

November 27, 2005

The purpose of this packet is to request approval from the ASC CCI to initiate a Professional Pathways Pilot Program, beginning Autumn, 2006.

The Colleges of the Arts and Sciences proposes developing the Professional Pathways Pilot Program, a new program of seminars to provide Ohio State undergraduate students the opportunity to explore professional career paths and current professional issues.

These seminars do not seek to duplicate the efforts of the many academic units within the Arts and Sciences who presently provide their majors with detailed information and preparation for post-graduation options. Instead, the Professional Pathways Program will provide a format for a broader group of students, including non-majors, to explore the wider professional issues and professional options within or across disciplines.

Attached with this cover letter are three items: 1) the Professional Pathways Pilot Program Proposal outlining the guidelines for the program, including the Rationale, Instructional Issues, Course Approval Process, and Compensation; and 2) and 3) Two sample syllabi that envision some of the possibilities of courses in the Professional Pathways Program.

All questions and suggestions should be directed to the Program Coordinator, Rod Romesburg, at 292-6248 or romesburg.2@osu.edu.

Thank you,

Subcommittee D: Freshman Seminars of the Colleges of the Arts and Sciences Committee on Curriculum and Instruction

The Ohio State University Professional Pathways Pilot Program Proposal

Rationale: The Colleges of the Arts and Sciences is proposing to develop a new program of seminars to provide Ohio State undergraduate students the opportunity for exploration of professional career paths and current professional issues. The seminars are developed to meet a recognized need for more opportunities for Arts and Sciences students to explore graduate and professional post-secondary educational opportunities, as well as the myriad of occupational options. Many academic units within the Arts and Sciences presently provide their majors with detailed information and preparation for post-graduation options. These seminars do not seek to duplicate those efforts but to provide a format for a broader group of students, including non-majors, to explore the wider professional issues and professional options within or across disciplines.

Goals for the Professional Pathways Program

- Introduce students to current professional issues in the field
- Provide students the opportunity to explore professional career paths
- Provide an overview of professional opportunities to all students, including non-majors
- Help students understand the relationship between professional pathway preparation and degree planning

Instructional Issues

- **Course Format:** The course is intended to be taught in a seminar format and to involve significant student participation. The seminars will be offered for either one or two credit hours. Meeting times and places can be flexible, for example, seminars may meet less often for extended periods of time. Syllabi should reflect an appropriate amount of coursework outside class for a one or two-credit hour course, that is, a maximum of two hours of academic work outside of the classroom per week per credit hour. Seminars will be offered in the Autumn and Spring Quarters.
- **Staffing:** Models for staffing the courses will be flexible and may include faculty, Administrative and Professional staff, and practicing professionals. It is expected there will be faculty involvement and leadership in the development and teaching of the course.
- **Grading:** Courses will be graded Satisfactory/Unsatisfactory under a decimalized section of Arts & Sciences 338.
- **Content Focus:** Seminars should help students explore professional career paths (including graduate and professional post-secondary educational opportunities, as well as the myriad of occupational options) and current professional issues. Course content will be expected to cover various professional career paths; the background information needed to function professionally in these areas; and current professional issues, such as ethics, cutting edge technology, or current controversies. Seminars are encouraged to include outreach engagement activities, such as a service learning component, and additional funding possibilities can be found at www.service-learning.ohio-state.edu and www.outreach.osu.edu.

Many academic units within the Arts and Sciences presently provide their majors with detailed information and preparation for post-graduation options. These seminars do not seek to duplicate those efforts but to provide a format for a broader group of students, including non-majors, to

explore the wider professional issues and professional options within or across disciplines. These seminars also do not seek to duplicate skill development offered by career services, such as interviewing skills or resume preparation.

- **Enrollment:** Seminars will be targeted toward sophomore and junior students and students may enroll in multiple seminars. Seminars will be repeatable up to 10 credit hours. Enrollment will be capped at 18 with a minimum enrollment of 10 necessary to offer the course.
- **Course Evaluation:** Student feedback is a central part of the evaluation process, and faculty will be asked to distribute student evaluation forms specific to the Professional Pathways Program. In addition, faculty will be asked to complete a Faculty Course Evaluation form.
- ASC will provide course administration and course advertisement. Professional colleges and programs will provide instruction and course management. Generated revenues, if available after covering administrative costs and teaching stipends, will be shared equally.

