

Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Environment & Natural Resource
Fiscal Unit/Academic Org Sch of Enviro&Natural Res - D1173
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 2210
Course Title Maple: A Sweet Taste of the Past, Present, & Future
Transcript Abbreviation Maple
Course Description Introduction to the science, business, culture, and tradition of maple. This hands-on course covers the biology and ecology of maple trees, the history and tradition of maple sugaring, basic process of producing maple syrup and value-added maple products, nutritional benefits of maple food products, and current challenges and opportunities to forge a sustainable future for maple.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 03.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

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

- Understand and apply basic activities necessary to extract maple sap and produce maple syrup
- Understand safety and regulatory framework for maple sugaring
- Appreciate the importance of maple sugaring to maintaining a contemporary and sustainable link to traditional land connections
- Identify different maple species and explain why different species are more well-suited for different timber and non-timber forest product applications
- Apply basic activities necessary to extract maple sap and produce maple syrup
- Explain the importance of maple sugaring to maintaining a contemporary and sustainable link to traditional land connections
- Evaluate a forest in terms of maple production potential
- Explain looming challenges to maple industry resilience and discuss potential solutions for long-term sustainability

Content Topic List

- Trees & Society – Past, Present, Future
- Genus Acer – Origins & Diversity
- Genus Acer – Physiology & Identification
- Genus Acer – Ecology & Ohio Forest Types
- History & Tradition of Maple
- Non-timber Forest Products & Maple – Sugarmaking
- Sugarmaking – Having Fun or Making a Living?
- Sugarmaking – In the Woods
- Sugarmaking – In the Sugarhouse
- Local Sugarmaking – Global Marketplace
- Maple & Timber Forest Products
- Challenges & Opportunities for Maple

Sought Concurrence

Yes

Attachments

- Karns_Sustainability_submission.pdf: Sustainability theme
(Other Supporting Documentation. Owner: Fries, Sara Nicholson)
- EEOB_concurrence_ENR2210.pdf: EEOB
(Concurrence. Owner: Fries, Sara Nicholson)
- HCS_concurrence_ENR2210.pdf: HCS
(Concurrence. Owner: Fries, Sara Nicholson)
- Ohio_State_Course_Review_Concurrence_Form_ENR2210_FCoB.pdf: FCoB
(Concurrence. Owner: Fries, Sara Nicholson)
- Ohio_State_Course_Review_Concurrence_Form_ENR2210_HumNutr.pdf: HumNutr
(Concurrence. Owner: Fries, Sara Nicholson)
- 2210_concurrence_FST.pdf: FST
(Concurrence. Owner: Fries, Sara Nicholson)
- AEDE Concurrence Request_ENR 2210_Maple Syrup Course.pdf: AEDE
(Concurrence. Owner: Fries, Sara Nicholson)
- 2210_concurrence_plantpath.pdf: Plant Path
(Concurrence. Owner: Fries, Sara Nicholson)
- ENR_2210_SP25.docx: ENR 2210
(Syllabus. Owner: Fries, Sara Nicholson)

Comments

- Revise as per COAA via email message 11 April 2024

Attach concurrence from Plant Pathology

Returned to unit per request

Revise as per email message 28 August 2023 *(by Osborne, Jeanne Marie on 04/11/2024 01:05 PM)*

COURSE REQUEST
2210 - Status: PENDING

Last Updated: Osborne, Jeanne Marie
04/19/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fries, Sara Nicholson	08/17/2023 11:12 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	08/28/2023 08:29 AM	Unit Approval
Submitted	Fries, Sara Nicholson	10/16/2023 11:27 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	03/18/2024 12:26 PM	Unit Approval
Submitted	Fries, Sara Nicholson	03/21/2024 11:32 AM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	03/22/2024 11:59 AM	Unit Approval
Submitted	Fries, Sara Nicholson	03/22/2024 12:01 PM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	04/11/2024 01:05 PM	Unit Approval
Submitted	Fries, Sara Nicholson	04/18/2024 11:06 AM	Submitted for Approval
Approved	Osborne, Jeanne Marie	04/19/2024 10:31 AM	Unit Approval
Approved	Osborne, Jeanne Marie	04/19/2024 10:31 AM	SubCollege Approval
Approved	Osborne, Jeanne Marie	04/19/2024 10:31 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/19/2024 10:31 AM	ASCCAO Approval

