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To: [Cole, Susan](#)
Cc: [Hamilton, Ian](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Molecular Genetics 1103
Date: Tuesday, February 13, 2024 10:21:00 AM
Attachments: [image001.png](#)

Good morning,

On Wednesday, January 31st, the Natural and Mathematical Sciences Subcommittee of the ASC Curriculum Committee reviewed a new course proposal for Molecular Genetics 1103.

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

- Note: The Subcommittee commends the department on what they view as a wonderful course and offers the following feedback given the requirements of the New GE (GEN) and the consideration that this will be many students' only opportunity to engage in a Natural Science foundational course.
- The Subcommittee asks that the department provide further evidence in the syllabus that 25% of the course involves experiential learning for students (currently, the recitation work accounts for 15%). The Subcommittee requests an explanation of how the course will achieve this along with sample exercises highlighting the use of scientific tools to investigate problems throughout the course. Though this does not need to be accomplished in a way that fully mirrors Molecular Genetics 1101, the recitation work needs to play a similar role and account for 25% of the course.
- The Subcommittee notices some unnecessary language in the course policies that they ask be removed, including the discussion and communication guidelines (which are written in a way that applies only to written discussions) along with the reference to required and elective art courses in the paragraph regarding tolerance. However, if the course will involve online discussion thus calling for the inclusion of the discussion and communication guidelines in the syllabus, then the Subcommittee requests that those assignments be included in the syllabus. [Syllabus pp. 9-10]
- The Subcommittee requests that, in the final syllabus, the department include details regarding the work distribution in a typical week to give students a general idea of the expectations. Providing students with information on when assignments will be assigned, available to work on, and due are great ways to help them gauge the workload.
- The Subcommittee asks that the department include additional information on how the book can be obtained. The Subcommittee also offers the friendly advice that providing the ISBN helps students find the correct version. [Syllabus p. 8]
- The Subcommittee asks that the department clearly label the religious accommodations statements (as the other statements are) so that it does not get lost in the surrounding text. [Syllabus p. 7]
- The Subcommittee requests that the department use the most recent version of the Student Life Disability Services Statement, 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](#). [Syllabus p. 9]
- The Subcommittee recommends that the department use the most recent version of the mental health statement if it wishes to keep the statement in the syllabus. The statement was

updated to include the new Suicide and Crisis Lifeline number. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 8-9]

I will return Molecular Genetics 1103 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 Ian Hamilton (faculty Chair of the NMS Subcommittee; cc'd on this e-mail), or me.

Best,
Jennifer



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Pronouns: she/her/hers