**ASCC Social and Behavioral Sciences Subcommittee**

Unapproved Minutes

Wednesday, August 27th, 2025 1:30PM – 3:00PM

CarmenZoom

**Attendees:** Brello, Dwyer, McKean, Mick, Neff, Raadschelders, Steele, Valle, Vankeerbergen, Xiao

**Agenda**

1. Welcome and introductions.
2. Overview of the work of the subcommittee (Rachel and Bernadette)
3. Approval of 5-12-25 minutes
	1. McKean, Raadschelders; approved with one abstention.
4. Anthropology 5605 - new course requesting 100% DL and GEN Theme: Traditions, Cultures, and Transformations (return)
	1. Comment: As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus. Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the below statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. Student Life - Disability Services
		3. Religious Accommodations
		4. Intellectual Diversity

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* 1. **Contingency**: The Subcommittee requests that the department reconsider the late assignment policy in the context of distance learning. While the policy may function in an in-person course, it presents challenges in an online environment. Allowing assignments to be submitted without penalty up to the end of the semester undermines the solid weekly structure of the course, especially when certain assignments are designed to build on timely engagement with the material. Additionally, because peer review is incorporated into the course, this policy raises questions about how delayed submissions would affect other students’ ability to complete their own work. [Syllabus p. 8]
	2. *Recommendation*: The Subcommittee notes the inclusion of a land acknowledgment in the syllabus. As of June 27th, 2025, land acknowledgments are no longer permissible on official university documents. The Subcommittee asks that the course instructor(s) consult with their TIU head regarding whether or not this statement may be included within their syllabus. [Syllabus p. 10]
	3. Raadschelders, McKean; unanimously approved with one comment, **one contingency**,and *one recommendation*.
1. ASC 3600 - new course
	1. The Subcommittee recognizes that this promises to be an exciting course and a welcome addition to the ASC Leadership curriculum.
	2. The Subcommittee notes that the course’s connection to sports is present but not consistently emphasized throughout the syllabus. They recommend more explicitly integrating this relevance into the course structure and assignments to ensure the sports leadership focus remains central. As one example, the Subcommittee finds it unclear in the syllabus whether the Leadership Profile assignment (syllabus p. 6) must focus on someone in sports leadership.
	3. While the required textbook aligns with the course’s focus on leadership in practice, it would strengthen the course to include more academic literature. The Subcommittee recommends either supplementing the readings with additional scholarly sources or clarifying how in-class activities will ensure the expectations of an upper-division course are being met.
	4. The Subcommittee notes that the class schedule in the syllabus does not include page numbers for the assigned readings, which makes it difficult to gauge the expected workload. The Subcommittee requests that the unit provide this detail (or, at minimum, an estimate of the number of pages students will read for each class session) to help students better anticipate their weekly responsibilities. [Syllabus pp. 11-16]
	5. The Subcommittee notes that the syllabus states assignments are due on Sunday and Thursday nights, but elsewhere it states that all assignments are due at the beginning or end of class. They recommend resolving this small inconsistency. [Syllabus p. 2, 4]
	6. The Subcommittee notes that there are discrepancies in the way assignments are listed in the syllabus. For example, the Leadership Philosophy paper appears in the course schedule but not in the list of assignments, and the Executive Leadership Plan is referred to by different names in different places. The Subcommittee recommends standardizing assignment titles throughout the syllabus to prevent confusion among students. [Syllabus pp. 6, 15-16]
	7. The Subcommittee finds it unclear in the syllabus which assignments are individual versus group work and recommends clarifying this for students, along with how groups will be assigned for collaborative work.
	8. The Subcommittee notes that the syllabus does not clearly convey who students will be meeting or what guest interactions the course will include. Beyond a reference to a dress code, they ask that it be clarified exactly how visitors will take part in the course.
	9. The Subcommittee asks that the requirement of an iPad along with the note that “we will provide if you need it” be removed from the syllabus. OSU no longer provides iPads to students, so it cannot be listed as required technology. [Syllabus p. 4]
	10. The Subcommittee notes that the syllabus lists Slack as a communication tool, but Slack is not an OSU-approved platform and cannot replace official communication methods such as email. The Subcommittee asks that the unit revise the syllabus to state that course communication will be conducted through an approved system (e.g., CarmenCanvas announcements or inbox). [Syllabus pp. 1, 3, 8, 9, 10, 18]
	11. The Subcommittee recommends looking over the syllabus for minor errors (e.g., a hanging quotation mark; use of the term “journalists” instead of “leaders”) to improve clarity. [Syllabus p. 2]
	12. The Subcommittee recommends including OneDrive in the reference to cloud backup services since it is the university supported platform. [Syllabus p. 4]
	13. The Subcommittee notes that the syllabus references “OpenAI” specifically. They recommend using broader terminology such as “Generative AI” to capture the range of AI tools students might use. Additionally, the Subcommittee strongly recommends that the AI policy ask students to include a brief explanation of how they used AI for an assignment if they chose to do so. [Syllabus pp. 7-8]
