

Term Information

Effective Term Spring 2023
Previous Value Autumn 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Request to have the course count as a Lived Environments Theme course under new GE.

What is the rationale for the proposed change(s)?

The topic lends itself very well to this Theme in the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Earth Sciences
Fiscal Unit/Academic Org School of Earth Sciences - D0656
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2206
Course Title Principles of Oceanography
Transcript Abbreviation Princ Oceanography
Course Description Introduction to the four basic disciplines of oceanography: biological, geological, chemical, and physical. Relevance of oceanography in contemporary issues.
Previous Value Introduction to the four basic disciplines of oceanography: geological, chemical, physical, and biological. Relevance of oceanography in contemporary issues. Autumn 2021 and after: Add EarthSc 1200 for Physical Science GE lab credit.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 2206S.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

40.0607

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Physical Science; Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Physical Science

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Study of the Earth's oceans and connection to Earth's life, climate, and sustainability

Content Topic List

- Tools and techniques of oceanography
- Marine geography
- Plate tectonics
- Chemistry of seawater
- Ocean-atmosphere interaction
- Surface circulation
- Deep circulation
- Waves and coastal processes
- Conditions of life in the oceans
- Marine productivity and biology
- Marine sediments and paleoceanography
- Tides

Sought Concurrence

No

Attachments

- submission-lived-environments_EARTHSC-2206.pdf: Lived Environments application doc
(Other Supporting Documentation. Owner: Griffith, Elizabeth M)
- Responses to Themes Panel_EARTHSC2206.docx: Response to Themes Panel
(Other Supporting Documentation. Owner: Griffith, Elizabeth M)
- EARTHSC2206 - syllabus - REVISION - changes highlighted.docx: Revised syllabus with changes highlighted
(Syllabus. Owner: Griffith, Elizabeth M)

Comments

- See Themes panel feedback sent by M Hilty via email. *(by Vankeerbergen, Bernadette Chantal on 07/15/2022 01:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffith, Elizabeth M	03/08/2022 09:00 AM	Submitted for Approval
Approved	Griffith, Elizabeth M	03/08/2022 09:00 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/15/2022 01:23 PM	College Approval
Submitted	Griffith, Elizabeth M	10/05/2022 09:19 AM	Submitted for Approval
Approved	Griffith, Elizabeth M	10/05/2022 09:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/05/2022 11:00 AM	College Approval
Pending Approval	Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay	10/05/2022 11:00 AM	ASCCAO Approval

Re: Themes Panel Feedback

Please see our responses to the feedback from the Themes Panel for EARTHSC 2206. We look forward to this course being part of the new GE.

On Thursday, June 23rd, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Lived Environments and GE Theme: Citizenship for a Diverse and Just World request for Earth Sciences 2206. Please see below for the Panel's feedback.

Earth Sciences 2206

GE Theme: Lived Environments was unanimously approved with three contingencies and two recommendations:

- **Contingency:** The reviewing faculty kindly request that the course schedule (as found on page 7 of the course syllabus) be further expanded to assist in showing how the course will engage with the human connection of the topics and how humans engage with the lived environment(s) being studied. While they recognize there is an undeniable implicit link, they would like this to be made more apparent as students, who are not content experts, may not be able to draw the appropriate conclusions.

We appreciate the opportunity to make clear the connection between the topics outlined and humans (in this course within Lived Environments) in the course schedule. We have added questions addressed within the topics listed that relate to humans impact on the oceans and marine resources and the impact of the oceans on humans. As outlined in the introduction for the course and overview this is a key objective for the course. It is one of the goals for the course "explore relationships between the global ocean and humans" course and is an integral part of the learning outcomes for the course.

- **Contingency:** The reviewing faculty ask that GE Theme: Lived Environments Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 be added to the course syllabus (which can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>), as this is a requirement of all GE Theme courses.

The general GE Theme Goals and ELOs and Lived Environment Goals and ELOs are now both included in the revised syllabus.

- **Contingency:** The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.

This letter fulfills this request/contingency.

- **Recommendation:** On page 4 of the syllabus, under the "Tips" section, there is a reference to the quarter system. The reviewing faculty kindly recommend this be changed to semester.

"Quarter" was replaced with "semester" in this section.

