

From: [Hilty, Michael](#)
To: [Lewandowski, Monica](#); [Benitez Ponce, Soledad](#); [Osborne, Jeanne](#)
Cc: [Fredal, James](#); [Downing, Molly](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: Plant Pathology 3920
Date: Thursday, April 25, 2024 3:46:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

Good afternoon,

On Tuesday, April 10th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Health and Wellbeing request for Plant Pathology 3920.

At this time, the Subcommittee has declined to vote on the submission and would like to see the following feedback incorporated into a revision:

- The reviewing faculty find that the course needs stronger alignment with GEN Theme: Health and Wellbeing ELO 3.2. The course description identifies that the course will help students “navigate a chemical landscape for their personal and professional development” and the syllabus indicates that students will achieve ELO 3.2 through critical evaluation of concepts across a variety of topics, including wellness. Thus, if the course will help students achieve ELO3.2 at an individual level, the reviewing faculty believe this connection should be emphasized to students in the syllabus, and more clearly explained in either the syllabus or the proposal. They recommend the following ideas to help address this concern:
 - Consider incorporating more specific and intentional elements of health and well-being to outcomes 3.1C and 4.1C (page 3 in the syllabus), which would drive modifications to the aligned assessments and learning activities. They would also encourage adjustments to both the course and assignment descriptions to ensure students understand the connection between course activities and strategies that promote health and well-being at an advanced level.
 - If concepts of wellness are integrated within the weekly reading reflections and class discussions, could the instructors provide the reviewing faculty a few examples of the reflection or discussion prompts for the weeks where health and well-being topics are emphasized?
- The reviewing faculty ask it be clarified if students are either using Erowid to select a final project topic or if the course proposer is asking students to share their final project on Erowid? If it is the latter, the reviewing faculty would like to know if the course proposer has considered providing students with a few platform options for them to share their group project (e.g. PebblePad, u.osu.edu, etc.), as some students may not feel comfortable with associating their scholarly work with the full range of content shared via Erowid. Lastly, the reviewing faculty suggest the text discussing the role Erowid plays in the group project be clarified to avoid similar confusion by students.
- The reviewing faculty are concerned about this course’s accessibility to a general audience, especially for students in non-science majors, as the course readings, especially, appear to be a high-level and not suited towards a General Education audience. Given that this course is now seeking inclusion within the General Education, the course will enroll students with a potentially limited background within the sciences. They ask that it be made clearer how students of all backgrounds can successfully enroll and complete the requirements of the course. Additionally, they would like to see readings within the course identified that help prepare students for the more advanced and complex topics that they will be engaging within.
- The reviewing faculty ask the unit to consider what prerequisites can be added to the course in order to help highlight the knowledge necessary for a student to successfully complete the course. They recommend, if it is helpful, a prerequisite of Completion of GEN Foundation:

Natural Sciences and, potentially, another relevant, common, science course that will prepare students for this course. Please note that the prerequisites should not be incredibly restrictive, as the course must still be open to a general audience.

- The reviewing faculty ask that a cover letter be provided that details all changes made as a result of this feedback.

I will return Plant Pathology 3920 to the departmental queue via curriculum.osu.edu in order to address the Subcommittee's feedback.

Should you have any questions regarding this feedback, please do not hesitate to reach out to Jim Fredal, faculty Chair of the Themes I Subcommittee, Molly Downing, faculty Chair of the Theme Advisory Group: Health and Wellbeing, or me.

All my best,
Michael



THE OHIO STATE UNIVERSITY

Michael Hilty

Curriculum and Assessment Coordinator
ASC Staff Advisory Council, Awards Chair
ASC Staff Advisory Council, Chair-Elect

The Ohio State University

The College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall
230 Annie and John Glenn Ave, Columbus, OH 43210
614-247-6089 Office
hilty.70@osu.edu / ascas.osu.edu

Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

BLACK LIVES MATTER

STOP AAPI HATE

DACA/undocumented ally



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.