

From: [Hilty, Michael](#)
To: [Griffith, Elizabeth M.](#); [Griffith, W. Ashley](#); [Tolchin, Barry S.](#); [Quinzon-Bonello, Rosario](#)
Cc: [Fredal, James](#); [Conroy, Maria](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Cody, Emily](#)
Subject: Earth Sciences/Civil Engineering 3530
Date: Monday, August 22, 2022 11:36:00 AM
Attachments: [image001.png](#)

Good morning,

On Thursday, July 28th, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Sustainability and High-Impact Practice: Interdisciplinary Team-Teaching request for Earth Sciences/Civil Engineering 3530. Please see below for the Panel's feedback.

GE Theme: Sustainability

- Earth Sciences/Civil Engineering 3530 was unanimously approved with four contingencies and one recommendation:
 - **Contingency:** The reviewing faculty ask that, underneath the GE Goals and ELOs, a brief paragraph/rationale be added that explains how the course will meeting the GE ELOs. This is a requirement of all General Education courses.
 - **Contingency:** The reviewing faculty would like an explanation provided surrounding how the course will prepare students who enroll that are outside the disciplines this course engages with (for example, how would a student whose declared major program is English expect to be successful?). As a part of the General Education program, it is expected that courses be accessible to students from all backgrounds, and the reviewing faculty are concerned that there will not be enough background provided to allow any students to be successful if they happen to not be enrolled in a similar major program. Additionally, they ask that the steps being taken to ensure all students are successful be detailed in the course syllabus so students can understand how they will be successful.
 - **Contingency:** The reviewing faculty ask that the GE Goals and ELOs be placed within the course syllabus as they appear on the ASC Curriculum and Assessment Services website, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>. Currently, on pages 8-10 of the syllabus, the GE Goals and ELOs have been customized for the individual course.
 - **Contingency:** The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.
 - **Recommendation:** The reviewing faculty recommend adding more information to the course syllabus about which of the six dimensions of Sustainability will be discussed during any given individual class meeting.

High-Impact Practice: Interdisciplinary Team-Teaching

- Earth Sciences/Civil Engineering 3530 was not voted on 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 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."
- Additionally, they would like the Interdisciplinary Team-Teaching aspect of the course to be fully integrated and explained in the course syllabus. Students should be able to clearly understand how they can expect to be instructed and how this will fulfill the High-Impact Practice.
- The reviewing faculty request that a cover letter be provided that details all changes made in response to this feedback.

I will return Earth Sciences/Civil Engineering 3530 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, Maria Conroy, faculty Chair of the Theme Advisory Group: Sustainability, or myself.

All my best,
Michael



Michael Hilty

Curriculum and Assessment Coordinator

ASC Curriculum and Assessment Services The College of Arts and Sciences

306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210

614-247-6089 Office

hilty.70@osu.edu / ascas.osu.edu

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