

ASCC Arts and Humanities Subcommittee 1

Approved Minutes

Tuesday, October 7th, 2025

3:30PM – 5:00PM

Zoom

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

Agenda

1. Approval of 09-23-2025 minutes
 - a. Beecher, Sims; unanimously approved.
2. English 1110.03 – existing course with GEL: Writing and Communication Level 1 and GEN Foundation: Writing and Information Literacy requesting 100% DL
 - a. *Recommendation:* The Subcommittee recommends removing the reference to the OSU grading scale from the syllabus (p. 17), as OSU does not have a standardized grading scale and instructors are free to select a grading scheme which best suits the needs of their course.
 - b. Sims, Clark; unanimously approved with *one recommendation*.
3. English 3380 – new course requesting GEN Theme: Traditions, Cultures, and Transformations and 100% DL
 - a. **Contingency:** 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these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus).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. 18-19 of the syllabus and all other statements are current and accurate.

- a. Comment: The Subcommittee notes the inclusion of a Land Acknowledgment on p. 19 of the syllabus. As of 10-03-2025, it is no longer permissible to share Land Acknowledgments on “university channels or resources” 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.

- b. *Recommendation:* The Subcommittee recommends that the tone and civility section of the syllabus (pp. 6-7) be revised to better reflect the modality of the course, as it currently includes references that do not pertain to an online learning environment.
 - c. *Recommendation:* The Subcommittee recommends that the instructor ensure continuity between the level of weekly engagement described in the syllabus and what is outlined on the distance learning cover sheet. The number of weekly hours totaled on the DL sheet does not appear to reflect the amount of time students will put into the course, which seems greater based on the syllabus.
 - d. Sims, Beecher; unanimously approved with **one contingency**, one comment, and *two recommendations*.
4. AAAS/Music 2050 – new cross-listed course requesting GEN Foundation: Literary, Visual and Performing Arts (return)
- a. *Recommendation:* The Subcommittee recommends removing the reference to the OSU grade scheme from the syllabus (p. 10), as OSU does not have a standardized grading scale and instructors are free to select a grading scheme which best suits the needs of their course.
 - b. *Recommendation:* If the course will meet twice weekly, the Subcommittee recommends that the course schedule be revised to include day-by-day details rather than weekly overviews. The schedule should outline specific action items and activities to clearly communicate to students what is expected for each class session.
 - c. Beecher, Clark; unanimously approved with *two recommendations*.
5. EALL 3797 – new course requesting GEN Theme: Traditions, Cultures, and Transformations with 4-CH High-Impact Practice Global and Intercultural Learning: Abroad, Away, or Virtual
- a. The Subcommittee requests that concurrence be sought from the Department of Religious Studies.
 - b. The Subcommittee has several concerns regarding Assignment #3 and asks that the following feedback be addressed:
 - i. The Subcommittee notes that requiring students to create a long documentary video would demand extensive support and scaffolding. Students would need explicit instruction on documentary structure, filming techniques, and editing mechanics, which does not appear to be built into the course. The Subcommittee requests that the

department make clear in the syllabus how students will receive the appropriate instruction and guidance to successfully complete this assignment.

- ii. The Subcommittee requests that item 'd' in the rubric for Assignment #3 be reworded or provided with additional context. Asking students to enter and record in religious spaces then declare something odd or out of place raises potential ethical and cultural issues.
 - iii. The Subcommittee requests that students receive explicit instruction on cultural sensitivity and ethical engagement with Assignment #3 to guide them in approaching this project respectfully.
 - iv. The Subcommittee requests clarification regarding student access and feasibility of completing Assignment #3. Are there preexisting relationships with community or spiritual institutions that would facilitate participation? If so, the Subcommittee requests that this context be included in the syllabus. Otherwise, given the sensitive nature of filming in community or religious spaces, the Subcommittee recommends developing alternative options for these activities if students are denied access or unable to complete the filming component.
 - v. The Subcommittee requests that the department review whether the title of Assignment #3 ("Academic Integrity and Group Project of Investigating and Filming a Spiritual Institution in the Local Community") accurately reflects the content of the project, with particular attention to the reference to academic integrity.
 - vi. The Subcommittee notes that addressing the above concerns will help to ensure the viability and coherence of Assignment #4 as well.
- c. The Subcommittee recommends modifying the course learning outcomes (p. 3) to be more specific and measurable so that they clearly articulate the skills that students are expected to gain from the course. It is recommended that action verbs be used.
 - d. The Subcommittee requests that the Legacy GE goals and ELOs be removed from the syllabus (pp. 3-5). While courses previously approved for Legacy GE remain valid, Legacy GE status can no longer be requested.
 - b. 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.
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- e. Declined to vote.