

ASCC Themes Subcommittee I

Approved Minutes

Thursday, November 13th, 2025

Hagerty Hall 255

Attendees: Andridge, Hermann, Lower, Nagar, Ottesen, Patson, Steele, Tuxbury-Gleissner, Vankeerbergen

Agenda

- 1) Approval of 10-30-25 minutes
 - a) Patson, Nagar; unanimously approved.
- 2) Chinese 3797 (new course requesting GEN Theme: Traditions, Cultures, and Transformations **with Global and Intercultural Learning: Abroad, Away, or Virtual High-Impact Practice**)
 - a) **Contingency:** The Subcommittee asks that the department amend the listing of the GEN Theme: Traditions, Cultures, and Transformations goals and ELOs on p. 3-5 of the syllabus. The GEN Goals and ELOs are not course-specific; they should *not* be altered and should be the same for all courses in a given category. The Goals and ELOs are available in an easy-to-copy-paste format on the [ASCCAS website](#).
 - b) **Contingency:** The Subcommittee asks that the department include in the syllabus (p. 5) a brief, student-friendly paragraph following the listing of the GEN goals and ELOs that explains how this course, in particular, meets the goals and ELOs of the GEN Theme: Traditions, Cultures, and Transformations category, per a requirement of the Arts and Sciences Curriculum Committee. This Subcommittee offers the friendly suggestion that the department may wish draw some of the material for this paragraph from the course-specific ELOs referenced in item “a” above.
 - c) *Recommendation:* The Subcommittee recommends that the department include in the curriculum map the level at which Chinese 3797 (Beginner, Intermediate, Advanced) meets the department’s program goals. While Chinese 3797 *is* listed on the curriculum map, the remainder of the row is blank.
 - d) Patson, Andridge; approved with **two contingencies** (in bold above) and *one recommendations* (in italics above).
- 3) French 2803.02 (existing course with GEL Cultures and Ideas and numbered 1803.03; request to renumber at the 2000-level, drop GEL Cultures and Ideas & add GEN Theme Lived Environments)
 - a) **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 p. 3 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 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 reviewing faculty suggest wording such as “French 2803.02 is an approved course in the GEN Theme: Lived Environments category and the GEL Cultures and Ideas category.”

- b) **Contingency:** The Subcommittee asks that the department include in the syllabus a brief, student-friendly paragraph following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOs of the GEN Themes: Lived Environment category, per a requirement of the Arts and Sciences Curriculum Committee. While they note and appreciate the “Relevant Assignments” column adjacent to the ELOs on pp. 3-5 of the syllabus, this simply explains what activities are associated with each ELO, rather than discussing how they will be met.
- c) **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 from the current syllabus and/or incomplete/out-of-date). 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.

1. Academic Misconduct
- 2. Student Life - Disability Services**
3. Religious Accommodations
4. Intellectual Diversity

Instructors are also 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 Title IX Statement on p. 24 of the syllabus (now the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”), the Mental Health Statement on pp. 25-26 of the syllabus, and all other statements are current and accurate.

- d) Rehbeck, Ottesen; unanimously approved with **three contingencies** (in bold above).
- 4) Civics, Law, and Leadership 3220 (new course; no longer requesting GEN Theme Citizenship for a Diverse and Just World; now requesting GEN Theme: Traditions, Cultures, and Transformations)
- a) The Subcommittee is generally supportive of a course on the Great American Novel as a part of the Traditions, Cultures, and Transformations Theme. However, they ask that the course be significantly realigned and reimagined to fit within the framework of the General Education category. The Subcommittee encourages the course proposer/designer to reach out to the chair of the Themes I Subcommittee, Philip Tuxbury Gleissner,¹ to discuss the course proposal and possible pathways forward.
 - b) The Subcommittee requests that the Center provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
 - c) The Subcommittee asks that the Center make clearer the course’s connection with the GEN category’s goals and ELOs. To that end, they ask that the following areas be addressed:
 - i) The Subcommittee observes that many of the ELOs (especially 3.1-4.2) are associated with lecture topics rather than assignments. Since ELOs must be assessed, addressing an ELO’s topics in a lecture/classroom discussion is not, in and of itself, sufficient. The Subcommittee asks that the course’s assessments be altered so that they are inextricably linked to the GEN ELOs, thus making students’ marks a direct reflection of

