

**From:** [Neff, Jennifer](#)  
**To:** [Getson, Jen](#); [Levi, Scott](#)  
**Cc:** [Dwyer, Rachel](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** ASC 3600  
**Date:** Tuesday, September 2, 2025 2:49:00 PM  
**Attachments:** [image001.png](#)  
[Arts and Sciences 3600 - SBS Feedback.docx](#)

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Good afternoon,

On Wednesday, August 27<sup>th</sup>, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a new course request for [Arts and Sciences 3600](#).

The Subcommittee declined to vote on the request at this time and request that the attached feedback be addressed in a revision. For your convenience, I have pasted the Subcommittee's feedback beneath my signature in this email as well as attached it as a separate word document.

I will return Arts and Sciences 3600 to the unit's queue via [curriculum.osu.edu](http://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 Rachel Dwyer (faculty Chair of the SBS Subcommittee) or me.

Best,  
Jennifer



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Pronouns: she/her/hers

- The Subcommittee recognizes that this promises to be an exciting course and a welcome addition to the ASC Leadership curriculum.
- 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.
- 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.

- 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]
- 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]
- 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]
- 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.
- 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.
- 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]
- 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]
- 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]
- The Subcommittee recommends including OneDrive in the reference to cloud backup services since it is the university supported platform. [Syllabus p. 4]
- 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]

- 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.
- The Subcommittee recommends defining the acronym "NIL" in the syllabus, as not all students will be familiar with this term.
- 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.
- The Subcommittee recommends removing any outdated COVID-19 language. [Syllabus p. 18]
- As of August 29<sup>th</sup>, 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](#) and/or copy-and-paste the below statements from the Office of Undergraduate Education's website.
  - Academic Misconduct
  - Student Life - Disability Services
  - Religious Accommodations
  - 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 that any statements written out in the syllabus are current and accurate.

- The Subcommittee requests that a cover letter be provided that details all changes made as a result of their feedback.