
Civics, Law, and Leadership 2200

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To Schoen, Brian <schoen.110@osu.edu>; Fortier, Jeremy <fortier.28@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 revised proposal to satisfy the contingencies of the Subcommittee for Civics, Law, and Leadership 2200 to be included in the GEN Theme: Health and Wellbeing category.

The Subcommittee determined that the contingencies have not all been met, and they offer the following comments and clarified contingencies to aid the Center in the amendment of the course proposal:

- a) Note: The Subcommittee notes that contingencies “b”, “g”, and “h” from the feedback sent to the unit on Sept. 26th were met, and they thank the unit for their attention to these matters. Unfortunately, the Subcommittee has determined that the other contingencies were not met; they offer feedback on these items as well as some additional issues that have come to light below.
- b) Comment: From the submitted materials, the Subcommittee does not see the Health and Wellbeing theme as central to the course, but rather something done “in addition to” the course’s main content. They offer the friendly reminder that the course’s assessments must directly align with the GEN Goals and ELOs, and the friendly observation that responding to the feedback below will likely be helpful in making sure that the Health and Wellbeing Theme is fully integrated into the course and its assessments.
- c) **Contingency:** The Subcommittee requests that the Center provide a new cover letter that details the changes made to the course submission materials in response to the feedback below.
- d) **Contingency:** In response to contingency “c” from the 9/26 feedback, regarding how the course is defining happiness and how that is related to Health and Wellbeing, the Subcommittee appreciates the changes made by the Center, but they feel that a “working” or “starting” definition is necessary for them to evaluate how this concept will relate to the Theme. They ask that the syllabus (p. 1) be augmented to reflect this, and that the Center explicitly connect the concept of “happiness” to Health and Wellbeing. To this end, it is not sufficient to add texts as optional readings. Instead, course design should integrate this conceptual apparatus, which relates also to point b) (centering the GE Theme rather than treating it as an afterthought). See also point f) below.
- e) **Contingency:** In response to contingency “d” from the 9/26 feedback, regarding additions to the course calendar that “include (early in the course) some material that explicitly and clearly lays out the connection between happiness and health and wellbeing in a scholarly and evidence-based framework”, the Subcommittee did not see this contingency explicitly called out in the cover letter. While they assume that the 4 additional articles alluded to in response to contingency “c” are intended to address this, they still find the connection to be unclear. They ask that the Center further amend the course schedule/readings and plans for weekly discussions and lectures to clearly and explicitly emphasize this connection. This will warrant some redesign of the sequence of weekly topics.

- f) **Contingency:** In response to contingency “e” from the 9/26 feedback, regarding additional scholarly readings, the Subcommittee found the addition of articles to the course schedule under the heading of “See also” to be insufficient, as it makes the readings seem as though they are optional for students. In order to meet the contingency, these readings must be required of students, and the instructor must be able to accurately assess students’ engagement with the articles/chapters. The Subcommittee understands that this may necessitate some reorganization and even (perhaps) the elimination of some topics in pursuit of a deeper, critical understanding of the more challenging readings.
- g) **Contingency:** In response to contingency “f” from the 9/26 feedback, regarding the Franklin Virtue Paper and the Self-Help Book Project, the Subcommittee is unclear how students will be asked to make use of the scholarly readings as sources for their own writing, or how they will come to understand how the readings should be used when crafting their own arguments if the readings are not required (see the previous feedback item above).
- h) **Contingency:** The Subcommittee notes that, on p. 1 of the syllabus, the GEN ELOS are listed, but the Goals are not. Both must be listed, per a requirement of all GEN courses, and they should be numbered (i.e., Goals 1, 2, & 3 and ELOs 1.1, 1.2, etc.) so that the connections between the goals and ELOs are apparent.
- i) **Contingency:** The Subcommittee asks that the required Intellectual Diversity Statement be added to the syllabus, and that the Religious Accommodations statement (syllabus, p. 6) be updated to include the new name of the Office of Institutional Equity (now the Civil Rights Compliance Office) and the appropriate links. Both statements are available on the [Office of Undergraduate Education’s website](#).
- j) *Recommendation:* The Subcommittee recommends that the Center adjust the grading scale on p. 4 of the syllabus, as most grades are “overlapping” (i.e., a 93% could be *either* an A- or a B+), and the percentages for the grades of D and E are unclear.
- k) *Comment:* The chair of the committee, Dr. Tuxbury-Gleissner, recommends working with the Michael V. Drake Institute for Teaching and Learning. It offers support to faculty for the development of thematically cohesive syllabi and student-centered course design. He would encourage the Center to advertise this resource to their faculty.
- l) *Comment:* As the course is already being advertised to students for SP26, the chair of the committee, Dr. Tuxbury-Gleissner, would like to ask the Chase Center to ensure that the syllabus not reference the GE Theme, until the revisions have been approved and the course has concluded its process through OAA and the Registrar’s office.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before this course can move forward in the approval process to OAA. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return CLL 2200 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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