
Chemistry 3573

From Hilty, Michael <hilty.70@osu.edu>

Date Mon 2/17/2025 8:56 AM

To Ramirez, Ana <ramirez.159@osu.edu>; Jackman, Jane <jackman.14@osu.edu>

Cc Cravens-Brown, Lisa <cravens-brown.1@osu.edu>; Krok, Jessica (OSUMC) <Jessica.Schoen@osumc.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Friday, January 31st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Citizenship for a Diverse and Just World and High-Impact Practice: Interdisciplinary and Integrated Collaborative Teaching request for Chemistry 3573.

At this time, the Subcommittee has declined to vote on both aspects of the proposal. Please see below for their feedback:

Citizenship for a Diverse and Just World

- The reviewing faculty are excited by the concept of the course but do not see enough detail in the course lectures, assignments, content, etc., to be able to determine how the course will enable students to fulfill the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs. They ask that the concepts of citizenship, justice, and diversity be more thoroughly integrated and visible within the course syllabus to highlight where and how the course will assist students in successfully completing the ELOs of the Theme category.
- The reviewing faculty note that the concept of global citizenship is relevant and visible throughout the entirety of the proposal and appreciate the attention paid to the concept. However, they are unable to see how the course, as proposed, delineates the concepts of global citizenship vs. community and ask that this be more thoroughly explained within the course syllabus to make this concept clearer to students.
- The reviewing faculty note the very detailed “course strands” as found on page 10 of the syllabus. They ask that, within the explanation for these strands, it be further explained and clarified how they both relate to the ELOs of the Theme category and how they are connecting to each other. The reviewing faculty are unsure whether the information as currently presented would be clear to students.
- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.

High-Impact Practice: Interdisciplinary and Integrated Collaborative Teaching

- The reviewing faculty would like to see additional information within the high-impact practice submission forms surrounding how the course will be taught interdisciplinary and collaboratively. They recognize that there are two names provided on the course syllabus and materials but are unsure of the structure of how the two faculty members will interact with each other. Will they be grading all course assessments collaboratively? Will they each be responsible for particular portions of the course content and materials? The reviewing faculty would like this clarified.
- The reviewing faculty ask that the integrated portion of the high-impact practice be further explained within the high-impact practice submission form. They would like to see how the instructors are planning to teach “integratedly” and how they are defining this within their course.

I will return the course to the departmental queue via curriculum.osu.edu in order to allow you to address the above feedback in a revision.

Please do not hesitate to reach out to Lisa Cravens-Brown, faculty Chair of the Themes II Subcommittee, Jessica Krok-Schoen, faculty Chair of the Theme Advisory Group, or me with any questions.

All my best,
Michael



Michael Hilty

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

-BLACK LIVES MATTER-

STOP AAPI HATE

DACA/undocumented ally



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