

**From:** [Steele, Rachel](#)  
**To:** [Husen, William](#); [Kerler, Thomas](#)  
**Cc:** [Ottesen, Jennifer](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)  
**Subject:** Mathematics 5588 and 5637  
**Date:** Tuesday, November 1, 2022 9:42:38 AM  
**Attachments:** [image001.png](#)  
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Good morning,

On Thursday, October 20<sup>th</sup>, the Natural and Mathematical Sciences Panel of the ASC Curriculum Committee reviewed course proposals for Mathematics 5588 and 5637. Please find below the Panel's feedback for these courses.

- Mathematics 5588 was not voted on, as the Panel would like the following items to be addressed:
  - The Panel notes and appreciates that the department has improved and expanded the syllabus since it was last brought to the Panel, and they thank the department for their work on the course.
  - The Panel asks that the department consider providing the students with a textbook or other resource(s) for reference, as they understand from the pre-requisites and the topics covered that students will be learning about new concepts and utilizing new information when working on their group projects. The Panel expressed concern that the outside experts (and the materials that they provide) will be the only reference for students.
  - The Panel requests that the department provide more information about the peer evaluations. Specifically, they ask that the following concerns be addressed:
    - The Panel would like the department to provide more information about how students will earn the 20% of their grade that is allotted to Peer Evaluations. The Panel notes that most courses that make use of peer evaluation give credit to a student for completing thoughtful and constructive evaluations of the work of their fellow students, rather than allowing 20% of students' grades to be determined solely by their peers. The Panel is unsure of which approach is being used in this course, and, if it is the latter, they ask that the department provide information about how the instructor will monitor and, if needed, mitigate grades that they feel are not appropriate.
    - The Panel asks the department to provide some information regarding the instruction and/or guidance that will be given to students about how to evaluate their peers. Since the evaluation form does not provide students with a rubric or other method to encourage objectivity, they are concerned about subjectivity and personality conflicts influencing students' grades. They encourage the department to describe in more detail the scaffolding and framing that will support this assignment.
    - The Panel asks that the department clarify whether students will be evaluating one another on their group work, their individual projects, or both.
  - The Panel asks that the department provide more information about the length of the presentations, both group and individual.
  - The Panel asks that the due dates and timelines for both the individual and group projects be included on the course calendar so that students can plan and organize their time effectively throughout the semester.
  - The Panel observes that this course seems to require significant computing knowledge as well as require specific equipment. If this is the case, the Panel asks that the department include a statement in the syllabus about the necessary skills and equipment to be successful in the course.

- The Panel asks that the course objectives (syllabus pg. 1) be articulated more clearly, as the current text under this heading seems to be a course description.
- The Panel asks that the department include “Doctoral” as an Intended Rank. Indeed, even though the course is not primarily intended for doctoral students, they could still take the course and, therefore, the course should include “Doctoral” as Intended Rank. (Course Change Request Form Pg. 1 under “Subject/CIP Code”).
- The Panel requests that the department clarify the pre-requisites for the course, as the Course Change Request Form (Pg. 1) says students must have “Math 2568, Math 3618, and Math 4530 **or** Stats 4201; or permission of department”, while the syllabus (Pg. 1) says they must have Math 2568, 3618, 4530 **and** Stats 4201. They note that the topic and level of the class indicate that the department may have meant to include Stats 4202 as a requirement on the syllabus rather than 4201, but in any event ask that the Course Change Request Form and/or the syllabus be altered to reflect the same pre-requisite requirements.
- The Panel recommends that the department clarify the language surrounding time expectations for students inside and outside of class. They recommend utilizing the boilerplate language found on the [ASC Distance Learning Template](#), “*This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average” or similar.*
- The Panel recommends that the department clarify the grading scale, as it does not currently include “+” and “-” grades, such as an A- or a B+ (syllabus pg. 3 under “Grade”). While the instructor is welcome to give only letter grades should they choose to do so, if this is the case, the Panel asks that the instructor state this intention on the syllabus.
- The Panel recommends that the department replace the Disability Services statement on pg. 4 of the syllabus with the most up-to-date version, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- The Panel encourages the department to consider the inclusion of a pre-requisite of “or graduate standing” so that graduate students will be able to enroll in the course without the assistance of an advisor. Since graduate students’ records are unlikely to display OSU course numbers for pre-requisite coursework, the current listing will require them to seek assistance to enroll.
- Mathematics 5637 was approved with seven recommendations and once comment:
  - *Recommendation:* The Panel recommends that the department clarify for students what the primary learning materials will be. While they can see that the class notes will be distributed and that there are three recommended textbooks, they ask if there might be one or two sources that could be singled out as most helpful for students.
  - *Recommendation:* The Panel recommends that the department provide a more detailed description of the homework assignments. They recommend that this include information such as the anticipated frequency of assignments, whether the homework will be done alone or in groups, and how and where homework will be submitted. They note that this information was a part of the prior submission, but since the topics of the course have been altered and re-organized, it is no longer a part of the syllabus.
  - *Recommendation:* The Panel recommends that the department provide a more detailed description of the exams. They recommend that this include information such as the dates of the exams (as they are not currently on the class schedule), as well as times/locations, and whether they are online or in-person exams.
  - *Recommendation:* While the Panel understands that this course is devoted to the study of the underlying mathematical concepts behind statistical learning, they ask that the panel include a statement on the syllabus about needed computing skills and/or equipment, should such skills or equipment be needed for success in the course.
  - *Recommendation:* The Panel recommends that the department provide more information to students about how they are expected to spend their time outside of class, including how much of their time is intended to be devoted to homework, readings, other study or preparation, etc. so that students can better manage their time over the course of the semester.
  - *Recommendation:* The Panel recommends that the department clarify the grading scale, as it does not currently include “+” and “-” grades, such as A- or a B+ (syllabus pg.

2 under “Grade”). While the instructor is welcome to give only letter grades should they choose to do so, if this is the case, the Panel recommends that the instructor state this intention on the syllabus.

- *Recommendation:* The Panel recommends that the department replace the Disability Services statement on pg. 4 of the syllabus with the most up-to-date version, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.
- *Comment:* The Panel encourages the department to consider the inclusion of a pre-requisite of “or graduate standing” so that graduate students will be able to enroll in the course without the assistance of an advisor. Since graduate students’ records are unlikely to display OSU course numbers for pre-requisite coursework, the current listing will require them to seek assistance to enroll.

I will return Mathematics 5588 to the department queue via curriculum.osu.edu in order to address the Panel’s requests.

Mathematics 5637 will continue through the approval process.

Should you have any questions about the feedback of the Panel, please feel free to contact Jennifer Ottesen (faculty Chair of the NMS Panel; cc’d on this e-mail), or me.

Best,  
Rachel



**Rachel Steele, MA**

(Pronouns: she/her/hers / Honorific: Ms.)

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