

**From:** [Neff, Jennifer](#)  
**To:** [Davis, Molly](#); [Barringer, Sheryl](#); [Osborne, Jeanne](#)  
**Cc:** [Hadad, Christopher](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** Food Science and Technology 1200  
**Date:** Friday, November 8, 2024 8:53:00 AM  
**Attachments:** [image001.png](#)

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Good morning,

On Thursday, October 24<sup>th</sup>, the Natural and Mathematical Sciences Subcommittee of the ASC Curriculum Committee reviewed a course change request for Food Science and Technology 1200.

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

- There appears to be a lack of interactive components within the proposed DL syllabus, which raises important questions about how true distance learners can effectively participate in the collaborative experiences that the syllabus encourages students to seek with their classmates. To ensure that these students do not face disadvantages and can achieve comparable learning outcomes, the Subcommittee requests that the department apply strategies to *ensure* that student learning will be interactive.
- While the Subcommittee notes that a set of lab topics has been identified, they ask that the department include examples in the syllabus of lab report questions in addition to details regarding lab instructions, assessment criteria, and data collection.
- The Subcommittee requests that the grading distribution for the course be reevaluated to reflect a more balanced assessment of both lecture and lab components. They ask that assignments be integrated into the course that measure students' understanding of lecture material, as the syllabus indicates that quizzes and the end of semester project may be the sole methods of assessment in this regard. If there are additional methods for assessing content knowledge, then the Subcommittee asks for an explanation to support the current grading structure. [Syllabus p. 8]
- The Subcommittee notes that the course structure consists of 2 credit hours of lecture and 2 of lab, which deviates from the typical format of most GEN Natural Science courses, where 3 credit hours are dedicated to lecture and 1 to lab. In the initial approval of this course (in 2022) with hybrid lab, the NMS Subcommittee had approved the 2/2 structure because the in-person lab was deemed by the committee to be made up of "lecture-type" activities. Indeed, as the Department of Food Science and Technology had indicated in a letter to the subcommittee, the in-person lab will consist of two parts:
  - Students will receive detailed instructions and demonstrations of what they will be doing in the upcoming online lab. Since many students may have limited or no cooking skills, there is no substitute for being able to make explanations in person and have the opportunity to ask questions.
  - Students will observe products made in the at-home lab. For example, in the online lab work, there will be variations in formulas, and different students or groups will be assigned to each of the variations (e.g., for bread, one group will be assigned the double yeast formula, another the half yeast formula). These different products will be brought

to the in-person lab for observation, evaluation, and sharing of data by all members of the class.

It is the combination of instruction, demonstration, and the fact that “there is no substitute for being able to make explanations in person and have the opportunity to ask questions” (see i. above) as well as the “observation, evaluation, and sharing of data by all members of the class” (see 2 above) that prompted the NMS Subcommittee to consider this in-person lab to be the equivalent of a lecture. In the proposed fully asynchronous online version of the lab, it is really not clear how those crucial components will be taught with the same level of pedagogical interaction. The fully online lab also does not seem to provide time to observe products made at home, evaluate, and discuss the data. Given this, the Subcommittee requests clarification from the department on the rationale behind this structure.

- The Subcommittee asks that a cover letter be submitted that addresses all changes made as a result of their feedback.

I will return Food Science and Technology 1200 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions, please feel free to contact Christopher Hadad (faculty Chair of the NMS Subcommittee, cc’d on this e-mail), or me.

Best,  
Jennifer



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Pronouns: she/her/hers