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Cc: [Fredal, James](#); [Cohen, Jeffrey](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Cody, Emily](#)
Subject: Health and Rehab Science 4000 and 4590
Date: Monday, December 13, 2021 4:32:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Thursday, December 2nd, the Themes Panel of the ASC Curriculum Committee reviewed a new GE Theme: Citizenship for a Diverse and Just World and Team-teaching High Impact Practice proposal for Health and Rehab Science 4000 and a new GE Theme: Citizenship for a Diverse and Just World proposal for Health and Rehab Science 4590. Please find below the Panel's feedback for these courses:

- Health and Rehab Science 4000 was not voted on as the Panel would like the following feedback items addressed:
 - **GE Theme: Citizenship for a Diverse and Just World**
 - The reviewing faculty would like to thank the submitting department and instructor for their time in creating a course for the Citizenship Theme but have a few items of feedback they would like addressed, which will be outlined below, to allow for the course to be included within the GE Theme: Citizenship for a Diverse and Just World:
 - The reviewing faculty respectfully request that more clarification and case-building about how Citizenship will be addressed within the course be included within the GE Theme submission document. For example, in the explanation in ELO 1.1 in the GE Theme: Citizenship submission document, there is ample explanation about how students will engage in critical and logical thinking, but there is no reference to how students will engage in critical and logical thinking *about the topic of Citizenship specifically*. The reviewing faculty ask for more engagement with the GE Theme category throughout the submission document.
 - The reviewing faculty respectfully request additional integration of the GE Theme: Citizenship Goals and ELOs in the course syllabus. This could be accomplished through a number of ways, such as by providing further insight into the subject of Citizenship in course assignments and lectures.
 - The reviewing faculty offer friendly recommendations about the following items. These can be implemented when the course is next taught:
 - On page 4 of the in-person syllabus, there is mention of the Writing Center offering proofreading services. However, the Writing Center does not offer proofreading services but rather writing tutoring assistance.
 - For the distance-learning syllabus, it may be helpful to provide information about how long the quizzes and exams will be open for them to take.
 - **Interdisciplinary Team-Teaching High Impact Practice**
 - The reviewing faculty are unclear about how this course will be team-taught from both the course syllabus and GE Interdisciplinary Team-Teaching form and ask the department to identify the co-teaching instructor and what discipline they will bring to the course.
 - The reviewing faculty ask for more clarification about how this course will be brought into conversation with a different discipline, likely that from which the co-teaching faculty member exists in.
 - The reviewing faculty members are interested in the idea about how interdisciplinary co-teaching can be done in an asynchronous online environment but request additional information about how the Team-Teaching ELOs will be functionally met. Please provide a rationale for how the Team-Teaching ELOs will be met in the asynchronous online version of the course.

- Health and Rehab Science 4590 was not voted on as the Panel would like the following feedback items addressed:
 - The reviewing faculty found this course to be extremely exciting and worthwhile to students and an exceptional example of a distance-learning course, but they are still unclear about the connection to the GE Theme: Citizenship.
 - The reviewing faculty respectfully ask to provide further clarification within the course syllabus and GE submission form about how the course plans on engaging students with the idea of Citizenship. For example, in the GE Themes submission form in the provided answer for ELO 1.1 (engaging in critical and logical thinking), it is exceptionally clear that students will be engaging in the required thinking. However, there is no indication that students will be required to think critically and logically *about the idea of Citizenship*. The reviewing faculty request that more explicit links to Citizenship be made apparent throughout the syllabus and the GE submission form.
 - The reviewing faculty offer a friendly recommendation that the midterm be clarified to state whether it will take place asynchronously or synchronously. This recommendation can be implemented the next time the course is offered.

I will return Health and Rehab Science 4000 and 4590 to the departmental queue via curriculum.osu.edu in order to address the Panel's feedback items.

Should you have any questions about the feedback of the Panel, please feel free to contact Jim Fredal, faculty Chair of the ASCC Themes Panel and Jeff Cohen, faculty Chair of the Theme Advisory Group: Citizenship for a Diverse and Just World, or me.

Best,
Michael



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