

From: [Daniels, Charles](#)
To: [Hovick, Steve](#)
Cc: [Johnson, Norman](#); [Marschall, Elizabeth](#); [Vankeerbergen, Bernadette](#)
Subject: Re: EEOB 2410
Date: Friday, October 14, 2016 10:42:27 AM

Hi Steve

I think these comment are just what we needed to clarify our concerns about the course level. I'll bring these comment to our upcoming meeting, but we'll need for you to submit an updated syllabus with these changes to curriculum.osu.edu for it to move forward to the Registrar.

Cheers

Chuck

From: "Hovick, Steve" <hovick.2@osu.edu>
Date: Wednesday, October 12, 2016 at 5:57 PM
To: Chuck Daniels <daniels.7@osu.edu>
Cc: "Johnson, Norman" <johnson.2@osu.edu>, "Marschall, Elizabeth" <marschall.2@osu.edu>
Subject: RE: EEOB 2410

Hi Chuck,

Thanks again for meeting with me this morning to clarify the concerns of the NMS Curriculum Committee regarding my proposal for a new course on Biological Invasions (EEOB 2410). As we discussed earlier, I would like to keep it as a 2000 level course without prerequisites so eventually it could be offered as a GE option. I've recently completed UCAT's Course Design Institute with this course in mind, so I had already been thinking about some of the same concerns your committee addressed and how I would need to modify the syllabus and course content. For example, the topics identified in the syllabus will be re-written with less technical terminology to make the ideas more accessible for students from day one. And because many of my students are likely to be unfamiliar with literature searches and what distinguishes the scientific, peer-reviewed literature from other sources, I plan to dedicate class time to both of these topics. In addition, the 'Case Study Poster' assignment near the end of the course has as a primary objective communicating science to a general audience (i.e., with no science background). For this assignment, students will be encouraged to be creative in how they communicate key concepts from class within the context of a focal species they've investigated. This emphasis should make the project more relatable for students of all backgrounds and allow a greater diversity of students to play to their academic strengths. Overall, I envision this course as one that can help increase scientific literacy broadly within our undergraduate population while also introducing students to key concepts in Ecology and Evolution using biological invasions as charismatic case studies.

We also discussed the Service-Learning component of this proposed course. I appreciate and will follow the committee's recommendation to modify the syllabus so it clearly states that contribution to an off-campus project will be required. Over the summer, I discussed this proposal with someone from the Office of Service Learning who was enthusiastic about this new offering. The ecological focus is unique relative to most of the other service learning courses at OSU (which tend to be more social services oriented), but getting students involved in invasive species removal and monitoring in

the parks is certainly consistent with their goals. And from a logistics perspective, expecting students to carpool or otherwise find their own way to an off-campus site is common for these types of activities. Of course, the details of how exactly we make this work smoothly will depend on the ultimate enrollment, but I intend to come up with a flexible plan that can be scaled up if necessary.

I hope this additional information helps to clarify the committee's concerns. If I've left anything out, or if you'd like any further details about any of these plans, please just let me know!

Cheers,
Steve

Stephen Hovick

Assistant Professor
Department of Evolution, Ecology & Organismal Biology
The Ohio State University
Columbus, Ohio USA

<http://hovick.org.ohio-state.edu/>

From: Hogle, Danielle N.

Sent: Tuesday, October 11, 2016 2:58 PM

To: Ross, Corey

Cc: Daniels, Charles; Johnson, Norman; Hovick, Steve; Marschall, Elizabeth; Vankeerbergen, Bernadette; Haddad, Deborah

Subject: EEOB 2410

Hi Corey,

On Wednesday, October 5th, the ASCC NMS Panel reviewed the proposal for EEOB 2410. No vote was taken. There was concern that the expectations were high considering that there are no prerequisites and that the course is intended for a broad audience, including students from non-STEM fields. The panel would like the following to be addressed:

<!--[if !supportLists]--> <!--[endif]-->Clarify the intention of the course. Is this course designed to be a general education course or a higher level course? If the intention is to be an upper level course, the Panel suggests changing the course to a 3,000 level.

<!--[if !supportLists]--> <!--[endif]-->Suggestion: include a prerequisite (i.e. one course in the biological sciences or equivalent).

<!--[if !supportLists]--> <!--[endif]-->In the course description, include that students will be expected to do one off-campus service experience.

I will send back the course via curriculum.osu.edu in a moment. Should you have any questions about the feedback, I would recommend contacting Professor Daniels (Chair of the ASCC NMS

Panel; cc'd on this email).

Best,
Danielle

Danielle Hogle, M.A.
Program Assistant, Curriculum and Assessment
Arts and Sciences
The Ohio State University
154E Denney Hall
164 Annie & John Glenn Ave
Columbus, Ohio 43210
Phone: (614) 292-6248
Email: hogle.12@osu.edu
<http://ascas.osu.edu/>