- **Recommendation:** On page 5 of the syllabus, the Title IX statement is out-of-date. The reviewing faculty recommend updating the Title IX statement to the most up-to-date version, which can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.

The updated Title IX statement now is being used in the revised syllabus.

Note the following feedback from the Theme Citizenship for a Diverse and Just World is no longer applicable as this Theme designation and application has been removed from the Curriculum Change request and application. Provided with the feedback, the instructors decided the changes required to provide a “broader, more in-depth analysis of Citizenship be added throughout the course” were outside the scope of the 3 credit hour course.

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 have broad enthusiasm for the potential of this course to fit within the Citizenship Theme category, but in its current form, are unable to approve this course for the Theme.
- The reviewing faculty kindly ask for more clarification surrounding how citizenship will be examined within the course, as they do not find it mentioned in the course assignments and readings. While they recognize that there is ample connection to being a responsible citizen, they do not find this enough to be a fit within the category and ask that a broader, more in-depth analysis of Citizenship be added throughout the course.
- The reviewing faculty ask that GE Theme: Citizenship for a Diverse and Just World Goals 1 and 2 and ELOs 1.1, 1.2, 2.1 and 2.2 be added to the course syllabus (which can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>), as this is a requirement of all GE Theme courses.
- The reviewing faculty request that a cover letter be provided that details all changes made in response to the above feedback.

EARTHSC 2206 Principles of Oceanography

Class Lecture: Tuesday and Thursdays 12:45-2:05pm (3 credits, in person)

Class Number: #####

Class Location: TBD

Instructor: TBD

Office/Student Hours: TBD

Course Catalog Description: “Introduction to the four basic disciplines of oceanography: **biological**, geological, chemical, **and** physical. Relevance of oceanography in contemporary issues.”

Required Textbook: Essentials of Oceanography (8th Ed). By T. Garrison & R. Ellis. Any edition is equally fine. Copies of older editions of the textbook will be on reserve in the Orton library.

Course overview and goals: This course is constructed such that all students (irrespective of your major area of study) can learn about the oceans. **A deeper understanding of** how the oceans impact humanity on a daily basis **can provide** tools to better protect the ocean. All citizens—whether they reside in the country’s heartland or mountains, or along the coast – are affected by the oceans (NOAA). Our planet needs informed citizens to act responsibly to ensure the well-being of future generations.

The specific goals of this course are that students will (1) demonstrate a basic knowledge of geological, chemical, physical and biological oceanography and relationships between these systems, (2) explore relationships between the global ocean and humans, (3) understand and evaluate current ocean topics in the media, and (4) gain an appreciation for the global ocean and the Blue Planet we live on. Students will be encouraged to take informed action as citizens of the planet responsible to future generations.

The course will follow the concepts presented in the textbook, enhance those concepts with additional information and personal experiences, and provide a framework for discussion about the larger implications and applications of those concepts.

Specific learning outcomes:

1. Students will recognize and demonstrate the interdisciplinary nature of oceanography using conceptual models of ocean circulation and its influence on life in the oceans and climate.
2. Students will understand and apply the scientific method to evaluate the theory of plate tectonics and to explain the formation of seafloor features.
3. Students will recall properties of seawater and its influence on climate at multiple scales (e.g., regional vs. global) in the past, present, and future.
4. Students will be able to describe the processes of nutrient cycling in the oceans and predict the areas of the ocean with greatest productivity and marine fisheries.

5. Students will evaluate the impact of humans on the oceans and sustainability of marine resources.
6. Students will evaluate the effect on an ecosystem of removing (hunting/overfishing) one member and explore how to manage marine resources wisely for the benefit of humanity.
7. Students will articulate scientific arguments for why the oceans matter and its importance to the Earth's environment and to humans.
8. Students will discuss the importance of oceanography in global initiatives and political decisions for the present and future.
9. Students will identify the consequences of a rise in sea-level on the coastal zone and society and possible mitigation and adaptation strategies.
10. Students will identify the consequences of climate change on marine ecosystems, the implications of these changes on society, and possible mitigation and adaptation strategies.

Students starting at Ohio State in Autumn 2022 and beyond: EARTHSC 2206 will count as any one (and only one) three-credit course in the new General Education (GE) Theme **Lived Environments**.

