

ASCC Themes Subcommittee 1

Approved Minutes

Thursday, December 11th, 2025

3:00PM – 4:30PM

Hagerty Hall 255

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

Agenda

1. Approval of 11-13-25 minutes
 - a. Patson, Andridge; unanimously approved.
2. Near Eastern Languages and Cultures 3535 (new course requesting GEN Theme: Lived Environments, 4 CH w/ HIP: Research and Creative Inquiry)
 - a. **Contingency:** The Subcommittee requests clarification on how the five written summaries are scheduled across the semester to ensure that students consistently engage with ELO 1.1. While the written summaries are mapped to the ELO, it is unclear whether these assignments are organized in a way that requires students to address the ELO throughout the semester.
 - b. **Contingency:** The Subcommittee requests that the goals and ELOs be numbered in the syllabus (e.g., goals 1–4 and ELOs 1.1, 1.2, 2.1, 2.2...), rather than presented as bullet points. Numbering the goals and ELOs will make it easier to reference and align them with course activities and assessments throughout the syllabus. [Syllabus p. 2]
 - c. Ottesen, Andridge; unanimously approved with **two contingencies**.
 - d. High-Impact Practice
 - i. **Contingency:** The Subcommittee requests that the demonstration of competency for the Research and Creative Inquiry HIP extend beyond the classroom. To align with the expectations of the Research and Creative Inquiry High-Impact Practice, this component should be public-facing and foster community engagement, including opportunities for feedback and the exchange of ideas. The goal is to create an experience that goes beyond a traditional research project and engages a broader audience.
 - ii. Patson, Ottesen; unanimously approved with **one contingency**.
3. AAAS/Music 3460 (new cross-listed courses requesting GEN Theme: Traditions, Cultures, and Transformations)
 - a. Comment: The Subcommittee commends the units on the innovative assignments and overall strength of the course design.
 - b. **Contingency:** The Subcommittee requests that the courses demonstrate a clearer and more intentional alignment with the Theme. Specifically, the

Subcommittee asks that this connection be articulated more directly in the course description in the syllabi and curriculum.osu.edu as well as the assignment descriptions in the syllabi. Although the assignments are thoughtfully designed, the Subcommittee requests that explicit connections to the Theme be woven throughout by explaining how activities such as the listening party foster engagement with the Theme.

- c. **Contingency:** The Subcommittee requests that the courses incorporate engagement with scholarly readings (such as journal articles, book chapters, or films) alongside the textbook to support alignment with ELO 1.2.
 - d. **Contingency:** The Subcommittee requests clarification on how the final project is scaffolded through earlier assignments or instruction. At present, it is unclear where students will acquire the skills necessary to successfully carry out the assignment.
 - e. Nagar, Patson; unanimously approved with one comment and **three contingencies**.
4. Slavic 3380 (new course requesting GEN Theme: Lived Environments)
- a. *Recommendation:* The Subcommittee notes that the proposed field work project—particularly the component involving interviews with women on the topics outlined in the guide—may involve sensitive conversations for which students may not be adequately prepared. The Subcommittee recommends including clear guidance in the syllabus or rubric to support students in navigating these interactions appropriately. In addition, the Subcommittee recommends requiring students to complete CITI Responsible Conduct of Research training that is best suited to the course.
 - b. Herrmann, Nagar; approved with *one recommendation* and one abstention.
5. Modern Greek 3710 (existing course with GEL Literature, GEL Diversity—Global Studies, and GEN Foundation LVPA; request to remove GEN Foundation LVPA and replace with GEN Theme Traditions, Cultures, and Transformations)
- a. The Subcommittee recognizes that the central idea linking the course to the Theme appears to be an exploration of national literature and identity. However, this connection is not made explicit in the course materials, and a GE audience may not readily discern how the course aligns with the Theme. The Subcommittee requests that the unit articulate the course’s connection to the Theme more clearly and explicitly.
 - b. The Subcommittee requests that the Theme be more intentionally woven throughout the course by:
 - i. Incorporating relevant secondary or scholarly texts. (ELO 1.2)
 - ii. Clarifying how graded assignments (as opposed to discussion activities alone) address the Theme goals and ELOs.

- iii. Including a graded reflection component that supports sustained engagement with the Theme and ELO 2.2, which focuses on students' metacognitive reflection on their own learning processes and their developing sense of themselves as learners. Possible approaches include recurring reading journals, short reflective essays, or reflective components tied to paper revisions that ask students to articulate what they have learned and how their learning has evolved.
 - c. The Subcommittee requests additional detail about the course assignments including the focus of the papers and expectations for midterm assessments. Greater clarity in these areas could also help make the course's central idea and alignment with the Theme more apparent.
 - d. 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: Traditions, Cultures, and Transformations, 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: Traditions, Cultures, and Transformations category."
 - e. Declined to vote.
- 6. Entomology 2400 (new course requesting GEN Theme Health and Wellbeing) (return)
 - a. The Subcommittee remains unconvinced that the course sufficiently addresses the Health and Wellbeing Theme goals and ELOs. Although the topics cited in the cover letter (e.g., GMO insects) could be used as lenses through which students examine Health and Wellbeing if more explicitly articulated, they are not inherently aligned with the Theme. The Subcommittee requests that the Theme be woven throughout the course topics, materials, and assignments, noting that the inclusion of health-related topics alone does not automatically establish alignment with the Health and Wellbeing Theme.
 - b. The Subcommittee finds that the course content remains largely foundational in scope and requests that the course be developed at a more advanced level overall, with greater sustained thematic focus.
 - c. The Subcommittee notes that the course, as currently structured, may be better suited to a different GEN Theme category. Given its emphasis on how scientific developments shape people's lives, including societal responses to scientific and medical advances and tensions between political and personal truths, the Subcommittee encourages the department to consider reworking the course for the Traditions, Cultures, and Transformations Theme. Since the course would still require substantial revisions, the Subcommittee requests

that the department consult Subcommittee Chair Ila Nagar.⁵ and Subcommittee member Jennifer Ottesen.¹ to discuss possible paths forward.

- d. Declined to vote.
7. 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) (return)
 - a. The Subcommittee remains unconvinced that the course sufficiently addresses the Health and Wellbeing Theme. The topics cited in the cover letter (e.g., GMO insects) are not inherently aligned with the Theme but could be used as lenses through which students examine Health and Wellbeing if more explicitly articulated. The Subcommittee requests that the Theme be woven throughout the course topics, materials, and assignments, noting that the inclusion of health-related topics alone does not automatically establish alignment with the Health and Wellbeing Theme.
 - b. The Subcommittee finds that the course content remains largely foundational in scope and requests that the course be developed at a more advanced level overall, with greater depth and sustained thematic focus.
 - c. The Subcommittee notes that the course, as currently structured, may be better suited to a different GEN Theme category. Given its emphasis on how scientific developments shape people's lives, including societal responses to scientific and medical advances and tensions between political and personal truth, the Subcommittee suggests that the department consider reworking the course for the Traditions, Cultures, and Transformations Theme. While this would still require substantial revisions, the Subcommittee requests that the department consult Subcommittee Chair Ila Nagar and Subcommittee member Jennifer Ottesen to discuss possible paths forward.
 - d. Declined to vote.
8. Pharmacy 3430S (existing course requesting GEN Theme Health and Wellbeing **with Service-Learning High Impact Practice**) (return)
 - a. Herrmann, Nagar; unanimously approved.