

From: [Hilty, Michael](#)
To: [Hamilton, Ian](#); [Johnson, Norman](#); [Soland, Birgitte](#); [Getson, Jennifer](#); [Griffith, Elizabeth M.](#); [Griffith, W. Ashley](#)
Cc: [Fredal, James](#); [Cohen, Jeffrey](#); [Conroy, Maria](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Cody, Emily](#)
Subject: EEOB/Earth Sciences/History 2911
Date: Tuesday, August 2, 2022 8:02:00 AM
Attachments: [image001.png](#)
[Feedback to EEOB-ES-History 2911 ASCC Themes Panel.docx](#)

Good morning,

On Thursday, June 23rd and Thursday, July 14th, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Citizenship for a Diverse and Just World, Lived Environments, and Sustainability and High-Impact Practice: Interdisciplinary Team-Teaching request for EEOB/Earth Sciences/History 2911.

For your convenience, I have attached the feedback as a Word document as well as pasted it below this email.

I will return EEOB/Earth Sciences/History 2911 to the departmental queues via curriculum.osu.edu in order to address the Panel's feedback.

Should you have any questions, please do not hesitate to reach out to Jim Fredal, faculty Chair of the ASCC Themes Panel, Jeff Cohen, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World, Liz Griffith, faculty Chair of the Theme Advisory Group: Lived Environments, Maria Conroy, faculty Chair of the Theme Advisory Group: Sustainability, or me.

My best,
Michael



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Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

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GE Theme: Citizenship for a Diverse and Just World was not voted on, as the Panel would like the following feedback items addressed:

- The reviewing faculty are very supportive of this course within the GE Theme: Citizenship for a Diverse and Just World, but would like to see a more sustained exploration of the concept of citizenship throughout the entirety of the course. Specifically, ELO 3.1 and 4.2 should be expanded upon within the course syllabus, as the reviewing faculty are unsure these ELOs are being fully met.
- The reviewing faculty ask that the GE Theme ELOs connect explicitly to dates and assignments found in the course calendar (as found on pages 11-13 of the syllabi).

The reviewing faculty recognize that the course content is incredibly relevant knowledge for students to have in order to be an actively engaged citizen, but they are unable to see where students will be learning the concept of citizenship and interact fully with the GE Goals and ELOs. They ask that areas where students will be expected to engage with the topic of citizenship be expanded upon and highlighted within the course syllabus (this can include course readings, assignments, lectures, etc.).

- Additionally, the reviewing faculty ask that the course proposer(s) take care to not remove or displace the content being used to fulfill the Lived Environments and Sustainability Themes, as this could have potential impacts on their contingent approval of those Themes.
- The reviewing faculty would also like to send a friendly reminder to the course proposer(s) regarding GE assessment. Given the proposed 3-year rotating assessment cycle, the course will constantly be in all aspect of the process (Data Collection, Analysis, and Improvement), which could place undue burden on the instructors and units.
- The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:
 - History 2911: Please add to the exclusion list History 1911.
 - EEOB 2911: Please add to the exclusion list EEOB 1911.
- The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-in to the Legacy GE program.
- The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):
 - On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and can be found on ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>).
 - The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.
- The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.

GE Theme: Lived Environments was unanimously approved with the following five contingencies and two recommendations:

- **Contingency:** The reviewing faculty understand and made the necessary connections in the course proposal between the idea of Lived Environments and the course materials provided. However, they worry that students (who are non-content experts) will be unable to distinguish the difference between Lived Environments and Sustainability. They kindly request that, in the course syllabi, the language of Lived Environments be further clarified and more clearly connect itself to the GE Theme: Lived Environments while providing context about how this Theme category is separate from the Sustainability category.
- **Contingency:** The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:
 - History 2911: Please add to the exclusion list History 1911.
 - EEOB 2911: Please add to the exclusion list EEOB 1911.
- **Contingency:** The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-in to the Legacy GE program.
- **Contingency:** The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):
 - On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and

can be found on ASC Curriculum and Assessment Services website at:

<https://ascas.osu.edu/new-general-education-gen-goals-and-elos>).