Maple: A Sweet Taste of the Past, Present, & Future Syllabus

[ENR 2210] [SP25]

Course Information

- **Course times and location:** 2x per week, 80 minutes per session; TBD
- **Credit hours:** 3

Mode of delivery: in person; Classes will be conducted live, in-person. A rare class may be on Zoom or asynchronous to accommodate instructor travel or facilitate group project work, etc. (e.g., winter weather). Two required field trips.

Instructor

- **Name:** Gabriel Karns, PhD (he/him/his)
- **Email:** karns.36@osu.edu
- **Phone Number:** 614-292-3865
- **Office location:** 371B Kottman Hall
- **Office hours:** TBD, or by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in Carmen. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites/Co-Requisites

None.

Course Description

Introduction to the science, business, culture, and tradition of maple. This hands-on course covers the biology and ecology of maple trees, the history and tradition of maple sugaring, basic process of producing maple syrup and value-added maple products, nutritional benefits



of maple food products, and current challenges and opportunities to forge a sustainable future for maple.

Course Goals and Learning Outcomes

By the end of this course, successful students will:

1. Understand and apply basic activities necessary to extract maple sap and produce maple syrup
2. Understand safety and regulatory framework for maple sugaring
3. Appreciate the importance of maple sugaring to maintaining a contemporary and sustainable link to traditional land connections

As a result, students will be able to:

1. Identify different maple species and explain why different species are more well-suited for different timber and non-timber forest product applications
2. Apply basic activities necessary to extract maple sap and produce maple syrup
3. Explain the importance of maple sugaring to maintaining a contemporary and sustainable link to traditional land connections
4. Evaluate a forest in terms of maple production potential
5. Explain looming challenges to maple industry resilience and discuss potential solutions for long-term sustainability

General Education Expected Learning Outcomes

As part of the **Sustainability Theme** of the General Education curriculum, this course addresses the following goals:

1. Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to sustainability 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.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

As part of the **Sustainability Theme** of the General Education curriculum, this course is designed to prepare students to:

- 1.1 Engage in critical and logical thinking about the topic or idea of sustainability

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability

2.1 Identify, describe, and synthesize approaches or experience as they apply to sustainability

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.

3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of those systems

3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future

3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values

Lecture content, class discussions, and course assignments give students opportunities to utilize and demonstrate their knowledge (Outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, and 3.3). Field trips and group projects give students opportunities to synthesize information learned and see how course content comes to life in the exploration of real-world working examples within the maple industry. Midterm and final exams will assess all goals and ELOs (Outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, and 3.3.)

How This Course Works

Mode of delivery: Weekly lectures (2) will be supplemented with required class field trips (2) to learn in-field and experientially. The first field trip will take place on campus at the OSU-Mansfield research and demonstration sugarbush; 2 available dates are available to complete the first field trip requirement, students must only attend 1 of the 2 available dates for the first field trip. The second field trip will be participation in the Ohio Maple Madness tour which occurs annually in Ohio, also spanning 2 full weekends. Students, in small groups, may independently choose which of approximately 50 maple operations to visit to complete this requirement. Students are encouraged to use their personal vehicle for transportation to the second field trip; alternatively, a University van driven by the instructor will provide transportation for students requiring assistance to visit a maple operation in the Maple Madness tour as needed.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Attendance: twice per week**

I will record daily attendance by taking roll or by other means of gauging participation. If at all possible, please notify me in advance with notice of absence particularly if reason for absence is likely to be excused (see "Make-up Work policy below). There are no make-up assignments outside of these circumstances and my Late Assignment Policy is firm. Your participation is based on your timely submission of assignments, completion of readings and participation in class discussion, attendance, and cooperative collaboration with group partners.

