

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Skinner, Ryan](#)  
**Cc:** [Heysel, Garrett](#); [Taleghani-Nikazm, Carmen](#)  
**Subject:** AAAS 3110S  
**Date:** Friday, November 1, 2019 6:12:00 PM  
**Attachments:** [image001.png](#)

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Dear Ryan,

Recently, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reviewed a request to create new course AAAS 3110S (with GE Historical Study, GE Diversity-Social Diversity in the U.S., and GE Service-Learning).

During its first review of the course on September 26, a faculty member from the Dept of History who is a member of the Panel indicated his wish to share the course with his department's undergraduate committee to provide specific feedback on the requested GE Historical Study. Indeed, it appears that the concurrence they had granted for the course did not pertain to the requested GE Historical Study status of the course, but only to the course as a course. The Dept of History concurred with the GE Historical Study request & I uploaded that concurrence in [curriculum.osu.edu](http://curriculum.osu.edu).

Then, on Thursday, October 24, when the Panel met again they unanimously approved the course request with a couple of contingencies about the GE assessment plan:

- Pp. 4-5 of the Service-Learning Designation Request Form: The Panel was confused because the actual instructions on what an assessment plan entails have not been deleted. Please remove instructions on p. 4 & first two paragraphs of p. 5. The second half of p. 5 provides information on the actual assessment plan for the GE Service-Learning expected learning outcomes (ELOs). However, it is confusing that on the next page (with rubrics), the first ELO for GE Service-Learning is said to be assessed through a group project (not the final paper). Please make sure that the instructions for the final paper described on p. 5 do indeed require students to address all three ELOs. Also, then please make sure the information on pp. 6-7 matches the information of p. 5. (That information is also repeated on pp. 6-7 of the GE assessment plan document.)
- Both the assessment plans for GE Historical Study and GE Diversity—Social Diversity in the U.S. use class discussions as methods of assessment for three separate ELOs. However, class discussions are not an appropriate direct assessment method, if nothing else for data collection purposes. Think of samples of actual student work: e.g., course-embedded questions; pre/post test; standardized exams; portfolio evaluation.

In a minute, I will return the course request via [curriculum.osu.edu](http://curriculum.osu.edu) to enable the department to address the feedback above. When you upload revised versions of documents, please make sure to delete the old versions (so as not to confuse reviewers). (FYI, once the submission is returned and fully approved by the chair of the panel, the request will be advanced to the Office of Service-Learning. Indeed, that office approves Service-Learning courses for the whole university. Thus, the GE Service-Learning status is contingent on full approval of the S-designation by that office.)

Should you have any questions, please do not hesitate to contact Carmen Taleghani-Nikazm, faculty

Chair of the Arts and Humanities 1 Panel (cc'd here), or me.

Many thanks,  
Bernadette



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