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To: [Dew, Spencer](#); [Beckham, Jerrell](#); [Nzitatira, Hollie](#)
Cc: [Staley, David](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#)
Subject: AAAS/Sociology 2440
Date: Friday, October 10, 2025 2:18:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Tuesday, September 30th, the Arts and Humanities Subcommittee 2 of the ASC Curriculum Committee reviewed new course requests for AAAS/Sociology 2440.

The Subcommittee declined to vote on the requests at this time and asks that the following feedback be addressed in a revision:

- The Subcommittee requests that the feedback provided by the Office of Distance Education be applied to the syllabus. The current reliance on YouTube videos in lieu of lectures makes it difficult to assess the RSI in the course, as the video lengths are not specified. It is unclear whether the combination of video content, individual feedback on assignments, and weekly discussion posts sufficiently meets the expected RSI requirements for this course. Additionally, it is unclear how the credit hour requirements will be fulfilled through the course activities and assessments. The Subcommittee requests a mapping of how students will be spending their time throughout the course.
- The Subcommittee notes that the fonts and heading in the syllabus have been modified from the DL template, which raises accessibility concerns. They recommend that the department adjust these elements to ensure compliance with accessibility standards.
- The Subcommittee requests a more detailed explanation of the assignments and how they will be graded. In addition, the Subcommittee asks that the assignments be included in the course calendar to clarify the weekly activities. The syllabus should also provide further detail regarding the role of the guiding reflection for each week, specifically whether it is intended as part of an assignment or as a prompt for engagement with the course materials, and how students should engage with it each week.
- Given the asynchronous nature of the course, the Subcommittee notes that it would be helpful for the syllabus to provide students with guidance on the recommended sequence for completing assignments and activities. This is often included in the “How this Online Course Works” section of the syllabus (p. 4).
- The Subcommittee recommends that the grading scale in the syllabus (p. 8) be updated to align with the university’s grading system by replacing “F” with “E” and removing “D-”.
- 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 (the statement(s) in **bold** below are missing from the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements](#)

[webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.

- Academic Misconduct
- Student Life - Disability Services
- **Religious Accommodations** – please update the email address link in the statement to [Civil Rights Compliance Office](#) email (p. 11)
- **Intellectual Diversity**

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure all other statements are current and accurate.

I will return the courses to the department queues via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback, please do not hesitate to reach out to David Staley (faculty Chair of the A&H2 Subcommittee) or me.

Best,
Jennifer



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Pronouns: she/her/hers