

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Music
Fiscal Unit/Academic Org School Of Music - D0262
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2032S
Course Title Drumming for Wellness
Transcript Abbreviation Drumming/Wellness
Course Description Students will learn research, theories, skills, and techniques relevant to the use of music in settings in which the focus is to assist in the rehabilitation, treatment, or well-being of people with motor disorders and their caregivers.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites none
Exclusions Course will not count as an elective for music degree programs.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe major findings in research on the effects of music learning and engagement on health and well-being
- Identify the motor symptoms associated with Parkinson's Disease, cerebral Palsy, brain injury, and strokes.

Content Topic List

- Introduction, Description of the program
- Dimensions of Well-being and Drumming practice
- Parkinson's Disease and Movement, Drumming Practice

Sought Concurrence

No

Attachments

- Music 2032S syllabus updated 12 17 21.docx: syllabus
(Syllabus. Owner: Banks,Eva-Marie)
- Music 2032S GE justification submission-health-well-being 12 17 22.pdf: Health/Well being
(Other Supporting Documentation. Owner: Banks,Eva-Marie)
- Service Learning Course Inventory Music 2032S 12 17 22.pdf: Service Learning Inventory
(Other Supporting Documentation. Owner: Banks,Eva-Marie)

Comments

- The attached document includes rationale and GE Themes information. The course will not be an elective that would count in any of our music majors. *(by Banks,Eva-Marie on 01/19/2022 10:19 AM)*
- - If this course will be able to count in one of your majors (even as an elective), please upload the updated curriculum map(s). If it will not count in a major, please indicate so.
 - Theme courses in the new GE that request a high impact practice (e.g., Service Learning) need to be 4 credit courses. The form in curriculum.osu.edu says the course is 3 credits but the syllabus indicates 4 hours. *(by Vankeerbergen,Bernadette Chantal on 01/06/2022 02:09 PM)*

COURSE REQUEST
2032S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/25/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	10/22/2021 04:07 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	10/27/2021 08:55 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/03/2021 01:42 PM	College Approval
Submitted	Banks, Eva-Marie	12/17/2021 04:26 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	12/17/2021 04:44 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2022 02:10 PM	College Approval
Submitted	Banks, Eva-Marie	01/19/2022 10:24 AM	Submitted for Approval
Approved	Hedgecoth, David McKinley	01/19/2022 10:28 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2022 01:34 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/25/2022 01:34 PM	ASCCAO Approval

Music 2032S: Drumming for Wellness

Mondays & Wednesdays: 1:40-3:40, Reed 174

4 contact hours: Service Learning

Instructor: Margaret Young

Office: Reed hall 115

Email: young.1661@osu.edu

Phone: 567-242-7233

Office hours: email for appointments

Course Description:

During the first half of this service-learning course, students will learn research, theories, skills, and techniques relevant to the use of music in settings in which the focus is to assist in the rehabilitation, treatment, or well-being of people with motor disorders and their caregivers. During the second half of the semester, students will observe, develop activity plans, gather appropriate materials, and participate in the teaching of drumming to adults in a community center and in a medical center.

Course Content:

The course will familiarize students with (1) research on the effects of music learning and engagement on health and well-being; (2) theories of rhythmic entrainment relevant to movement regulation; (3) knowledge about motor symptoms associated with Parkinson's Disease, cerebral palsy, brain injury, and stroke; (4) theories of learning, motivation, and self-regulation; (5) basic drumming techniques; (6) principles of effective teaching; (8) adaptation of music teaching techniques and materials to the population of interest. The course will also support the development of music, drumming, observational, and teaching skills regardless of previous music and teaching experience.

Course Materials:

Carmen will house all your assignments, readings, and discussions. There is no textbook for the course, and you will use the University's Tubanos for our collaborative music-making.

Course Expectations:

By the end of this course, students will:

- Describe major findings in research on the effects of music learning and engagement on health and well-being.
- Apply the theories of rhythmic entrainment relevant to movement regulation.
- Identify the motor symptoms associated with Parkinson's Disease, cerebral Palsy, brain injury, and strokes.
- Perform basic drumming techniques.
- Use principles of effective teaching in the development of drumming activities.
- Adapt music teaching techniques and materials to a group setting.

General Education (GE) Goals and Expected Learning Outcomes:

Theme: Health and Wellbeing

- 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

Using music, this class explores healthy aging and aging for people with Parkinson's Disease. Students will engage with research on factors contributing to health and wellbeing from a variety of perspectives, drawing on research from medical, psychological, and neuroscience journals and reflecting on personal experiences within the program.

- 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Throughout the semester, students will have opportunities to reflect on what wellbeing means to them as well as ways in which music has been utilized to promote wellbeing, health, and resiliency.

