

From: [Steele, Rachel](#)
To: [Sellman, Johanna](#); [Carmichael, Phoebe](#)
Cc: [Fredal, James](#); [Griffith, Elizabeth M.](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Neff, Jennifer](#)
Subject: NELC 2244
Date: Friday, October 27, 2023 4:43:05 PM
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Good afternoon,

On Tuesday, October 3rd, the Themes I Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Lived Environments reviewed a course proposal for NELC 2244.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- i. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee's feedback.
- ii. The reviewing faculty ask that the department rectify discrepancies between the syllabus and the GEN Submission Form so that it is clear how the goals and ELOs are being fulfilled. Specifically, they draw the department's attention to the following:
The course goals listed on the GEN Submission Form are not the same as those in the syllabus.

Here is a final research paper discussed in the GEN Submission Form that is not on the syllabus.

- iii. The reviewing faculty ask that the department amend or expand their responses on the GEN Submission Form to more clearly explain *how* completing the various activities/assignments will help students to achieve the expected learning outcomes. One possible way to do this would be to share some of the discussion prompts so that the reviewing faculty better understand how the department intends for students to engage with the class materials. For example, the film "Once Upon A Time in Beirut" seems to lend itself well to discussions of and reflections on ELO 3.2, so sharing the actual prompts and topics associated with this activity would be helpful for the reviewing faculty.
- iv. The reviewing faculty ask that the department re-examine the response to ELO 4.2 on the GEN Submission form. They observe that the use of the word "could" ("students could analyze several family relationships...") implies that this ELO might go unfulfilled for some students if they don't engage with this particular analysis.
- v. The reviewing faculty ask that the department explain more clearly how they will connect the theories outlined in the response for ELO 4.3 (GEN Submission Form) to the lived environment. The reviewing faculty see many places where this connection *could* potentially happen, but they ask that it be more explicitly outlined in the GEN Submission Form.
- vi. The reviewing faculty did not find this course to be an advanced study of the topic. They ask that the department amend and/or augment the readings, assessments, and other activities to develop students' skills so that they are able to demonstrate deeper analysis processes and critical and scholarly thinking about the idea of the theme.
- vii. The reviewing faculty ask that the department share some examples of the discussion topics/prompts and/or other assessments, as this may help them to understand how the course is an advanced study of the topic.
- viii. The reviewing faculty ask that the department include in the syllabus the goals and ELOs (as well as a short paragraph explaining how this course, in particular, meets those goals and ELOS) for the GEL categories (Visual and Performing Arts, Diversity: Global Studies) that it fulfills.

- ix. The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 11), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- x. The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- xi. The reviewing faculty recommend that the department use the most recent version of the Mental Health Statement (syllabus, pg. 12), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- xii. The reviewing faculty recommend that the department remove the grade of D- from the Grading Scale (syllabus pg. 6), as that grade is not given at Ohio State.
- xiii. The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee's feedback.

I will return NELC 2244 to the department queue via curriculum.osu.edu in order to address the reviewing faculty's requests.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Jim Fredal, Liz Griffith (faculty Chair of the Themes I Subcommittee and the Lived Environments TAG [respectively]; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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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.