

**From:** [Hilty, Michael](#)  
**To:** [Nagar, Ila](#); [Carmichael, Phoebe](#)  
**Cc:** [Dugdale, Tom](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)  
**Subject:** NELC 3804  
**Date:** Friday, February 21, 2025 5:39:00 PM  
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Good afternoon Phoebe and Ila,

On Tuesday, February 11<sup>th</sup>, the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee reviewed a new course request for NELC 3804.

I am pleased to report that the proposal has been unanimously approved with two comments, two contingencies, and three recommendations:

- **Comment:** The Subcommittee would like to commend the instructor for the extraordinary level of detail they have provided in the course syllabus.
- **Comment:** The Subcommittee would like to kindly note that the “public display of competence” currently specified for this course will likely be insufficient to meet the requirements for the High-Impact Practice component. The public display of competence is meant to be an experience to engage students *outside* of the classroom, and therefore, must allow opportunities to share their work beyond the classroom space. While the Subcommittee cannot give specific guidance on designing the public display of competence component, since it is outside their purview as the disciplinary subcommittee, the Subcommittee believed it worthwhile to offer this observation at this review stage, should the instructor wish to make adjustments to the proposal before it advances to the Themes Subcommittee for review.
- **Contingency:** The Subcommittee appreciates the opportunity for students to engage with a creative component within the course in the form of the object recreation assignment (syllabus page 9). However, they would like to see information within the course syllabus explaining how students will be supported as they create this work. Specifically, they are concerned that students with no prior training in art or design will struggle in creating this work. Additionally, while they appreciate that the instructor notes that this assignment should be inexpensive to complete (under \$10, syllabus page 9), they worry that the costs for materials may exceed this suggested maximum cost. They would like the course syllabus to provide students with examples of materials that can be utilized to complete this assignment for \$10 or less.
- **Contingency:** The Subcommittee notes that, on pages 2 and 3 of the course syllabus, the GE Goals listed are not the official four GEN Theme: Traditions, Cultures, and Transformations Goals. Per a requirement of all GE syllabi within the College, they ask that the instructor provide the proper Goals within the syllabus. The GEN Theme:

Traditions, Cultures, and Transformations Goals (and ELOs) can be found in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](#).

- **Recommendation:** The Subcommittee recommends that the course instructor provide language surrounding the use of generative artificial intelligence within the course syllabus, given that the course is research-intensive, and students may be interested in using AI on assignments.
- **Recommendation:** The Subcommittee recommends, on page 10 of the syllabus, adding “4a” and “4b” in similar style to the above categories. Currently, there are simply two points numbered as “4” and they found this confusing.
- **Recommendation:** For clarity, the Subcommittee recommends not referring to attendance in the description of Participation (syllabus pages 7-8), since attendance is already being assessed in the course.

I will return NELC 3804 to the departmental queue via [curriculum.osu.edu](http://curriculum.osu.edu) in order to address the contingencies above.

Please don't hesitate to reach out to me or Tom Dugdale, faculty Chair of the Arts and Humanities 1 Subcommittee, with any questions.

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



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