

From: [Steele, Rachel](#)
To: [Griffith, Elizabeth M.](#); [Saltzman, Matthew](#)
Cc: [Putikka, Bill](#); [Conroy, Maria](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Earth Sciences 2210
Date: Friday, February 24, 2023 12:49:11 PM
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Good afternoon,

On Tuesday, February 14th, the Themes II Panel of the ASC Curriculum Committee reviewed a course proposal for Earth Sciences 2210.

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

- i. The reviewing faculty ask that the department provide more information about the “mini-capstone”/group project (syllabus pg. 3 and pg. 4). Specifically, they would like more detail about how it is connected to the GEN Theme: Sustainability ELO’s. The Panel also notes that the grading framework for the class (syllabus pg. 3) lists in-class presentations (which are presumably connected to the “mini-capstone”/group project) as being worth 15 points, but the description of the presentations and how they will be evaluated (syllabus pg. 4) has them at 32 points.
- ii. The Panel asks that the department provide information on the required readings for the course and include those readings in the course calendar. Currently, the syllabus only lists recommended textbooks (pg. 1) and does not outline if there are any required textbooks, or any required reading of any kind. The Panel notes that the lack of information about what kinds of readings and other materials students will engage with on a day-to-day basis makes it difficult to evaluate the level of the course, and to ascertain whether it meets the requirements for an advanced study of the theme.
- iii. The reviewing faculty request that the department provide more information about the quizzes, exercises/assignments, the TED talk, and the mini-capstone/group project, and how these will assess the students’ engagement with the topic at an advanced level.
- iv. The reviewing faculty ask that the syllabus explicitly state which General Education categories (both New General Education (GEN) and Legacy General Education (GEL)) this course fulfills, include a listing of all the Goals and ELOs for both categories, and clearly label the goals and ELOs for both. The reviewing faculty also request that the statements explaining how the course fulfills the goals and ELOs be separated (i.e., one statement for GEL Natural Science: Physical Science and one statement for GEN Theme: Sustainability) and immediately follow the listing of the goals and ELO’s for that General Education category. For reference, the goals and ELOs for the GEN categories can be found here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>, and goals and ELOs for the GEL categories can be found here: <https://ascas.osu.edu/legacy-general-education-gel-goals-and-elos>.
- v. The reviewing faculty recommend that the department use the most up-to-date version of the Student Life Disabilities Services statement (syllabus pg. 6 under “Students With Disabilities”). An up-to-date statement can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- vi. The reviewing faculty recommend that the department use the most up-to-date version of the Mental Health statement (syllabus pg. 6 under “Wellness and Mental Health”), as the phone number and name of the suicide prevention

I will return Earth Sciences 2210 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Bill Putikka and/or Maria Conroy (faculty Chair of the Themes II Panel and the Sustainability TAG respectively; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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I acknowledge that the land that 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 Greenville 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 has and continues to affect the Indigenous peoples of this land.