**Cross-Disciplinary Seminar**

**Goals:**

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

**Expected Learning Outcomes:**

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

*Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.*

**Proposals must include the following**[**:**](file:///%5C%5Cprivate.asc.ohio-state.edu%5CUnits%5CCurriculum%5Chogle12%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CDocuments%20and%20Settings%5Casc%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CLocal%20Settings%5CTemporary%20Internet%20Files%5COLKB6%5C%3F%3F.htm)

1. The appropriate Course Request Form via the [Course and Program Entry and Approval System](https://curriculum.osu.edu/) ([curriculum.osu.edu](http://eca.osu.edu/))

1. A course syllabus that follows the ASC syllabus template guidelines (see pp. 12-13).
2. A GE rationale that answers specifically the following questions:
3. How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students’ host country/countries and the U.S.?
4. What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?
5. In what ways will the students’ time abroad enrich their academic experience?
6. A GE assessment plan

As a direct measure of assessing how effectively students are meeting the Cross-Disciplinary Seminar ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. The Scoring Rubric for this end-of-course assignment, developed by the ASC Curriculum Committee Assessment Panel and \_\_\_\_\_\_\_\_\_, is included below. The end-of-course assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

In your proposal, please explain the end-of-course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor’s explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*) , and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically. (Keep copies for your own and your department’s records).

*Further details about end-of-course assignment*:

All instructors of GE Cross-Disciplinary Seminar courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Cross-Disciplinary Seminar courses is to help university committees evaluate the effectiveness of the Cross-Disciplinary Seminar Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Cross-Disciplinary Seminar ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Cross-Disciplinary Seminar experience:

1. What are the most striking similarities, differences, and interconnections you have encountered between your host country/countries and the U.S.?
2. How have you developed an ability to function effectively within your host country/countries? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges)
3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

*Scoring rubric*:

Assessment of Cross-Disciplinary Seminar GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

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|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
| **(ELO1)** **Students understand the benefits and limitations of different disciplinary perspectives.** |  |  |  |  |
| **(ELO2)** **Students understand the benefits of synthesizing multiple disciplinary perspectives.** |  |  |  |  |
| **(ELO3)** **Students synthesize and apply knowledge from diverse disciplines to a topic of interest.** |  |  |  |  |

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| --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
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