**ASCC Themes II Subcommittee**

Approved Minutes

Thursday, September 4th, 2025 2:15PM – 3:45PM

Hagerty 255

**Attendees:** Conroy, Cravens-Brown, Daly, Gregoire, Hilty, Hunter, Nathanson, Palazzi, Søland, Steele, Vankeerbergen

1. Approval of 8-21-25 minutes
   1. Gregoire, Cravens-Brown; unanimously approved.
2. Biology 3730 (new course requesting GEN Theme Origins and Evolution)
   1. **Contingency:** The Subcommittee requests that the Center provide a cover letter outlining the changes made to the course in response to the feedback below.
   2. **Contingency:** The Subcommittee asks that the Center provide ample opportunity for students to demonstrate their mastery of ELO 2.2. While they note and appreciate the final assignment (it is clearly an example of “an advanced, in-depth, and scholarly exploration of the topic” and helps to fulfill ELO 1.2), the project does not focus on students’ “developing sense of self as a learner” and does not involve students reflecting on and assessing their own learning. While there are a multitude of ways to assess this, the Subcommittee offers the friendly suggestion that the addition of graded reflections at the beginning, mid-point, and end of the semester (either as stand-alone assignments or as clearly delineated and evaluated parts of another assignment) is a simple and effective way to meet this ELO.
   3. **Contingency:** The Subcommittee asks that the Center re-word the statement on p. 1 of the syllabus that says, “This course fulfills the Goals and Outcomes for the General Education *Origins and Evolution* Theme.” Since this is a three-credit hour course, Biology 3730 does not, in and of itself, fulfill the GEN Requirements for the Origins and Evolutions category (students must complete 4-6 CH in the Theme) and using the word “fulfills” in this context can be confusing for students. Instead, the Subcommittee suggests the following wording: “Biology 3730 is approved as a part of the GEN Theme: Origins and Evolution category.”
   4. **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). 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
      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 Diversity and Title IX Statements on p. 9 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* 1. *Recommendation:* The Subcommittee recommends that the Center clarify the points for the reading reflections (syllabus p. 3-4). The description of the assignment clearly articulates that the reflections are 9 points each, but the chart on p. 3 says there are 9 reflections that are 10 points each.
  2. *Recommendation:* The Subcommittee suggests that the Center clarify the number of references required for the Synthetic Review Article (syllabus p. 4), as the number of sources and primary literature sources are different in the first and third paragraphs (10 and 7 vs. 12 and 10). While this may mean that the final project requires fewer sources than the annotated bibliography, this should still be clarified for students.
  3. Comment: The Subcommittee is aware that large, high-enrollment courses in this unit often employ a Course Coordinator. However, the Subcommittee notes that a course at this level may not be large enough for such a role, and they offer the friendly note to remove language referencing this position (syllabus p. 1, p. 5, p. 6, etc.) if appropriate.
  4. Comment: The Subcommittee notes that the link to ASC Honors is no longer operational (syllabus p. 1 under “Credit Hours and Work Expectation”).
  5. Hunter, Conroy; unanimously approved with **four contingencies** (in bold above), *two recommendations* (in italics above) and two comments.

