

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Bowerman, Ashley](#); [Otter, Christopher](#)  
**Cc:** [Heysel, Garrett](#); [Savage, Shari](#); [Hawkins, Julia N.](#)  
**Subject:** History 2206  
**Date:** Tuesday, December 04, 2018 11:53:00 AM  
**Attachments:** [English 2277.docx](#)  
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Dear Chris and Ashley,

The Arts and Humanities 1 Panel of the ASC Curriculum Committee recently reviewed a new course proposal for History 2206 (with GE Historical Study).

The Panel unanimously approved the course with two contingencies and two recommendations:

- Contingencies:
  - P. 2 of syllabus: Delete expected learning outcome #4. This is not a GE expected learning outcome for Historical Study. (GE language is here <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Historical%20Study> )
  - Provide GE assessment plan that is both specific to the course and more detailed. While the Panel recognizes that the current generic assessment plan has been used by the Dept of History for several years, it is also true that when that plan has been implemented to submit a GE assessment report the results have been mixed. Furthermore, currently all courses (from any department) that are submitted to an ASC Panel for GE approval come with a very specific plan that is unique to the course. Here are some useful tips:
    - Please consult GE assessment instructions on pp. 51-54 of the ASC Curriculum and Assessment Operations Manual [https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC\\_CurrAssess\\_Operations\\_Manual.pdf](https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf)
    - Assessment of discrete ELOs should be discussed *separately*. For each ELO, there should be at least one specific direct measure. (One or two is an appropriate number.) An indirect method is recommended as well. Using assignment grades is often not a good way to do GE assessment as more often than not other factors than strict adherence to a GE ELO factor into an assignment grade. (Indeed, most instructors will have predetermined criteria that they use to give a grade to a course assignment—including, for example, criteria related to their students' writing skills—& there may not be a link between those criteria and each specific GE ELO.) It is preferable to use a rubric tied to each GE ELO.
    - For the level of student achievement for each ELO, the instructor would then say something like, "80% of students will be expected to achieve level 3 for ELO1" (adjust as needed).
    - In an appendix, provide one or more specific example(s) for each assessment method that will be used. E.g., a very specific essay prompt or pre-post test question that will be used to assess ELO1 etc.
    - We are providing a sample GE assessment plan for an English course (with another GE category). Unfortunately, we do not have a satisfactory plan for GE Historical Study, but the principles are the same—for whatever GE category. We recommend that you use the table format of the manual, but you do not have to (the English plan uses a narrative rather than a table but the different fields in the table are addressed nonetheless).
- Recommendations:
  - P. 4: "Scheduling of Assignments" and "Attendance policy": Lack of specificity (use of "may" in a course policy) is not helpful to students: "Assignments turned in late without explanation *may* be subject to a lowering of the grade" and "Students who miss more than four class sessions *may* result in a penalty of a letter grade." Either grades are reduced or they are not. Likewise the attendance policy should be more detailed.

- o The title of the course is “History of Paris, Origins to the Present.” However, none of the readings seem to address Paris today (in the 21<sup>st</sup> century). Colin Jones’s book ends in 1995 & Adam Gopnik’s book ends in 2000. Include readings that cover contemporary Paris.

I will return the course to the initiator queue via curriculum.osu.edu so that the Department of History can address the feedback of the Panel.

Should you have any questions about this feedback, please contact Shari Savage (faculty Chair of the Arts and Humanities 1 Panel; cc’d here), or me. You may also wish to talk to Julia Hawkins (faculty Chair of the Assessment Panel; cc’d here).

My best,  
Bernadette



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