**Social and Behavioral Sciences Panel**

Approved Minutes

Thursday, November 18, 2021 10:30AM – 12:00PM

CarmenZoom

**Attendees**: Cody, Coleman, Guada, Piperata, Smith, Steele, Valle, Vankeerbergen, Vasey

**Agenda:**

1. Approval of 11-4-21 minutes

* Piperata, Guada; **unanimously approved**

1. Sociology 3460 (existing course with GE Social Science—HNER; requesting 100% DL and new GE Theme: Sustainability)
   * *GE course syllabi should include a paragraph with more specific explanations of what assignments, readings, and other class activities will meet the GE goals and ELOs.*

* *The Panel recommends adding the date of the midterm to the course schedule.*
* *The Panel notes that there are two different descriptions of exams in the syllabus; as the most up-to-date statement appears at the top of page 6, the Panel suggests revising the language about exams accordingly so information is current and consistent throughout the syllabus.*
* The course learning outcomes section duplicates some of the language of the GE education goals; the two sections could be combined together for greater clarity and concision.
* Piperata, Guada; **unanimously approved** with *three (3) recommendations* and one (1) comment

1. Anthropology 1101 (new course requesting new GE Foundation REGD)

* **The course schedule should include a bibliography with page numbers for all assigned readings so that students understand workload on a class by class basis.**
* *The Panel recommends adding a note in the syllabus that this course is worth 3 credit hours.*
* *On page 2 of the syllabus, the Panel suggests underscoring the fact that there is no required textbook for the course by including this information as a separate statement rather than within a larger paragraph.*
* Piperata, Guada; **unanimously approved** with **one (1) contingency** (in bold above) and *two (2) recommendations* (in italics above)

1. SHS 8936 (new course also requesting 100% DL) (return)

* **The course schedule needs to account for all 14 weeks of the term; at present, only 12 weeks are fully accounted for in the syllabus.**
* **Integrity statements for each individual assignment are a requirement for online syllabi; the Panel requests that these statements be added to each assignment in the syllabus so that it is clear that students should and must work on their own.** 
  + **The Panel asks that the department include the most up-to-date version of the University’s disability services statement, which can be found here:** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements)
  + *The Panel recommends that the department include the most up-to-date version of the Title IX statement, which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
* *The Panel suggests revising the course assignment points chart (found on page 6 of the syllabus), which currently gives students a bonus 30 points as totaled.*
* Why does the form in curriculum.osu.edu say that the course does not meet on campus? DL classes technically meet “on” campus even though delivered online.
* Piperata, Guada; **unanimously approved** with **three (3) contingencies** (in bold above), *two (2) recommendations* (in italics above), and one (1) comment

1. SHS 5785 (existing course requesting 100% DL)

* **The Panel requests that page 2 of the syllabus be amended to reflect the fact that there are both required synchronous log-in times as well as lectures posted online that students must watch asynchronously.**
* **The Panel asks that the course calendar outline benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments.**
* **The Panel requires that specific page-range counts are included on the syllabus for each assigned reading.**
  + **The Panel requests that the syllabus clarify how and where students will compose and submit quizzes – whether on Carmen, or in another format.**
* **Online versions of courses need to be equivalent in content to their in-person counterparts. In this regard, the Panel has questions about the relative difficulty of the two versions of the class; the in-person format seems directed toward MA/PhD students, while the online proposal seems more appropriate for undergraduate students. The Panel asks that the department provide a statement to account for this apparent disparity.**
* *On page 8 of the syllabus, the midterm and final exams are described as asynchronous, but will they be delivered using a lockdown browser? Also, do students have the full 12 hours to complete the exam, or only a specified amount of time within that 12-hour window to finish? As the instructor finalizes the exam parameters, the Panel suggests considering the ways students taking an exam at different times during a 12-hour period might potentially undermine the effectiveness of a lockdown browser.*
* Piperata, Vasey; **unanimously approved** with **five (5) contingencies** (in bold above) and *one (1) recommendation* (in italics above)

