

From: [Neff, Jennifer](#)
To: [Bowman, Michael](#); [Newman, Leslie](#)
Cc: [Nagar, Ila](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Wade, Macy](#)
Subject: Pharmacy 2934
Date: Thursday, February 19, 2026 8:42:00 AM
Attachments: [image001.png](#)

Good morning,

On Wednesday, February 4th, the Themes Subcommittee 1 of the ASC Curriculum Committee reviewed a course proposal for Pharmacy 2934 to be included in the GEN Theme: Lived Environments category.

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

- 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.
- The Subcommittee requests that the GEN Theme goals be included in the syllabus (pp. 2-3) with the ELOs. The Theme goals and ELOs can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- The Subcommittee requests a clear and consistent definition of the lived environment that is being conceptualized in this course. At present, the materials reference multiple possible environments, often shifting from week to week, making it difficult for students (especially those outside of the major) to understand what environment is being centered. Given the breadth and variability of environments referenced across weeks, the syllabus would benefit from defining the lived environment for students and limiting its scope accordingly. As currently structured, the conceptualization of “environment” appears too broad for students to grasp. While the Subcommittee sees potential for this course to engage the Lived Environments Theme, they request that the course identify and prioritize one primary lived environment and integrate that definition throughout the syllabus, topics, and assessments.
- The Subcommittee notes that while there appears to be an intended focus on the idea that people are constantly interacting with toxins in their environments, this connection is not yet clear. The syllabus alternates between metaphors and content areas (e.g., “magical vs. muggle”, toxins vs. environments) without anchoring them in a coherent lived environment framework. For example, although toxins offer a compelling lens for examining human-environment interactions, toxins themselves do not constitute a lived environment. The Subcommittee requests clearer articulation of how toxins are situated *within* a defined lived environment and asks that the thematic language and structure be made more consistent throughout the syllabus. Pulling the Theme framing currently described in the GE form more directly into the syllabus could help clarify this connection.

- The Subcommittee requests that the Theme be more intentionally integrated throughout the course, rather than appearing incidentally. Specifically, the course should directly engage the Theme ELOs in relation to the defined lived environment, demonstrate how assignment assess those ELOs, and reflect this integration in the weekly schedule, topics, readings, and course materials. The Theme should be the emphasis of the course.
- The Subcommittee notes that the course-specific learning outcomes in the syllabus (p. 2) do not reference Lived Environments. The Subcommittee requests stronger integration between the course learning outcomes and the Theme goals and ELOs, which could also help demonstrate a more cohesive fit.
- The Subcommittee notes that the course description in curriculum.osu.edu and the syllabus characterizes this course as an introduction. Because GEN Themes courses are intended to offer a more advanced study, the Subcommittee requests that this description be revised to more accurately reflect the level and depth expected of a Themes course.
- The Subcommittee recommends reconsidering the use of the term *toxicology* in the course title, as it may unintentionally deter students. Alternative language (e.g., “Toxins Among Us”) may more clearly convey the course’s focus on experiences with toxins rather than more technical topics.
- The Subcommittee encourages the unit to consult with Subcommittee Chair Ila Nagar to discuss possible paths forward.

I will return Pharmacy 2934 to the unit’s queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback, please feel free to contact Ila Nagar (faculty Chair of the Themes Subcommittee 1; cc’d on this e-mail), or me.

Best,
Jennifer



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Pronouns: she/her/hers

