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## ASC (CSS) 3500

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

**Date** Wed 10/15/2025 12:41 PM

**To** Stotlar, Jackson <stotlar.1@osu.edu>; King, Ryan <king.2065@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) 3500.

The Subcommittee unanimously approved the request with five contingencies and two recommendations:

- a. **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”. While the Subcommittee notes and understands the concept of a “flipped” classroom model, “Mode of Delivery” is usually associated with the online/in-person spectrum.
- b. **Contingency:** The Subcommittee asks that the unit clarify the statement on p. 2 of the syllabus about the course being a part of “a 3-course core sequence” and “waived for Statistics minors”, especially when enrollment is not limited to students in the major. Specifically, they would like the syllabus to explain which courses are in the sequence, and clarify how students in the statistics minor should move through the sequence in conjunction with their statistics coursework.
- c. **Contingency:** The Subcommittee requests that the unit re-phrase or eliminate the statement on “Credit hours and work expectations” (syllabus, p. 4), 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.
- d. **Contingency:** The Subcommittee requests that the unit provide additional information about the course’s homework assignments (syllabus, p. 7), including how often homework will be assigned/how many homework assignments there will be, and whether certain assignments will be “weighted” more than others.
- e. **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.
- f. **Recommendation:** The Subcommittee suggests that the course description in curriculum.osu.edu (under “General Information”) and on the syllabus (p. 1-2) be more specific about how the course is different from 2500, as the language is nearly identical. While they understand that this is a continuation of some concepts, they would like the description to highlight what is unique about this course.
- g. **Recommendation:** The Subcommittee recommends that the department provide page numbers for all readings in the course schedule, so that students have an idea of how much work will be required each week and can plan their time accordingly.

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) 3500 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.)

Program Manager, Office of Curriculum and Assessment

**College of Arts and Sciences**

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

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