
Pharmacy 3430S

From Steele, Rachel <steele.682@osu.edu>

Date Tue 11/11/2025 3:00 PM

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>; DeGirolamo, Anne <degirolamo.10@osu.edu>

Good afternoon,

On Thursday, October 30th, 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 category with a 4 CH HIP designation.

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 thanks the college for providing a list of the readings for the course. However, the list has raised additional questions and concerns:
 - i) The Subcommittee notes that many of the readings are very advanced; in order for students to be able to interact with these texts at a level that is required for a Themes course (i.e., “engage in critical...thinking” [ELO 1.1] and “identify, describe, and synthesize approaches...as they apply to the theme” [ELO 2.1]), the Subcommittee believes that additional prerequisites would be needed. However, since Themes courses should have few or no prerequisites, the Subcommittee asks instead that the college amend the reading list to include scholarly articles and other academic writing that will be accessible to a broader GE audience.
 - ii) The Subcommittee asks that the college provide additional information about the course’s readings in the syllabus. Specifically, they ask that full citations of the readings be included in the Course Schedule so that they can get an idea of the course’s workload, the pace of the course, and how the course’s readings overlay with the listed topics.
 - iii) The Subcommittee thanks the college for including in the cover letter an example of the approach to the Hypothesis questions. However, they note that this seems to be an example from a different course; the Subcommittee asks that the department provide examples of questions that will be used in *this* course, so they can get a better idea of how students will be guided in their interactions with the readings.
- c) The Subcommittee asks that the college provide explicit information in the syllabus regarding what community is benefitting from the service-learning component of the course; it is not clear from the current materials whether the target community is the cancer patients and their families, or the Pelotonia organization.
- d) The Subcommittee asks that the college clarify for students in the syllabus how and when they will receive instruction on interpreting the complex scientific information presented in the articles for communication to a “lay” audience. On a related note, the Subcommittee is concerned about whether the student-created campaigns will actually be used by the Pelotonia organization, which presumably has its own marketing department, and, if not, what that means for the service-learning aspect of the course.
- e) The Subcommittee asks that the college amend the course’s meeting times to align with the requirements for a 4-credit hour course. A four-credit-hour course should have a total of

approximately 12 hours/week of work for students. In a typical lecture or seminar course, this would entail approx. 4 hours of in-classroom instruction and 8 hours of outside work. Internship/experiential learning/laboratory hours should have the opposite ratio, i.e., for 4 credits of experiential learning, students would spend approx. 8 hours/week “on site” and approx. 4 hours on preparatory or post-experience work. Since the college’s cover letter indicates that this course’s credit hours are divided equally between the lecture format and the experiential learning component, students should spend approx. 4 hours/week on site, and 2 hours/week completing work related to the service-learning outside of the Pelotonia offices. If the college wishes to keep the structure that was outlined in the cover letter (i.e., only 2 hours on site and 4 hours of pre/post work), that would require the instructor of record to be on-site with students at the Pelotonia offices and provide instruction during that time. It may be useful to consult the following information about credit hours on the [ASCCAS website](#).

- f) The Subcommittee thanks the college for adding a GE explanatory paragraph (syllabus, p. 2), but they ask that the paragraph be amended to connect the course’s activities and assessments directly to the GE ELOs.
- g) The Subcommittee asks that the college include in the syllabus (p. 2-3) a complete listing of the goals and ELOs of the GEN Health and Wellbeing category. Currently, the syllabus only includes the category’s goals. The GEN goals and ELOs are available in an easy-to-copy/paste format on the [ASCCAS website](#).

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



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) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

-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 Greeneville 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.