

From: Vankeerbergen, Bernadette
To: [Vest, Matthew S.](#)
Cc: [Fletcher, Richard](#)
Subject: Bioethics 2020
Date: Monday, May 08, 2017 4:07:00 PM
Attachments: [image001.png](#)

Dear Matthew,

On Friday, April 28, the Arts and Humanities 2 Panel of the ASC Curriculum Committee considered a request to add GE Cultures and Ideas to Bioethics 2020 & offer the course in distance learning format.

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

- The Panel is unsure about the GE request. The GE Cultures and Ideas Rationale is not clearly presented for each individual GE expected learning outcome (ELO)—that is, the information is not organized *by* ELO. Instead of providing paragraphs that discuss (A) the learning outcomes, (B) the films and readings, (C) the topics, and (D) the written assignments (and the panel has to infer what information in each paragraph applies to which ELO), please organize the information by GE expected learning outcome, as explained on p. 48 of the 2016-17 ASC Curriculum and Assessment Operations Manual https://ascas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

- I am here cutting/pasting the instructions:

A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

The sense that each GE expected learning outcome may not be adequately addressed is reinforced by the GE assessment plan, which does not clearly link each individual ELO to assessment methods and which includes example questions that do not necessarily seem to address the ELOs (see below).

- GE assessment plan:
 - Is the reader to assume that the assessment method (3rd column) under A goes with ELO1 and method B goes with ELO2? Please indicate clearly what information goes with what ELO.
 - If panel's assumption above is correct, some of the questions under A are more questions that ask for student opinions rather than questions that will guarantee that "students will analyze and interpret major forms of human thought, culture, and expression." Answers to some of these sample questions are also unlikely to provide data that will assess the effectiveness of the course in achieving that first ELO.
 - Course grades are usually not an appropriate measure for GE assessment since most often factors other than fulfillment of a GE ELO influence a grade for an assignment. Prefer a rubric that addresses each specific ELO.
- The panel is hesitant about the online nature of the course. The panel asks that the unit work with ODEE to do a QM review of the course.

- Page 4 in weekly quizzes says that the quiz will measure “students’ reading apprehension.” Panel believe this should be “comprehension.”
- Quiz 10 in week 4 should be Quiz 4.
- This is only a 14-week course, but the course schedule includes 16 weeks.

I will return Bioethics 2020 via curriculum.osu.edu in a minute to enable the unit to address the points above.

Should you have any questions about the feedback, please feel free to contact Richard Fletcher (faculty Chair of the Arts and Humanities 2 Panel; cc’d here), or me.

Best,
Bernadette



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