Meeting the field trip attendance requirement is crucial to succeeding in this course. The first field trip will be available on 2 separate Saturdays and is on campus at the demonstration sugarbush on-site. If a student cannot attend either Saturday, alternative smaller time blocks will be made available during the week to participate in sugarbush-related activities based on their individual schedules in coordination with the instructor.

The second field trip will be available on 2 separate weekends, both weekends of which are available Saturday and Sunday respectively. If a student cannot visit a producer's operation on any of those 4 days, I have a couple local producers that will host a special trip that we will determine at a separate date/time to provide the same experience to students in a flex time that matches their schedule.

- **Office hours: optional**



Course Materials, Fees and Technologies

Required Materials and/or Technologies

The REQUIRED book is available as a downloadable free ePDF – the North American Maple Syrup Producers Manual: 3rd Edition. The 434-page Manual can be acquired simply by sending a blank email to mapleproducersmanual@gmail.com. Additional resources will be made available inside Carmen modules in the form of linked or PDF readings.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

Submit assignments only as a Word document!! All written assignments should be submitted as a Word document unless otherwise stated and required. If assignments must be submitted after the Carmen deadline has closed, email the instructor directly (karns.36@osu.edu) and include the Word document as a direct file attachment.

Carmen Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Information can be found at [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. Users will only receive one SMS passcode at a time. Using the “Trust Browser” feature on a user’s first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours.



- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic aptitude with computer and web-browsing skills is required. The class will be administered using Carmen and you will need Buckeye Pass multi-factor authentication to log-in. Carmen contains the course syllabus, readings and resources, and links to individual assignments and other requirements organized inside weekly modules. Carmen announcements & emails will be used to summarize weekly expectations, and Carmen gradebook will be used to track student progress through the semester. *Zoom will be required for a select few course periods to accommodate instructor travel; however, Zoom will NOT be used on a weekly basis to accommodate student absences.* Most assignments will be submitted via Carmen to facilitate grading and timely feedback.
- [Navigating Carmen](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment category	Points
Assignments (4)	25 = (3 x 5) + 10
Group Project Report	10
Group Presentation	10
Exams	30 = 15 x 2
Participation	10
Final Exam (Date TBD, Time TBD)	15
Total	100

Grades will be based on evidence of competency, quality of work, participation, and individual and group (where appropriate) performance. Based on changes to the course schedule, please note that due dates of assignments may change upon instructor's notification. Final grades will be assigned for this course based on points you earn by completing assignments.

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

More specific details regarding assignments will be posted to Carmen.

Assignment 1: Reflective Writing Assignment

Description: Students will reflect on their personal experiences and recount a tree or forest of significance from their past. This “ode to a tree” assignment will set the stage for important lessons throughout the course including, but not limited to, the universality of nature, the importance of diversity, and the ties of sustainability that irrevocably weave individuals and communities to the physical world.

Assignment 2: Identification Assignment

Description: Students will be required to identify maple species in the classroom by bark, winter bud, and leaves. Satisfactory completion of this assignment will be necessary to adequately perform activities required of the third assignment. This assignment must be

completed without the use of any external sources, including but not limited to notes, textbooks, websites, or other persons.

Assignment 3: Maple Toolbox – Site & Woods Assignment

Description: Students will utilize concepts and skills learned in class to evaluate a woodland patch on campus in terms of site and woods suitability for a maple sap production enterprise. Satisfactory completion of the assignment will also equip students to meaningfully reflect on their interactions with a maple producer visited during the second field trip. The Maple Toolbox delivers sustainability recommendations to individuals seeking information on maple enterprises and will tie many important core concepts together.

Assignment 4: Point-of-sale Assignment

Description: Students will synthesize knowledge of how syrup is made and how syrup is transported to markets to gauge sustainability of practices which place the 100% pure maple syrup product on store shelves right next to pancake syrup substitutes that contain zero maple products whatsoever. This assignment will encourage students to connect local producers to regional and even global economy by surveying physical store locations or online marketplaces.

