

From: [Cody, Emily](#)
To: [Lavetti, Kurt J.](#)
Cc: [Coleman, Mathew](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Econ 4001.01
Date: Tuesday, March 29, 2022 3:42:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Tuesday, March 22, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee reviewed the course proposal for Econ 4001.01. Please find below the Panel's feedback for this course. {N.B. **Contingencies (bolded)** require revision and resubmission to the Panel chair, while *recommendations (italicized)* or comments are suggestions from the Panel that an instructor can implement at their discretion when the course is taught.}

ECON 4001.01 | Unanimously approved with **five (5) contingencies**

- **CONTINGENCY:** The Panel requests that the syllabus explicitly state that the course will take place synchronously. At present, there is language in the "how this class works" section implying that meetings will occur synchronously, but the document does not articulate this information directly.
- **CONTINGENCY:** The Panel asks for clarification regarding the textbook(s) assigned for the course. Please identify by title, clearly indicating on the syllabus class schedule which textbook corresponds with each reading assignment.
- **CONTINGENCY:** Please provide information in the syllabus re: how students earn their participation grade in the course.
- **CONTINGENCY:** The Panel requests that the dates for the quizzes appear on the class schedule.
- **CONTINGENCY:** The Panel asks that the department include the most up-to-date version of the University's Title IX statement, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>

I will return Econ 4001.01 via curriculum.osu.edu so that the department can address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Mat Coleman (faculty Chair of the SBS Panel; cc'd on this e-mail) or me.

Best,
Emily



Emily K. Cody, Ph.D.

Curriculum and Assessment Assistant

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