1. Consumer Science: Con&Fam Fin Serv 3000 (new course approved for 100% DL; requesting GEN Theme Citizenship for a Diverse and Just World **with Research and Creative Inquiry High Impact Practice**)
   1. Theme
      1. Comment: The Subcommittee commends the department for submitting a well-constructed course with an admirable level or rigor, and they look forward to having this course as a part of the GEN Themes.
      2. Comment: The Subcommittee notes that the syllabus indicates that the course’s exams will help students to meet ELO 2.2, but this is not a part of the description of how 2.2 is met on the GEN Submission form.
      3. **Contingency:** The Subcommittee requests that the department provide a cover letter outlining the changes made to the course in response to the feedback below.
      4. **Contingency:** The Subcommittee appreciates the work done on the GEN Submission form to clarify how the course meets the goals and ELOs of the GEN category. However, they would like to see more of this information integrated into the syllabus (via, for example, the course description, GE explanatory paragraph, assignment descriptions and/or the course calendar) so that students have a clearer understanding of when and how they will demonstrate mastery of the ELOs.
      5. **Contingency:** The Subcommittee asks that the department include in the syllabus (p. 3) the GEN Theme: Citizenship for a Diverse and Just World goals and ELOs in their entirety. The GEN goals and ELOs are available in an easy-to-copy-paste format on the [ASCCAS website.](https://asccas.osu.edu/general-education-program/ge-goals-elos)
      6. **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). 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
         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 Diversity and Title IX Statements on pp. 29-30 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* + 1. Conroy, Nathanson; unanimously approved with **four contingencies** (in bold above) and two comments.
  1. High-Impact Practice
     1. **Contingency:** The Subcommittee asks that the department amend the description of the Field Survey Project on both the syllabus and the High-Impact Practice form to give more details about the public demonstration of competence. Specifically, they are unsure how the project will include sharing the results of their projects with the public (i.e., those outside of the course), and how students will engage with the public comment on that research. The Subcommittee offers the friendly suggestion that the department consider how to create an assessed dimension of the project that has the same components as a traditional research poster session, where the researcher interacts with and responds to evaluators and/or colleagues.
     2. Cravens-Brown, Hunter; unanimously approved with **one contingency** (in bold above).

1. Spanish 3798.11 (existing course currently numbered 2798.11 with GEL Education Abroad; request to change number to 3000-level, increase credit hours from 3 to 4, and add GEN Theme Citizenship for a Diverse and Just World **with Global and Intercultural Learning: Abroad, Away, or Virtual High Impact Practice**)
   1. Theme
      1. **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). 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
         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 all statements are current and accurate.

* + 1. Gregoire, Hunter; unanimously approved with **one contingency** (in bold above).
  1. HIP
     1. Cravens-Brown, Palazzi; unanimously approved.

1. HDFS 4570 (new course requesting GEN Theme: Citizenship for a Diverse and Just World **with Research and Creative Inquiry High Impact Practice**) (return)
   1. Themes
      1. Comment: The Subcommittee commends the department for their work on this course; they are happy to see that the meeting with Assoc. Dean Daly yielded a clearer vision and a much-improved course.
      2. **Contingency:** The Subcommittee requests that the department provide a cover letter outlining the changes made to the course in response to the feedback below.
      3. **Contingency:** The Subcommittee notes and appreciates the discussion of justice in module 12; however, they would like the concepts of justice, difference, equity, and inclusion (i.e. ELO 4.1 and 4.2) to be more visible throughout the course. They note that coverage of these concepts may be embedded in the course materials, but it is difficult for a non-expert (and likely for students) to see this explicitly in the syllabus.
      4. **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 either outdated or missing from 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**
         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 Diversity and Title IX Statements on pp. 19-20 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* 1. Hunter, Conroy; unanimously approved with **three contingencies** (in bold above) and one comment.
  2. HIP
     1. **Contingency:** The Subcommittee requests that the department provide additional information on the syllabus regarding the teaching of research methods and practices in the field. While the HIP Inventory does say that this will be addressed via the Case Study Research Proposal Outline, *where* and *when* this content is being delivered to students is not evident in the course calendar (syllabus, pp. 7-14).
     2. **Contingency:** The Subcommittee asks that the department provide additional information about the public demonstration of competence. Specifically, they would like to know how the department will ensure that the community members outside of the course’s students and instructor(s) (e.g. faculty, graduate students, community stakeholders, etc.) will be a part of the UN-style policy hearings. They are also unsure when this will take place, as it does not appear to be on the class schedule (syllabus, pp. 7-14).
     3. Conroy, Nathanson; unanimously approved with **two contingencies** (in bold above).

