

From: [Neff, Jennifer](#)
To: [Grotans, Anna](#); [Miller, Natascha](#); [Taleghani-Nikazm, Carmen](#)
Cc: [Cravens-Brown, Lisa](#); [Krok, Jessica](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: German & Scandinavian 3354.02
Date: Monday, January 6, 2025 3:44:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Thursday, December 12th, the Themes 2 Subcommittee of the ASC Curriculum Committee reviewed a Research and Creative Inquiry High-Impact Practice request for German and Scandinavian 3354.02.

The reviewing faculty declined to vote on the request at this time and ask that the following feedback be addressed in a revision:

- The reviewing faculty note that students currently have the option to opt out of the public demonstration of competence (syllabus p. 22), but this should be a required element of the course on which all students are evaluated in order to achieve the full HIP experience. Additionally, the reviewing faculty are concerned that the current structure of the public-facing component of the course may not foster the strong interaction and community that would set the course apart as a High-Impact Practice (i.e., there needs to be an opportunity to receive feedback, to exchange ideas—something that is missing if a poster is merely shared online with no opportunity for engagement). The goal of this public demonstration is to create a meaningful experience that goes beyond a research project and fosters engagement with a wider community. To enhance this aspect of the course, the reviewing faculty suggest the following examples, which might be more successful if scheduled earlier in the semester to allow time for engagement:
 - Virtual Poster Session: Students can present their work synchronously, receive real-time feedback from peers, and engage in discussions about their research. For this option, the department might consider having more than one session to accommodate schedules.
 - Recorded Video Presentation: Students can record a presentation on Zoom, sharing their screen and articulating their research. Students can then reach out to faculty (or the department can make these arrangements) whose research aligns with their own to request constructive feedback.
 - Involving Professionals in the Field: A professional in the field can review students' work and provide feedback from a practical standpoint.
 - Involving Undergraduate Students from Research-Focused Courses: Undergraduate students in advanced research courses such as 4998 or 4999 can provide valuable feedback from a peer perspective.

To ensure that this public demonstration of competence is supported, it would be beneficial to secure a commitment from the departments offering the course to ensure that they have the resources and are dedicated to support these additional activities.

The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 26-27]

- The reviewing faculty recommend that the department use the most recent version of the university's diversity statement if they wish to keep it in the syllabus. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 25]
- The reviewing faculty ask that the unit provide a cover letter that details the changes that are made to the proposal in response to this feedback.

I will return German and Scandinavian 3354.02 to the department queues via curriculum.osu.edu in order to address the above feedback.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Lisa Cravens-Brown (faculty Chair of the Themes 2 Subcommittee), or me.

Best,
Jennifer



THE OHIO STATE UNIVERSITY

Jennifer Neff

Curriculum and Assessment Assistant

The Ohio State University

College of Arts and Sciences

ASC Curriculum and Assessment Services

306A Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210

614-292-3901 / asccas.osu.edu

Pronouns: she/her/hers