Service-Learning Outcomes:

- 1.1 Connect concepts and skills learned in an academic setting and community-based work.
- 1.2 Demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- 1.3 Evaluate the impacts of the service-learning activity.

Using the context of drumming for wellness, students will engage with community members as part of St. Rita's Mercy Health Delay the Disease programming. Students will evaluate their experience working with a community-based health organization and their contributions to the development of wellbeing for members of our local community.

Assignments:

1. Readings and Participation: Be prepared for class meetings by reading the materials assigned and completing the assignments. You will need to attend class to participate, but simply attending class isn't sufficient. You will be expected to participate in discussions, ask good questions, and contribute thoughtfully throughout the semester.
2. Reading Reflections: Write a series of questions about the readings that reflect your understanding of the material. These questions will be used to garner discussion of the readings themselves in class. These reflections should include some context, rationale, and/or possible answers or ways to answer the questions at the time of submission. Look on Carmen for an example of a successful reading reflection.
3. Social Bookmarking Project: Finding helpful resources is an essential component of becoming a lifelong learner. For this project, you will use the Diigo platform to curate resources that will help you identify how music and wellness are related. We'll go over how to do this effectively in class and there is an example and more instructions on Carmen.
4. Teaching Reflection: Write an observation about 2 of our drumming sessions. Analyze the session with the goal of making the program – and your contributions – beneficial to the participants. Focus on any or all components of the program as you see fit. For example: behaviors of participants (the patients or their caregivers) or teachers (your instructor or other

student leaders), objectives of the session, teaching techniques (pacing, organization, scaffolding, assistance, adaptations, and accommodations, etc.), symptoms and attitudes associated with a disability or disease, group dynamics, etc. Identify specific problems and aspects of the session/program that may be improved, as well as specific components that are working well. Look on Carmen for more details about this assignment as well as an example of a successful teaching reflection.

5. Lesson Plan: Develop drumming, movement, and/or musical activities appropriate for the community program. We will discuss this assignment together at the end of each session in preparation for the following session. You will be responsible for providing materials (music, prompts, etc.) and printed instructions (for leaders and/or participants) so that we can develop the activity with the participants. You will need to complete 3 of these throughout the semester. Look on Carmen for more details and an example to follow.
6. Individual Observation: You will be responsible for monitoring one participant (and/or caregiver/loved one) throughout the program. Gather information by viewing recordings of the sessions, taking notes during the sessions, and/or talking to the participant or their caregiver. This analysis should demonstrate your knowledge of the participant as well as the context of the setting. Your report should include:
 - a. A description of the participant
 - b. A session-by-session report on the behaviors and attitudes of the participant
 - c. A general assessment of change/no change in behaviors and attitudes
 - d. Your perception of value of the experience for the participant and recommendations and suggestions regarding future musical experiences.

Look on Carmen for more details about this assignment and an exemplar for the task.

7. Final Reflection: Share your views and reflect on the program with your peers during our final discussion. Using your iPad, pull together your reflections, thoughts, experiences to share with the class. You could use Adobe Spark Pages, Adobe Spark Videos, Adobe Spark Posts, etc. to organize and share what you learned and experienced throughout the term.

Attendance:

Class attendance is obligatory. Further, getting to class in a timely manner is a good virtue. All absences or late arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Unexcused absences and late arrivals demonstrate a lack of respect to your professor and peers and will significantly lower your grade. Two unexcused absences will lower your grade by a half step (for example, from a B+ to a B). A third unexcused absence will lower your grade by a full step (for example, from a B to a C). Four unexcused absences will result in an automatic failure.

Grading:

Equal weight will be given to all classroom assignments and tests. No late work will be accepted.

Participation	25%
Reading Reflections:	20%
Social Bookmarking	5%
Teaching Reflections:	10%

Lesson Plan:	15%
Individual Observation:	10%
<u>Final Reflection:</u>	<u>15%</u>
Total:	100%

Grading Scale:

94-100%	A	74-76%	C
90-93%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D
80-83%	B-	63%	E
77-79%	C+		

Statement on Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know privately as soon as possible such that we can discuss accommodation options. To establish reasonable accommodations, you may want to register with Student Life Disability Services. After that registration, please make arrangements with me as soon as possible to review the recommended accommodations for you so that they may be implemented in a timely fashion. The contact information for Ohio State Lima Disability Services follows: Karen Meyer, 154 Student Services Building, 567-242-7510, meyer.193@osu.edu.

Statement on Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at: <http://studentconduct.osu.edu/>

Statement on Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>. You may also contact the university's Title IX Coordinator at titleix@osu.edu or Ohio State Lima's Title IX contact at mccrory.6@osu.edu.

