept connects to the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs.
  - The reviewing faculty were unable to see how the course assignments (as written on pages 14-19 of the course syllabus) will allow students to fulfill the GEN Theme: Citizenship for a Diverse and Just World ELOs. As they note, the only assignment that mentions the concept of (digital) citizenship is the final project (syllabus pages 13-14, in the course assignment calendar), where it mentions that, “This last activity can in many ways be understood as a gateway to digital citizenship”. They would like to see the ELOs for the Theme category woven throughout the course assignments and, for the final project, see it explained how this project can be a “gateway for digital citizenship” and what that means for students.

- The reviewing faculty are unclear how course content would thoroughly integrate the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs, as listed within the syllabus throughout the course assignment calendar (syllabus pages 7-14). They ask that citizenship, diversity, and justice concepts be more thoroughly integrated within the course material to showcase how students will engage the appropriate concepts.
- **Declined to Vote**
- Themes Subcommittee
  - The reviewing faculty concur with their colleagues on the Theme Advisory Group about there not being sufficient detail on how the course assignments and course content will meet the generic GEN Theme Goals and ELOs. They would like to see this information added to the course syllabus as well.
  - The reviewing faculty note that the requested cover letter that explains all changes made to the course proposal as a result of their feedback was not provided. As it stands, they were unable to thoroughly see where the instructor's expertise in the field of digital citizenship was showcased to help display how the course connects to the topics of citizenship, diversity, and justice. They ask that a cover letter be submitted that addresses all changes made as a result of their provided feedback.
  - The reviewing faculty note that the course title ("Online Community through social media: new meanings of civic engagement and identity building in an evolving information age", syllabus page 1) differs from the title on the official curriculum.osu.edu form ("Online Community through social media: new meanings of learning in an evolving information age"). They ask that the unit determine the appropriate title and ensure that they are identical in both documents.
  - The reviewing faculty note that within GEN Theme ELOs 1.1 and 1.2 (syllabus pages 3 and 4), the word "(digital)" was added to the original wording. The ELOs of the Theme category must be included exactly as they were approved during the GEN implementation process and, therefore, the reviewing faculty ask that the phrase "(digital)" be removed.
  - The reviewing faculty ask that the course syllabus use the university-required Religious Accommodations statement instead of the

outdated statement found on page 34 of the syllabus. All syllabi at the university must have the updated statement per a new requirement of the Ohio Revised Code. The Religious Accommodations statement can be found on the [Office of Undergraduate Education website](#).

- The reviewing faculty recommend updating the Student Life – Disability Services statement (as found on page 32 of the course syllabus) to the most up-to-date statement. This statement was updated for the 2024-25 academic year and can be found on the [Office of Undergraduate Education website](#).
- The reviewing faculty would like to kindly suggest conducting a proofreading of the documentation prior to resubmission, as there appears to be several typos and/or formatting errors that could be easily rectified.
- **Declined to Vote**

3) Chemistry 3573 (new course requesting GEN Theme: Citizenship for a Diverse and Just World & High-Impact Practice: Interdisciplinary and Integrated Collaborative Teaching)

- Theme Advisory Group: Citizenship for a Diverse and Just World
  - The reviewing faculty are excited by the concept of the course but do not see enough detail in the course lectures, assignments, content, etc., to be able to determine how the course will enable students to fulfill the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs. They ask that the concepts of citizenship, justice, and diversity be more thoroughly integrated and visible within the course syllabus to highlight where and how the course will assist students in successfully completing the ELOs of the Theme category.
  - The reviewing faculty note that the concept of global citizenship is relevant and visible throughout the entirety of the proposal and appreciate the attention paid to the concept. However, they are unable to see how the course, as proposed, delineates the concepts of global citizenship vs. community and ask that this be more thoroughly explained within the course syllabus to make this concept clearer to students.
  - The reviewing faculty note the very detailed “course strands” as found on page 10 of the syllabus. They ask that, within the explanation for these strands, it be further explained and clarified how they both relate to the ELOs of the Theme category and how

they are connecting to each other. The reviewing faculty are unsure whether the information as currently presented would be clear to students.

- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.

- **Declined to Vote**

- Themes Subcommittee

- The reviewing faculty concur with their colleagues on the Theme Advisory Group and would like to see the revision once the requested changes are made.

- **Declined to Vote**

- High-Impact Practice: Interdisciplinary and Integrated Collaborative Teaching

- The reviewing faculty would like to see additional information within the high-impact practice submission forms surrounding how the course will be taught interdisciplinary and collaboratively. They recognize that there are two names provided on the course syllabus and materials but are unsure of the structure of how the two faculty members will interact with each other. Will they be grading all course assessments collaboratively? Will they each be responsible for particular portions of the course content and materials? The reviewing faculty would like this clarified.
- The reviewing faculty ask that the integrated portion of the high-impact practice be further explained within the high-impact practice submission form. They would like to see how the instructors are planning to teach “integratedly” and how they are defining this within their course.

- **Declined to Vote**

4) Earth Sciences 2207 (new course requesting 100% DL and GEN Theme: Origins and Evolution)

- Theme Advisory Group: Origins and Evolution

- **The reviewing faculty would like to see additional information on how the course readings will be used to “explain scientific methods...” as required by ELO 3.2. They worry that the readings chosen will be too advanced for students from outside of the discipline and are unsure if the readings will be successful in helping students to achieve this particular ELO. Additionally, they would like to see information within the course syllabus pertaining to where students (especially those from outside the**

**discipline) will receive instruction on technical terms (or other challenges) as they complete the required readings.**

- **Approved** with **one contingency** (in bold above)
- Themes Subcommittee
  - The reviewing faculty would like to see further information within the course syllabus on how ELO 2.2 will be fulfilled. Currently, it is unclear where students will fulfill this ELO and the faculty ask that information on how students will “develop a sense of self as a learner through reflection...” be included. They recommend (as an example) that the course include assignments that ask students to reflect upon how what they have learned has changed their view of the subject and their ideas surrounding the origins and evolution of life on earth.
  - The reviewing faculty are unsure how ELO 1.1 will be met based upon the information provided within the GEN Submission form and the course syllabus (for both the in-person and online versions of the course). While they note and appreciate the GEN Submission form's examples of readings that will cover two ongoing debates in the field, it is unclear how students will engage with and demonstrate their mastery of this ELO via course activities/assignments related to these readings (or other materials). The reviewing faculty ask that it be further explained within the syllabus which course assignment(s) will be used to fulfill this ELO & that all assignments & activities in the course clearly incorporate theme constructs.
  - The reviewing faculty request that a cover letter be provided that details all changes made as a result of their feedback.
  - **Declined to Vote**