**ASCC Themes Subcommittee 1**

Draft Minutes

Thursday, Sept. 25th, 2025 Haggerty Hall 255

**Attendees**: Andridge, Daly, Herrmann, Nagar, Neff, Ottesen, Patson, Rehbeck, Tuxbury-Gleissner, Vankeerbergen

**Agenda**

1. Approval of 9-11-25 minutes
	1. Rehbeck, Andridge; unanimously approved.
2. Religious Studies 4370 (new course requesting GEN Theme Traditions, Cultures, and Transformations**with Research and Creative Inquiry High Impact Practice**) (return; the course has dropped its request for the Citizenship theme and replaced it with TCT) (tabled from last time)
	1. **Contingency**: The Subcommittee requests that since the course has changed its requested GEN: Theme category, the course description and course details in curriculum.osu.edu be revised to reflect the TCT Theme.
	2. **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statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus).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](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. Student Life - Disability Services
		3. **Religious Accommodations** – please update the email address link and add the policy link to the end of the statement (p. 7)
		4. **Intellectual Diversity**

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the statements on Diversity and Title IX (to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on page 7 of the syllabus and all other statements are current and accurate.

* 1. *Recommendation*: The Subcommittee recommends that the syllabus more explicitly describe the HIP deliverable, consistent with the information provided in the supporting documents, to clarify what is required of students as part of the HIP credit. The Subcommittee further recommends that the syllabus include an example of scholarship in the field to illustrate expectations and guide students in replicating scholarly approaches in their own work.
	2. Ottesen, Nagar; unanimously approved with **two contingencies** and *one recommendation*.
1. Cyber Security 2111 (new course requesting GEN Theme Lived Environments) (return; the course has dropped its request for Service-Learning HIP) (tabled from last time)
	1. **Contingency**: The Subcommittee requests clarification in the syllabus of the connection between social engineering and cyber lived environments. Engagement in the course with “environments” as a concept remains unclear, and the Subcommittee asks that this relationship be more fully considered and conceptualized. As one example, the statement that “humans can respond to and shape their environments through proactive steps” (p. 1) would benefit from clearer grounding in the course framework.
	2. **Contingency**: The Subcommittee requests that ELO 2.1 be strengthened by engaging students with the definition of “social engineering” early in the course through lecture and/or assigned texts that establish a framework. Students should be encouraged to expand upon this definition throughout the course and explore how the concept of social engineering operates not only within the discipline but across other fields. The Subcommittee further requests that students be asked to reflect (ELO 2.2) on how the digital space functions as an environment with activities that integrate the connection between social engineering and cyber lived environments.
	3. *Recommendation*: The Subcommittee recommends that the course broaden its treatment of the social environment beyond primarily antagonistic dimensions. Greater space should be made for students to reflect on additional aspects of the social environment.
	4. *Recommendation*: Instructors are welcome to include any other standard and/or recommended syllabus statements found on the [Office of Undergraduate Education's webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) which they deem relevant for their course. Please also refer to this page to ensure that the statements on Diversity and Title IX (to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on page 16 of the syllabus, the email address link in the Religious Accommodations statement on page 17, and all other statements are current and accurate.
	5. Rehbeck, Patson; unanimously approved with **two contingencies** and *two recommendations*.
2. Biology 2360 (new course requesting GEN Theme: Health and Wellbeing)
	1. **Contingency**: The Subcommittee requests that ELO 2.2 be strengthened by incorporating opportunities for self-reflection in the course. While the final project emphasizes self-guided learning, it does not necessarily require students to reflect on themselves as learners. One way this could be addressed is by adding a reflective component to the final project in which students consider the process of their rationale, decision-making, and evolving understanding of disease outbreak and its impacts.
	2. **Contingency**: The Subcommittee requests that ELO 3.1 be addressed from more than a single disciplinary perspective. At present, the course emphasizes a biological focus but does not integrate societal or public health dimensions. The Subcommittee requests that these additional perspectives be incorporated to broaden the framing of the course and ensure that the Theme of Health and Wellbeing is fully represented rather than overshadowed by the biological emphasis.
	3. Rehbeck, Nagar; approved with **two contingencies**, one abstention, and one vote of no.
3. Anthropology 5605 (new course already approved for 100% DL; requesting GEN Theme Traditions, Cultures, and Transformations)
	1. The Subcommittee requests that the syllabus include a brief paragraph under the GEN Theme goals and ELOs explaining how the course aligns with the Theme and will meet the ELOs. This explanation will make the link between the course and the GEN goals and ELOs more apparent for students and reviewers alike. Currently, the course seems to assume the connection between the TCT Theme and the anthropology of children rather than demonstrating it. The Subcommittee recognizes elements of a cultural focus, but much of the current course material does not explicitly address culture. For example, the current content leans heavily on perspectives such as hormones and developmental changes, but stronger integration of cultural perspectives would better situate the course within the Theme.
	2. The Subcommittee requests that the links between the course assignments and the Theme be made clearer in the syllabus. At present, the assignments are not sufficiently connected to the Theme; for example, one assignment emphasizes health and another emphasizes climate, but neither demonstrate how these topics connect to the Theme as articulated in the syllabus.
	3. The Subcommittee requests clarification on how this course is designed for a general body of GE students, including non-majors, while also appropriate for advanced Anthropology majors and graduate students. The current design appears highly advanced, with readings and assignments relying on specialized knowledge. The Subcommittee requests an explanation of the scaffolding that will enable GE students to engage with the materials without becoming overwhelmed (especially in an online format where it may be more difficult to identify students who are struggling).
