

From: [Vankeerbergen, Bernadette](#)
To: [Marsch, Elizabeth](#)
Cc: [Heysel, Garett](#); [Fletcher, Richard](#)
Subject: Comparative Studies 2323
Date: Thursday, October 17, 2013 9:02:18 AM
Attachments: [Example Assessment Plan C&I.doc](#)

Elizabeth,

On Tuesday, October 15, the ASC Arts and Humanities Panel reviewed a new course proposal for Comparative Studies 2323.

The course was approved with 3 contingencies and 1 recommendation:

Contingencies:

- GE rationale document: still uses the old GEC language for the Arts and Humanities broad category. Under quarters (under the GEC), there was an overarching Arts and Humanities GEC category that had its own goals and expected learning outcomes. This overarching category and its language no longer exist. Under A, please provide similar explanation as what you currently have but only for the current GE language for Cultures and Ideas, namely:

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*
 2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*
- GE assessment plan should specifically be about the GE learning outcomes. The assessment plan provided here is more about the course goals than the GE goals. The GE assessment plan should take each separate expected learning outcome for the 2 requested GE categories and associate these with direct and/or indirect assessment methods. It should also discuss the level of student achievement expected and the follow-up process.

Important note: I am attaching the first couple pages of a sample assessment plan for GE Cultures and Ideas. It clearly shows what is meant by assessing the expected learning outcomes of a particular GE category in a specific course. The appendices would contain the specifics and we encourage you to provide specifics. This template can be used for Diversity—Social Diversity in the United States, as well as most other GE categories for that matter.

- Syllabus: See p. 15 of the ASC Curriculum and Assessment Operations Manual for ASC syllabus template:
http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

Point 5 specifies that under the GE expected learning outcomes (ELOs) on the syllabus, there should be a statement explaining how the course will satisfy those ELOs. Please add such a statement to your syllabus. Those points could be lifted from the explanations in the GE rationale document.

Recommendation:

- Clarify attendance: after two unexcused absences, each additional unexcused absence lowers grade by 10%. Is that 10% of the course grade or 10% of the class participation grade (which itself is worth 20% of the course grade)?

I will return the course in a minute via curriculum.osu.edu to enable the department to make the necessary changes.

Should you have any questions about this feedback, please do not hesitate to contact Richard Fletcher, Chair of the ASCC A&H Panel (cc'd on this e-mail), or me.

Best,
Bernadette

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