

From: [Cody, Emily](#)
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Cc: [Fredal, James](#); [Cohen, Jeffrey](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Public Affairs 3210
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Attachments: [image001.png](#)

Good afternoon,

On Friday, September 16, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Citizenship for a Diverse and Just World with Interdisciplinary Team-Teaching High-Impact Practice request for Public Affairs 3210. Please see below for the Panel's feedback.

CITIZENSHIP FOR A DIVERSE AND JUST WORLD | Unanimously approved with **three (3) contingencies**

- **CONTINGENCY:** The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs — as well as an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme — be added into the course syllabus, per a requirement of General Education courses. The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>
 - More specifically, the reviewing faculty ask that the explanatory paragraph articulate how the course will engage the Goals/ELOs from the perspective of Public Policy vs. Law — how the distinction and/or overlap between these two fields of study will influence the ways the class approaches various materials in order to implement the Goals/ELOs.
- **CONTINGENCY:** The reviewing faculty ask that language in the syllabus (found on page 2) stating the course is a GEN Social Sciences Foundations be removed from the document; a GEN course cannot fulfill both a Foundations and a Themes requirement.
- **CONTINGENCY:** The reviewing faculty request the resolution of any conflicting language in the syllabus regarding whether or not the course is fully in-person or a DL format; since the course will be offered as fully in-person, the language of the document should be edited to reflect that accordingly. For instance, on page 2 of the syllabus, the following sentence implies that the course will be taught as DL: "You will be expected to access the online components of the course and participate multiple times during the week, equivalent to the total in-class and out-of-class time commitment of an in-person 4-credit course."

INTERDISCIPLINARY TEAM-TEACHING HIGH-IMPACT PRACTICE | Approved with **two (2) contingencies**

- **CONTINGENCY:** The reviewing faculty request a clear articulation regarding the ways in which this course will actively embody interdisciplinarity, clearly distinguishing the differences between the Law and Public Policy approaches that this class will engage. More specifically, please demonstrate how, from the perspective of a

student working outside these fields of study, these two approaches are different enough to be considered interdisciplinary, and that the differences between the two areas are actively juxtaposed with each other in the execution of the course. These points are ones that both the syllabus should address explicitly and that should be actively addressed in the teaching and implementation of the course.

- **CONTINGENCY:** With an eye to the above contingency, the reviewing faculty also request a detailed statement outlining how the instructors are working together — not merely working adjacently — in service of facilitating reciprocity and dialogue between and across the disciplines of Law and Public Policy. 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.”**

I will return Public Affairs 3210 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; Jeff Cohen, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World; or myself.

Best,
Emily



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