

From: [Vankeerbergen, Bernadette](#)
To: [Metzger, James](#)
Cc: [Panero, Wendy](#); [Osborne, Jeanne](#)
Subject: HCS 1101
Date: Friday, October 9, 2020 3:42:00 PM
Attachments: [image001.png](#)

Dear Jim,

Last week, the NMS Panel of the ASC Curriculum Committee reviewed a request for new course HCS 1101 with GE Natural Science—Biological Science.

The Panel did not vote on the course but would like the following points addressed first:

- The proposal should elaborate the biological content of the course & then more clearly link GE expected learning outcomes to the goals of the course, scientific topics, activities/assignments that illustrate the scientific content, *specific* scientific readings, etc. The current proposal provides some indications of scientific content (e.g., plant hormones), but it is not clear where, how, and to what depth that content is taught in the course. More information would be welcome. For example, basic plant reproduction is sexual and asexual, both of which can be manipulated for plant parenting. Does the course emphasize resource provision (i.e. specific nutrients in fertilizers)? Growth/reproductive trade-offs? Meristematic growth? Does reproduction include pollination?
- Related to the point above, the assigned book, *Plant Parenting: Easy Ways to Make More Houseplants, Vegetables, and Flowers*, is not primarily a science book, but rather a how-to book. The GE rationale mentions “scientific articles uploaded to Carmen.” Please include the full list of readings so that the panel can have a better sense of the science taught in the course.
- In ASC, GE Natural Science–Biological Science courses are either approved for BA-only students or BA and BS students. Please see instructions on p. 64 of [ASC Curriculum and Assessment Operations Manual](#) & make a case for one or the other.
- Be aware that the course will need to be modified if it wants to continue existing in the Natural Science category under the new GE. Indeed, all Natural Science courses will need to be 4-5 credit hours & include an experiential part (laboratory or other). Has the Dept of HCS taken this into consideration?
- GE Assessment plan:
 - The methods of assessment presented are either generic or do not relate to the wording of the GE Expected Learning Outcome at hand. For each discrete GE ELO, give one (at most two) very specific direct assessment method(s) that can be/will be used to gather data for that ELO. Provide a concrete, specific sample question so that the panel can actually determine whether the sample question does in fact pertain to the wording of the ELO at hand. Do not use more than one (max two) direct assessment method(s) per ELO as otherwise implementing the plan will become unwieldy. Rather than a grading rubric, it is better to use a rubric tied to the wording of the ELO. That way the evaluation of the extent to which the ELO is fulfilled in the course is not tied to assignment grades. (It is recommended that an indirect method be used as well, although that is not required.)

- SEIs are mentioned. However, SEIs should not be used for GE ELO assessment since not a single question pertaining to the fulfillment of GE ELOs is included in SEIs. SEIs evaluate instruction, not the extent to which a GE course fulfills the faculty-approved ELOs for that GE category.

In a minute, I will return the course via curriculum.osu.edu to enable the Dept to address the feedback of the panel.

Should you have any questions, please do not hesitate to contact Wendy Panero (faculty Chair of the NMS panel; cc'd here), or me.

Best,
Bernadette



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