**ASCC Social and Behavioral Sciences Panel**

Approved Minutes

Thursday, September 23, 2021 10:30AM – 12:00PM

CarmenZoom

**Attendees**: Cody, Coleman, Hilty, Nathanson, Piperata, Steele, Valle, Vankeerbergen

1. Approval of 9-9-21 minutes
   * Piperata, Nathanson, **unanimously approved**
2. Political Science 4147 (new course requesting new GE Foundation: REGD)
   * The syllabus indicates that the course will be taught as a distance learning class yet the curriculum.osu.edu form does not indicate a request for distance learning. In order to receive consideration for distance learning, the course must go through the application review process; please use the ASCTech Distance Learning Syllabus Template and Distance Approval Cover Sheet, as it is a requirement by the Arts and Sciences Curriculum Committee for all distance learning course proposals. These materials, and a detailed overview of the distance learning submission process, can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/distance-courses>.
   * The Panel recommends – since the class was adapted from a 7000-level course –renumbering the course to the 5000 level, offering different/additional assignments accordingly for any graduate students who enroll, as the current 7000-level proposed class is nearly identical to this 4000-level course. If the Department decides against the 5000-level course suggestion, the Panel requests a rationale be provided to distinguish between the two courses.
   * The Panel requests additional information on the following within the course syllabus:
     + Academic integrity statements for individual course assignments should be added within the syllabus.
     + Office hours, whether virtual or in-person, and their location should be added within the syllabus.
     + On page 9 of the syllabus, Week 11 is missing from the course calendar.
     + Clarification on whether this course is asynchronous or has synchronous meetings.
     + Addition of the GE Foundation: Race, Ethnic and Gender Diversity Goals and ELOs. These can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program> .
   * The Panel asks that the department seek concurrence from Women’s, Gender, and Sexuality Studies (WGSS) and African American and African Studies (AAAS).
   * **No Vote**
3. Sociology 4511 (existing course requesting 100% DL)
   * **The Panel requests further clarification in the syllabus regarding how participation will be accounted for as a course component, as this is an asynchronous class with no scheduled meeting times. Specific examples of what “participation activities” (see syllabus, top of page 5) entail will help students have a stronger conception of these expectations.**
   * **The course goals on the syllabus for the proposed distance learning version of the class have decreased from those listed on the in-person syllabus; the former contains five objectives while the latter originally included seven. The goals on the form in curriculum.osu.edu are also slightly different, containing only four objectives. The Panel requests a rationale submitted for the adjustment of the course goals if this was not done in error.**
   * **The Panel asks that the syllabus indicate how assignments will be submitted (e.g., via e-mail, Carmen upload, etc.).**
   * **The Panel requests that the course schedule be amended to include the page-range amounts required for each assigned reading.**
   * Piperata, Nathanson, **unanimously approved** with **four contingencies** (in bold above)
4. Anthropology and NELC 2241 (existing course with GE Cultures and Ideas & GE Diversity-Global Studies; will be new GE Foundation: Historical and Cultural Studies; request for 100% DL)
   * **The Panel requests that the language (on page 8 of the syllabus) around absences is clarified. Currently, it states that a student will lose “up to 5%” when they miss a class beyond the 2 excused days. They would like this language clarified to quantify exactly how many percentage points a student will lose if they miss class.**
   * *The Panel strongly recommends adhering to the original formatting of the ASCTech Distance Learning Syllabus Template, as custom font color coding could cause issues of legibility and accessibility for some students.*
   * *The Panel recommends rephrasing the “not expensive” descriptor of the textbook (on page 4 of the syllabus) since what is or is not cost-effective for each individual student is subjective.*
   * Piperata, Nathanson, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)
5. Sociology 3315 (existing course requesting 100% DL)
   * **The Panel requests that the course schedule be amended to include the page-range amounts required for each assigned reading.**
   * **The Panel asks that the course schedule indicate when lectures will take place, and if students will engage with them live or view as an asynchronous recording. If the latter, it should be clear to students what the deadline is for viewing the asynchronous lecture material.**
   * *The Panel suggests exploring community building exercises for students to become further engaged within the course and potentially utilizing the following resources:* 
     + *The College of Arts and Sciences Office of Distance Education (ASC ODE) offers consultation with their instructional designers. Please visit* [*https://ascode.osu.edu/consultation*](https://ascode.osu.edu/consultation) *for further information and how to schedule one of these consultations.*
     + *The following resources from the Teaching and Learning Resource website may be of particular interest to explore the facilitation of community within courses, as recommended by Distance Educator Coordinator Jeremie Smith:* 
       - *Student Interaction Online:* [*https://teaching.resources.osu.edu/teaching-topics/student-interaction-online*](https://teaching.resources.osu.edu/teaching-topics/student-interaction-online)
       - *Community Building in Online Courses:* [*https://ascode.osu.edu/resources/asc-teaching-forums/community-building-online-courses*](https://ascode.osu.edu/resources/asc-teaching-forums/community-building-online-courses)
   * Piperata, Nathanson, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)
6. Sociology 3488 (existing course requesting 100% DL)
   * The Panel commends the course for its effort to foster collaborative, interactive engagement with classmates in a distance learning delivery format.
   * **The Panel asks that the course schedule indicate if/when lectures will take place, and if students will engage with them live or view as an asynchronous recording. If the latter, it should be clear to students what the deadline is for viewing the asynchronous lecture material. Additionally, the Panel asks that a day-by-day/class-by-class breakdown be added to the course calendar, as found on pages 11 and 12.**