Course Approval Process

- Proposals should include the following:
 1. A sample syllabus that includes the course goals, learning outcomes, a brief description of the content, the distribution of meeting times, a weekly topical outline, a listing of assignments, grade assessment information, the required textbooks and/or reading list, and the academic misconduct and disability services statements (sample statements can be found at <http://artsandsciences.osu.edu/index.cfm?ID=currofc/faculty.cfm>).
 2. A brief outline of the professional experience of the faculty, A&P staff, and professionals involved in the development and teaching of the course. The outline will be included in materials for students.
- Proposals will be reviewed by Subcommittee D: Freshman Seminars of the Colleges of the Arts and Sciences Committee on Curriculum and Instruction. The membership of this subcommittee reflects both colleges within the Arts and Sciences and the professional colleges.
- Courses will be approved with the understanding that approval is attached to the specific syllabus submitted with the proposal. Course changes should be submitted through the Program Coordinator and may require additional review.
- Once approved, seminars may be offered more than once in an academic year and in subsequent academic years, as long as there is a demand for seminars. A current syllabus must be resubmitted to the subcommittee after a period of five years.

Compensation

- A \$1,000 stipend will be allocated for teaching the seminar. If multiple individuals are involved in the development and teaching of the seminar, proposals should indicate how allocations should be made.

ASC 338.xx (2 credit hours) – Professional Pathways
in the Earth and Environmental Sciences
DRAFT Syllabus

Instructor Contact Information:

Larry Krissek, Department of Geological Sciences
215 Orton Hall, 155 So. Oval
Phone: 292-1924
E-mail: krissek@mps.ohio-state.edu

Course Description:

ASC 338.xx provides an overview of career paths in the earth and environmental sciences, drawing on the experiences of practicing professionals in the various career paths discussed. The course will provide an environment where students are introduced to both traditional and nontraditional career paths, and each student will explore one career path in more detail. Important current professional issues will be introduced as the various career paths are being discussed; examples of such professional issues include: 1) sustainability and responsible management of resources, 2) ethical issues in various professional settings, 3) the role of technology in the earth and environmental sciences, 4) the role of state-mandated content standards and high-stakes testing in K-12 science classrooms, 5) the potential interaction of science and religion in the earth sciences, and 6) the role of professional certification in careers in earth and environmental sciences. In addition, relationships between undergraduate degree planning and professional pathway preparation will be explored and emphasized.

Course Goals and Outcomes:

As a result of participating in ASC 338.xx, students will:

- 1) become familiar with traditional and nontraditional career paths in the earth and environmental sciences;
- 2) become familiar with professional issues affecting various career paths;
- 3) explore the preparation for, requirements of, and professional issues in a career path of interest;
- 4) outline a program of courses (plus internship experience, if applicable) that would provide appropriate preparation for the career path of interest.

Readings:

No textbook is required for this class. Readings will be assigned from materials about career paths and professional issues available from professional societies (e.g., American Geological Institute, Geological Society of America, American Association of Petroleum Geologists) and from reputable magazines and newspapers (e.g., U.S. News and World Report, New York Times). Readings will be distributed in class and/or placed on reserve in the Orton Library of Geology.

Grading/Evaluation:

ASC 338.xx is graded S/U. The grade will be based on points available as follows:

Attendance	10%
Participation	30%
Report on career path of interest and associated professional issues (5 page report, double-spaced; at least 5 sources (literature and/or interviews))	30%
Outline of career preparation (course planning, internships)	30%

A minimum of 75% of the points will be required for a grade of “S”.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Tentative Schedule

