

From: [Neff, Jennifer](#)
To: [Andrews, Adam](#); [Fisk, Harold](#)
Cc: [Hamilton, Ian](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Biology 3501.01 - 3501.07 & 4901
Date: Monday, April 29, 2024 9:54:00 AM
Attachments: [image001.png](#)

Good morning,

On Wednesday, April 17th, the Natural and Mathematical Sciences Subcommittee of the ASC Curriculum Committee reviewed new course proposals for Biology 3501.01 - 3501.07 & 4901. Please find below the Subcommittee's feedback for these courses.

- Biology 3501.01 - 3501.07 (feedback applies to all)
 - Comment: The Subcommittee notes that it might be helpful for the course descriptions at the start of each syllabus to be more detailed in order to lay out what makes each version of the course different.
 - **Contingency:** The Subcommittee requests that the Center seek concurrence with the Department of Statistics as each course appears to spend a fair amount of time focusing on the topic. The Subcommittee also requests that each syllabus make the role that statistics will play in the course clear in order to allow the department to assess any possible overlap and to simply paint a picture of how students will be using statistics in the course.
 - **Contingency:** The Subcommittee requests that the Center remove all references to the Embedded Literacies from each syllabus, including the tables of the EL category's expected learning outcomes. Students are often confused by the meaning of the Embedded Literacies and do not realize that these courses would only count as EL courses for students in the Biology major. This is especially important given that 3501.xx is required of Biology minors, for whom the course would not fulfill the Embedded Literacy categories. [Syllabus pp. 1-4]
 - *Recommendation:* The Subcommittee recommends that the Center consider offering more flexibility in terms of the documentation required for missing an exam, specifically the policy that medical excuses will be considered only if a student has been treated on the same day. If a student is ill and has yet to seek treatment, sought treatment in the days leading up to the exam, or does not have access to medical care, this policy could be unfair to them. [Syllabus p. 6]
 - *Recommendation:* The Subcommittee recommends that the Center include in the course technology section of the syllabus any technology/software that will be used during activities involving statistics (e.g., excel) or to create the scientific poster. The Subcommittee also recommends that the syllabus address any possible printing costs of the poster assignment. [Syllabus p. 9]
 - *Recommendation:* The Subcommittee notes that the second half of the Student Life Disability Services statement regarding COVID-19 isolation is separated from the rest of the statement and is instead included in the absence policies above. The Subcommittee recommends cutting and pasting this short paragraph concerning COVID-19 to include it with the rest of the statement in order to comply with the approved language. Along

these lines, the Subcommittee recommends that the Center alter the title of the statement from “Accommodations of Special Needs” to “Disability Services”, as the former language may not be favored by those in need of accommodations. [Syllabus pp. 7-8]

- *Recommendation*: The Subcommittee notes that the syllabus references a university approved grading scale and recommends that the Center remove this language, as the university does not have an approved grading scale. [Syllabus p. 6]
- Biology 4901
 - *Recommendation*: The Subcommittee notes that the total points of the assignments in the grade breakdown table add up to 400 rather than the stated 415 and recommends that the Center correct this discrepancy. [Syllabus p. 2]
 - *Recommendation*: The Subcommittee recommends that the Center consider offering more flexibility in terms of the documentation required for missing an exam, specifically the policy that medical excuses will be considered only if a student has been treated on the day of the exam. If a student is ill and has yet to seek treatment, sought treatment in the days leading up to the exam, or does not have access to medical care, this policy could be unfair to them. [Syllabus p. 4]
 - *Recommendation*: The Subcommittee notes that the second half of the Student Life Disability Services statement regarding COVID-19 isolation is separated from the rest of the statement and is instead include in the absence policies above. The Subcommittee recommends cutting and pasting this short paragraph concerning COVID-19 to include it with the rest of the statement in order to comply with the approved language. Along these lines, the Subcommittee recommends that the Center alter the title of the statement from “Accommodations of Special Needs” to “Disability Services”, as the former language may not be favored by those in need of accommodations. [Syllabus pp. 4-5]
 - *Recommendation*: The Subcommittee notes that the syllabus references a university approved grading scale and recommends that the Center remove this language, as the university does not have an approved grading scale. [Syllabus p. 3]
 - *Recommendation*: The Subcommittee recommends that the syllabus replace the reference to “Rank 3 or 4 standing” with “Junior or Senior standing”, as students often are not aware of the “rules” of ranks. The Registrar’s office will adjust this to their standard language from the form in curriculum.osu.edu for the course catalog, so the Subcommittee only recommends that the Center adjust the syllabus document. [Syllabus p. 1]

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before a course can move forward in the approval process. *Recommendations* (in italics above) should be implemented when the course is next taught.

I will return Biology 3501.01 - 3501.07 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests. Biology 4901 will continue through the approval process to OAA.

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



THE OHIO STATE UNIVERSITY

Jennifer Neff

Curriculum and Assessment Assistant

The Ohio State University

College of Arts and Sciences

ASC Curriculum and Assessment Services

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

614-292-3901 / ascas.osu.edu

Pronouns: she/her/hers