

From: [Vankeerbergen, Bernadette](#)
To: [Ettlinger, Nancy](#); [Xiao, Ningchuan](#)
Cc: [Kline, Susan](#); [Haddad, Deborah](#); [Coscia, Nancy B.](#)
Subject: RE: Geography 2400 & 5801
Date: Tuesday, November 19, 2019 3:45:00 PM
Attachments: [image001.png](#)

Dear Nancy and Ningchuan,

This note to let you know that Susan Kline reviewed your submission of new course Geography 5803 —to replace the course change to 5801.

She is now fully approving the course with the following recommendation: The Panel had previously recommended that required readings and recommended readings be differentiated on the course schedule. They are now identified. However, at the top of the schedule it says in parentheses that all readings are required. So there is an inconsistency that needs to be corrected to ensure that students aren't confused. This can happen when the course is first taught.

Geography 5803 has been advanced to the next step.

Many thanks,
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://ascas.osu.edu>

From: Vankeerbergen, Bernadette
Sent: Tuesday, November 5, 2019 2:55 PM
To: Ettlinger, Nancy <ettlinger.1@osu.edu>; Xiao, Ningchuan <xiao.37@osu.edu>
Cc: Kline, Susan <kline.48@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>; Coscia, Nancy B. <coscia.4@osu.edu>
Subject: Geography 2400 & 5801

Dear Nancy and Ningchuan,

On Friday, October 25, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee (ASCC) considered a revised 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 also considered a proposal to revise Geography 5801.

Please find below the feedback of the Panel:

- Geography 2400: unanimously approved with two comments (for when the course is taught):
 - Please make sure to not leave/include boilerplate language in syllabi when that language does not apply to the course at hand. For example, both the hybrid and the fully online syllabi refer to a midterm and final exam under “Policies for this online course” (p. 11), though neither version of the course includes a midterm or final exam. Likewise, the online course does not appear to include group projects (the hybrid version does), but the same section on “Policies for this online course” includes information on group projects.
 - Use the standard GE ELO grading scale of 1-4 in the assessment plan instead of tying the results to assignments grades/points.

- Geography 5801: unanimously approved with one contingency and two recommendations:
 - Contingency: The panel feels that the changes proposed make this a new course instead of a course change. Indeed, this is a total overhaul of the content of Geography 5801. Please submit this as a new course request (with correct number on syllabus) together with the up-to-date curriculum maps for the department’s majors in which the revised course will count (as a core or elective course).
 - Recommendations:
 - Restate in the schedule which of the readings are required versus recommended.
 - Change the language stating “multiple assignments” on p.2 to “three assignments.”

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Geography 2400 was advanced by our office last week, & I see that the Registrar’s office entered it into SIS on October 29.

As for Geography 5801, I will return it via curriculum.osu.edu in a minute to enable the department to submit the course as a new course with its own number.

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

From: Vankeerbergen, Bernadette
Sent: Thursday, September 5, 2019 11:26 AM
To: Ettliger, Nancy <ettlinger.1@osu.edu>

Cc: Kline, Susan <kline.48@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>; Coscia, Nancy B. <coscia.4@osu.edu>

Subject: Geography 2400

Dear Professor Ettlenger,

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 NELC 3201 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

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Columbus, OH 43210

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