

From: [Steele, Rachel](#)
To: [Griffith, W. Ashley](#); [Cook, Ann E.](#)
Cc: [Fredal, James](#); [Downing, Molly N.](#); [Griffith, Elizabeth M.](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Neff, Jennifer](#)
Subject: Earth Sciences 2204
Date: Friday, October 27, 2023 4:47:00 PM
Attachments: [image001.png](#)
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Good afternoon,

On Tuesday, October 3rd, the Themes I Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Health and Wellbeing reviewed a course proposal for Earth Science 2204. Please see the reviewing faculty's feedback below.

For the Lived Environments Theme, the reviewing faculty did not vote on the proposal, as they would like the following points addressed:

- i. The reviewing faculty ask that the unit include in the course additional readings, assignments, and/or activities that focus on analysis and critical thinking surrounding Lived Environments. They note that the Lived Environments that are studied are often only distinguished by location, and they offer the friendly suggestion that focusing on fewer regions would allow for more in-depth and nuanced study that could help to elevate the level of the course.
- ii. The reviewing faculty ask that the department provide more information about how the case studies listed on pg. 14 of the syllabus coordinate with the Course Schedule on pgs. 5-7 of the syllabus. While some of the case studies correlate with the topics on the schedule, there seem to be topics without readings and some readings that do not align with the given topics.
- iii. The reviewing faculty ask for further explanation or demonstration of what kinds of critical thinking and advanced work is being done regarding Lived Environments. Though they found the project detailed on pgs. 8-9 of the syllabus to be an excellent example of this kind of work, they would like to see more activities earlier in the course that are similar to this, thus better aligning with the GEN goals and ELOs and preparing students to successfully complete their final projects.
- iv. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the college to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.
- v. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- vi. The reviewing faculty strongly recommend that the unit reach out to Jim Fredal, Chair of the Themes I Subcommittee and Bernadette Vankeerbergen, Assistant Dean of Curriculum in the College of Arts and Sciences, for assistance on revising this submission.
- vii. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee's feedback.

For the Health and Wellbeing Theme, the reviewing faculty voted that the course not be approved for the GEN Theme: Health and Wellbeing. Please see the reviewing faculty's feedback:

1. The reviewing faculty found this to be a compelling course, but they have determined that it does not reflect the scope and depth required to strongly align with the GEN Theme: Health and Wellbeing. The sections of the GEN Submission form and the syllabus that explain the course's alignment with the Theme are highly similar (in some cases using the exact language) to the content that explains alignment with the Lived Environments theme. Given this similarity, the reviewing faculty feel that a more positive learning experience will occur if the course activities focus on Lived Environments, given the existing approval.
2. The reviewing faculty are aware that this course is still a part of the Legacy General Education Natural Science: Physical Science category, and that there may be a limited amount of change that can be made to the course as long as it carries that designation. However, with the Legacy General Education coming to a close in the next few years, the reviewing faculty are aware that units may begin to choose to overhaul courses when offering them as Legacy GEs is no longer sustainable. In light of this possibility, the reviewing faculty offer the following suggestions for a future re-design/resubmission of the course:
 - a. The reviewing faculty ask that the unit include in the course additional readings, assignments, and/or activities that focus on analysis and critical thinking surrounding Health and Wellbeing.
 - b. The reviewing faculty ask that the department provide more information about how the case studies listed on pg. 14 of the syllabus coordinate with the Course Schedule on pgs. 5-7 of the syllabus. While some of the case studies correlate with the topics on the schedule, there seem to be topics without readings and some readings that do not align with the given topics.
 - c. The reviewing faculty ask for further explanation or demonstration of what kinds of critical thinking and advanced work is being done regarding Health and Wellbeing. Though they found the project detailed on pgs. 8-9 of the syllabus to be an excellent example of this kind of work, they would like to see more activities earlier in the course that are similar to this and prepare students to successfully complete their final projects.
 - d. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the college to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.
 - e. The Subcommittee recommends that the unit use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I will return Earth Sciences 2204 to the department queue via curriculum.osu.edu in order to address the reviewing faculty's requests. This should include **canceling** the request for the Health and Wellbeing Theme, and should the unit choose to do so, resubmitting materials in response to the feedback regarding the Lived Environments Theme.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Jim Fredal, Liz Griffith, Molly Downing (faculty Chair of the Themes I Subcommittee, the Lived Environments TAG and the Health & Wellbeing TAG [respectively]; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 688-4540

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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.