

From: [Steele, Rachel](#)
To: [Smith, Charles William](#); [Kogan, Vladimir](#)
Cc: [Nathanson, Amy](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Neff, Jennifer](#)
Subject: Political Science 1910
Date: Monday, September 18, 2023 12:29:39 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

Good afternoon,

On Thursday, September 7th, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Political Science 1910.

The Subcommittee unanimously approved the request with four contingencies, 8 recommendations, and one comment:

- a. **Contingency:** The Subcommittee asks that the department reproduce on the syllabus (pg. the university-approved goals and ELOs of the GEN Foundation: Race, Ethnicity, and Gender Diversity category unaltered and in their entirety. GEN Goals and ELOs cannot be modified for individual courses. The goals and ELOs for all GEN categories are available in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- b. **Contingency:** The Subcommittee requests that the department seek a concurrence from the Department of Sociology.
- c. **Contingency:** The Subcommittee asks that the department include in the syllabus (pg. 4) more information for students about the quizzes, including the schedule (indicating if the quizzes will be due at the same time each week), format, approximate length, whether multiple attempts will be allowed, and whether there will be a time limit.
- d. **Contingency:** The Subcommittee requests that the department provide a more detailed breakdown of how students' time in the course will be spent in a typical week. The Subcommittee is especially interested in how much time each week students should expect to engage in the various elements of direct instruction, including the "weekly lecture video[s]", so that they can confirm that students are receiving at least the minimum required level of direct instruction.
- e. *Recommendation:* The Subcommittee recommends that the department include in the syllabus (pg. 4) more information for students about the reading responses, including the expected length of the responses and some general information about how they will be evaluated.
- f. *Recommendation:* The Subcommittee suggests that the department alter the "Academic integrity and collaboration guidelines" (syllabus pg. 8) for the Weekly Reading Responses, as the guidelines in this section currently refer to the quizzes, not the Weekly Reading Responses.
- g. *Recommendation:* The Subcommittee recommends that the department state explicitly (perhaps on pg. 1 of the syllabus), whether this is a synchronous or asynchronous course. They assume from the rest of the syllabus that it is asynchronous, but stating this explicitly may help eliminate confusion for students.
- h. *Recommendation:* The Subcommittee recommends that the department be more specific

about the ways in which students are or are not allowed to utilize Artificial Intelligence. Currently, the syllabus does indicate that students may not place AI-generated responses directly into their written assignments, but using AI in other ways is not expressly prohibited or allowed.

- i. *Recommendation:* The Subcommittee recommends that the department include in the course schedule (syllabus pgs. 15-22) page numbers of readings and duration of required videos so that students have an idea of how much work is required and can plan accordingly.
- j. *Recommendation:* The Subcommittee suggests that the department include in the “How this online course works” section of the syllabus (pg.3) information regarding how long students should expect to spend on each type of assignment each week. They note that some of this information is present on the Distance Learning cover sheet (pg. 3) but having it on the syllabus would also be helpful for students.
- k. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 14), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- l. *Recommendation:* The Subcommittee suggests that the department consider how best to support students in developing the necessary skills to successfully complete the course’s final project. Specifically, they note that students will be evaluated on creativity, and recommend that the department consider some instruction on what creativity might look like in this academic field and how it might be evaluated. They also encourage the department to include some creative elements in some of the early-semester, low-stakes writing assignments so that students feel more prepared for this aspect of the project.
- m. Comment: Though the Subcommittee appreciates that the department wishes to track major pre-requisites in the same files/documents as the courses that count toward the major, they note that it is not necessary to submit an updated curriculum maps to the ASCC for 1000 level courses or for any prerequisite courses that cannot count toward the major.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before a course can move forward in the approval process. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return Poli Sci 1910 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Amy Nathanson (faculty Chair of the SBS Subcommittee; cc’d on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.