1. Educational Studies: Higher Ed & Student Affairs 2500 (new course requesting GEN Theme Citizenship for a Diverse and Just World **with Global and Intercultural Learning: Abroad, Away, or Virtual High Impact Practice**)
   1. Tabled for time
2. Civics, Law, and Leadership 2130 (existing course requesting GEN Theme Citizenship for a Diverse and Just World)
   1. The Subcommittee requests that the Center provide a cover letter outlining the changes made to the course in response to the feedback below.
   2. The Subcommittee asks that the Center re-word the statement on p. 2 of the syllabus that says, “This course fulfills the GE Theme: Citizenship for a Just and Diverse World.” Since this is a three-credit hour course, CLL 2130 does not, in and of itself, fulfill the GEN Requirements for the Citizenship for a Diverse and Just World category (students must complete 4-6 CH in the Theme). Instead, the Subcommittee suggests the following wording: “Civics, Law, and Leadership 2130 is approved as a part of the GEN Theme: Citizenship for a Diverse and Just World category.”
   3. The Subcommittee requests that the Center modify the course calendar (pp.6-9) to reflect the 14 instructional weeks/70 instructional days that make up an OSU semester. Specifically, they are concerned about what material may be “cut” from the current 15-week curriculum when the course is taught. They offer the friendly suggestion that basing the course calendar on an actual OSU semester calendar (and notating/taking into account holidays and breaks) may be useful.
   4. The Subcommittee asks that the Center provide additional information about the format, length, and content of the exams since these are central to how student mastery of key elements of the Theme will be evaluated. All courses in the GE are expected to be assessed every 5 years in a centrally coordinated process. The alignment of a course activities to ELOs in the course proposal is a key step in that process, since it gives the offering unit a roadmap for an assessment plan. Since the Mid-Term Exam and Final Exam together make up 60% of the course grade and thus provide the bulk of the opportunity for students to demonstrate their mastery of ELOs, the Subcommittee is concerned that some concepts, especially those in ELOs 2.2, 3.1, 3.2, and 4.2, may be challenging to assess in this format and may make assessment of the course difficult. For example, they are unsure how explaining “how primary source readings from this course changed their perspective on a particular policy issue they care about “allows students to identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence…” required in ELO 3.2, or how “apply[ing] the conceptional and historical knowledge that that they have developed throughout the class…” will demonstrate metacognition and “a developing sense of self” (ELO 2.2). They offer the friendly suggestion that some activities other than exams may be more suited to evaluating students’ mastery in those areas. If specific embedded questions will be used to evaluate these ELOs, sketching those out would be appropriate.
   5. The Subcommittee does not believe that the course, in its current form, meets the GEN Theme: Citizenship for a Diverse and Just World Goals and their attendant ELOs. The Subcommittee offers the following comments to aid the Center in altering/augmenting the course:
      1. ELO 1.1 –The Subcommittee requests that the course provide opportunities for students to engage with the work of modern scholars or contemporary debates and discourses in the field, and note that this includes “Highlighting open areas of inquiry, diverse interpretations, and cutting-edge perspectives” [(GEN Theme: Citizenship for a Diverse and Just World Rubric).](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-themes-0)
      2. ELO 1.2 – The Subcommittee asks that the Center augment the course’s materials to include more “in-depth and scholarly exploration of the theme” (per the Goals and ELOs for all Theme courses). Specifically, they request that a variety of scholarly interpretations be included in the assigned readings for the course, so that students have the opportunity to engage with a range of different scholarly perspectives on the issues under debate for their interpretation of the primary texts and the topic of citizenship, justice and diversity. Also, given that Themes courses are intended to be “advanced courses”, the Subcommittee is concerned about the Center’s description of the course as “a foundational course for a Civics, Law, and Leadership degree path” (curriculum.osu.edu under “Course Change Information”), and they ask that the Center reconsider this description. (**Important note**: The Subcommittee does not object to all uses of the word “foundation” or “foundational”, i.e. “foundational debates” in reference to the early history of the United States or “second foundation” in relation to the period of Reconstruction after the American Civil War, but rather to the description of the course itself as “foundational” or introductory rather than advanced. If the intention here is to make clear that this course is a key component of that pathway, it may be more effective to simply describe the role [a prerequisite, required major course, elective, etc.] within a particular program.)