- The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.
- **Contingency:** The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
- **Recommendation:** The reviewing faculty recommend updating the out-of-date Title IX statement (as found on page 7 of the syllabi). The most up-to-date version of the Title IX syllabus can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- **Recommendation:** The reviewing faculty recommend clarifying the grading section (as found on page 3 of the syllabi) of the syllabi, as currently the percentage points do not seem to total 100% in its current form. Specifically, it appears that an additional 5% is added to the “Top Hat lecture questions”, as the “Lecture” section adds up to 65% and not 60% as stated.

GE Theme: Sustainability was unanimously approved with the following six contingencies and two recommendations:

- **Contingency:** The reviewing faculty are very supportive of this course’s inclusion within the GE Theme: Sustainability. However, they have concerns that the course’s connection to Sustainability will not be entirely clear to students. For example, the description of how the course will meet the Sustainability GE Goals and ELOs (on page 9 of the syllabus) states that students will be able to calculate their ecological footprint and then explores ways to reduce it, but this is not supported in the course calendar within the syllabus. They ask that the connection to Sustainability be further explained within the course syllabus, and especially the schedule, to be clear to students how they can plan to engage with the concept of Sustainability.
- **Contingency:** The reviewing faculty would like to see the language of Sustainability be included within the final project of the course (as discussed on page 4 of the syllabus) as currently it does not make any explicit reference to Sustainability and they worry that it will not be clear to students that they will engage with the topic when completing these projects.
 - Additionally, they would like to see, in the course schedule (perhaps during the first class session), acknowledgement of the concept of Sustainability and how it will be connected to climate change throughout the rest of the course to ground the students in this idea.
- **Contingency:** The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:
 - History 2911: Please add to the exclusion list History 1911.
 - EEOB 2911: Please add to the exclusion list EEOB 1911.
- **Contingency:** The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-into the Legacy GE program.
- **Contingency:** The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):
 - On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and can be found on ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>).
 - The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.
- **Contingency:** The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
- **Recommendation:** The reviewing faculty recommend updating the out-of-date Title IX statement (as found on page 7 of the syllabi). The most up-to-date version of the Title IX syllabus can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- **Recommendation:** The reviewing faculty recommend clarifying the grading section (as found

on page 3 of the syllabi) of the syllabi, as currently the percentage points do not seem to total 100% in its current form. Specifically, it appears that an additional 5% is added to the "Top Hat lecture questions", as the "Lecture" section adds up to 65% and not 60% as stated.

High-Impact Practice: Interdisciplinary Team-Teaching was not voted on as the Panel would like the following feedback items addressed:

- The reviewing faculty thank the course proposer(s) for a thoughtful proposal. However, in its current form, they are unable to approve this course for the High-Impact Practice as it does not succeed in meeting the Integrative, Interdisciplinary Specific Objectives for the category. Please see the document here for further information on the category and its expectations: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf>
 - While they acknowledge that the course is being co-taught, in order to count within the Interdisciplinary Team-Teaching category, a course must establish that an interdisciplinary co-teaching style will be developed and introduced, as defined by the Office of Academic Affairs. For example,
 - "In multidisciplinary courses, faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses, whether taught by teams or individuals, faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated *synthesis* of the separate parts that provides a larger, more holistic understanding of the question, problem or issue at hand. Smith's iron law bears repeating: 'Students shall not be expected to integrate anything the faculty can't or won't' (quoted in Gaff, 1980, pp. 54-55). (Klein & Newall, 12)."
 - "A team-taught course requires that two or more faculty from different disciplines, programs or departments develop and offer a course together. Team-taught courses must be taught collaboratively by faculty who integrate distinctly separate disciplines, model interdisciplinary academic exchange, and demonstrate the interdisciplinary nature of the course. This includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course."
 - "Teaching partners are expected to collaborate on defining the objectives for the course, putting together the course materials, conducting the formal instruction of students, and evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered team-taught courses."
- The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.