1. Geog 6223 (new course also requesting 100% DL)

* **The Panel requests that the course calendar outline benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments.**
* **The Panel requires that specific page-range counts are included on the syllabus for each assigned reading.**
* **The Panel asks that the department clarify how frequently the course will meet (e.g., two 80-minute sessions vs. three 55-minute sessions per week)**
* **The Panel asks for expanded descriptions in the syllabus of what the various course assignments will entail.**
* **The Panel requests further detail regarding the expectations for the 4-times-weekly discussion posts.**
* *The Panel recommends reaching out to ASC Accessibility to see if the technological tools for this course have gone through disability assessment (and if not, then request an exception).*
* *The Panel recommends adding a note in the syllabus that this course is worth 3 credit hours.* 
  + *The Panel recommends that the department include the most up-to-date version of the Title IX statement, which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
* *The Panel suggests removing references to GE course information since this does not apply to graduate students.*
* Piperata, Vasey; **unanimously approved** with **five (5) contingencies** (in bold above) and *four (4) recommendations* (in italics above)

1. Geog 6286 (new course also requesting 100% DL)

* **The Panel requests that the course calendar outline benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments.**
* **The Panel requires that specific page-range counts are included on the syllabus for each assigned reading.**
* **The Panel asks that the department clarify how frequently the course will meet (e.g., two 80-minute sessions vs. three 55-minute sessions per week)**
* **The Panel asks for expanded descriptions in the syllabus of what the various course assignments will entail.**
  + **The Panel requests that the syllabus clarify how and where students will compose and submit quizzes – whether on Carmen, or in another format.**
* *The Panel recommends reaching out to ASC Accessibility to see if the technological tools for this course have gone through disability assessment (and if not, then request an exception).*
* *The Panel recommends adding a note in the syllabus that this course is worth 3 credit hours.* 
  + *The Panel recommends that the department include the most up-to-date version of the Title IX statement, which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
* *The Panel suggests removing references to GE course information since this does not apply to graduate students.*
* *The Panel suggests removing “recommended” from the mental health and Title IX statements to avoid an inadvertently cavalier tone.*
* Piperata, Guada; **unanimously approved** with **five (5) contingencies** (in bold above) and *five (5) recommendations* (in italics above)

1. Geog 6222 (course change; request to change number from 5000 to 6000 level & add 100% DL—was previous approved for DL under 5223))

* **The Panel requests that the course calendar outline benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments.**
* **The Panel requires that specific page-range counts are included on the syllabus for each assigned reading.**
* **The Panel asks that the department clarify how frequently the course will meet (e.g., two 80-minute sessions vs. three 55-minute sessions per week)**
* **The Panel asks for expanded descriptions in the syllabus of what the various course assignments will entail.**
* *The Panel recommends reaching out to ASC Accessibility to see if the technological tools for this course have gone through disability assessment (and if not, then request an exception).*
* *The Panel recommends adding a note in the syllabus that this course is worth 3 credit hours.* 
  + *The Panel recommends that the department include the most up-to-date version of the Title IX statement, which can be found here:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)
* *The Panel suggests removing references to GE course information since this does not apply to graduate students.*
* *The Panel suggests removing “recommended” from the mental health and Title IX statements to avoid an inadvertently cavalier tone.*
* Piperata, Guada; **unanimously approved** with **four (4) contingencies** (in bold above) and *five (5) recommendations* (in italics above)

1. Geog 6226 (course change; request to change number from 5000 to 6000 level & add 100% DL)

* **The Panel asks that the course adopt the required ASC distance learning syllabus template in its entirety, available here:** [**https://asccas.osu.edu/curriculum/distance-courses**](https://asccas.osu.edu/curriculum/distance-courses)
* **The Panel requests that the course schedule account for all 14 weeks of the term; at present, only 13 weeks are fully accounted for in the syllabus.**
* **The Panel requests that the course schedule include a bibliography with page numbers for all assigned readings so students can know the more specific distribution of the workload.**
  + **The Panel asks that the department include the most up-to-date version of the University’s disability services statement, which can be found here:** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements)
* **The Panel asks for clarification re: the language surrounding the delivery format of the course (found on page 2 of the syllabus). Does this DL course also have an in-person component via the labs, or will labs take place entirely online?**
* **The Panel expressed concern about ensuring the viability and accessibility of the geography software, and asks that the department reach out to ASC****Accessibility to see if the technological tools for this course have gone through disability assessment (and if not, then request an exception).**
* Piperata, Guada; **unanimously approved** with **six (6) contingencies** (in bold above)