

From: [Cody, Emily](#)
To: [Conroy, Kristen](#); [Osborne, Jeanne](#); [Quinzon-Bonello, Rosario](#)
Cc: [Fredal, James](#); [Conroy, Maria](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: FABE 3210 + 3211
Date: Tuesday, August 30, 2022 4:50:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Thursday, August 11, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Sustainability and High-Impact Practice: Interdisciplinary Team-Teaching request for FABE 3210 + 3211. Please see below for the Panel's feedback.

I am pleased to report that FABE 3210 + 3211 was unanimously approved for GE Theme: Sustainability.

FABE 3210 + 3211 was not voted on for High-Impact Practice: Interdisciplinary Team-Teaching as the Panel would like the following feedback items addressed:

- The reviewing faculty are unable to see how the instructors co-teaching the course will engage in Interdisciplinary Team-Teaching as defined by the High-Impact Practice forms created by the Office of Academic Affairs (see here: <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 implemented, 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."

- Additionally, the reviewing faculty kindly request further information regarding where team-teaching/instructor interaction will occur, how exactly it is split between the course and the lab components, and how the concept of interdisciplinarity emerges and maintains across these divisions. Specifically, the reviewing faculty are uncertain whether the team-teaching will occur only in 3210, only in 3211, or in both components.
- The reviewing faculty request a cover letter that details all changes made in response to this feedback.

I will return FBE 3210 + 3211 to the departmental queue via curriculum.osu.edu in order to address the Panel's feedback.

Should you have any questions regarding this feedback, please do not hesitate to contact Jim Fredal, faculty Chair of the ASCC Themes Panel, Maria Conroy, faculty Chair of the Theme Advisory Group: Sustainability, or myself.

Best,
Emily



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