

ASCC Arts and Humanities Subcommittee 1

Approved Minutes

Tuesday, September 23rd, 2025

3:30PM – 5:00PM

Zoom

Attendees: Beecher, Bitters, Clark, Hedgecoth, Mick, Neff, Sims, Vankeerbergen

Agenda

1. Approval of 09-09-2025 minutes
 - a. Clark, Beecher; unanimously approved.
2. AAAS/History 3080 – Existing cross-listed courses with GEL Historical Study and GEN Theme: Traditions, Cultures, and Transformations requesting 100% DL
 - a. *Recommendation:* Instructors are welcome to include any standard and/or recommended syllabus statements found on the [Office of Undergraduate Education's webpage](#) which they deem relevant for their course. Please refer to this page to ensure that the statement on Diversity (now to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on pp. 17-18 of the syllabi and all other statements are current and accurate.
 - b. Beecher, Clark; unanimously approved with *one recommendation*.
3. English 3260 – Existing course with GEN Theme: Traditions, Cultures, and Transformations requesting 100% DL
 - a. The Subcommittee requests that the department update the form in curriculum.osu.edu to indicate that the course will now be offered at a distance.
 - b. The Subcommittee requests a stronger sense of the instructor’s presence in the course. In terms of Regular Substantive Interaction (RSI), the activities presented appear light for a 3-credit hour course and do not currently meet the expected threshold. The distance-learning version of the course should compensate for the loss of in-class interaction with meaningful alternatives. The Subcommittee requests a clearer breakdown of expectations for interaction in the course along with more detail on how instructor engagement will be incorporated.
 - c. The Subcommittee requests additional detail in the course schedule in the syllabus. Elements from the schedule in the original syllabus like the description of each unit should be retained to provide students with a clear sense of how the units are tied to the focus of the course.
 - d. The Subcommittee requests clarification of the term “multimedia affordances” used in the assignment description (p. 10) of the Poem Recommendation.

Specific software or tools this option might require students to use should be listed in the course technology section of the syllabus to ensure accessibility.

- e. Declined to vote.
- 4. English 2195 – New course requesting GEN Foundation: Literary, Visual, and Performing Arts and 100% DL
 - a. *Recommendation:* The Subcommittee notes that the online version of the syllabus for this course does not use the [Office of Distance Education's distance learning template](#), which creates accessibility issues (e.g., headings that interfere with screen reader use). Beginning in April 2026, [ADA digital accessibility requirements for OSU](#) as a public institution will be significantly expanded. The Subcommittee recommends updating the syllabus using the DL template to ensure compliance and accessibility.
 - b. *Recommendation:* The Subcommittee recommends that the length of the short lectures be specified in the syllabus (on p. 2 or in the class calendar) so that students can budget their time accordingly.
 - c. *Recommendation:* The Subcommittee recommends that the department update the Student Life Disability Services statement on page 13 of the syllabus with the most recent approved language, which can be found on the [Office of Undergraduate Education's webpage](#).
 - d. Sims, Beecher; unanimously approved with *three recommendations*.
- 5. Bosnian-Croatian-Serbian 1198.99 – New course requesting 100% DL (return)
 - a. The Subcommittee requests that the course include more explicit instruction in grammar within the language. At present, the production of language appears limited to vocabulary quizzes, with no identifiable grammar content in the syllabus. The expectation that students will be able to construct dialogue is unrealistic without adequate instructional support, particularly given the added challenge of mastering two alphabets. Additionally, it is unclear whether the quizzes in the course calendar are meant to be the grammar assignments, as there is no mention of them in the grade breakdown, or whether the grammar instruction is missing entirely. Clarifying how grammar will be taught and assessed may help address these concerns.
 - b. The Subcommittee notes that the learning outcomes listed on page 2 of the syllabus are that of the GEN World Language category, which creates a disconnect between what this course seeks to achieve and what the ELOs suggest. The Subcommittee requests that the learning outcomes in the syllabus be rewritten to align with the course itself.
 - c. The Subcommittee requests a stronger sense of instructor presence in the course, particularly in terms of Regular Substantive Interaction (RSI). It is currently unclear how instructor presence will be incorporated into the course, as the syllabus lists lectures, videos, and other materials without

distinguishing what is instructor-created, external readings, or third-party videos.