Assignment: Group Project Report and Presentation

Description: Student groups of 4-6 individuals will be formed by the instructor early in the semester. Students will visit an actual Ohio maple producer's operation for the second field trip and learn how their forest is managed for healthy maples, how sap is extracted, and how maple syrup and/or value-added maple products are produced, marketed, and sold. The group project (*report* deliverable: a checklist rubric with detailed descriptions will be submitted to the instructor reflecting traits and characteristics of the visited maple producer; 10 points) will require student groups to meaningfully engage with, learn from, and report back to the class (*presentation* deliverable: 15-minute group presentation using Powerpoint during Week 15; 10 points) from a maple producer who depends on sustainable practices to make a livelihood. The group project connects students to maple producers who exemplify best practices in the industry. A detailed rubric for the Project Report and Presentation will be provided in mid-February with sufficient advance to the Ohio Maple Madness weekends.

Academic integrity and collaboration: Your written assignments must be your own original work and completed on your own. In formal assignments, you should follow APA style (<https://guides.osu.edu/c.php?g=605168&p=7880510>) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Midterm/Final Exams

Description: Exams are based on readings, lectures, discussions, and field trips, and are to be taken in-person, in-class. Two midterm exams and one final exam will evaluate student knowledge and competency. The midterm exams will cover material pertinent to that section

of that course; final exam is comprehensive and will be administered during the scheduled final exam time for the course.

Academic integrity and collaboration: Exams must be completed on your own, in-person without use of any external sources, including but not limited to notes, textbooks, websites, or other persons.

Participation

Description: Based on attendance, engagement, and participation in class lectures, 2 field trips, and discussions. For additional information in case of illness or emergency, please see the Attendance, Make-up Work, and Late Assignment policies.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

All late work will have 10% of the total points docked for each calendar day it is late. Ten (10) days late, you will receive zero (0) points. Anything after the Carmen deadline is considered “next day” and will be penalized 10%. This policy applies to all graded or otherwise graded assignments for the course. If you are facing extenuating circumstances, please reach out to me as soon as possible to discuss your situation.

Make-up Work:

Make-ups for in-class assignments will not be permitted in the case of an unexcused absence. There are two situations that constitute an “excused absence” from class. They are: 1) students who participate in a documented University sanctioned event, 2) students who have received documented medical attention for an illness. Documentation does not include generic, print-on-demand letters. Documentation of University-sanctioned events or medical attention must be on letterhead and signed. Advance notice of 2 weeks is required for University-sanctioned events. A doctor’s excuse or other official documentation must be provided prior to any scheduled appointments, or within 7 days in the case of emergency or illness.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For all assignments you can expect next-week feedback.
- **Office Hours:** I will hold office hours on TBD from TBD to TBD on a weekly basis unless otherwise notified. If you need to seek assistance outside those office hours, let me know via email and we can arrange an alternative date/time or schedule a phone call or Zoom meeting. You are not required to attend office hours, and office hours will not be factored into your course participation grade.

Grading Scale

I never round grades up or down, so please do not ask for special consideration.

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your 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. 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 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

DISABILITY ACCOMMODATIONS

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of Course Technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [Carmen accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are

required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: **Religious Holidays, Holy Days and Observances**

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email.

Course Schedule

Refer to the Carmen course for up-to-date due dates.

Wk	Content
Course Introduction: Trees & Society – Past, Present, Future	
1	Readings: “The Good Oak” & “Food, Care, and the Sugar Maple Stand” Lectures: Human Impact on Trees & Forests Trees & Forests Impact on Humans Assignments: <i>About You</i> Quiz on Carmen
Genus Acer – Origins & Diversity	
2	Readings: TBD Lectures: Evolutionary Origins of Maples Proliferation & Distribution of Maples Assignments: Reflective Writing Assignment #1 (5 points)
Genus Acer – Physiology & Identification	
3	Readings: Excerpt from Mike’s book Lectures: Think Like a Tree – Mike Rechlin, guest Leaf, Bud, & Bark Identification of Ohio Maples**
Saturday – Maple Woods Introduction	
Genus Acer – Ecology & Ohio Forest Types	
4	Readings: Maple Manual Chpt 3 Lectures: Ohio Forest Communities & Maples Maple Adaptations to Local Growing Conditions** Assignments: Identification Assignment #2 (5 points)
History & Tradition of Maple	
5	Readings: “Decolonizing Maple Syrup” PDF Lectures: Midterm Exam #1 Original Peoples & Maple
Non-timber Forest Products & Maple – Sugarmaking	
6	Readings: TBD Lectures: Euro-Americans & Maple Non-timber Forest Products & Why They Matter
Sugarmaking – Having Fun or Making a Living?	
7	Readings: TBD Lectures: Backyard & Hobby Production Maple as Income – Just a Little Spending Money to Enterprise



