



Outlook

Engineering 2301.02

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Cc Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>; Wade, Macy <wade.619@osu.edu>

Good morning,

On Thursday, January 15th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Engineering 2301.02 to be included in the GEN Theme: Citizenship for a Diverse and Just World category with a 4 CH HIP: Research and Creative Inquiry designation.

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

- a. The Subcommittee requests that the unit provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b. The Subcommittee asks that the unit provide more specificity regarding the presence of the Theme (especially the diversity and justice portions of the Theme [ELOs 3.2 and 4.2]) in all aspects of the course. While they understand that a previous iteration of this course has already been approved for the theme (originally reviewed as Engineering 2301, now requesting a number change to Engineering 2301.01), many of the Theme-specific elements that were originally present in the 2301 syllabus have been removed from the new version. To that end, the Subcommittee asks that the department address the following:
 - i. The Subcommittee requests that the unit provide specific information about all of the course's readings in the course calendar (syllabus pp. 15-16), so that the Subcommittee can better assess the advanced nature of the course and the ways in which the course materials will engage with the Citizenship for a Just and Diverse World goals and ELOs.
 - ii. The Subcommittee asks that the unit provide additional information regarding the course's assignments and how they relate to the Citizenship for a Diverse and Just World theme. The lack of description about most assignments (Assigned Readings and Discussion Activities; Individual Research & Case Study Assignments; Team Exploratory Research for Community Development Project; Other Assignments & In-class Activities) made it difficult to understand how the Theme will be represented in the course's assessments, and how those assessments are related to the course calendar on pp. 15-16. Additionally, while the parameters for attendance and participation are clearly outlined in the syllabus, it is *unclear* how the 50 points for each (noted on p. 9 of the syllabus) relates to the percentage assigned to "Participation, Attendance, and Self-Assessments" on p. 11 of the syllabus.
 - iii. The Subcommittee asks that the unit incorporate into the course opportunities for students to demonstrate their "developing sense of self as a learner" (ELO 2.2) in an assessable manner. While the Subcommittee notes and appreciates the presence of individual and group reflection activities on the course content, this ELO is focused on students' awareness of their own learning and reflection on/analysis of the ways that they learn and how/why their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection at the

beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.

- iv. The Subcommittee notes that the Goals on p. 5 of the syllabus are the goals of the GEN program overall rather than the goals and ELOs of the GEN Theme: Citizenship for a Diverse and Just World category. While it is not necessary to include the overall goals of the General Education program in the syllabus, it *is* required that all courses in the category include the goals and ELOs of the GEN category; a link to these is not sufficient. As such, the Subcommittee requests that the unit include the category's goals and ELOs in the syllabus, along with a brief, student-friendly description of how this course, in particular, meets the goals and ELOs of that category. The GEN Goals and ELOs are available in an easy-to-copy/paste format on the [ASCCAS website](#).
- c. The Subcommittee notes the presence of the information regarding Embedded Literacy requirements (syllabus, p. 6). It is strongly recommended that the unit remove this information from the syllabus, as GEN courses are open to students from across the university, and the mention of the Advanced Writing EL may cause confusion for students outside of the College of Engineering.
- d. Due to the lack of information in the syllabus regarding the theme itself, the Subcommittee is unable to evaluate the High-Impact Practice at this time. They look forward to engaging with that aspect of the course once the above issues have been addressed.

I will return Engineering 2301.02 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Birgitte Søland (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



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

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