

From: [Oldroyd, Shelby Q.](#)
To: [Elmore, Bartow J.](#); [Heikes, Jacklyn C.](#)
Cc: [Levi, Scott](#); [Crocetta, Alison](#); [Vankeerbergen, Bernadette](#); [Horn, David](#); [Heysel, Garrett](#)
Subject: History 2065, 2125, 2302, 2401, 2402, 3106, 3017, 2650, 3253, 3263, 3304, and 3570
Date: Wednesday, July 29, 2020 3:11:02 PM
Attachments: [ASCC DL Rationale Request - History.docx](#)
[Feedback to History Department.docx](#)

Good afternoon,

On Friday, July 17, the ASC Curriculum Committee reviewed proposals to offer distance learning versions of History 2065, 2125, 2302, 2401, 2402, 3106, 3017, 2650, 3253, 3263, 3304, and 3570.

All the above courses were unanimously approved by the Committee with contingencies and recommendations. For your convenience, I am cutting/pasting the feedback underneath my email as well attaching it as a separate Word document. I am also attaching a letter from Alison Crocetta, faculty Chair of the ASC Curriculum Committee, regarding the contingency to provide a curricular rationale for requesting distance-learning status for these courses.

I will return the courses to the department queue via curriculum.osu.edu in order to address the Committee's requests.

Should you have any questions about the feedback of the Committee, please feel free to contact Alison Crocetta (faculty Chair of the ASC Curriculum Committee; cc'd on this e-mail), or me.

Best wishes,
Shelby

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- General feedback for all course requests:
 - Contingency: The stated rationale for permanent distance-learning designation is that you have worked "with ASC Tech to gain online teaching approval." Obtaining ASC tech approval is part of the application process; it does not constitute the reason why you are requesting permanent distance-learning status. Provide a more thorough curricular rationale for requesting distance-learning status for these courses. **Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
 - Recommendation: Live presentations - A paragraph in all syllabi (copied below) that provides information about office hours and live presentations lacks details about

when and where the live presentations are expected to occur. The Committee recommends including more specific language about attendance and scheduled synchronous online meetings. The Committee recommends the departments to add details about live presentations and how students can access them. They also encourage the instructors to add some synchronous online meetings with students.

- “All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.”
- Recommendation: Late Assignments - Perhaps consider modifying the language given COVID-19 pandemic to show understanding of the exceptional circumstances around it, including the health center documentation.
- History 2065: Colonialism at the Movies: American History in Film (existing course with GE Historical Study and GE Diversity-Social Diversity in the US; request for 100% DL)
 - *Provide more information on film viewing. Will the films be viewed asynchronously?*
 - Approved with *one recommendation* (in italics above) and **one contingency regarding a rationale for the course change**
- History 2125: The History of Latin America Through Film (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - **The course has approval for GE Historical Study and GE Diversity-Global Studies. On page 3 of the syllabus, the goal for Social Diversity in the US is used and the ELOs for Global Studies are used. Include the correct goal and remove references to Social Diversity in the US.**
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above)
- History 2302: History of Modern Africa, 1800-1960s (existing course with GE Historical Study; request for 100% DL)
 - **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
 - *Include more information on the midterm and final exams (e.g. format of the exams, whether they are open book, is the final cumulative, etc.).*
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *one recommendation* (in italics above)
- History 2401: History of East Asia in the Pre-Modern Era (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - **The syllabus includes outdated GEC language. This should be updated to include the current GE language for GE Historical Study and GE Diversity-Global Studies.**
 - *The sample question for Global Studies ELO 2 does not seem to be addressing the ELO sufficiently. The ELO states that “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.” The question asks students to address what happened to Koreans when the Mongol dynasty dominated China. Consider using a different question to assess this ELO.*