Sugarmaking – In the Woods		
8		Readings: TBD Lectures: Buckets, Bags, Spiles, and Sleighs Tubing & Vacuum
Saturday – Maple Madness Field Trip		
Sugarmaking – In the Woods		
9		Readings: TBD Lectures: Tapping & Sanitation Woods Evaluation & Inventory** Assignments: Maple Toolbox – Site & Woods Assignment #3 (10 points)
Sugarmaking – In the Sugarhouse		
10		Readings: TBD Lectures: Sap Storage & Evaporators Reverse Osmosis
Sugarmaking – In the Sugarhouse		
11		Readings: TBD Lectures: Filtering & Finishing Maple Syrup Midterm Exam #2
Local Sugarmaking – Global Marketplace		
12		Readings: The Great Maple Heist PDF Lectures: Sales and Marketing for a Local Producer Maple Syrup as International Commodity Assignments: Point of Sale Assignment #4 (5 points)
Maple & Timber Forest Products		
13		Readings: TBD Lectures: Hard/Soft Maple & Sustainable Silviculture Value-added Maple Products**
Challenges & Opportunities for Maple		
14		Readings: TBD Lectures: Challenges – Climate Change, Invasive Species, Herbivory, ... Opportunities – Human Health, Rootedness, Sustainability, ...
Wrap-up & Review		
15		Assignments: Group Projects (10 points) & Presentations (10 points)
Final Exam (15 points) (Date/Time TBD-Final Exam Week)		

**Course schedule and due dates subject to change contingent on prior notification.*



*****Lectures outdoor or outside normal classroom***

GE Theme course submission worksheet: Sustainability

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	--

Goals and ELOs unique to Sustainability

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	
ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	

From: [Hamilton, Ian](#)
To: [Vankeerbergen, Bernadette](#)
Cc: [Osborne, Jeanne](#); [Fries, Sara N.](#); [Johnston, Renee](#)
Subject: RE: Concurrence Request: ENR 2210 - Maple: A Sweet Taste of the Past, Present & Future
Date: Wednesday, October 11, 2023 2:02:53 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

Dear Jeanne and Bernadette,

EEOB offers concurrence on the proposed course ENR 2210. Overlap with our courses such as Ohio Plants or Plants & People is minor, as the proposed course is very much focused on a single taxonomic group.

Please let me know if you have any questions.

-Ian



Ian Hamilton

Professor

Vice Chair of Undergraduate Studies, EEOB

College of Arts & Sciences

Department of Evolution, Ecology and Organismal Biology & Department of Mathematics

390 Aronoff Laboratory, 318 W 12th Ave, Columbus, OH 43210

hamilton.598@osu.edu

Pronouns: he/him/his

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Monday, October 2, 2023 10:31 AM
To: Hamilton, Ian <hamilton.598@osu.edu>
Cc: Osborne, Jeanne <osborne.2@osu.edu>; Fries, Sara N. <fries.71@osu.edu>; Johnston, Renee <johnston.230@osu.edu>
Subject: FW: Concurrence Request: ENR 2210 - Maple: A Sweet Taste of the Past, Present & Future

Dear Ian,

Please see below. CFAES would like to hear back by Tuesday, October 17, 2023--after which date concurrence will be assumed. Please send your response to Jeanne Osborne and cc me.

Let me know if you have any questions.

Best,

Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: Osborne, Jeanne <osborne.2@osu.edu>

Sent: Monday, October 2, 2023 9:59 AM

To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Cc: Fries, Sara N. <fries.71@osu.edu>; Johnston, Renee <johnston.230@osu.edu>

Subject: Concurrence Request: ENR 2210 - Maple: A Sweet Taste of the Past, Present & Future

Dear Bernadette,

Good morning!