- Week 1 Introduction to ASC 337.xx; introduction to earth and environmental sciences (Krissek)
- Week 2 Extractive industries (oil and gas, coal, industrial minerals)
Potential speakers: Doug Pride, OSU Geological Sciences; Pete McKenzie, Vice President, C-Gas, Inc.; Russ Utgard, OSU Geological Sciences (emeritus)
- Week 3 Groundwater and environmental consulting companies
Potential speakers: Dr. Kevin Svitana, 20+ years experience as a consulting geologist in Ohio, Maryland, and Pennsylvania, Professional Geologist; Mr. Craig Cox, co-owner, Cox Groundwater; Mr. Denis Balcer, Senior Geologist, Arcadis Gehraty and Miller, Inc.
- Week 4 State and U.S. geological surveys
Potential speakers: Dr. Mike Hansen, Assistant State Geologist of Ohio (retired); Mr. Greg Schumacher, Senior Geologist, Ohio Geological Survey; Mr. Rod Sheets, Senior Geologist, USGS
- Week 5 Law
Potential speakers: Ms. Carrie Baker, B.S. and M.S. in geology, M.Ed., J.D.; Dr. Elise Porter, B.S., M.S., Ph.D. in geology, J.D., presently clerk for the Ohio Supreme Court; Mr. Tom Gray, B.S. in geology, J.D., presently in private practice
- Week 6 Nonprofit organizations
Potential speakers: Ms. Abbey Chrystal, B.S. in Environmental Science, employee at Ohio Environmental Council; Ms. Vicki Deisner, Executive Director, Ohio Environmental Council
- Week 7 Museums, libraries, and repositories
Potential speakers: Mr. Dale Gnidovec, Manager, Orton Geological Museum; Mrs. Mary Scott, Head Librarian, Orton Geological Library; Dr. Anne Grunow, Curator, Antarctic Rock Repository, Byrd Polar Research Center, OSU
- Week 8 Education
Potential speakers: Dr. Kathy Cabe Trundle, OSU College of Education; Ms. Karen Scott, B.A. in geology, M.Ed., award-winning teacher at DeSales High School; Ms. Carrie Baker, B.S. and M.S. in geology, M.Ed., teacher at Johnstown Northridge High School

Dixson, Urban Education in the 21st Century

- Week 9 Scientific publishing
Potential speakers: Dr. Christina Cox, B.S., M.S., and Ph.D. in geology, freelance editor for Glencoe Publishers; Dr. Julie Sheets, B.S., M.S., and Ph.D. in geology, freelance editor.
- Week 10 Summary (Krissek); report on career path of interest and associated professional issues due; student presentations on career preparation

Arts and Sciences 338, Professional Pathways Seminar

The Urban Educator, 2 credit hours

Autumn Quarter 2006, Thursdays, 1:30-2:48pm

Arps Hall, Room 345

Professor: Dr. Adrienne D. Dixson

Office: 210E Arps Hall

Office hours: Wednesdays by appointment only

Office phone: 247-8461

e-mail: dixson.1@osu.edu

This course will introduce students to the interdisciplinary field of urban education through an examination of professions that serve urban schools. The course will examine the research that informs the broader field of urban education as well as the fields of inquiry from which the research is drawn. This focus on research will include those professional fields, i.e., teaching, school administration, counseling, school psychology, social work, among other professions, that support and serve an ever increasing diverse demographic that comprise the urban school population. The course texts and discussions will pay particular attention to the ways in which schooling is (and has always been) impacted by issues of race, class, gender, sexual orientation and physical ability. Students will have the opportunity to observe in urban schools and interact with the various professionals who serve the students therein.

Texts

Course Reading Packet of approximately 7-8 research articles of 10-20 pages in length.

Course Policies

Attendance. The seminar format of the class is designed to promote substantive engagement with the course materials and a meaningful, collaborative learning environment through discussion and observation. Thus, it is important that students attend the seminars regularly, read material prior to our class meetings, and arrive on time on time and engage with their observation site. Missing more than one class meeting and failing to report to your observation site at the scheduled time(s) will adversely affect your grade.

Response Journal. Each student is required to keep a journal of her/his responses to the assigned texts and to record observation notes. Five times during the quarter (see calendar for due dates), students will submit their journals to Dr. Dixson at the end of class. Through coherent writing, students must demonstrate a careful examination of the text(s) and a thoughtful consideration of what they have observed in their observation sites. The journal responses should briefly address the following questions with regard to one of the assigned texts as well as how the text helps them make sense of their observation sites. (Consult assignment schedule to determine which text):

1. What is the author's main argument/s? (What themes did it address?)
2. How does the author's ideas or discussion build upon and/or critique urban education in light of your observations at your site?
3. In light of your observations at your site, what did you find most compelling about the text? What new ideas about urban education did it present for you that you find helpful for understanding your observation site?