      3. ELO 2.1 – Related to their comments regarding ELOs 1.1 and 1.2 above, the Subcommittee would like to see the inclusion of more opportunities for students to “identify, describe, and synthesize” different approaches to the interpretation of the primary texts and their relationship to citizenship, diversity, and justice; as described the emphasis is on comparing primary texts to one another across time and space. Scholarly secondary sources should make up a significant percentage of the course materials, so as to provide clear examples for students regarding the type of writing and advanced academic arguments expected for an advanced college level course and give ample opportunity for students to engage with review and critique of academic scholarship.
      4. ELO 2.2 – The Subcommittee asks that the Center incorporate into the course schedule opportunities for students to demonstrate their “developing sense of self as a learner” in an assessable manner. While the Subcommittee notes and appreciates the presence of in-class debates and exam questions that focus on course content, this ELO is focused on students’ awareness of their own learning and reflection on/analysis of the ways that their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection on course topics at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.
      5. ELO 3.1 – As noted above, the Subcommittee requests that the “range of perspectives” include scholarly writings that approach the issues of citizenship, justice, and diversity from a number of different vantage points, and that these be an integral part of the course. Currently the course only appears to engage with the differing opinions of historical figures and institutions, in conjunction with the interpretations of the students and the instructor.
      6. ELO 3.2 – The Subcommittee asks that the Center improve and expand the treatment of intercultural competency in the course. The [Center for Languages, Literatures, and Cultures](https://cllc.osu.edu/) provides excellent resources regarding the [principles of intercultural competence](https://cllc.osu.edu/resources/intercultural-competence) and the attitudes, knowledge, skills, and qualities that students should be developing to meet this ELO. The Subcommittee offers the suggestion that activities, assessments, and readings designed to meet this ELO may be an excellent opportunity to engage further with the concepts of diversity and justice and students’ developing sense of self as a learner.
      7. ELO 4.1 - The Subcommittee requests that the Center include additional coverage of concepts surrounding diversity, equity, and inclusion, being especially careful to incorporate activities, assessments and materials that consider a variety of lived experiences within the time and space explored by the course.
      8. ELO 4.2 – The Subcommittee asks that the Center include in the course activities, assessments, and readings that focus on how “justice, difference, and citizenship interact with cultural traditions, structures of power, and/or advocacy for social change.” While they acknowledge that the examination of key Supreme court cases may touch on these issues, it is not clear how students will be encouraged to think about or be assessed, for example, on how difference intersects with cultural traditions, or how justice might include advocacy for social change.
   6. The Subcommittee recommends that the Center examine some of the [exemplar proposals for the Citizenship For a Diverse and Just World Theme](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-themes), as well as the [new rubrics related to each Theme.](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-themes-0)  Both of these resources (and others) are available on the [ASCCAS website](https://asccas.osu.edu/). Should the Center need further information about the feedback above, they are welcome to reach out to Birgitte Søland, chair of the Themes II Subcommittee.
   7. The Subcommittee declined to vote on the course at this time.

8.     Psychology 2750S (new course requesting GEN Theme Citizenship for a Diverse and Just World **with Service-Learning High Impact Practice**) (return; Theme fully approved; only High Impact Practice needs to be reviewed)

a. Tabled for time

9.     Philosophy 2344 (existing course requesting GEN Theme: Citizenship for a Diverse and Just World) (Return)

Tabled for time

10.  CIVICLL 2210 (new course requesting GEN Theme: Citizenship for a Diverse and Just World)

Tabled for time