- *In the GE assessment plan, the expected level of student's achievement in learning objectives is set at 95%. What does 95% means? It could mean 95% of the students score EXCELLENT. It could mean 95% score GOOD or better. It could mean 95% score FAIR or better. Or some overall score based on a weighting scheme is better than 95%. This should be made precise.*
- Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *two recommendations* (in italics above)
- History 2402: History of East Asia in the Modern Era (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - **The GE information on page 2 of the syllabus needs to be fixed. The goals and ELOs listed are not accurate.**
 - *The description of the short map quiz could benefit from more explicit details.*
 - *How long are the discussion forums expected to be? The schedule includes posting comments on other questions, but there are no instructions on when and how students are expected to do this. Also, are these students' comments on other questions graded?*
 - *Clarify when the live presentations happen. Lecture is mentioned only in first week of the semester. Do the weeks for the rest of the semester have lectures?*
 - *The topics outlined in the syllabus could be clearer. Some topics have an assignment attached and others simply have a title. The first lecture indicates to watch or listen to a lecture corresponding with the topic. This might be clearer to communicate at the top of the schedule rather than in the schedule.*
 - *GE Assessment Plan direct method: "The assessments are performed by examining homework assignments, exams and class discussion, and the key elements defining meeting the expected learning outcomes are described." Make the description more concrete. Consider developing scoring rubrics for each assessment instrument and each expected learning outcome. Also, specify quantitatively the score you expect to see if an expected learning outcome is met.*
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *five recommendations* (in italics above)
- History 2650: The World Since 1914 (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - *Modes of online delivery: It would be easier to understand how the course works if various methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes) were stated on pages 1-2.*
 - *Regarding assignments: Students would benefit from more details about how exams will be administered, and their organization and content. Also, it would be helpful to understand more about the types of assignments, such as the controversy essays and weekly assignments.*
 - *Regarding course policies: There are policies for peer review and group projects, but the descriptions do not link up clearly to course assignments. Could these linkages be made clearer?*
 - *Typo on page 6: CarBaseline*

- Approved with **one contingency regarding a rationale for the course change** and *four recommendations* (in italics above)
- History 3017: The Sixties (existing course with GE Historical Study; request for 100% DL)
 - **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
 - *Please state on page 1-2 the methods of online delivery (e.g., percentage of synchronous modes, and % of asynchronous modes). How will the instructor deliver direct instructional content each week?*
 - *Clarity regarding assignments: Details about the exams such as format and exam security could be specified. Other assignment items could be clarified. For instance, for discussion posts what is meant by an intervention? How are weekly assignments building blocks for the term paper?*
 - *Regarding assessment practices: Where will assessment essays be assigned? Will these be assigned as part of the final exam? This should be explained more explicitly in the syllabus.*
 - *Wording clarification: "You should follow [MLA/APA/?]" could be corrected.*
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *three recommendations* (in italics above)
- History 3106: The History of Mexico (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - *Clarify how students can connect with the instructor during office hours.*
 - *The instructor could move the image in the syllabus so that it is not blocking the text on the document.*
 - *GE Rationale & Assessment Plan: The assessment plan needs to state what the expectation for success is. Typically, this is done by stating the rationale for why X% of the students need to achieve X on the assessment rubrics for this to be considered a successful GE course. There also needs to be a stated method for analysis and reflection of the data that will be collected.*
 - *Final wording clarification: Syllabus page 5 line "where YOU will see a list"*
 - Approved with **one contingency regarding a rationale for the course change** and *four recommendations* (in italics above)
- History 3253 (return; existing course with GE Historical Study; request for 100% DL)
 - **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
 - *Use 16 point font size for the disability statement*
 - *The course appears to be from Marion Campus, but the disability statement uses a main campus address and later a Marion campus contact is used. This should be consistent.*
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *two recommendations* (in italics above)
- History 3263 (existing course with GE Historical Study; request for 100% DL)

- **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
- *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
- *Given the specific format of the paper, it may be helpful to request a PDF format for submission.*
- Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *two recommendations* (in italics above)
- History 3304 (existing course with GE Historical Study; request for 100% DL)
 - **This course is only approved for GE Historical Study, but the syllabus includes language about Diversity-Global Studies. Remove language for Diversity-Global Studies.**
 - *Inform AAAS of the change since the course is cross-listed.*
 - *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
 - *Given the specific format of the paper, it may be helpful to request a PDF format for submission.*
 - Approved with **one contingency regarding a rationale for the course change and one additional contingency** (in bold above) and *three recommendations* (in italics above)
- History 3570 (existing course with GE Historical Study and GE Diversity-Global Studies; request for 100% DL)
 - *The syllabus introduction differs from the content topics in the course change request. The Committee suggests editing the topics list to better align with the broader perspective of the DL version.*
 - *Notes on technology: Windows 7 is no longer supported. It is unclear where slide presentation with audio narration or recording, editing, and uploading videos are used. If these are not used, remove from the syllabus.*
 - Approved with **one contingency regarding a rationale for the course change** (in bold above) and *three recommendations* (in italics above)