Important formatting and submission information:

Journal entries must be written before each class meeting. Please store and submit your journal entries in a pocket or file folder. Each response should total 1-2 pages in length, be word-processed and double-spaced using Times/New Roman, 12-point font with 1" margins all around the page. If you go over one page, please insert page numbers in the upper right hand corner of the page.

Class Participation: Due to the seminar format of the course, active participation through discussion and dialogue with peers and the professor is vital. The professor expects all students to come prepared to engage in class discussions by having thoroughly and actively read all assigned readings and prepared your journals prior to class. Students will also demonstrate active participation in the course by completing impromptu writing exercises relevant to the week's reading and film selection.

Attendance at Observation Site: You will have four (4) opportunities during the course of the quarter to observe in a local school and working with one or two professional urban educators (classroom teacher, school administrator, school psychologist, guidance counselor, or school social worker) to gain insight into the ways in which they support and serve urban schools. You may select one or two of the professions that interest you. Please note that if you select two professions, you will need to divide your observation times equally such that you do two observations per profession.

It is important that you arrive to your observation site on time and on the day scheduled. Many of the school administrators, the students and the professionals have graciously welcomed us into their schools so that you will have an opportunity to observe what they do on a daily basis. Therefore, decorum and respect is extremely important. If you have an emergency and are unable to make your appointment, please call both the professor and the contact person at the observation site as soon as you know you will not make your appointment. It is your responsibility to re-schedule your appointment. You may only miss one appointment with an excuse before it will significantly impact your grade. Unexcused absences from your observation site will automatically ensure that you will not receive a Satisfactory grade in the course.

Grading. Students will earn credit for this course as a Satisfactory/Unsatisfactory grade. Students will be evaluated based on the following criteria:

Attendance	20 points
Class Participation	50 points
Response Journal	<u>30 points</u>
Total	100 points

Satisfactory = 100-75 points

Unsatisfactory = 74-0 points

Statement of Student Rights:

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” Students who wish to have an accommodation for disability are responsible for contacting the professor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Statement of Academic Misconduct:

Any student found to have engaged in academic misconduct while within the university’s jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. See your student handbook for further information on academic dishonesty and the accompanying procedures and penalties.

Weekly Schedule

Unit 1: History of Urban Education

Week 1 Screening and Discussion: *School: The Story of American Public Education*, episode 1

Week 2 Screening and Discussion: *School: The Story of American Public Education*, episode 2
Reading:
Due: Response journal #1.

Week 3 Screening and Discussion: *School: The Story of American Public Education*, episode 3

Week 4 Readings:
Due: Response Journal #2

Unit 2: Research on Urban Education

Week 5 Discussion on assigned reading.
Reading: Rist, R. (1970) Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in Ghetto Education, *Harvard Educational Review*, Vol. 40(3), pp.411-425.

Week 6 Discussion on assigned readings
Reading: Rist, R. (1970) Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in Ghetto Education, *Harvard Educational Review*, Vol. 40(3), pp.426-451.

Due: Response journal #3

- Week 7** Screening and Discussion: Fear and Learning at Hoover Elementary
Reading: Irvine, J. (1997). Warm Demanders, *Phi Delta Kappan*.

Unit 3: Key Issues in contemporary urban education

- Week 8** Screening and Discussion: *School: An American Experiment*, episode 4

Reading: Prendergrast, C. (2004) "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement." In Dorinda J Carter, Stella M. Flores, Richard J. Reddick, Editors, *Legacies of Brown: Multiracial Equity in American Education*, Cambridge: Harvard Educational Review.
Due: Response journal #4

- Week 9** Screening and Discussion: The Perfect Score
Reading: Excerpts from Ladson-Billings, G.J. (1994). "Does Culture Matter," from *The Dream Keepers: Successful teachers of African American children*.

- Week 10** **NO CLASS**
Thanksgiving Break

- Week 11** **Last Day of Classes**
Reading: Beauboeuf-Lafontant, T. (1999.) A Movement Against and Beyond Boundaries: "Politically Relevant Teaching" Among African American Teachers. *Teachers College Record*, 100(4, Summer 1999), 702-723.
Wrap-up
Due: Response Journal #5

- Week 12** **NO CLASS**
Finals Week