Statement on Counseling Services:

Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the Ohio State Lima Counseling and Consultation Service (LCCS). All current Ohio State Lima students [are eligible for services at no charge.](#) [You may contact LCCS](#) at 567-242-7158 or 567-242-7189 to schedule an appointment or visit: <https://lima.osu.edu/current-students/health-and-wellness-services/counseling/>

Statement regarding Tobacco Free Campus policy:

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at: <http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

Statement on University Expectations regarding 2:1 ratio of student effort:

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and “students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”

Course Schedule

For each week, you will need to read the assigned material in preparation for our discussions and prepare your reading reflections (when assigned). Discussion topics during class are listed first.

All assignments in italics should be completed before class.

Week 1: Introduction, Description of Program, “Beat the Odds” introductory training.

Week 2: Dimensions of Well-being and Drumming Practice

Read: Macdonald, R.A.R. (2013). Music, health and well-being: A Review. International Journal of Qualitative Studies on Health and Well-Being, 8(1). <https://doi.org/10.3402/qhw.v8i0.20635>

Reading Reflection Due

Week 3: Parkinson’s Disease and Movement, Drumming Practice

Read: Oguh, O., Kwasny, M., Carter, J., Stell, B., & Simuni, T. (2013). Caregiver strain in Parkinson’s disease: National Parkinson Foundation Quality Initiative Study: Parkinsonism and Related Disorders, 19, 975-979. <https://doi.org/10.1016/j.parkreldis.2013.06.015>

Reading Reflection Due

Week 4: Guest Lecture: Caring for Patients with Parkinson’s Disease, Motivation and Self-Regulation

Read: National Institute on Aging –<https://www.nia.nih.gov/health/parkinsons-disease>

Week 5: Evidence-based Strategies for Teaching, Building a lesson plan, Drumming Practice

Read: Pantelyat, A., Syres, C., Reichwein, S., & Willis, A. (2016) DRUM-PD: The Use of a Drum Circle to Improve the Symptoms and Signs of Parkinson’s Disease (PD). Movement Disorders Clinical Practice. <https://doi.org/10.1002/mdc3.12269>.

Reading Reflection Due

Week 6: Music Learning Across Adulthood, Practice Facilitating Drumming Activities

Read: Carolan, K. (2016). Find Your Beat: Therapeutic Drumming for Parkinson’s Disease. Clinical Social Work Journal, 44, 179-185. <https://doi.org/10.1007/s10615-015-0552-3>.

Reading Reflection Due

Week 7: Adapting Teaching for members of our Parkinson’s Group, Practice Facilitating Drumming Activities

Read: Making music in a group: Synchronization and shared experience. Annals of the New York Academy of Sciences, 1252(1), 65-68. <https://doi.org/10.1111/j.1749-6632.2012.06530.x>

Reading Reflection Due, Lesson Plan due.

Week 8: Drumming with Participants

Read: Braun Janzen, T. Haase, M., & Thaut, M. H. (2019). Rhythmic priming across effector systems; a randomized controlled trial with Parkinson's disease patients. *Human Movement Science*, 64(March), 355-365. <https://doi.org/10/1016/j.humov.2019.03.001>

Reading Reflection Due

Week 9: Drumming with Participants

Read: Cochen De Cock, V., Dotov, D. G., Ihalaninen, P., Begel, V., Galtier, F., Lebrun, C., et al (2018). Rhythmic abilities and musical training in Parkinson's disease; do they help? *NPJ Parkinson's Disease*, 4(8), 1-8. <https://doi.org/10/138/41531-018-0043-7>

Reading Reflection Due

Week 10: Drumming with Participants

Read: Mollaei, F. D. m>, Baum, S. R & Gracco, V.L. (2019). The relationships between speech perceptual discrimination and speech production in Parkinson's Disease. *Journal of Speech, Language, and Hearing Research*, 62(December), 1-13. https://doi.org/10/1044/2019_JSLHR-S-18-0425

Reading Reflection Due

Week 11: Drumming with Participants

Read: Ellis, T., Boudreau, J., DeAngelis, T., Brown, L., Cavanaugh, J., et al (2013). Barriers to exercise in people with Parkinson's disease. *Physical Therapy*, 93(5), 628-636.

Reading Reflection Due

Week 12: Drumming with Participants

Read: Krause, A. E., Davidson, J. W., & North, A. C. (2017). Musical Activity and Well-Being: A New Quantitative Measurement Instrument. *Music Perception*, 35(4), 454-474. <https://doi.org/10.1525/MP.2018.35.4.454>

Teaching Reflection Due

Week 13: Drumming with Participants

Read: Gebauer, L., Kringelbach, M. L. & Vuust, P. (2012). Ever-changing cycles of musical pleasure: The role of dopamine and anticipation. *Psychomusicology: Music, Mind and Brain*, 22(2), 152-167. <https://doi.org/10/1037/a0031126>

Reading Reflection Due

Week 14: Drumming with Participants

Read: Bishoff, R. (2019, summer). Healing with a beat. *Ohio State Alumni Magazine*. Retrieved from: <https://www.osu.edu/alumni/news/ohio-state-alumni-magazine/issues/summer-2019/parkinsons-drumming.html>

Individual Observation Due

Week 15: Final Reflections Due.

