**ASCC SBS Panel**

Approved Minutes

Monday, January 23, 2017 9:45 -11:15 AM

110 Denney Hall

ATTENDEES: Givens, Haddad, Kline, Lam, Lenhart, Oldroyd, Roup, Valle, Vankeerbergen

AGENDA:

1. Approval of 11-30-16 minutes

* Kline, Givens, **approved**, 2 abstentions

1. Geography 3753.02 (return; new course; education abroad version of 3753.01—an existing course)

* Recommendations:
  + *Include a clarification of the pre-departure sessions mentioned on page 9 in the syllabus under “OIA Directives” and “Class attendance.” Are there pre-departure sessions that are separate from the ones provided through OIA which the students must attend?*
  + *Provide a brief description and length requirement for the two opinion papers and the research paper mentioned in course outline.*
  + *Clarify if the additional reading materials mentioned on page 1 of the syllabus will be made available through Carmen.*
* Givens, Roup, unanimously approved *with three recommendations (in italics above)*

1. Geography 2200.02 (new course; distance learning and education abroad version of 2200.01—an existing course with GE Data Analysis)

* **Contingency: Provide a breakdown of course requirements similar to what is on page 4 of the in-class syllabus that contains a description of assignments and their weight in the total course grade. Descriptions should clarify what is expected of students in regards to the term paper requirements (page 6 of the syllabus refers to a term paper as well as a final paper in module 8. Clarify if these are separate assignments), online quizzes, in-class participation, labs, and other graded assignments. Panel is especially interested in descriptions of assignments that carry significant weight in the final grade of the course.**
* Recommendations:
  + *Include a rationale in the syllabus explaining why Sweden is an appropriate location for the course given the course content.*
  + *Correct grammar on page 9 of the online syllabus, which currently states, “all course work* ***are*** *expected…”*
  + *Consider using equivalent grading scales between the in-class version (page 5 of in-class syllabus) and the education abroad version (page 9 of online syllabus).*
  + *Correct the submission form which currently states the course has a duration of 4 weeks instead of 12*
* Kline, Givens, **unanimously approved** *with* *four recommendations (listed in italics above)* and **one contingency (in bold above)**

1. Restructure Globalization Major and Minor (return)

* **Contingency: explain how the restructured program will affect current Globalization Studies majors and minors and provide a transition plan for these students**
* Roup, Kline, **approved with one abstention and** **one contingency** **(in bold above)**

1. AEDE 2001 (existing course with GE Social Science-Human, Natural, and Economic Resources; request for 100% DL)

* **The panel would like additional information regarding proctors. Page 2 of the online syllabus refers to proctor information and forms that can be found on Carmen. Please provide the panel with the information from Carmen regarding proctors as well as any other lists of approved or suggested proctors for students. Additionally, the panel would like information on what level of proctors are needed and what proctor options high school students participating in College Credit Plus have.**
* **GE Assessment plan:** 
  + **Provide specific examples of how assignments listed in the table on the first page of the assessment plan will be used as direct assessment methods. Will all quizzes, discussion board posts, etc. be used to evaluate achievement of each ELO? For each selected assessment method, provide specific example questions. For example, what questions on quizzes will assess ELO 1?**
  + **Student self-evaluation is only related to course content and not directly related to the GE ELOs. Provide example questions for student self-evaluation that relate to ELOs to use as indirect assessment.**
  + **Rubric provided to evaluate the online discussion boards on last page of assessment plan is only related to course content and not to GE ELOs. If you wish to keep discussion boards as a specific assessment method for ELOs 2 and 3, then provide a rubric that evaluates posts as they relate to these ELOs.**
* **Recommendation: consider if trigger warning on page 8 applies to course or adjust language to be appropriate for online version of the course (i.e. “..leaving classroom to take a water/bathroom break…”). Does the content of this course warrant a warning for “descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath?”**
* No vote