**ASCC Arts and Humanities Subcommittee 2**

Unapproved Minutes

Friday, April 25th, 2025 Zoom

**Attendees**: Bitters, Crocetta, Diles, Köhnlein, Diles Mick, Podalsky, Steele, Vankeerbergen

**Agenda**

1. Approval of 4-11-25 minutes
	1. Crocetta, Diles; approved with one abstention.
2. BA Liberal Arts
	1. The Subcommittee suggests that Program Goal 3 (proposal p. 10) and its attendant ELOs include a mention of collaborative learning. While they acknowledge that the program proposers will need to be creative to make this work in online, asynchronous courses, they note that collaborative learning is an integral component of inclusive problem solving. Additionally, the ability to work collaboratively is often a desire of employers and thus essential to the workforce development component of the program.
	2. The Subcommittee suggests that Program Goal 4 (proposal pp. 10-11) include one or more ELOs which focus on a student’s ability to receive communication (i.e. listening, cultural competencies, comprehension of the written word) as well articulating one’s own ideas in a variety of styles and formats.
	3. The Subcommittee observes that the introductory and capstone courses will have a very heavy lift in terms of meeting the program goals and ELOs, since they are the only courses that will be taken by all students in the program. They suggest a third, “intermediate” course to be taken in between the introductory and capstone courses that would help to scaffold students’ learning. One way to do this would be to reduce the introductory and capstone courses to 3 CH each and use those extra 3 CH toward the intermediate course. Another way to achieve the same result (without a 3rd course) would be to have cohorts and touch-base moments throughout the coursework. That way, students are not “on their own” in that middle coursework.
	4. The Subcommittee suggests that the authors revise the paragraph on p. 2 of the proposal that begins “As the flagship land grant institution…”, as they felt the ideas about the land grant mission were not well-connected to the program’s purpose and goals.
	5. The Subcommittee suggests that the authors emphasize in the proposal the highly skilled and experienced advising staff who will work with students, providing one-on-one guidance that will allow the program to be individually tailored to each student’s unique needs, experiences, and prior coursework. They suggest wording such as “customized pathway” and “team of specialists” to reinforce the student support mechanisms in the program.
	6. The Subcommittee discussed that naming the new major “Liberal Arts” might not always reflect the content accurately and also not advance students’ workforce development goals. Perhaps a name closer to “Advancement Studies” or “Workforce Development Studies” would work better?
3. History 3678 (new course requesting Distance Enhanced delivery) (return)
	1. *Recommendation:* The Subcommittee recommends that the department remove the specific references to the COVID-19 pandemic on p. 2 of the syllabus; they note that the policies could easily be modified to include all communicable illnesses.
	2. *Recommendation:* The Subcommittee recommends that the department alter the format of the Course Schedule (syllabus pp. 16-21) to more clearly differentiate for students what assignments/readings/activities are associated with each class meeting. Based on the schedule’s current form, the Subcommittee found it difficult to tell what students should prepare for the Tuesday class meeting vs. the Thursday class meeting.
	3. Crocetta, Köhnlein; approved with *two recommendations* (in italics above).
4. EDUTL 3300 (new course requesting GEN Foundation LVPA) (return)
	1. **Contingency:** While the Subcommittee notes and appreciates the changes made to the syllabus (including the highlighted portions on pp. 13-22 of the Distance Learning Syllabus) that pertain to ways that the Virtual Discussion post prompts meet the GEN category’s goals and ELOs, they ask that the department provide additional information about this on the GEN Submission Form, so that the form accurately reflects the different mechanisms for meeting the ELOs in the online and DL versions of the course.
	2. **Contingency:** The Subcommittee requests that the department include in the syllabus (in-person and DL syllabi p. 2-3.) a statement following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOs of the LVPA category, per a requirement of all GEN courses. While a single paragraph is recommended for the sake of brevity (as opposed to a chart or a separate paragraph for *each* ELO), exact formatting is up to the instructor. However, the Subcommittee notes that course-specific goals and ELOs are not adequate for this requirement, as the statement should focus on *how* students will meet the GE goals (i.e. what course activities, assessments, readings etc. will address the GE learning outcomes) rather than what students will know and/or be able to do at the conclusion of the course.
	3. **Contingency:** The Subcommittee asks that the department alter the information in curriculum.osu.edu (under “Prerequisites and Exclusions; prerequisites/corequisites) to match the updated language about prerequisites on the syllabi (p. 2), which now reads “English 1110 or completion of a GEN Foundation: WIL course”.
	4. *Recommendation:* The Subcommittee recommends clarifying the grading scale for students, as they are unsure how these numbers will translate into students’ final grade for the course. For example, given the percentage of the final grade assigned to each assessment, if a student earns an average grade of 3.3 on their Weekly Discussion questions, a 3.0 on their Live-Action Assignment, and a 4.0 on their final paper, that would result in a final numerical mark of 3.45. The scale is unclear as to whether this student’s final grade for the course would be a B+ or an A-.
