

From: [Hilty, Michael](#)
To: [Paulsen, Alisa](#)
Cc: [Cravens-Brown, Lisa](#); [Krok, Jessica](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: Psychology 2750S
Date: Friday, April 4, 2025 9:32:00 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

Good morning Alisa,

On Friday, March 21st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Citizenship for a Diverse and Just World & High-Impact Practice: Service-Learning request. Please see below for their feedback.

GEN Theme: Citizenship for a Diverse and Just World

I am pleased to report that the Subcommittee unanimously approved the Theme request.

High-Impact Practice: Service-Learning

The reviewing faculty did not vote on the service-learning aspect of the proposal and would like to see the following feedback items addressed:

- The reviewing faculty would like to see additional information in the course syllabus surrounding the logistics of the service-learning component of the course. In the current syllabus, they are unable to see what, specifically, students will be required to complete in order to fulfill the service-learning aspects of the proposal. They ask that this information be thoroughly woven throughout the syllabus, with special attention paid to the following:
 - Ensuring students are well-informed of all requirements for each week (including all hours of service, outside of classroom work/expectations, etc.) and accounting for all materials students may need to prepare for each week. While they appreciate the statement on syllabus page 2 that these activities will take an hour and are scheduled independently, there should be information within the syllabus surrounding the expectations of what students should be preparing.
 - Providing explanation to students surrounding policies and procedures for working with (assumably) minors and/or the community (including any background checks or other requirements necessary to complete). This information should be provided to students early in the syllabus in case students may have problems or concerns with these requirements.
 - Further explaining within the course syllabus where the additional one credit hour of student workload will be accounted for. Currently, on page 2, the syllabus mentions that the service requirement will be one hour per week, which does not account for all necessary contact hours for a 4-credit hour course. As a reminder, one credit hour is equivalent to three hours of work (one direct instructional hour and two hours of out-of-classroom experiences) per week. Therefore, there should be an additional one hour of direct instruction each week throughout the course and the additional hours should

be explained.

- The reviewing faculty ask a cover letter to be submitted that details all changes made as a result of their feedback.

I will return the proposal via curriculum.osu.edu for you to address the Subcommittee's feedback above.

Should you have any questions, please do not hesitate to reach out to Lisa Cravens-Brown, faculty Chair of the Themes II Subcommittee, or me.

All my best,

Michael



THE OHIO STATE UNIVERSITY

Michael Hilty

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

BLACK LIVES MATTER

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.