

From: [Vankeerbergen, Bernadette](#)
To: [Vodovotz, Yael](#)
Cc: [Daniels, Charles](#); [Osborne, Jeanne](#)
Subject: FDSCTE 4597.02
Date: Friday, March 15, 2019 10:13:00 AM
Attachments: [image001.png](#)
[English 2277.docx](#)

Dear Professor Vodovotz,

On Thursday, March 7, the Natural and Mathematical Sciences Panel of the ASC Curriculum Committee reviewed a proposal to offer FDSCTE 4597.02 (an existing course with GE Cross-Disciplinary Seminar) in a 100% distance learning format.

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

- Request to provide the in-person syllabus for comparative purposes.
- The Panel would like to have a better idea of what is happening in the class—apart from discussion forums. What is the role of the instructor? Are there online lectures? Describe a typical online class.
- P. 2: Under the first heading “Expected Learning Outcomes,” the old GEC expected learning outcomes (ELOs) for the now-defunct GEC category called “Issues of the Contemporary World” are listed. These ELOs have not been used since quarters. At semester conversion, the GEC Issues of the Contemporary World category became the GE Cross-Disciplinary Seminar category—with its own ELOs (also listed on page 2 of the syllabus). Request to delete the outdated ELOs for the GEC Issues of the Contemporary World category (but keep the ones for GE Cross-Disciplinary Seminar).
- GE assessment plan:
 - The rubrics that accompany the plan are grading tools rather than rubrics that assess to what extent each separate GE ELO is fulfilled. This is particularly the case for ELOs 1 and 2, where the same assignments and the same rubrics will be used to assess both ELOs, thereby making it impossible to obtain discrete data for each ELO. Make sure that the rubrics tie to the wording of each ELO. Likewise, it is not advised to use grades to assess GE ELOs since in most instances grades also reflect information that is extrinsic to the GE ELO (e.g., adherence to course assignment instructions, mastery of other knowledge acquired during the course, use of proper grammar and style).
 - Indirect assessment methods assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations. In other words, students are asked to what extent they believe the course has fulfilled each ELO. This is not the case for the examples of indirect assessment provided in the submitted assessment plan.

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 Cross-Disciplinary Seminar, but the principles are the same—for whatever GE category. We recommend that you use the table format as included in the ASC Curriculum and Assessment Operations Manual (p. 78)

https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_Curriculum_and_Assessment_Operations_Manual_2018-19.pdf , 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).

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

Should you have any questions, please feel free to contact Chuck Daniels (faculty Chair of the NMS Panel; cc'd

on this e-mail), or me.

All best wishes,
Bernadette



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