Attached please find the syllabus and concurrence request from the School of Environment and Natural Resources in CFAES for a new course, ENR 2210 – Maple: A Sweet Taste of the Past, Present & Future. We would appreciate concurrence from the College of Arts and Sciences, and in particular the Department of Evolution, Ecology and Organismal Biology. Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Tuesday, October 17, 2023.

Please let me know if you have any questions or need additional information.

Take care and have a great week!

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs

College of Food, Agricultural, and Environmental Sciences

100E Agricultural Administration, 2120 Fyffe Rd.

Columbus, OH 43210

Tel: 614-292-1734

Fax: 614-292-1218

e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: [Johnston, Renee](#)
To: [Fries, Sara N.](#)
Subject: FW: SENR Concurrence request
Date: Sunday, August 27, 2023 11:53:08 AM
Attachments: [image001.png](#)

I obviously did not send this to you....

From: Sharp, Jeff <sharp.123@osu.edu>
Sent: Monday, July 31, 2023 1:07 PM
To: Johnston, Renee <johnston.230@osu.edu>
Subject: FW: SENR Concurrence request

Here's the HCS concurrence response. Jeff

Jeff Sharp
Professor, School of Environment and Natural Resources
210 Kottman Hall
2021 Coffey Road
The Ohio State University
Columbus, OH 43202
sharp.123@osu.edu
614-292-8522

From: Karcher, Doug <karcher.3@osu.edu>
Sent: Monday, July 3, 2023 11:03 AM
To: Sharp, Jeff <sharp.123@osu.edu>
Subject: FW: SENR Concurrence request

Hi Jeff,

HCS provides concurrence for Dr. Karns' course. I'm sending along some comments from our Academic Affairs committee in case they might be helpful in course development.

Kind regards,
Doug



Doug Karcher, Ph.D.
Professor & Chair
Horticulture and Crop Science
(479) 263-1293

From: Barker, David <barker.169@osu.edu>
Sent: Thursday, June 22, 2023 10:25 AM

To: Lindsey, Alexander J. <lindsey.227@osu.edu>; Karcher, Doug <karcher.3@osu.edu>
Subject: RE: SENR Concurrence request

Agreed.. I believe we've seen this previously and don't see any problem with providing concurrence.

The course syllabus is incomplete (Alex identified the GEN detail necessary), but I don't think this prevents our offering concurrence.. it'd be preferable to have a course number.

The medical exception statement does not fit university policy.. for example, a student with positive Covid test will likely not have a medical excuse letter.

The course contact hours do not appear to meet the requirement for a 3 cr hr class.. additional detail is required.

Detail for the field trip requirement should be added (is transport provided? Duration for the field trip (hrs), provision for disabilities?) – some students might be unable to make a Saturday field trip due to work or other obligations.

DB

From: Lindsey, Alexander J. <lindsey.227@osu.edu>
Sent: Friday, June 16, 2023 2:12 PM
To: Karcher, Doug <karcher.3@osu.edu>; Barker, David <barker.169@osu.edu>
Subject: RE: SENR Concurrence request

Agreed, I don't see issues here granting concurrence. If he is trying for GE status in Sustainability, he will need to be sure to include the GE Goals and Objectives (and how this course would meet them) in his application for approval (this is more of an FYI if not known).

-Alex

From: Karcher, Doug <karcher.3@osu.edu>
Sent: Friday, June 16, 2023 1:34 PM
To: Lindsey, Alexander J. <lindsey.227@osu.edu>; Barker, David <barker.169@osu.edu>
Subject: FW: SENR Concurrence request

Another concurrence request. I don't have any issues with this one.