- their achievement of the ELOs. The Subcommittee offers the friendly reminder that in the future, the Center will be likely be asked by the GEN Assessment Groups to provide evidence that they are meeting the ELOs through sample assessments.
- ii) The Subcommittee notes that students' freedom in choosing their topics for the short papers ("While students may choose to address the weekly reading question, they are also free to go beyond this in selecting passages and questions that differ from the question." [syllabus p. 5]) and the broad topics of the long papers ("analyze a moment of persuasion" and "analyze the image of America in a work of their choosing") contribute to the issue outlined in item 4.b.i above, as there is no guarantee that students' papers will address the ELOs.
 - iii) The Subcommittee asks that the Center amend the course schedule (syllabus, pp. 7-10). Specifically, they are concerned that the weekly focus themes and reading questions are not clearly and explicitly connected to the theme. Additionally, while the Subcommittee appreciates the presence of some secondary scholarly readings in the course, these readings do not appear to engage with the primary sources to elucidate the theme.
 - d) In addition to the concerns about the relationship of the assignments to the ELOs, the Subcommittee offers the following additional feedback on the course's assessments
 - i) The Subcommittee notes that 40% of students' grades for the course come either from attendance/participation or assignments graded pass/fail; they ask that this be altered to reflect the advanced and scholarly nature of Themes courses.
 - ii) The Subcommittee recommends that the Center consider varying the assignment types and/or scaffolding the writing assignments to support student learning and provide better opportunities for students to demonstrate "critical and logical thinking" (ELO 1.1) and "advanced, in-depth [and] scholarly exploration" (ELO 1.2). Additionally, the Subcommittee offers the friendly observation that these types of short writing assignments on commonly taught texts are particularly vulnerable to being completed with Artificial Intelligence software.
 - e) The Subcommittee recommends that the Center include in the Student Life Disability Services Statement (syllabus, p. 11) the contact information for the SLDS Office. Currently, the statement includes this information in parentheses: "see below for campus-specific contact information". (Please note that this information is campus-specific, and it is only recommended to include the contact information for the campus on which the course is being offered.) This information can be found on the [Office of Undergraduate Education website](#).
 - f) The Subcommittee declined to vote on the course at this time.
- 5) WGSS 3101 (existing course requesting GEN Theme Lived Environments)
- a) The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
 - b) The Subcommittee asks that the department provide additional information throughout the syllabus and in the GEN submission form regarding the specific lived environment that the course is engaged with. The Subcommittee notes that it is especially important that the assignments explicitly ask students to connect this particular lived environment to the

essays/projects that they produce. The Subcommittee offers the friendly advice that the unit may wish to consider how a student, looking at the syllabus, would see the lived environment that is the focus of the course “signposted” throughout.

- c) While the Subcommittee can see a path forward for this course in the Lived Environments theme, they observed that the course’s content may be better suited to the Traditions, Cultures, and Transformations theme. However, regardless of which Theme the department chooses, the Subcommittee asks that the course’s assignments be explicit about how the students will demonstrate their mastery of the GEN ELOs.
- d) The Subcommittee declined to vote on the course at this time.

6) Art 3017 (existing course requesting GEN Theme Lived Environments **with Research and Creative Inquiry High Impact Practice**)

- a) The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b) The Subcommittee does not believe that the course, as it is currently presented, is a good fit for the GEN Theme: Lived Environments category. However, they can see how the course’s topic could fit within the theme if the department is open to a substantial restructuring and reimagining of the course. Currently, the course is focused on the study and creation of sculpture with some attention to Lived Environments, rather than being focused on an advanced study of a particular Lived Environment through the lens of artistic production. To this end, the Subcommittee offers the following feedback to aid the department in the course’s redesign:
 - i) While the Subcommittee understands the department’s desire to transform the course into a 4 CH Themes course to attract students from credit hour-heavy programs to the minor, they offer the friendly reminder that GEN courses should be accessible to students from all programs/majors. In its current form, the Subcommittee believes that students who are not art majors or minors will struggle to be successful in the course. The Subcommittee is particularly concerned about the amount of “self-research” in the course and the lack of scaffolding around the concepts in the GEN Theme to support student learning.
 - ii) Though the course is clearly an advanced study of sculpture, the Subcommittee finds that it is not currently an advanced study of *the theme* (i.e., of a particular Lived Environment). In order to rectify this, the Subcommittee asks that the department explicitly connect the course’s content and assignments to the study of the theme, outlining for students how their projects will allow them the opportunity to demonstrate their mastery of the GEN ELOs. They note that the GE should be the primary focus of all the course’s assignments; a separate “GE Project” implies that the Theme is separated from the students’ work in the rest of the course.
 - iii) The Subcommittee asks that the department remove from the GEN Submission Form the reference to other Art courses as a way of meeting ELO 2.2. The ELOs must be met via the course in question and cannot be connected to work done in other courses;

furthermore, as this course has no prerequisites, there is no guarantee that students will have taken any of those courses.

