
ASC (CSS) 3100

From Steele, Rachel <steele.682@osu.edu>

Date Wed 10/15/2025 12:41 PM

To King, Ryan <king.2065@osu.edu>; Stotlar, Jackson <stotlar.1@osu.edu>

Cc Dwyer, Rachel <dwyer.46@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Wednesday, Sept. 24th, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course proposal for ASC (CSS) 3100.

The Subcommittee unanimously approved the request with four contingencies and three recommendations:

- a. **Contingency:** The Subcommittee asks that the unit clarify the prerequisites for the course. They note that the skills gained in ASC (CSS) 2500 seem to be essential to the successful completion of this course, and they ask the department if they would like to reconsider allowing this as a corequisite.
- b. **Contingency:** On p. 1 of the syllabus, under “Course times and location”, the Subcommittee requests that the unit specify how long class sessions are intended to be, so that they can confirm that the meeting structure is aligned with the requirements for a 3-credit hour course. On a related note, they request that the unit re-phrase or eliminate the statement on “Credit hours and work expectations” (syllabus, p. 7), as this is part of the old Distance Learning Syllabus template, which was retired in early 2024, and is not conducive to describing an in-person course.
- c. **Contingency:** The Subcommittee asks that the unit label the course as “in-person”, (as opposed to “hybrid”, “online synchronous”, or “online asynchronous”) on p. 1 of the syllabus under “Mode of delivery”. If the course is a hybrid of lecture and lab experiences, this is best noted on p. 6 of the syllabus under “How this Course is Organized.”
- d. **Contingency:** The Subcommittee requests that the unit amend the table on pp. 2-3 of the syllabus to make the course goals clearer for students. While they assume that this chart represents components of the goals, outcomes, and proficiencies of the full program, they believe that the students would be better served by a brief (manageable) list of course goals as usually seen in syllabi. Should the department continue to utilize some of the material in the “proficiencies” column moving forward, the subcommittee offers the additional recommendation that the bracketed letters ([B], [P], etc.) be removed, as there is no “key” to explain what these mean to students.
- e. **Recommendation:** The Subcommittee recommends that the unit revise the “How this Course is Organized” section of the syllabus (p. 6). They offer the friendly observation that this heading usually refers to the day-to-day logistical concerns of the class (such as what students will do during class sessions, what a typical week might look like, etc.) rather than explaining how the course will meet its goals and learning outcomes.
- f. **Recommendation:** The Subcommittee suggests that the unit amend the statement regarding the grading scale on p. 9 of the syllabus, as OSU does not have a standard grading scale; instructors are welcome to use any scale that best fits the needs of their course. On a related note, they recommend removing the language that refers to grades as a “general guide to how you are doing”, as this language implies ambiguity in the course’s grading.
- g. **Recommendation:** The Subcommittee recommends that the unit clarify on p. 8 of the syllabus (under “How Your Grade is Calculated”) the percentage of students’ grade that will come from the paper draft itself, and the percentage that will come from engaging with other students’ work as a peer reviewer.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before this course can move forward in the approval process to OAA. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return ASC (CSS) 3100 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 Rachel Dwyer (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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