
ASC (CSS) 4901

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

Date Wed 10/15/2025 12:42 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) 4901.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a. 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 intended to be experienced as a seminar, this is best noted on p. 6 of the syllabus under “How this Course is Organized.”
- b. The Subcommittee asks that the unit revisit the prerequisites for the course. They note that “junior or senior standing” is based solely on earned credit hours; many students enter the university at or close to junior standing. As this is the major’s capstone course, the Subcommittee suggests that the unit consider at least some additional prerequisites to ensure that students enroll in this course at the appropriate time.
- c. The Subcommittee asks 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.
- d. The Subcommittee requests that the unit revisit the “How this Course is Organized” section of the syllabus (p. 6). They note that there are contradictions within the text (e.g. “This is an in-person class that meets once per week.” and “Class will meet twice a week...”), incomplete sections (there is a section for the textbook, but none is listed), and material that seems to have been copied/pasted from other courses.
- e. The Subcommittee asks that the unit modify the chart on p. 7 of the syllabus (under “How Your Grade is Calculated”), as currently the course components only add up to 90%.
- f. The Subcommittee requests 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.
- g. The Subcommittee notes that the course schedule (syllabus, p. 9) includes an assignment involving CVs, peer review, and application letters, but this does not appear in the section of the syllabus that explains how students’ grades are calculated (p. 7) or the descriptions of the course assignments (p. 7-8).
- h. The Subcommittee is unsure whether the book listed under “Required readings” (syllabus, p. 10) is the course’s required textbook. If this is the case, they recommend noting this for students earlier in the syllabus.
- i. The Subcommittee recommends that the unit provide page numbers for all readings in the course schedule (syllabus, p. 9), so that students have an idea of how much work will be required each week and can plan their time accordingly.

- j. The Subcommittee notes that students' workload in the course seems to start out "light" but ramp up considerably during the semester. They recommend that the unit try to spread the work more evenly over the course of the semester, or, if such a structure is inevitable, note this planned acceleration for students in the syllabus.

I will return ASC (CSS) 4901 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

-BLACK LIVES MATTER-

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.