
Pharmacy 3430S

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To Bowman, Michael <bowman.979@osu.edu>; Newman, Leslie <newman.439@osu.edu>

Cc Tuxbury-Gleissner, Philip <tuxbury-gleissner.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Thursday, Sept. 11th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Pharmacy 3430S to be included in the GEN Theme: Health and Wellbeing. The 4-credit hour High-Impact Practice was also reviewed.

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

- a. The Subcommittee requests that the college 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 college amend the course to so that students will be engaging with the theme of Health and Wellbeing at an “advanced and in-depth level”. To this end, they offer the following feedback:
 - i. The Subcommittee asks that the college provide a list of readings for the course. They especially interested in understanding how the course’s materials will contribute to student “engag[ing] in advanced, in-depth, scholarly exploration” of the theme (ELO 1.2). They would also like to see how the course materials will play a role in students’ ability to “identify, describe, and synthesize approaches or experiences” (ELO 2.1) regarding the theme and the topic of the course.
 - ii. The Subcommittee asks that the course’s assessments be adjusted to allow students to demonstrate their abilities to think “critical[ly] and logical[ly]” about the theme, and “identify, describe, and synthesize approaches or experiences as they apply to the theme” (ELOs 1.1 and 2.1). The Subcommittee notes that, in its current form, the course depends heavily on Hypothesis activities and TopHat to assess students (syllabus, p. 6); these methods make it difficult for students to demonstrate their mastery of the Themes’ advanced ELOs.
 - iii. The Subcommittee notes that the social media campaign that students are asked to design is focused on a single research article (syllabus, p. 7). Given the weight that this project has, they ask that it be expanded to include more in-depth study and synthesis of information from a variety of sources.
- c. The Subcommittee requests that the college provide additional information about the Service-Learning component of the course, including the following:
 - i. The Subcommittee would like to know what community or segment of the community is being served by this course, which the specific needs of that community are being met by students, and how students will achieve that.
 - ii. The Subcommittee asks that the college include in the syllabus an explanation for students regarding how the service project (the creation of a social media campaign) engages deeply with the theme, how it connects to the academic content of the course, and how it supports the advanced and scholarly nature of the course.
 - iii. The Subcommittee asks that the college provide further details about how students’ time will be spent in the course. As a 4-credit hour course that combines classroom learning with experiential learning (similar in nature to an internship, laboratory, or studio course), if approx. 110 minutes/week are to be spent in class (syllabus, p. 1), the students would then need to spend approx. 220 minutes/week working with the community partner to satisfy the requirements for a 4 credit hour course. The Subcommittee is particularly

interested in knowing how students will spend their time at the Peletonia offices, given that the syllabus seems to describe students working on their own to do interviews and create the social media campaign, which would generally be considered homework rather than contact hours or instructional time. For further information, please see the definition of a semester credit hour in section 3335-8-25 of the [Faculty Rules](#).

- iv. On a related note, the Subcommittee requests that the college explain more clearly in the syllabus how students will spend their time when “on site” at the Pelotonia Offices and how that is related to their time spent on course work outside of class. From the description on p. 3 of the syllabus, it seems that this time will be spent working on the “Interview a Cancer Quester” and “Research Presentation/Social Media Campaign” assignments. However, if that is the case, the Subcommittee is unsure that students will have 6 hours/week of work outside of class to meet the requirements for a four-credit hour course.
 - v. If the college has not already done so, the Subcommittee recommends reaching out to Claire Sweigert.10, Program Director for High-Impact Practices, whose office supports the development of Service-Learning courses.
 - d. The Subcommittee asks that the college include in the syllabus a statement identifying the course a part of the GEN Theme: Health and Wellbeing category, a listing of the goals and ELOs associated with the GEN category, and a brief, student-friendly paragraph explaining how this course, in particular, will meet those goals and ELOs, per a [requirement for all GEN courses](#).
 - e. As of August 29th, 2025, all syllabi must have either a link to the statements below or these statements written out in their entirety within the syllabus (the statement(s) in bold below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
1. Academic Misconduct
 2. Student Life - Disability Services
 3. Religious Accommodations
 4. Intellectual Diversity

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Mental Health Statement on p. 11 of the syllabus and all other statements are current and accurate.

I will return Pharmacy 3430S 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 Philip Tuxbury-Gleissner (faculty Chair of the Themes I 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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