
Art 3017

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Date Wed 12/3/2025 4:48 PM

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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 afternoon,

On Thursday, Nov. 13th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Art 3017 to be included in the GEN Theme: Lived Environments category with a 4 CH Research and Creative Inquiry High-Impact Practice.

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

- a) The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b) The Subcommittee does not believe that the course, as it is currently presented, is a good fit for the GEN Theme: Lived Environments category. However, they can see how the course's topic could fit within the theme if the department is open to a substantial restructuring and reimagining of the course. Currently, the course is focused on the study and creation of sculpture with some attention to Lived Environments, rather than being focused on an advanced study of a particular Lived Environment through the lens of artistic production. To this end, the Subcommittee offers the following feedback to aid the department in the course's redesign:

- i) While the Subcommittee understands the department's desire to transform the course into a 4 CH Themes course to attract students from credit hour-heavy programs to the minor, they offer the friendly reminder that GEN courses should be accessible to students from all programs/majors. In its current form, the Subcommittee believes that students who are not art majors or minors will struggle to be successful in the course. The Subcommittee is particularly concerned about the amount of "self-research" in the course and the lack of scaffolding around the concepts in the GEN Theme to support student learning.
- ii) Though the course is clearly an advanced study of sculpture, the Subcommittee finds that it is not currently an advanced study of *the theme* (i.e., of a particular Lived Environment). In order to rectify this, the Subcommittee asks that the department explicitly connect the course's content and assignments to the study of the theme, outlining for students how their projects will allow them the opportunity to demonstrate their mastery of the GEN ELOs. They note that the GE should be the primary focus of all the course's assignments; a separate "GE Project" implies that the Theme is separated from the students' work in the rest of the course.
- iii) The Subcommittee asks that the department remove from the GEN Submission Form the reference to other Art courses as a way of meeting ELO 2.2. The ELOs must be met via the course in question and cannot be connected to work done in

other courses; furthermore, as this course has no prerequisites, there is no guarantee that students will have taken any of those courses.

- iv) The Subcommittee asks that the department include in the syllabus a complete listing of all goals and ELOS for the GEN Theme: Lived Environments category, as well as a brief, student-friendly paragraph explain how this course, in particular, addresses those goals and ELOS. A complete and accurate listing of the Goals and ELOs for all GEN categories is available on the [ASC Curriculum and Assessment Services website](#).
- v) The Subcommittee asks that the department change the title and course description in curriculum.osu.edu (under “General Information”) to reflect the changes to the course’s content due to the engagement with the Lived Environments theme. These changes should include the removal of the word “introduction”. Though the Subcommittee acknowledges that this may be many students’ experience with the creation of sculpture, the advanced nature of themes class (and the already-advanced nature of the course – see point 6.b.ii above) could make the use of this term could be misleading or confusing for students.

b) In addition to the comments above regarding the GEN ELOs, the Subcommittee also asks that the department address the following logistical concerns:

- i) The Subcommittee asks that the department reconcile the discrepancies in the course’s grading scheme. On p. 5 of the syllabus, under “Grading”, the syllabus notes that “Three projects will be undertaken in this class; 90% of the grade will be allocated evenly to those three projects...leaving 10% of the grade for final presentation sketchbook/binder.” However, just below this, there is a different breakdown for 4 projects and a final presentation.
- ii) The Subcommittee asks that the department amend the syllabus to reflect the correct amount of meeting time for a 4 CH studio course. They observe that p. 4 of the syllabus seems to describe the structure of the class as a studio course (“Expect to spend a minimum of 3 hours per week outside of class for a 3-credit studio course.”) but refers to the class as 3 credit hours. Furthermore, since this is now a 4-credit hour course, the meeting times on p. 1 of the syllabus should be updated to reflect approximately 8 hours/week in class.
- iii) 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 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.

- a. Academic Misconduct
- b. **Student Life - Disability Services**
- c. **Religious Accommodations**
- d. **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 and Diversity and Title IX Statements (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on p. 11 of the syllabus and all other statements are current and accurate.

I will return Art 3017 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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