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

Music 2032S

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students in Music 2032S will engage in weekly drum circle facilitation based on evidence-based practices found in research literature. They will regularly reflect on the research that guides our practice through writing reflections on the readings and discussing it during class. Students will also be assigned a member of the Parkinson's support group to observe during our drum circles in order to look more carefully at how they interact with the drumming and the group as well as designing modifications that may be necessary so that participant can engage fully in the process.

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will begin working with our community partner (St. Rita's Parkinson's Support Group) beginning in week 8, however they will meet and participate in the drumming from the start of term. We will have the director of the program come to class and discuss Parkinson's Disease and how their program works to promote the physical, social and emotional aspects of health and wellbeing. By the time we get to the end of the semester, students will be able to articulate needs of our community partner members and be assessed on their ability to design drumming activities to promote health and wellbeing with our community partner.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Our classroom discussions will consist of - at least in part - concerns or opportunities for other kinds of meaningful engagement with our community partners. Students will practice drumming with one another during class and be able to offer support for each other while they develop drumming skills. The director of the community partner program will discuss issues related to treating Parkinson's Disease as well as sharing what they have learned through their 15 years with this program. I will also be available before, during, and after our group drum experiences to answer questions or troubleshoot problems as they occur.

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students have reading reflections due weekly - until they start facilitating drumming activities with our community partner. These reflections will be assessed within the week.

Their teaching reflections and Individual observations will take into consideration the context of our community partner and their needs. I will discuss modifications or alterations to the activities they pursue with our community partner with the director so that we are ensuring that our partners' needs are met.

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The final reflection is a way to "bring it all together". They will integrate reflections on the readings, teaching, participant observations, and observations of themselves that will be shared with those in our class. The teaching observations ask students to write about 2 drumming sessions. They are encouraged to look at the behaviors of participants or teachers, objectives of the session, teaching techniques, symptoms or attitudes that we discussed as part of the research on Parkinson's Disease, or group dynamics. This way they are being asked to reflect on what they learned and often find connections to what they observed or experienced with what is found in the research literature or their own personal experiences.

Service-Learning Course Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This will take place through the regular drumming activities done through the course. We will develop drumming skills to be used with our community partners while reading about how researchers are studying the effects of rhythmic entrainment and drumming with patients with Parkinson's Disease and other neurological disorders. Students will then get to experience what researchers are currently doing to improve the lives of patients with Parkinson's Disease.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students' final reflection will take place in part within the classroom as we discuss and debrief what happened during the semester- what they learned, experienced, felt, etc. The second part of that reflection is the development of an artifact that synthesizes their experiences into a shareable document. Students are encouraged to use their iPads to create a multi-dimensional artifact that can be used to advertise for the course and to be shared with our campus community and our community partners.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Beyond the diverse lived experiences of those enrolled in the class, students will get to interact regularly with patients and their caregivers as part of our work with the community partnership. Students are expected to observe participants in the program with attention given to how they interact physically and emotionally within the group. Additionally, conversations with local physicians and the director of the Parkinson's support group will provide students with additional context for what people with Parkinson's Disease face and how their experience may differ from their own.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

For the final reflection project, students are invited to share their reflections using a medium that is meaningful for them (i.e. Adobe spark posts, wikis, etc.). Similarly, I am open to other means of reflecting throughout the course- audio (vlog-style) reflections work well in this kind of course.

I will also ensure that students have accessible materials - I am curating content and will work with our digital accessibility coordinator to check that our students can access the materials. I will also provide regular feedback so students can succeed in the course.

Students in this course will regularly engage in thinking about modifications or alterations necessary to meet the needs of members in our program with mobility concerns. Accessibility will be at the forefront of much of our teaching/drumming activities to ensure that we can provide modifications or alterations when our participants need them.

Service-Learning Course Inventory

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

One of the advantages of this service learning course, is that it meets on campus during the day. I have the course times set so that students meet with me, then do the drum circle one day a week, and then we spend the other class meetings discussing and planning for the following week. Barriers around transportation, outside commitments, etc. are mitigated - at least in part. I will also work with our DEI committee and advisors to ensure that underserved students on our campus are aware of and available during class times (e.g. no scheduled meetings during First Gen learning community courses).

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

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Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*