As part of the **Lived Environments** Theme of the General Education curriculum, this course is designed to prepare students to be able to do the following ("ELO"=Expected Learning Outcome):

General Theme **GOAL 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

General Theme **GOAL 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Lived Environments GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

Lived Environments GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

ELO 2.2 Describe how humans perceive and represent the environment with which they interact.

ELO 2.3 Analyze and critique conventions, theories and ideologies that influence discourse around environments.

We will achieve these goals by learning fundamental oceanography concepts and exploring the relationship and interconnectedness between the marine "lived" environment and humans. The ocean impacts our lives daily by influencing our weather and climate, providing much of the oxygen we breathe and for many, the food they eat. Ocean currents also connect humans around the Earth and ocean life. This course will help you gain an appreciation for the global ocean and the Blue Planet we live on.

Grading information:

Final Grade based on:

- Exam 1 – geological oceanography 20%
- Exam 2 – chemical oceanography 20%
- Exam 3 – physical oceanography 20%
- Exam 4 – biological oceanography 20%
- Ocean Science Literacy homework 20%

Grading scale: 100-93% **A**; 92-90% **A-**; 89-87% **B+**; 86-83% **B**; 82-80% **B-**; 79-77% **C+**; 76-73% **C**; 72-70% **C-**; 69-67% **D+**; 66-60% **D**; <60% **E**

Exams: There will be three exams during the semester. The fourth exam will be scheduled during final exam week. The exams are not cumulative. Exam questions will only be drawn from materials and discussions presented in class. Exam questions can cover any material covered during lectures including calculations, graphs, tables, maps, definitions, animations, movies, etc. Any of the following type of questions may be given on an exam: multiple choice, fill in the blank, short answer, true or false. For example, you might be asked to plot a graph of temperature and salinity across depth in the ocean and describe what it means. Exam Q&A review sessions will be held online using the Carmen discussion group. Please bring the following items to exams: eraser, pencil and your BuckID. You are responsible for attending the midterm and final exams on the scheduled date and time. Make-up exams will be granted only in some cases. The final exam date and time are set by the university. If you miss the final for any reason, you must petition for a make-up exam through the university. Please see me immediately regarding any extenuating circumstances that pertain to any exams.

TIPS

Participation: Regularly attending classes, asking questions in class, participating in class/lab discussions is critical to your learning. You learn by reading the information, hearing it, writing about it, and talking about it. The more of these components you exercise in this course, the easier it will be for you to understand and retain the information.

Bonus points: Random attendance might be taken during the **semester** to get an idea of who is regularly attending class. Up to 1 bonus point may be given to those attending lectures (that is a full point added to your final grade). The bonus point days will not be announced in advanced. An oceanography song contest will be held on the last day of class. All lyrics must be about oceanography. The music may be original or existing (i.e., new words to a song on Tiktok). Poems that are song length are also eligible. One bonus point will be given to each contestant, and 2 bonus points to the winning song's solo or team members. Songs can be from an individual or by teams of up to a maximum of 5 people. The song must be submitted digitally (i.e., uploaded to Carmen) to be played in class or can be performed in class live. All songs will be judged by the class to determine the winner.

Other tips: Be considerate of your classmates by arriving on time, turning off your cell phone or any other noise-making device before entering the classroom and by refraining from having discussions with your friends during lectures. Tardiness, whispering, and technological devices can be extremely disruptive.

Course Schedule. See table on last couple pages

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Statement on academic misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on disability services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on mental health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected

status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

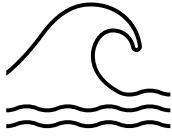
Statement on religious holidays: The University recognizes/observes holidays as listed on <http://controller.osu.edu/pay/pay-holidays.shtm>. If you observe any other religious holidays, please make special arrangements *in person with the instructor within the first two weeks of class.*

Indigenous land acknowledgment: I acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land. I also recognize that this acknowledgement is only a small step in assuming the responsibilities and obligations of being settlers in this land and that additional reflection and development of relationships of reciprocity with Indigenous peoples is needed.

