

**From:** [Oldroyd, Shelby Q.](#)  
**To:** [Roe, Brian](#)  
**Cc:** [Roup, Christina](#); [Haddad, Deborah](#); [Vankeerbergen, Bernadette](#); [Neal, Steve](#); [Hall, Holly M.](#)  
**Subject:** RE: AEDE 2001  
**Date:** Wednesday, October 25, 2017 12:08:00 PM  
**Attachments:** [image001.png](#)

---

Dear Professor Roe,

On Tuesday, October 17, the Social and Behavior Sciences Panel of the ASC Curriculum Committee reviewed a request to offer AEDE 2001 as 100% Distance Learning delivery.

The Panel did not vote on the proposal as they would like the following points addressed:

The Panel requested that the department address issues with the GE assessment plan. It does not appear that the GE assessment plan has been revised since the earlier request. The Panel would like the following issues with the assessment plan to be addressed before reviewing the course:

- 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.
- Examples of GE assessment plans can be provided if necessary.

**Recommendation:** The Panel noted a reference to a YouTube channel “Jodie the Econ. Girl in the in-class syllabus.” The syllabus states that “students have told me she does an excellent job that complements the lectures.” The Panel advises against using material in the course that is not vetted by the instructor.

I will return AEDE 2001 to the department queue via curriculum.osu.edu in order to address the Panel’s requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Christina Roup (faculty Chair of the SBS Panel; cc’d on this e-mail), or me.

Best wishes,  
Shelby

**Shelby Oldroyd**

Curriculum and Assessment Assistant

College of Arts and Sciences

154E Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-292-6248

<http://ascas.osu.edu>

---

**From:** Vankeerbergen, Bernadette

**Sent:** Thursday, January 26, 2017 1:43 PM

**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>

**Cc:** Lam, Pok-Sang <[lam.1@osu.edu](mailto:lam.1@osu.edu)>; Neal, Steve <[neal.2@osu.edu](mailto:neal.2@osu.edu)>; Hall, Holly M. <[hall.2205@osu.edu](mailto:hall.2205@osu.edu)>

**Subject:** AEDE 2001

Dear Professor Roe,

On Monday, January 23, the Social and Behavioral Sciences Panel (SBS) of the ASC Curriculum Committee reviewed a proposal to offer AEDE 2001 (an existing course with GE Social Science-Human, Natural, and Economic Resources) 100% in distance learning format.

The Panel did not take a vote but would like the following points addressed first:

- 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”?

I will return the via curriculum.osu.edu in a minute to enable the department to address the feedback about the course.

Should you have any questions about this feedback, do not hesitate to contact Professor Pok-Sang Lam (Chair of the ASCC SBS Panel; cc'd here), or me.

Best regards,  
Bernadette



**Bernadette Vankeerbergen, Ph.D.**

Program Director, Curriculum and Assessment

College of Arts and Sciences

154D Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679 / Fax: 614-292-6303

<http://ascas.osu.edu>