	14. The Subcommittee recommends clarifying Kate’s role in the course (p. 10). According to syllabus, she does not appear to be part of the instructional team, so additional information would be clarifying.
	15. The Subcommittee recommends defining the acronym “NIL” in the syllabus, as not all students will be familiar with this term.
	16. The Subcommittee is unclear on the purpose of the table on page 17 of the syllabus and recommends explaining or referencing it elsewhere in the document.
	17. The Subcommittee recommends removing any outdated COVID-19 language. [Syllabus p. 18]
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* 1. Declined to vote.
1. Civics, Law, and Leadership 2110 - existing course (formerly CIVICTL 2100.01) requesting GEN Foundation: Social and Behavioral Sciences
	1. The Subcommittee would like to see stronger integration of the Social and Behavioral Sciences discipline throughout the course. Currently, the course leans more heavily towards the GEN Foundations: Historical and Cultural Studies, and perhaps the unit should reconsider which GEN Foundation to apply for To successfully achieve the ELOs of the GEN Foundations: Social and Behavioral Sciences, the course should more explicitly incorporate SBS literature and include opportunities to ask and answer questions as they apply to the social sciences. Should the unit wish to move forward with the request for the SBS Foundation, the Subcommittee offers the following feedback in terms of the Expected Learning Outcomes of the category (to be implemented in both the course syllabus and the GE worksheet):
		1. ELO 1.1 – While the course and explanation emphasize classical theorists and case studies, there is little engagement with contemporary social science literature. The balance currently favors textual interpretation rather than social science applications. The framework and skills students gain through this ELO should better reflect the SBS discipline.
		2. ELO 1.2 – The course appears to address temporal or historical differences over time, rather than differences between groups, systems, or behaviors operating within the same timeframe. This approach does not fully align with the SBS ELOs. Again, more emphasis should be placed on social science applications, drawing on theories and methods from SBS fields.
		3. ELO 2.2 – The course addresses social and ethical implications, but these are primarily framed in political or historical contexts. The way implications are developed through texts and history does not fully capture the social and ethical implications specifically as related to a body of social scientific research called for by this ELO.
		4. ELO 2.3 – It is unclear *how* students will be expected to use and analyze information from the social sciences to meet this ELO. In order to demonstrate alignment with the SBS category, this requires further explanation.
	2. The Subcommittee notes that the statement on academic misconduct is mistakenly repeated under the heading of the disability services statement. They ask that the unit replace this with the required Student Life Disability Services statement, which can be found in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements). [Syllabus p. 12]
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* 1. You may contact Rachel Dwyer.46, Chair of the SBS Subcommittee, to further discuss these issues and for guidance on strengthening the SBS integration.
	2. Declined to vote.
1. Speech and Hearing Science 2260 - new course
	1. Comment: As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus. Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the below statements from the Office of Undergraduate Education's website.
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* 1. **Contingency**: The Subcommittee requests that the syllabus clarify the grading policy, specifically the number of points students need in order to receive a Satisfactory mark. The Subcommittee notes that the syllabus states that all assignments must be completed to receive in “S”, but they request clarification since weights are also given to the assignments. [Syllabus pp. 4-5]
	2. **Contingency**: The Subcommittee notes that strongly recommending attendance at live lecture sessions suggests that the course may be offered online, particularly since the syllabus also states that sessions will not be recorded. To avoid confusion, the Subcommittee requests that the format of instruction (in this case, in person) and the number of contact hours (1 hour) be stated clearly at the beginning of the syllabus.
	3. *Recommendation*: Due to the nature of this course, and because this course serves students who may be unfamiliar with aspects of the hidden curriculum, the Subcommittee recommends including more detailed guidance on the course materials and assignments. For example, including explicit due dates for response papers and ensuring that each week has clearly listed materials would help students stay on track. [Syllabus pp. 12-18]
	4. *Recommendation*: The Subcommittee notes that, currently, only weblinks are provided in the course calendar for required materials. This could lead to confusion about what students need for each week. The Subcommittee recommends listing the materials and what parts of websites students should read explicitly alongside the links. [Syllabus pp. 12-18]
	5. *Recommendation*: The Subcommittee recommends removing the course accessibility statement from the syllabus, as it includes dated language. They also recommend removing the comments that have been left in the document. [Syllabus pp. 9-10, 13]
	6. McKean, Raadschelders; unanimously approved with one comment, **two contingencies** and *three recommendations.*
1. New Certificate in Holocaust and Genocide Studies (Types 1a, 1b, and 2)
	1. Tabled.