- d. The Subcommittee requests that all videos used in this course, including YouTube content, meet accessibility standards. Many of the videos linked in the course schedule do not have subtitles or rely solely on automatic captioning, which raises concerns about accuracy and accessibility.
- e. The Subcommittee requests that the credit-hour statement on page 4 of the syllabus be corrected. For a 1-credit, *7-week* course, students should expect approximately 6 hours per week of engagement with the class. In addition to revising the statement, the Subcommittee also requests that the syllabus breakdown how the 6 hours of engagement per week will be fulfilled, including estimates for the time per week students will spend watching videos or lectures, completing assigned readings, engaging in assignments or discussions, and preparing and delivering the presentation.
- f. The Subcommittee requests that the descriptions of the course assignments (pp. 8-9) be expanded to include more detail. Students should have a clear understanding of what each assignment entails and how to complete it.
- g. The Subcommittee requests greater clarity in the “How this Online Course Works” section of the syllabus (p. 3). This section should guide students on how to navigate the course, including the sequence in which they should aim to complete assigned materials for each week.
- h. The Subcommittee requests clarification on the “points and/or percentage” of the assignments in the grading breakdown provided in the syllabus (p. 8) to ensure transparency in assessment.
- i. As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
 - i. Academic Misconduct
 - ii. Student Life - Disability Services
 - iii. Religious Accommodations
 - iv. Intellectual Diversity**

Instructors are welcome to include any standard and/or recommended syllabus statements found on the [Office of Undergraduate Education's webpage](#) which they deem relevant for their course. Please refer to this page to ensure that the statements on Diversity and Title IX (now to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and

Sexual Misconduct”) on pp. 11-12 of the syllabus and all other statements are current and accurate.

- j. The Subcommittee notes the inclusion of a Land Acknowledgment on p. 21 of the syllabus. As of 09-18-2025, Land Acknowledgments are no longer permissible on “written class materials” (including most syllabi) per the university’s [SB1 Compliance website](#) (please see the link to the [“Philosophy on Statements”](#)). The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus.
 - k. Declined to vote.
6. Music 6200.13 – New course
- a. *Recommendation:* The Subcommittee recommends that the grading scale in the syllabus (p. 3) be revised to use ‘E’ instead of ‘F’, in keeping with the university’s grading system.
 - b. *Recommendation:* The Subcommittee strongly recommends that the syllabus (p. 2) include greater specificity in the grading scheme and expectations. The Subcommittee recommends more structure and detail clarifying how student’s work/performance will be evaluated and what constitutes satisfactory versus unsatisfactory.
 - c. Clark, Sims; unanimously approved with *two recommendations*.
7. Slavic 3380 – New course requesting GEN Theme: Lived Environments
- a. The Subcommittee encourages the department to reassess the relevance of the course title and description in curriculum.osu.edu to the course content. The current framing of the course is heavily Eastern European with a clear Soviet and post-Soviet emphasis, yet the course title and description suggest a broader scope. While the department’s focus may imply this emphasis, the Subcommittee recommends clarifying the scope to avoid misleading students.
 - b. Given the content of the course, the Subcommittee requests that the department obtain concurrence from the Department of History and the Department of Women’s, Gender and Sexuality Studies.
 - c. The Subcommittee requests clarification of the structure of the assignments. The current syllabus embeds numerous items in the course schedule that are difficult to map back to the assignment descriptions. Additionally, the assignments mention fieldwork activities throughout the semester, but the schedule only lists a fieldwork presentation in week 2, raising questions about how this will extend throughout the term. Every assignment in the syllabus should be clearly described, and the course calendar should be organized to reflect this structure.
 - d. The Subcommittee requests that the formatting and presentation of information in the syllabus be streamlined to make the document easier for

students to navigate. For example, the attendance policy (pp. 5-6) could be simplified for clarity.

- e. The Subcommittee requests correction of inconsistencies and redundancies in the syllabus. For example, the document refers to multiple instructors although only one is listed, repeats certain information in multiple places, and includes the mention of group work without explaining its role in the course.
 - f. The Subcommittee requests that the final reflection assignment be revised to remove the reference to study abroad (p. 7), which appears to be a copy-and-paste error from another course.
 - g. The Subcommittee requests that the link to the university statements (p. 8) direct students to the [Office of Undergraduate Education's webpage](#) rather than the ASCCAS site.
 - h. Declined to vote.
8. Comparative Studies 4444 – New course requesting GE Theme: Sustainability (4 CH w/ HIP: Research and Creative Inquiry)
- a. Comment: The Subcommittee commends the department for the level of detail provided in the course calendar. The calendar is well-organized and will be beneficial for students in navigating the course.
 - b. *Recommendation*: Instructors are welcome to include any standard and/or recommended syllabus statements found on the [Office of Undergraduate Education's webpage](#) which they deem relevant for their course. Please refer to this page to ensure that the statements on Title IX (now to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and mental health on pp. 6-7 of the syllabus and all other statements are current and accurate. Please also refer to this page to ensure that the email address link in the Religious Accommodations statement is accurate.
 - c. Sims, Clark; unanimously approved with one comment and *one recommendation*.