

**From:** [Vankeerbergen, Bernadette](#)  
**To:** ["Cope, Virginia"](#)  
**Cc:** [Fink, Steven](#); [Hanlin, Debbie](#)  
**Subject:** ASC 2798.04  
**Date:** Friday, October 18, 2013 3:56:22 PM  
**Attachments:** [ASC 2798 syllabus \(Montreal May "14\) final revBV11.doc](#)

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Dear Virginia,

On Thursday, October 17, the GE Education Abroad Ad Hoc Panel reviewed a new course proposal for ASC 2798.04.

The course was approved with 1 contingency and 4 recommendations:

Contingency:

- Define more clearly which region/culture is the focus of this course: is course about Canada, French Canada, or Montreal? The title and course description focus on Montreal, but many times in the syllabus the focus shifts to Canada as a whole: for example, pp. 1-2 first and fifth specific goals and learning outcomes refer to Canada; research topic on p. 3 about the modern educational system in Toronto; choice of James' Canada and Conflict: A Hard-hitting look at Canadian security post-9/11, from the Afghanistan war to US relations and Arctic sovereignty. (Please look at whole proposal, including the GE assessment plan, for other instances where Canada becomes focus of course.) Related to that is the fact that 2 days (25% of the trip) are actually not spent in Montreal but in Quebec City.

Recommendations:

- On 2 days, students are on their own (May 19 and 21). It might be good to somehow point out to students (in syllabus?) that this time will help them with their reflection assignments. Make sure that students don't use that time to write their research paper. Faculty member might specify suggested activities (that might be helpful for the students' ultimate reflection papers or their diaries/blogs).
- Might be good idea to switch the due dates for the research paper and the reflection paper. The latter might be due first, upon return from Montreal (on May 30 instead of the research paper; or is it May 31 as indicated on p. 3 of the syllabus?). The research paper (which requires more finalizing) would then be due on June 9.
- Would be good idea to distribute prompts to students for organized tours/visits. That way, students would know the rationale for selecting those particular tours/visits and would understand better what to focus their attention on during the tours/visits.
- Journal entries: might faculty consider asking for one entry per week when in Newark and one per day while abroad?

The attached document is the proposal that was reviewed by the Panel. At your convenience, please send us the revised version via e-mail.

Should you have any questions about this feedback, please do not hesitate to contact Steven Fink, Chair of the GE Education Abroad Ad Hoc Panel (cc'd on this e-mail), or me.

Best,  
Bernadette

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