- iv) The Subcommittee asks that the department include in the syllabus a complete listing of all goals and ELOS for the GEN Theme: Lived Environments category, as well as a brief, student-friendly paragraph explain how this course, in particular, addresses those goals and ELOS. A complete and accurate listing of the Goals and ELOs for all GEN categories is available on the [ASC Curriculum and Assessment Services website](#).
- v) The Subcommittee asks that the department change the title and course description in curriculum.osu.edu (under “General Information”) to reflect the changes to the course’s content due to the engagement with the Lived Environments theme. These changes should include the removal of the word “introduction”. Though the Subcommittee acknowledges that this may be many students’ first experience with the creation of sculpture, the advanced nature of Themes classes (and the already-advanced nature of the course – see point 6.b.ii above) could make the use of this term misleading or confusing for students.
- c) In addition to the comments above regarding the GEN ELOs, the Subcommittee also asks that the department address the following logistical concerns:
 - i) The Subcommittee asks that the department reconcile the discrepancies in the course’s grading scheme. On p. 5 of the syllabus, under “Grading”, the syllabus notes that “Three projects will be undertaken in this class; 90% of the grade will be allocated evenly to those three projects...leaving 10% of the grade for final presentation sketchbook/binder.” However, just below this, there is a different breakdown for 4 projects and a final presentation.
 - ii) The Subcommittee asks that the department amend the syllabus to reflect the correct amount of meeting time for a 4 CH studio course. They observe that p. 4 of the syllabus seems to describe the structure of the class as a studio course (“Expect to spend a minimum of 3 hours per week outside of class for a 3-credit studio course.”) but refers to the class as 3 credit hours. Furthermore, since this is now a 4-credit hour course, the meeting times on p. 1 of the syllabus should be updated to reflect approximately 8 hours/week in class.
 - iii) 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 from the current syllabus and/or incomplete/out-of-date). 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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d) The Subcommittee declined to vote on the course at this time.

7) Human Nutrition 3500 (new course requesting GEN Theme: Traditions, Cultures, and Transformations)

- a) The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b) While the Subcommittee can see a path forward for this course in the Traditions, Cultures, and Transformations theme, they observed that the course's content may be better suited to the Health and Wellbeing theme. However, regardless of which Theme the department chooses, the Subcommittee asks that the department more clearly focus the course on the theme. In its current form, the course (and especially the group project/presentation) seems to focus on the nutritional practices of people in the world's various "blue zones", with some attention to traditions, cultures, and transformations, rather than focusing on "the influence of an aspect of culture...on at least one historical or contemporary issue" (ELO 3.1), "analyz[ing] the impact of a "big" idea or technological advancement in creating major and long-lasting change in a specific culture" (ELO 3.2) and "explor[ing] changes and continuities over time withing a culture or society" (ELO 3.4) through the lens of nutritional practices.
- c) The Subcommittee asks that the department better explain in the syllabus and the GEN Submission Form how ELOs 3.1-4.2 will be met in the course. They note that, in the GEN Submission form, the explanation of how these ELOs are met leans heavily on class lecture content and discussion, the former of which does not allow for assessment, and the latter of which accounts for only small portions of students' grades (5 pts/post).
- d) The Subcommittee asks that the department provide a clearer explanation of the concept of Blue Zones and Power 9, and how the study of these concepts supports an advanced and scholarly study of Traditions, Cultures, and Transformations.
- e) The Subcommittee asks that the department provide further clarification regarding the course's prerequisites as stated on p. 1 of the syllabus. Specifically, they are concerned that the statement regarding "prerequisite knowledge" is confusing for students (who may not understand what a "basic understanding" consists of in this context) and/or that students may actually need some specific coursework to be successful in this course. While GEN courses should not have excessive prerequisites, the Subcommittee offers the friendly suggestion that a general prerequisite, such as completion of a course in one or more GEN Foundations categories, may offer a potential solution.
- f) The Subcommittee recommends that the department include the required links within the Religious Accommodations Statement (syllabus p. 17). They note that the link to the list of holidays and observances should be included. The statement (with these links embedded)

can be found in an easy-to-copy/paste format on the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#).

- g) The Subcommittee declined to vote on the course at this time.
- 8) Comparative Studies 4456 (new course requesting GEN Theme: Lived Environments)
- a) **Contingency:** The Subcommittee asks that the department include in the syllabus (pp. 2-3) a brief, student-friendly paragraph following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOS of the Lived Environments category, per a requirement of the Arts and Sciences Curriculum Committee. This Subcommittee notes that this paragraph should be distinct from the course ELOS found on p. 3 of the syllabus.
 - b) *Recommendation:* The Subcommittee recommends that the department include in the descriptions of the assignments (syllabus, pp. 4-5) more explicit references to the GE Theme and its ELOS. While they acknowledge that it will be nearly impossible for students in this course to complete the assignments without meeting the ELOS of the Theme, this should be clearly signposted for students so that they understand how, where, and when they are expected to demonstrate their achievement of the ELOS.
 - c) Rehbeck, Ottesen; unanimously approved with **one contingency** (in bold above) and *one recommendation* (in italics above).