

From: [Vankeerbergen, Bernadette](#)
To: [Ettlinger, Nancy](#)
Cc: [Kline, Susan](#); [Haddad, Deborah](#); [Coscia, Nancy B.](#)
Subject: Geography 2400
Date: Thursday, September 5, 2019 11:25:00 AM
Attachments: [image001.png](#)

Dear Professor Ettlinger,

On Friday, August 30, the Social and Behavioral Sciences Panel of the ASCC reviewed a proposal to offer hybrid and fully online versions of Geography 2400 (an existing course with GE Social Science-Human, Natural, and Economic Resources & GE Diversity-Global Studies).

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

- For hybrid and fully online syllabi:
 - Pp. 7-8: Provide grading expectations for discussion posts, film reflections, reading reflections, map/interactive activities, and commodity diagrams. What are the general expectations for excellent work for each type of assignment?
 - P. 7 under Quizzes: Following question should be removed/answered: “[should these use proctoring software?]”
 - Under student participation requirements: Hybrid p. 10: Students can be expected to post “around” 4+ times per week. Fully online p. 10: Students can be expected to post “around” 2+ times per week. Is it possible to be more specific (rather than saying “around” a certain number of times)? It is also not clear why in the fully online version, students will be expected to participate less than in the hybrid version.
 - P. 10, under “Written Assignments”: Decide which style needs to be used instead of “[MLA/APA/?]”.
 - Suggestion to proofread syllabi for typos and other oversights. (E.g., title on syllabi is slightly different from course catalog)
- Fully online syllabus: Photo analysis: What is the purpose of this activity?
- GE Assessment plan:
 - There should be a clear link between the expected learning outcomes (ELOs) and the sample questions. For each ELO and for each direct method used, please provide one (or more) sample question(s). In the submitted plan, there are not as many sample questions as ELOs and direct methods listed, and the reader also does not know which question ties to which direct method and ELO. These sample questions should be provided to make clear to the panel that the ELOs are correctly understood and fulfilled in the course & will be correctly assessed.
 - Though several of the direct methods mention rubrics, the desired levels refer to assignment grades (“at least 75% [or a C]”). Please remember to develop GE specific rubrics uniquely tied to the GE ELOs when GE ELOs are assessed & use these rather than assignment grades. Indeed, there may be a difference between an assignment grade (which may factor in a host of different criteria) and the extent to which a question assesses that an ELO is fulfilled in the course.

I will return Geography 2400 via curriculum.osu.edu in a moment so that the department can address the feedback of the Panel.

Should you have any questions, do not hesitate to contact Susan Kline, faculty Chair of the SBS Panel (cc'd here), or me.

Best,
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://asccas.osu.edu>