   * **On page 4 of the syllabus, under “How your grade is calculated”, the total points add up to 1040 and not 1000 as they mention.** **The Panel asks that this be corrected.**
   * *The Panel recommends that the learning outcomes/course goals language from the course request form also appear in the syllabus for students’ benefit.*
   * Piperata, Nathanson, **unanimously approved** with **one contingency** (in bold above), *one recommendation* (in italics above), and one comment
7. Political Science 7201 (new course)
   * **The Panel requests additional detail in the course description about what this specific class being proposed entails. As written currently, the language seems less of a description of the class, but rather a broad articulation of aspects of the graduate curriculum at large. The description should more clearly signal to students who are considering enrolling in the course how the class fits into their training and professionalization as a grad student in the program.**
   * **The Panel notes that oral presentations on the final research paper are included in the course schedule, but it is unclear if the presentation is a graded component of the final research project, and if so what percentage of that assignment it comprises. Accordingly, the Panel asks that the grading scheme articulated in the “Assignments and Evaluations” section (on page 1 of the syllabus) distinguish between oral and written aspects of the final research project.**
   * *The Panel expresses concern about the proposed reading load for the course, which seems quite robust even for the graduate level, and thus strongly recommends considering ways to streamline required readings.*
   * Piperata, Nathanson, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)
8. Political Science 7200 (course change; content change)
   * The syllabus indicates that the course will be taught as a distance learning class yet the curriculum.osu.edu form does not indicate a request for distance learning. In order to receive consideration for distance learning, the course must go through the application review process; please use the ASCTech Distance Learning Syllabus Template and Distance Approval Cover Sheet, as it is a requirement by the Arts and Sciences Curriculum Committee for all distance learning course proposals. These materials, and a detailed overview of the distance learning submission process, can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/distance-courses>.
   * **No Vote**
9. Political Science 7175 (new course)
   * The syllabus indicates that the course will be taught as a distance learning class yet the curriculum.osu.edu form does not indicate a request for distance learning. In order to receive consideration for distance learning, the course must go through the application review process; please use the ASCTech Distance Learning Syllabus Template and Distance Approval Cover Sheet, as it is a requirement by the Arts and Sciences Curriculum Committee for all distance learning course proposals. These materials, and a detailed overview of the distance learning submission process, can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/distance-courses>.
   * The Panel asks that the department seek concurrence from Women’s, Gender, and Sexuality Studies (WGSS) and African American and African Studies (AAAS).
   * The Panel recommends renumbering the course to the 5000 level, offering different/additional assignments accordingly for any graduate students who enroll, as the current 4000-level proposed class is nearly identical to this 7000-level course. If the Department decides against the 5000-level course suggestion, the Panel requests a rationale be provided to distinguish between the two courses.
   * The Panel requests additional information on the following within the course syllabus:
     + Academic integrity statements for individual course assignments should be added within the syllabus.
     + Office hours, whether virtual or in-person, and their location should be added within the syllabus.
     + On page 9 of the syllabus, Week 11 is missing from the course calendar.
     + Clarification on whether this course is asynchronous or has synchronous meetings.
   * **No Vote**
10. Sociology 3487 (existing course requesting 100% DL)
    * **The Panel would like clarification regarding what constitutes the “fourth exam” – whether one is dropped and only three are counted, or if a final exam counts as the fourth. In either case, the fourth exam should also appear in the course schedule on the syllabus.**
    * **The Panel requests that the course schedule clearly delineate between students’ daily tasks, including the amount and quantity of course readings due each day, as well as specific due dates for assignments.**
    * **The Panel asks that the course schedule indicate when lectures will take place, and if students will engage with them live or view as an asynchronous recording. If the latter, it should be clear to students what the deadline is for viewing the asynchronous lecture material.**
    * Piperata, Nathanson, **unanimously approved** with **three contingencies** (in bold above)
11. Sociology 3549 (existing course with GE Data Analysis; will be new GE Foundation: Mathematical and Quantitative Reasoning [or Data Analysis]; requesting 100% DL)
    * **The Panel requests that language regarding the consequences for collaboration (in the “Academic Integrity and Collaboration” section on page 6 of the syllabus) be amended to say “grade of an E” instead of “F” to reflect the university’s official letter-grade scale.**
    * **The Panel asks that the course schedule outline in detail benchmarks and expectations for students on a day-by-day basis, including, for example, the amount and quantity of course readings due each day, as well as specific due dates for any assignments.**
    * *The Panel suggests exploring community building exercises for students to become further engaged within the course and potentially utilizing the following resources:* 
      + *The College of Arts and Sciences Office of Distance Education (ASC ODE) offers consultation with their instructional designers. Please visit* [*https://ascode.osu.edu/consultation*](https://ascode.osu.edu/consultation) *for further information and how to schedule one of these consultations.*
      + *The following resources from the Teaching and Learning Resource website may be of particular interest to explore the facilitation of community within courses, as recommended by Distance Educator Coordinator Jeremie Smith:* 
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        - *Community Building in Online Courses:* [*https://ascode.osu.edu/resources/asc-teaching-forums/community-building-online-courses*](https://ascode.osu.edu/resources/asc-teaching-forums/community-building-online-courses)
    * Piperata, Nathanson, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)