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To: [Fortier, Jeremy](#)
Cc: [Dwyer, Rachel](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: Civics, Law, and Leadership 2110
Date: Tuesday, September 2, 2025 2:50:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Wednesday, August 27th, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course change request for [Civics, Law, and Leadership 2110](#).

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

- 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):
 - 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.
 - 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.
 - 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.
 - 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.
- 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](#). [Syllabus p. 12]

- 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](#) 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.

- You may contact Rachel Dwyer, Chair of the SBS Subcommittee, to further discuss these issues and for guidance on strengthening the SBS integration.
- The Subcommittee requests that a cover letter be provided that details all changes made as a result of their feedback.

I will return the course to the unit's queue 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 Rachel Dwyer (faculty Chair of the SBS Subcommittee) or me.

Best,
Jennifer



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Pronouns: she/her/hers