

From: [Vankeerbergen, Bernadette](#)
To: [Jones, Tia](#)
Cc: [Heysel, Garrett](#); [Taleghani-Nikazm, Carmen](#); [Martinez, Glenn A.](#); [Vankeerbergen, Bernadette](#)
Subject: Somali 1101.02 and 1102.02
Date: Wednesday, April 04, 2018 12:11:00 PM
Attachments: [image001.png](#)
[GermanLanguageClasses_AssessmentPlan.pdf](#)

Dear Tia,

On Thursday, March 29, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reviewed requests for Somali 1101.02 and 1102.02 (100% distance learning versions of 1101.01 and 1102.01, existing courses with GE Foreign Language).

The Panel unanimously approved the courses with a number of comments and questions. Please find below the feedback of the Panel. You will see that several comments are either identical or similar for both courses. For the most part, the changes can be made on the syllabi when the courses are taught next. However, I am highlighting those points that require a response now before the two courses are advanced.

Somali 1101.02:

- **Form in curriculum.osu.edu:**
 - Adjust title so that students understand how this course differs from .01 (for example, by adding “distance learning” [or something similar] at the end of the title)
 - Uncheck “greater or equal to 50% at a distance” since this course is being submitted for 100% distance learning delivery.
 - The exclusions should be electronically enforced.
- On both the in-class and the distance learning syllabus, the GE goals and expected learning outcomes (ELOs) are outdated. They were updated at the time of semester conversion. Use exactly this wording <https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Foreign%20Language>
- What are the discussion board posts? Are they in English or in Somali? If the latter, how do students have written conversations when they learn the basics of the language?
- What are the expectations for participation? Do discussion posts account for all of the participation grade?
- Trip to Somali restaurant: What happens if students live far away (even in a different state)?
- Add information on necessary software (Microsoft Office 265 ProPlus)—like on the syllabus for 1102.02.
- Once the online version of Somali 1103 is submitted, the Panel will look more attentively at the GE assessment plan (since it is assumed that the GE expected learning outcomes are most often assessed once students finish the third course). There are several inaccuracies in the plan submitted at this point & it also should be more detailed. Amongst the inaccuracies are: (1) This course is not approved for “Social Diversity GE (level 1)”. Such a GE category does not exist. (2) SEIs can never be used for GE ELO assessment since not a single question pertains to the fulfillment of the GE ELOs. An assessment plan for German 1000-level language courses is provided as an example.

Somali 1102.02:

- Form in curriculum.osu.edu:
 - Adjust title so that students understand how this course differs from .01 (for example, by adding “distance learning” [or something similar] at the end of the title)
 - Uncheck “greater or equal to 50% at a distance” since this course is being submitted for 100% distance learning delivery.
- On the distance learning syllabus, the GE goals and expected learning outcomes (ELOs) are outdated. They were updated at the time of semester conversion. Use exactly this wording <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Foreign%20Language> . On the in-class syllabus, the GE ELOs are left out altogether. (Also, p. 1 of the in-class syllabus mentions the GEC. The GEC has not been used since before semester conversion.)
- What are the discussion board posts? Are they in English or in Somali? If the latter, how do students have written conversations when they are still learning the basics of the language?
- What are the expectations for participation? Do discussion posts account for all of the participation grade?
- Trip to Somali restaurant: What happens if students live far away (even in a different state)?
- P. 7: Consider removing the trigger warning since it is unlikely that scenes depicting violence, acts of war, or sexual violence are included in a basic language course. Also, in an online environment, one cannot leave the “classroom to take a water/bathroom break.” In sum, the warning does not seem appropriate in this case.
- P. 7: There are two disability statements. Remove the second statement.
- P. 8: The mental health statement refers to the College of Pharmacy. The College of ASC would not ask students to go to the office of student services of another college. If you wish to use a mental health statement, please use the one recommended by the College of ASC (p. 14) https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf
- Once the online version of Somali 1103 is submitted, the Panel will look more attentively at the GE assessment plan (since it is assumed that the GE expected learning outcomes are most often assessed once students finish the third course). There are several inaccuracies in the plan submitted at this point & it also should be more detailed. Amongst the inaccuracies are: (1) This course is not approved for “Social Diversity GE (level 1)”. Such a GE category does not exist. (2) SEIs can never be used for GE ELO assessment since not a single question pertains to the fulfillment of the GE ELOs. An assessment plan for German 1000-level language courses is provided as an example.

Should you have any questions about this feedback, do not hesitate to contact Carmen Taleghani-Nikazm (faculty Chair of the A&H1 Panel on 3-29-18, cc’d here), or me.

Again, I will keep the courses in my queue until I hear back about the highlighted points above.

Best,
Bernadette



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