

## ASCC Arts and Humanities Subcommittee 2

### Approved Minutes

Friday, May 9th, 2025

Zoom

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

### Agenda

- 1) Approval of 4-25-25 minutes
  - a) Diles, Crocetta; unanimously approved.
- 2) WGSS 2002 (new course; requesting 100% DL) (return)
  - a) Comment: The Subcommittee offers the friendly suggestion that WGSS 2202 (along with WGSS 2201 and 2203) may enroll better if offered during the 2<sup>nd</sup> session of autumn and/or spring semesters. They note that the courses may be of particular interest to students who need to enroll in 1 or 2 additional credit hours late in the semester.
  - b) Comment: The Subcommittee appreciates the changes made to the credit hour statement on p.3 of the syllabus and the associated note in the submitted cover letter in response to the Subcommittee's prior feedback. They note that these corrections create a contradiction with the information originally provided on the Distance Learning Cover Sheet (p. 4 under "Workload Expectations"), but trust that the department plans to follow the plan outlined in the new documents.
  - c) Diles, Crocetta; unanimously approved with two comments.
- 3) History 5081 (new course) (return)
  - a) Comment: The Subcommittee commends the department and the instructor for this unique and compelling course offering, and they thank them for their work in response to the Subcommittee's prior feedback.
  - b) Crocetta, Diles; unanimously approved with one comment.
- 4) WGSS 3189 (new course requesting GEN Theme Health and Wellbeing)
  - a) Comment: The Subcommittee notes this new course's relationship with WGSST 4189.01S, and they are aware of the department's intention to move that course from the 4000-level to the 3000-level, change it from a 3 CH course to a 4 CH course, and seek approval for both the GEN Theme and the Service-Learning High-Impact Practice. When that change occurs, they remind the department that the new version of 4189.01S should be aligned in number and content with this course (please see contingency below), rather than being a 3000-level "version" of the current 4189.01S. The Subcommittee asks that the department reach out to Rachel Steele.682 or Bernadette Vankeerbergen.1 if there are questions about this alignment.

- b) **Contingency:** The Subcommittee asks that the department choose a different course number for this offering. Per the [Office of the University Registrar](#), x189 course numbers are reserved for courses focused on field work and field experience.
- c) **Contingency:** The Subcommittee asks that the department provide additional information in the syllabus (pp. 4-5) about the length and format of all assignments, especially the final paper.
- d) *Recommendation:* The Subcommittee recommends that the department provide more information in the syllabus (p. 4) for students about how participation will be assessed, especially given that it is 20% of the overall course grade. For example, what is the relationship between this grade and attendance at each class session? How will students' class preparation ("organized notes, formulated questions, and insights/takeaways") be evaluated? The Subcommittee also offers the friendly suggestion that dividing this into a "first half" and "second half" participation grade would provide students with a chance to adjust their efforts (if necessary) at the midterm.
- e) *Recommendation:* The Subcommittee suggests that the department include some instruction and/or scaffolding for students in preparation for the final paper. They note that most of the course's readings appear to come from the fields of history and social science, and that students may have difficulty applying these theories and methods to the analysis of fictional works without engaging with examples of scholarly work in that area and/or additional support from the instructor.
- f) *Recommendation:* The Subcommittee recommends that the department correct the contradiction in the word count for the written reflections (syllabus, p. 4), as the expected length is first listed as 300-400 words, and later listed as 350-450 words.
- g) *Recommendation:* The Subcommittee suggests that the department include in the syllabus a brief chart (either proceeding or following the assignment descriptions on pp. 4-5) that summarizes the percentage of the final grade that is assigned to each assessment.
- h) *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.
- i) *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Title IX statement (syllabus p. 9), 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](#).
- j) *Recommendation:* The Subcommittee suggests that the department review the syllabus to make sure that all links are up-to-date and active.
- k) Crocetta, Diles; unanimously approved with **two contingencies** (in bold above), *seven recommendations* (in italics above), and one comment.

5) CSTW 3002 (new course requesting 100% DL)