	4. The Subcommittee requests reconsideration of the reading list for the course. The current sequencing shifts abruptly and might make it difficult for students besides advanced Anthropology majors to synthesize the material. The Subcommittee requests revision to ensure that the readings are scaffolded and accessible for the intended audience.
	5. Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the statement on Title IX (to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on page 9 of the syllabus and all other statements are current and accurate.
	6. Declined to vote.
4. Entomology 2400 (new course requesting GEN Theme Health and Wellbeing)
	1. The Subcommittee requests that the course clarify its unique focus within the life sciences by emphasizing insect-related biology (such as insect models in medical research) in order to align with faculty expertise and avoid overlapping content with other life sciences units. The Subcommittee asks that the disciplinary approach be clearly framed, which will also help clarify the course’s connection to the Theme.
	2. The Subcommittee requests that the perspective of the course be revised to move beyond foundation content in order to meet the ELOs of the Theme in an advanced, scholarly way. The current course learning outcomes focus primarily on scientific content (e.g., evolution basics, medical ethics) and do not explicitly address Health and Wellbeing. The Subcommittee requests that the focus and outcomes of the course be explicitly tied to the Theme, clarifying what students are expected to gain from the course in relation to both health and wellbeing.
	3. The Subcommittee requests that the syllabus clarify how cultural perspectives are taught and integrated throughout the course. While the final exam asks students to consider multiple perspectives, it is unclear where and how these skills are scaffolded within the course content.
	4. The syllabus refers to “health and wellness” in the paragraph explaining how the course fulfills the GEN category. The Subcommittee requests that this be updated to “wellbeing,” as the name of the GEN category was changed several years ago.
	5. The Subcommittee requests that the course consistently assess students’ understanding of the Theme across all assignments and activities while also providing structured opportunities for reflection as learners.
	6. The Subcommittee asks that the department revise the statement in the syllabus (p. 1) describing how this course fits into the new General Education Curriculum. Since this is a 3-credit hour course, it does not, by itself, fulfill the GEN Theme: Health and Wellbeing, which requires 4-6 credit hours. To avoid confusion among students, the Subcommittee suggests phrasing such as “This course is approved in the GEN Theme: Health and Wellbeing category.” Furthermore, the syllabus states, “This course fulfills the GE Themes: Health and Wellbeing for Natural Science/Biological Science.” However, there is no such GE category, and it appears that elements from multiple categories have been conflated. The subcommittee requests that the mention of “Natural Science/Biological Science” be removed.
	7. The Subcommittee recommends that the department update the email address link in the Religious Accommodations statement on page 15 of the syllabus. This should now link students to the Civil Rights Compliance Office email.
	8. Declined to vote.
5. Entomology 2400E (new course requesting GEN Theme Health and Wellbeing) (note re: both courses: Entomology 2400H has existed since 2015 & is a course with the GEL Natural Science-Biological Science; the dept will eventually withdraw the course; no need to ask for concurrence)
	1. The Subcommittee requests that the course clarify its unique focus within the life sciences by emphasizing insect-related biology (such as insect models in medical research) in order to align with faculty expertise and avoid overlapping content with other life sciences units. The Subcommittee asks that the disciplinary approach be clearly framed, which will also help clarify the course’s connection to the Theme.
	2. The Subcommittee requests that the perspective of the course be revised to move beyond foundation content in order to meet the ELOs of the Theme in an advanced, scholarly way. The current course learning outcomes focus primarily on scientific content (e.g., evolution basics, medical ethics) and do not explicitly address Health and Wellbeing. The Subcommittee requests that the focus and outcomes of the course be explicitly tied to the Theme, clarifying what students are expected to gain from the course in relation to both health and wellbeing.
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	7. The Subcommittee recommends that the department update the email address link in the Religious Accommodations statement on page 15 of the syllabus. This should now link students to the Civil Rights Compliance Office email.
	8. Declined to vote.
6. Classics 2301/History of Art 2301/History 2210 (existing triple-listed courses with GEL Cultures and Ideas, GEL Historical Study, GEL Diversity-Global Studies, and GEN Foundation Historical and Cultural Studies; also previously approved for 100% DL; request to drop GEN Foundation Historical and Cultural Studies and replace with GEN Theme Traditions, Cultures, and Transformations)
	1. Comment: The Subcommittee notes the inclusion of a Land Acknowledgment in the syllabi (p. 21). As of 06/27/2025, Land Acknowledgments are no longer permissible on official university documents (including most syllabi) per the university’s [SB1 Compliance website](https://omc.osu.edu/key-issues/philosophy-institutional-leadership-statements). The course instructor(s) should consult with their TIU director/chair regarding whether this statement may be included within the syllabus.
	2. *Recommendation*: Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the statements on Diversity and Title IX (to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on page 21 of the syllabi and all other statements are current and accurate.
	3. Rehbeck, Herrmann; unanimously approved with one comment and *one recommendation*.
7. History 3085 (existing course with GEL Historical Study and GEL Diversity—Social Diversity in the US; requesting GEN Theme Traditions, Cultures, and Transformations) (return) (FULLY APPROVED BY TAG FOR TCT ELOs; ONLY GENERIC ELOs need to be reviewed)
	1. *Recommendation*: The Subcommittee recommends that the instructor provide more details in the syllabus on the in-class sessions of the course. Currently, the syllabus indicates that a substantial portion of the class time is devoted to watching films, which does not constitute advanced engagement on its own. The Subcommittee encourages a clear explanation of how contact hours are being met, including a description of student work during class such as discussions, lectures, and engagement with the films so that the structure of the course is clear to students or anyone who views the syllabus.
	2. Andridge, Patson; unanimously approved with *one recommendation*.
8. Entomology 3600 (new course requesting GEN Theme Lived Environments)
	1. Tabled.