	5. *Recommendation:* The Subcommittee thanks the department for their attention to updating the syllabus statements regarding university policies and services. However, due to recent office closures/name changes in response to Senate Bill 1, the university has updated the links and/or the names of some offices mentioned in the Diversity Statement, the Title IX Statement, and the Religious Accommodations statement. The Subcommittee recommends updating these statements prior to finalizing the syllabus for students and apologizes for any inconvenience that these recent changes have caused. They note that the most updated statements can always be found on the [Office of Undergraduate Education’s website.](https://ugeducation.osu.edu/recommended-syllabus-statements-and-policies)
	6. Comment: The Subcommittee appreciates the time and attention that have gone into crafting this course. Laura Podalsky (Arts and Humanities Subcommittee 2 chair) is happy to arrange a meeting should you have any questions about the subcommittee’s feedback. She can be reached at Podalsky.1@osu.edu.
	7. Crocetta, Diles; approved with **three contingencies** (in bold above), *two recommendations,* (in italics above) and one comment.
5. English 3261 (new course requesting GEN Theme Traditions, Cultures, and Transformations)
	1. **Contingency:** The Subcommittee asks that the department provide information in the syllabus (pp. 3-6) about the expected length of the essay assignments and the format/length of the final exam (i.e. take-home vs. in person exams, expected length and approx. number of “short answer” responses, open or closed note, etc.).
	2. **Contingency:** The Subcommittee asks that the department clarify the percentage of the final grade given to each assignment, as the percentages listed with the assignment descriptions on pp. 3-6 do not match the “Weighting of Assignments” section on p. 6 of the syllabus.
	3. **Contingency:** The Subcommittee asks that the department re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 1 under “General Education Goals and Expected Learning Outcomes”). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the “general requirements and expected learning outcomes for the new General Education Theme…”, as the requirement is for students to earn 4-6 credit hours in this category; stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the Subcommittee suggests wording such as “English 3261 is an approved course in the GEN Theme: Traditions, Cultures and Transformations category.”
	4. *Recommendation*: The Subcommittee suggests that the department consider a change to the title of the course. They offer the friendly suggestion of “narrative” or “storytelling” in place of “fiction”, as there are several non-fiction readings in the course calendar.
	5. *Recommendation*: The Subcommittee recommends that the department place the course description before the GEN Goals and ELOs on p. 1 of the syllabus.
	6. *Recommendation*: The Subcommittee recommends that the department update the Religious Accommodations statement (syllabus p. 11-12), as the name of the Office of Institutional Equity has changed, and the link to the list of Religious Holidays and Observances is missing. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
	7. *Recommendation*: The Subcommittee notes that the syllabus contains two Student Life Disability Services statements (one on p. 11 and one on p. 12); they recommend retaining the statement on p. 12, as it is the most recent.
	8. Köhnlein, Diles; approved with **three contingencies** (in bold above) and *four recommendations* (in italics above).
6. Art Education 5677 (new course)
	1. **Contingency:** The Subcommittee asks that the department alter the heading on p. 1 of the syllabus, as the proposed course title does not include “Seminar on Topical Issues in Art Education”. This wording indicates a variable topics course, which does not coincide with the information provided by the department in curriculum.osu.edu.
	2. **Contingency:** The Subcommittee asks that the department provide additional information about the expected length of the presentations (syllabus p. 2).
	3. **Contingency:** The Subcommittee requests that the department obtain a concurrence from the International Studies Program.
	4. *Recommendation:* The Subcommittee recommends that the department adjust the “Total” portion of the Grading and Assignments table (syllabus, p. 2), as the assignments add up to 100% rather than 105%.
	5. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 4), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
	6. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, pg. 4), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	7. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Religious Accommodations Statement (syllabus, pg. 5), which was updated in SP25 due to the closure and renaming of several campus offices. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements). Please note that the link to the list of Religious Holidays and Observances should be included with the statement.
	8. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Title IX statement (syllabus p. 5), which was updated in SP25 due to the closure and renaming of several campus offices. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	9. *Recommendation:* The Subcommittee suggests that the department remove the final sentence of the Land Acknowledgement (syllabus p. 6), as the Center for Belonging and Social Change (formerly the Multicultural Center) has been closed, and their website is no longer available.
	10. *Recommendation:* The Subcommittee recommends that the department change the heading “Code of Student Conduct” (syllabus p. 4) to “Academic Misconduct”, as the Code of Student Conduct is a much broader document that encompasses all types of student behavior inside and outside of the classroom.
	11. Crocetta, Köhnlein; approved with **three contingencies** (in bold above) and *seven recommendations* (in italics above)