

**From:** [Hilty, Michael](#)  
**To:** [melody.barton@osumc.edu](mailto:melody.barton@osumc.edu); [Clinchot, Daniel](#)  
**Cc:** [Downing, Molly](#); [Vaessin, Harald](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)  
**Subject:** Anatomy 2150  
**Date:** Monday, August 26, 2024 10:37:00 AM  
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Good morning,

On Monday, August 19<sup>th</sup>, the Themes 1 Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Health and Wellbeing request for Anatomy 2150. Please see below for the Subcommittee's feedback.

The Themes I Subcommittee has declined to vote on the course at this time and would like to see the following changes resubmitted as revisions to the proposal:

- The reviewing faculty believe that this is an interesting course with the potential to align with the GEN Theme: Health and Wellbeing specific Goal and ELOs. However, at this time, they would like to see a stronger integration of health and wellbeing concepts across the assessments and learning activities throughout the semester. To help strengthen these connections, they offer the following recommendations:
  - One of the course learning outcomes is, "Apply knowledge of the human body to medicine, health, and personal well-being". The reviewing faculty recommend the instructors provide students with the opportunity to achieve this learning outcome within each unit through the unit assessments, learning activities, and content. The GE proposal form provides a few examples as it relates to the nervous system. The reviewing faculty encourage the instructors to consistently adopt this integration across all other units, allowing health and well-being concepts to then be integrated throughout the course. They also encourage this integration to occur in the lectures (as noted in the proposal), but also throughout the class discussions, pre-quizzes, and unit quizzes.
  - When designing this integration, the reviewing faculty also encourage the instructors to ensure students are informed of evidence-based interventions for any specific underlying disease, disorder, or health condition being discussed. Asking students to only identify approaches they perceive to be helpful may imply that data or evidence to best implement existing evidence-based interventions does not exist.
  - To fully achieve GEN Theme: Health and Wellbeing ELO 3.2, the reviewing faculty encourage the instructors to consider integrating the emphasis of self-care mechanisms throughout each unit versus only the three health and medicine lectures. We would also encourage any self-care related discussion to feature both health and well-being concepts, rather than an emphasis on health alone, as well as evidence to support said self-care mechanisms (as noted above).
  - The reviewing faculty encourage the instructors to emphasize any of the changes noted above in the syllabus, allowing the students to clearly see how this course aligns with the GEN Theme: Health and Wellbeing specific goal and ELOs.

- The reviewing faculty would like to emphasize that they find this an incredibly interesting and valuable course that they believe will be an excellent addition to the GEN Theme: Health and Wellbeing.
- The reviewing faculty would like additional information within the course syllabus surrounding how the pop culture elements of the course will be integrated into the course assignments and materials and how they interact with the Health and Wellbeing Theme.
- The reviewing faculty would like additional information on how the course textbooks will be utilized within the course. It appears that they are recommended and not required texts (as indicated on page 3 of the syllabus); however, the Marieb text is listed as have readings in the course calendar (pages 11-12 of the course syllabus). Additionally, it is unclear how the second recommended text (the Lyons text) will be implemented into the course.
- The reviewing faculty would like to see additional information surrounding how this course will be an advanced, in-depth, scholarly exploration of the Theme, as required by ELO 1.2. The course seems to be focusing on a wide range of topics and providing an introduction to each of these topics. This, of course, makes sense given there are no prerequisites for the course and not all students will have the necessary science background; however, the reviewing faculty are currently unconvinced this meets the expectations of an advanced, in-depth, scholarly exploration of the GEN Theme.
- The reviewing faculty would like to see additional detail within the course syllabus surrounding the mechanics of the course. Specifically, when will students be receiving feedback on assignments? How will this course provide appropriate support to students that do not have a background in science, given that General Education coursework should be open and accessible to all students within the University?
- The reviewing faculty ask that there be more explicit and identifiable instances of students self-reflecting on their exploration of the GEN Theme: Health and Wellbeing, as required by ELO 2.2. In the syllabus' current form, they were unable to identify sufficient examples of how students can be expected to conduct this self-reflection aspect of the Theme.
- The reviewing faculty noted a number of administrative issues they would like addressed prior to a resubmission:
  - They ask that concurrence be received from the Department of English, the Department of Theatre, Film, and Media Arts, and the Center for Life Sciences Education. The contact person for the Department of English is Jennifer Higginbotham.<sup>37</sup> The contact person for the Department of Theatre, Film, and Media Arts is Paige Piper.<sup>92</sup> The contact person for the Center for Life Sciences Education is Adam Andrews.<sup>171</sup>
  - In the curriculum.osu.edu form, please check off the Wooster campus under Campus-of-Offering. The Office of Academic Affairs has asked that all campuses be checked off for General Education courses. If the unit feels strongly about not selecting this option, they may provide a rationale explaining this request.
  - On page 4 of the syllabus, under "Beginning of Course Pre-Quiz", there is mention that the pre-quiz will only be available during the first lecture period and during that class period. The reviewing faculty recommend providing an alternative for students who do not sign up for the class until after the first day of lecture. As a reminder, students have until the end of the first week of classes to enroll without instructor permission and may potentially not attend their first class session until week 2.
  - The reviewing faculty ask that the Religious Accommodation statement be

updated within the course syllabus (as found on page 9). This updated statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs, is now required in all syllabi at the University in order to be compliant with the Ohio Revised Code. The newly updated statement has been provided on the [Office of Undergraduate Education website](#).

- The reviewing faculty recommend updating the Student Life – Disability Services statement, as it was updated for the 2024-2025 academic year. The most up-to-date statement can be found on the [Office of Undergraduate Education website](#).
- The reviewing faculty ask that a cover letter be provided that details all changes made as a result of their feedback.

I will return Anatomy 2150 to the departmental queue via curriculum.osu.edu in order for you to address the Subcommittee's feedback.

Should you have any questions, please do not hesitate to reach out to Harald Vaessin, faculty Chair of the Themes I Subcommittee, Molly Downing, faculty Chair of the Theme Advisory Group: Health and Wellbeing, or me.

All my best,  
Michael



**THE OHIO STATE UNIVERSITY**

**Michael Hilty**

Curriculum and Assessment Coordinator  
ASC Staff Advisory Council, Chair

**The Ohio State University**

The College of Arts and Sciences  
ASC Curriculum and Assessment Services  
306A Dulles Hall  
230 Annie and John Glenn Ave, Columbus, OH 43210  
614-247-6089 Office  
[hilty.70@osu.edu](mailto:hilty.70@osu.edu) / [ascas.osu.edu](http://ascas.osu.edu)

Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

**BLACK LIVES MATTER**

**STOP AAPI HATE**

DACA/undocumented ally



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