Doug Karcher, Ph.D.
Professor & Chair
Horticulture and Crop Science
(479) 263-1293

From: Sharp, Jeff <sharp.123@osu.edu>

Sent: Friday, June 16, 2023 12:04 PM

To: Karcher, Doug <karcher.3@osu.edu>

Subject: SENR Concurrence request

Doug, Hope your summer is going well. I am contacting you in my role as chair of The School of Environment and Natural Resources Academic Affairs Committee. We have a proposed course that we are seeking HCS's concurrence for. Gabe Karns, a senior lecturer associated with SENR and located on the Mansfield campus has developed the attached course as part of his ongoing efforts related to maple production and the industry. Gabe indicated he has shared this with you previously as well as David Barker and Joseph Scheerens in your department.

Attached is the syllabus draft that has been approved by the School's academic affairs committee to move forward.

We would appreciate a response regarding your concurrence by July 14th. I appreciate that it is summer and there are upcoming holidays, so hopefully a month will be sufficient time for you to get back to us. Please let me know of any questions or concerns. Thank you, Jeff

Jeff Sharp
Professor, School of Environment and Natural Resources
210 Kottman Hall
2021 Coffey Road
The Ohio State University
Columbus, OH 43202
sharp.123@osu.edu
614-292-8522

From: [Simons, Christopher](#)
To: [Pintor, Lauren](#); [Parkman, Anna](#); [Benitez Ponce, Soledad](#)
Cc: [Osborne, Jeanne](#); [Fries, Sara](#)
Subject: RE: Concurrence Request: ENR 2210: Maple Syrup Course
Date: Thursday, March 21, 2024 6:56:27 AM
Attachments: [image002.png](#)
[image003.png](#)

Hello Lauren-

After review by the FST academic affairs committee, we are happy to provide concurrence for ENR 2210. Good luck.

Best regards,
Chris



Christopher T. Simons, Ph.D.

Associate Professor—Sensory Science

CFAES Department of Food Science & Technology

315 Parker Food Science Building, 2015 Fyffe Rd., Columbus, OH 43210-1007

614-688-1489 Office / 614-292-0218 Fax

simons.103@osu.edu fst.osu.edu

From: Pintor, Lauren <pintor.6@osu.edu>
Sent: Monday, March 11, 2024 3:29 PM
To: Parkman, Anna <parkman.6@osu.edu>; Simons, Christopher <simons.103@osu.edu>; Benitez Ponce, Soledad <benitezponce.1@osu.edu>
Cc: Osborne, Jeanne <osborne.2@osu.edu>; Fries, Sara N. <fries.71@osu.edu>
Subject: Concurrence Request: ENR 2210: Maple Syrup Course

Dear Anna, Christopher & Soledad,

I am faculty in SENR and the new chair of Academic Affairs in SENR. A faculty member in SENR, Dr. Gabe Karns, has proposed a new course, ENR 2210 “Maple: A sweet taste of the past, present and future”. Please see the attached syllabus for the course description, goals and objectives. But briefly, the course aims to introduce students to the science, business and culture of maple syrup. The course also aims to meet the expected learning outcomes of the Sustainability Theme of the General Education curriculum. SENR is seeking concurrence for the new course from AEDE, Food Science and Plant Pathology.

We would appreciate learning if there are significant areas of overlap or concern with courses currently taught in your departments. With this week being spring break, we’d appreciate if you could get back to us by Monday, March 1st (3 weeks from today) at the latest.

Thanks so much for your time & attention! Let me know if you have any questions.

Best,
Lauren Pintor



Lauren M. Pintor, PhD (she/her)

Associate Professor in Aquatic Ecology
Associate Director of Undergraduate Education

[School of Environment & Natural Resources](#)

2021 Coffey Road, 210 Kottman Hall

Columbus, OH 43210

614-292-9803

pintor.6@osu.edu

Pintor Lab: <http://u.osu.edu/pintor.6/>

Faculty Webpage: <https://senr.osu.edu/our-people/lauren-m-pintor>

Twitter: @PintorLabOSU

From: [Parkman, Anna](#)
To: [Pintor, Lauren](#); [Simons, Christopher](#); [Benitez Ponce, Soledad](#)
Cc: [Osborne, Jeanne](#); [Fries, Sara](#)
Subject: RE: Concurrence Request: ENR 2210: Maple Syrup Course
Date: Monday, March 18, 2024 8:07:04 AM
Attachments: [image001.png](#)

Hi Lauren,

AEDE has no concerns about overlap with this course and provides concurrence.

