

**From:** [Neff, Jennifer](#)  
**To:** [Collins, Jennifer](#)  
**Cc:** [Hadad, Christopher](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Wade, Macy](#)  
**Subject:** ASC 1210  
**Date:** Monday, February 9, 2026 11:37:00 AM  
**Attachments:** [image001.png](#)

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Good morning,

On Tuesday, January 27<sup>th</sup>, the Natural and Mathematical Sciences Subcommittee of the ASC Curriculum Committee reviewed a new course request for ASC 1210.

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

- a. The Subcommittee raises concerns regarding instructional oversight and grading authority in the course. As described, the role of the undergraduate tutor appears to extend beyond that of a typical undergraduate TA and may place substantial responsibility for assessment and grading on the student tutor. The Subcommittee requests clarification regarding tutor qualifications, training, supervision, and the instructor of record's role in overseeing the course. Additionally, given enrollment patterns (over 130 students enrolled in the AU25 group studies version of this course), the Subcommittee requests clarification on scalability, section size (e.g., whether 5-10 students per section may be more feasible), and how students will be identified to participate in the course (e.g., assessment or target outreach). Without such planning, the Subcommittee is concerned about the sustainability of the model and the associated instructor's workload.
- b. The Subcommittee is concerned about the policy stating that students who drop Chemistry 1210 are encouraged to drop ASC 1210, effectively resulting in a 6-credit withdrawal. This could have significant implications for students receiving financial aid. The Subcommittee requests clarification on how situations will be handled in which students are unable to drop the course due to financial aid or other constraints.
- c. The Subcommittee requests clarification regarding how attendance and participation in the Practice to Excel or drop-in tutoring sessions will be documented and communicated back to the course's instructor.
- d. The Subcommittee recommends providing students with supplemental instructional materials (e.g., PDFs, guides, structured resources) to support learning. The Subcommittee also suggests considering a brief metacognition-focused activity as a low-stakes assessment to help formalize student engagement.
- e. The Subcommittee notes that the syllabus states make-up sessions must occur within the same week. While reasonable in principle, the Subcommittee notes that this policy may be difficult to implement given limited section availability, the 72-hour request requirement, students who are ill or have conflicts extending beyond a single week, and

situations in which students may attempt to attend different sessions based on tutor preference. The Subcommittee requests clarification on how flexibility will be handled in these scenarios.

- f. The Subcommittee requests clarification regarding the 72-hour advance request requirement. While workable for Thursday requests (as an example), this policy may be less feasible for Monday sessions, as requests would be due the preceding Friday, when students may still be engaging with the material over the weekend.
- g. The Subcommittee requests that the reflective assignments be added to the description of a typical week in the Weekly Group Studies Course Structure section of the syllabus (p. 4).
- h. The Subcommittee notes an inconsistency in the grading thresholds. The syllabus (p. 6) states that students must earn at least 80% of possible points to receive a Satisfactory grade, but later (p. 8) specifies that only 168 points are required to receive an S. (168 points out of 420 points is not 80%.) The Subcommittee requests that this be corrected. In addition, the Subcommittee requests clarification as to whether missing more than two weekly sessions automatically results in an Unsatisfactory.
- i. The Subcommittee recommends clarifying the late policy in terms of the participation rubric. The syllabus (p. 8) states that students may arrive up to 15 minutes late and still receive credit for participation, while the participation rubric awards 5 points for arriving on time. The Subcommittee recommends clarifying whether there is a true 15-minute grace period or whether late arrival results in a point deduction.

I will return ASC 1210 to the submitter'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 Christopher Hadad (faculty Chair of the NMS Subcommittee) or me.

Best,  
Jennifer



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Pronouns: she/her/hers