Course Schedule:

Week	Chapter Title/Topic	Text Reading (Chapters)
Week 1	Introduction/Overview/Current topics: <i>How does the ocean impact humanity?</i> Oceanography as an interdisciplinary science: <i>How does science work?</i>	1
Week 2	Plate Tectonics and the Ocean Floor: <i>How does plate tectonics affect life on Earth every day? Where is the next new ocean forming on Earth today and how does it impact people living here?</i> Marine Provinces: <i>What tectonic processes form different ocean features? What types of geological hazards that humans face are associated with these features?</i>	2
Week 3	Ocean sediments: <i>What types of material accumulates on the seafloor? What human resources are associated with these sediments?</i> Reflection Seismology: <i>What tools are used to study marine geohazards (earthquakes, tsunami, landslides)? How do they work?</i> *Ocean science literacy homework #1 due	3
Week 4	EXAM 1 Water and Seawater: properties, dissolved gasses <i>What impact does marine life have on these properties and dissolved gasses? How does this impact humans on land?</i>	4
Week 5	Water and Seawater: pH and carbonate <i>What is the impact of fossil fuel burning by humans on seawater chemistry and organisms that live here? What are the unintended consequences of increasing atmospheric carbon dioxide (by fossil fuel burning) on biodiversity?</i> Sailing the seas – wind driven ocean circulation: <i>What happens at the coasts? What is the impact on marine life and humans relying on this resource?</i>	5
Week 6	Sea-ice & density-driven ocean circulation: <i>What happens when seawater freezes? How does ocean circulation connect all the ocean basins?</i> Ocean's influence on climate: <i>Pulling it all together, how then do the oceans influence climate and life on Earth?</i> *Ocean science literacy homework #2 due	6
Week 7	EXAM 2	

	Waves and Tsunamis: <i>How do waves form, transport mechanical energy in the ocean, and impact humans on land?</i>	7
Week 8	Tides: <i>How do the longest-period ocean waves (i.e., tides) form and impact the humans on the coast?</i> Coast: Beaches and Shoreline Processes: <i>How do processes on the coast impact management of marine resources such as real estate and recreation?</i>	7 8
Week 9	Life in a greenhouse: past, current and future climate change and its impact on life on our planet Sea level rise, Paleoceanography: <i>How does understanding past changes in the ocean inform our understanding of future changes due to human activities? What are the impact of sea level rise on coastal erosion?</i> *Ocean science literacy homework #3 due	11, IPCC
Week 10	EXAM 3 Marine Life and the Marine Environment: challenges and adaptations	9
Week 11	Biological Productivity and Energy Transfer: role of oceans as ecosystem and nutrient recycler Animals of the Pelagic Environment: <i>What are the human threats to the Earth's largest habitable habitat – the deep sea?</i>	10
Week 12	Nekton: <i>What responses to anthropogenic (human related) pressures on nekton (swimmers)?</i> Coral Reefs: <i>How resilient are coral reef ecosystems to stressors from human activities?</i>	10
Week 13	Animals of the Benthic Environment: <i>How has commercial fishing impacted this habitat?</i> Fisheries: <i>How sustainable are modern fisheries?</i>	11
Week 14	Marine Pollution: <i>What is a pollutant? How do we classify pollutants and their impact on marine resources and humans? How do oil spills in the ocean impact marine ecosystems and humans? What makes up plastic pollution in the ocean and what are the impacts, including on humans?</i> & Oceanography song contest *Ocean science literacy homework #4 due	11
Finals week	EXAM 4	



Careers in oceanography offer the possibility of learning more about and exploring our oceans and the satisfaction of making meaningful contributions toward understanding our planet and protecting and preserving our marine resources.

<https://www.marineinsight.com/careers-2/a-list-of-unique-and-interesting-marine-careers/>

<https://www.noaa.gov/work-with-us>



Careers in geosciences can offer a wide variety of opportunities to better understand and protect and preserve our natural resources, environment and community. <https://www.americangeosciences.org/workforce/career-resources>

Consider taking additional classes in the School of Earth Sciences and explore opportunities here at Ohio State. Please feel free to talk with the Instructor or any faculty or students in the School of Earth Sciences for more information. <https://earthsciences.osu.edu/>

Student Information

1. Name: _____

2. Year of study: _____

3. Major/Field of Study: _____

4. Do you have any background in Oceanography? Y N (circle one)

If yes, describe: _____

5. Why are you taking this class? _____

6. What do you hope to learn from this class? _____

7. What are your career aspirations? _____

8. What is your favorite thing to do in your spare time? _____

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