Best,

Anna

Anna W. Parkman, PhD

Pronouns (she/her) [What are pronouns?](#)

Professional Practice Professor of Agribusiness & Applied Economics

Undergraduate Program Leader

Department of Agricultural, Environmental, and Development Economics

Internship & Study Abroad Coordinator

332 Agricultural Administration Bldg, 2120 Fyffe Rd., Columbus, OH 43210

614-292-9746 Office

parkman.6@osu.edu

From: Pintor, Lauren <pintor.6@osu.edu>

Sent: Monday, March 11, 2024 3:29 PM

To: Parkman, Anna <parkman.6@osu.edu>; Simons, Christopher <simons.103@osu.edu>; Benitez Ponce, Soledad <benitezponce.1@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>; Fries, Sara N. <fries.71@osu.edu>

Subject: Concurrence Request: ENR 2210: Maple Syrup Course

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Thanks so much for your time & attention! Let me know if you have any questions.

Best,
Lauren Pintor



Lauren M. Pintor, PhD (she/her)

Associate Professor in Aquatic Ecology
Associate Director of Undergraduate Education

[School of Environment & Natural Resources](#)

2021 Coffey Road, 210 Kottman Hall
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pintor.6@osu.edu

Pintor Lab: <http://u.osu.edu/pintor.6/>

Faculty Webpage: <https://senr.osu.edu/our-people/lauren-m-pintor>

Twitter: @PintorLabOSU

From: [Benitez Ponce, Soledad](#)
To: [Pintor, Lauren](#); [Parkman, Anna](#); [Simons, Christopher](#)
Cc: [Osborne, Jeanne](#); [Fries, Sara N.](#)
Subject: Re: Concurrence Request: ENR 2210: Maple Syrup Course
Date: Thursday, March 14, 2024 9:22:48 AM
Attachments: [image001.png](#)

Dear Lauren,

Members of the Department of Plant Pathology have reviewed the syllabus and have no concerns with the course. Furthermore, we think that this course could help gain interest in some of our forest courses, including PLNTPTH 4321 (Managing Biological Invasions for Forest Sustainability) and PLNTPTH 5110 (Ecology and Management of Pathogens and Insects Affecting Trees in Forest and Urban Environments), as well as provide options for our undergraduates if they need courses within the Sustainability Theme. Therefore we support concurrence.

Thanks,

Soledad

Soledad Benitez Ponce

Associate Professor – Plant Bacteriology and Agricultural Microbiomes Lab

The Ohio State University

College of Food, Agricultural, and Environmental Sciences Department of Plant Pathology

OSU center affiliations: Center of Microbiome Science, Soybean Center, Center of Applied Plant Science and

Ohio Center of Controlled Environment Agriculture

Selby Hall 214, 1680 Madison Ave, Wooster, OH 44691

330202-3565 Office

benitezponce.1@osu.edu <https://plantpath.osu.edu/> <https://u.osu.edu/benitezponce-1/>

Pronouns: she/her/hers; ella

Buckeyes consider the environment before printing.

From: Pintor, Lauren <pintor.6@osu.edu>

Date: Monday, March 11, 2024 at 3:29 PM

To: Parkman, Anna <parkman.6@osu.edu>, Simons, Christopher <simons.103@osu.edu>, Benitez Ponce, Soledad <benitezponce.1@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>, Fries, Sara N. <fries.71@osu.edu>

Subject: Concurrence Request: ENR 2210: Maple Syrup Course

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We would appreciate learning if there are significant areas of overlap or concern with courses currently taught in your departments. With this week being spring break, we’d appreciate if you could get back to us by Monday, March 1st (3 weeks from today) at the latest.

Thanks so much for your time & attention! Let me know if you have any questions.

Best,
Lauren Pintor



Lauren M. Pintor, PhD (she/her)

Associate Professor in Aquatic Ecology
Associate Director of Undergraduate Education

[School of Environment & Natural Resources](#)

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