

From: [Cody, Emily](#)
To: [Specht, Annie](#); [Osborne, Jeanne](#)
Cc: [Fredal, James](#); [Wallace, Lorraine S.](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Agricultural Communication 2330
Date: Thursday, November 10, 2022 2:39:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Monday, October 10, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Lived Environments with Research and Creative Inquiry High-Impact Practice request for Agricultural Communication 2330. Please see below for the Panel's feedback.

The Panel did not vote on the proposal as they would like the following points addressed:

- The reviewing faculty request more clarity about the “barriers” that will be examined relative to theme ELO 3.2. Are these barriers preconceived ideas or opinions, limitations in communication infrastructure, or unfavorable physical environments? The learning activity referenced in the response implies that the barriers are stakeholder perceptions, but this is not entirely clear as currently articulated in the proposal materials.
- The reviewing faculty request that specific examples of the “issues” students will learn appear in the ELO responses to illustrate with more clarity the connection between the learning activities and the theme ELOs re: the environment. Theme ELO 1.2 accomplishes this, but the others do not. Alternatively, the syllabus could more clearly outline the issues the course will cover, and the responses to the theme ELOs could then reference the outline.
- In order to better discern how this course will be an advanced study of the topic of Lived Environments, the reviewing faculty ask for further clarification within the course syllabus regarding how the readings, assignments, and course content will allow this class to examine the concept of Lived Environments at a higher level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Lived Environments elements of the class manifest more explicitly. How does this course address the concept of a “lived environment”? How does it explore humans and their environment(s) reciprocally influencing each other?
- The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health and SLDS statements provided are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appears for these student resources. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://ascas.osu.edu/curriculum/syllabus-elements>
- On page 12 of the syllabus, the reviewing faculty recommend clarifying which students qualify to use the services of CFAES counselor David Wirt, as the course will be taken by students across the university and its various colleges.
- The reviewing faculty request a cover letter that details all changes made in response to this feedback.

I will return Agricultural Communication 2330 to the department queue 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; Lorraine Wallace, faculty Chair of the Theme Advisory Group: Lived Environments; or myself.

Best,
Emily



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