- a) **Contingency:** The Subcommittee asks that the unit include with the revision a cover letter that outlines the changes made to the proposal in response to the feedback below. Additionally, they ask that changes to the syllabus be highlighted (when possible) to bring them to the Chair's attention during the contingency review.
- b) **Contingency:** The Subcommittee requests that the unit re-engage with the Office of Distance Learning regarding the Regular and Substantive Interaction in the course and complete an updated [Distance Learning Cover sheet](#). They note that the course was originally reviewed for Distance Learning in 2023, when courses were evaluated for the amount of "Direct Instruction" (i.e., content provided by the instructor) that was included in the course. Since then, the ASCC has moved to a model that evaluates the "Regular and Substantive Interaction" between the instructor(s) and the students in the course. The Subcommittee notes that even under the old model, there would not have been enough Direct Instruction to approve the course, and that several of the activities listed as being a part of the course's direct instruction would not have been considered as such by the ASCC and ODE. More information about what constitutes Regular and Substantive Interaction can be found on [ODE's website](#). Additionally, the Subcommittee notes that the course's use of Hypothesis software requires that a special statement be placed in the syllabus; the statement can be found [here](#) on ODE's website.
- c) **Contingency:** The Subcommittee requests that the unit clarify the course's assignments. Specifically, on p. 5 of the syllabus, the chart detailing the course's assignments for each module includes a "Writing Sample", but that is not described on p. 6. Similarly, p. 6 describes the "Module Assignments", but these are not listed in the chart on p. 5.
- d) **Contingency:** The Subcommittee asks that the unit consider changing the *co-requisite* of English 3305 (curriculum.osu.edu under "Prerequisites and Exclusions") to a *pre or co-requisite* of English 3305. This would allow additional flexibility in student scheduling.
- e) **Recommendation:** The Subcommittee recommends that the unit re-phrase the statement about the course's grading structure (syllabus, p. 5) to clarify that there are seven modules, each worth 50 points, that contribute to the total of 350 points for the course.
- f) **Recommendation:** The Subcommittee suggests that the unit update the Religious Accommodations statement (syllabus p. 9), as the name of the Office of Institutional Equity has changed. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- g) **Recommendation:** The Subcommittee recommends that the unit use the most recent version of the Title IX statement (syllabus p. 10), 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](#).
- h) **Recommendation:** The Subcommittee suggests that the unit remove the final sentence on p. 10 of the syllabus that follows the Land Acknowledgement, as the Center for Belonging and Social Change (formerly the Multicultural Center) has been closed, and their website is no longer available.

- i) Crocetta, Diles; unanimously approved with **four contingencies** (in bold above) and *four recommendations* (in italics above).
- 6) CSTW 3003 (new course requesting 100% DL)
- a) **Contingency:** The Subcommittee asks that the unit include with the revision a cover letter that outlines the changes made to the proposal in response to the feedback below. Additionally, they ask that changes to the syllabus be highlighted (when possible) to bring them to the Chair's attention during the contingency review.
  - b) **Contingency:** The Subcommittee requests that the unit re-engage with the Office of Distance Learning regarding the Regular and Substantive Interaction in the course and complete an updated [Distance Learning Cover sheet](#). They note that the course was originally reviewed for Distance Learning in 2023, when courses were evaluated for the amount of "Direct Instruction" (i.e., content provided by the instructor) that was included in the course. Since then, the ASCC has moved to a model that evaluates the "Regular and Substantive Interaction" between the instructor(s) and the students in the course. The Subcommittee notes that even under the old model, there would not have been enough Direct Instruction to approve the course, and that several of the activities listed as being a part of the course's direct instruction would not have been considered as such by the ASCC and ODE. More information about what constitutes Regular and Substantive Interaction can be found on [ODE's website](#). Additionally, the Subcommittee notes that the course's use of Hypothesis software requires that a special statement be placed in the syllabus; the statement can be found [here](#) on ODE's website.
  - c) **Contingency:** The Subcommittee requests that the unit clarify the course's assignments. Specifically, on p. 6 of the syllabus, the chart detailing the course's assignments for each module includes a "Writing Sample", but that is not described on p. 6-7. Similarly, pp. 6-7 describes the "Module Assignments", but these are not listed in the chart.
  - d) **Contingency:** The Subcommittee asks that the unit simplify the prerequisites/corequisites for the course. As CSTW 3002 is a prerequisite for CSTW 3003, and English 3305 is a pre/corequisite for CSTW 3002, then the prerequisite for CSTW 3003 can simply be CSTW 3002 (curriculum.osu.edu under "Prerequisites and Exclusions").
  - e) *Recommendation:* The Subcommittee recommends that the unit re-phrase the statement about the course's grading structure (syllabus, p. 6) to clarify that there are seven modules, each worth 50 points, that contribute to the total of 350 points for the course.
  - f) *Recommendation:* The Subcommittee suggests that the unit update the Religious Accommodations statement (syllabus p. 9), as the name of the Office of Institutional Equity has changed. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
  - g) *Recommendation:* The Subcommittee recommends that the unit use the most recent version of the Title IX statement (syllabus p. 10), 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](#).

- h) *Recommendation*: The Subcommittee suggests that the unit remove the final sentence on p. 10 of the syllabus that follows the Land Acknowledgement, as the Center for Belonging and Social Change (formerly the Multicultural Center) has been closed, and their website is no longer available.
- i) Crocetta, Diles; unanimously approved with **four contingencies** (in bold above) and *four recommendations* (in italics above).