

Term Information

Effective Term Summer 2014

General Information

Course Bulletin Listing/Subject Area Social Work
Fiscal Unit/Academic Org Social Work - D1900
College/Academic Group Social Work
Level/Career Graduate, Undergraduate
Course Number/Catalog 5798.02
Course Title Social Issues and Human Rights in Nicaragua
Transcript Abbreviation Stdy Abr Nicaragua
Course Description The short term study abroad program in Nicaragua will expose undergraduate and graduate students to the historical and cultural context for social issues and human rights in Nicaragua, the largest and poorest country in Central America. Students will learn about the Sandanista revolution that took place in the 1970s and the current political and development environment.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 44.0701
Subsidy Level Doctoral Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

General Education course:
Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Gain knowledge of Nicaraguan history, cultural norms, values and traditions.
- Be exposed to the realities of the Nicaraguan economy, including poverty, employment patterns, food and other living costs, wages.
- Develop an understanding of Nicaraguan human rights issues, with a particular focus on women, children, and gay and lesbian rights.
- Develop an understanding of globalization and trade policies that impact Nicaragua.
- Develop an understanding of local health issues and healthcare programs and policies.
- Analyze and compare social service practices in Nicaragua and the U.S.
- Identify and analyze Nicaraguan history and culture's impact on social service policies and programs.

Content Topic List

- History and cultural norms; Seeking cultural competence.
- Social problems and the government's response: Understanding the country's large scale approach to its social problems.
- Nongovernmental Organizations (NGOs) and social problems: Understanding the country's mid-range approach to its social problems.
- Social work practice in Nicaragua: other macro and micro approaches.
- Visits to other agencies/communities or individuals who offer services related to child welfare, health, education, women's issues.
- Discussion of opportunities related to practice and volunteerism abroad.
- Reentry: Making sense of experiences.

Attachments

- 5798.02 Nicaragua syllabus.docx: syllabus original
(Syllabus. Owner: Cole, Mary Cathleen)
- Nicaragua Draft itinerary.docx: itinerary
(Other Supporting Documentation. Owner: Cole, Mary Cathleen)
- Nicaragua GE Proposal 1-6-13.docx: proposal original
(Other Supporting Documentation. Owner: Cole, Mary Cathleen)
- 5798 02 Nicaragua syllabus_final.docx: syllabus revised
(Syllabus. Owner: Cole, Mary Cathleen)
- Nicaragua GE Proposal_revised.docx: proposal revised
(Other Supporting Documentation. Owner: Cole, Mary Cathleen)
- TEarlyQuestionsResponse.docx: email responses to questions
(Other Supporting Documentation. Owner: Cole, Mary Cathleen)

Comments

- Please see amended syllabus and GE proposal and email document in response to requested revisions. *(by Cole,Mary Cathleen on 02/13/2014 06:38 AM)*
- see email *(by Hogle,Danielle Nicole on 02/12/2014 03:18 PM)*
- Sent back for revisions (cf conversation w/ J Babcock) *(by Vankeerbergen,Bernadette Chantal on 12/09/2013 12:14 PM)*
- Please amend course description to include graduate and undergraduate students. *(by Babcock,Jennie R on 11/04/2013 08:58 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cole,Mary Cathleen	11/01/2013 11:22 AM	Submitted for Approval
Revision Requested	Babcock,Jennie R	11/04/2013 08:58 AM	Unit Approval
Submitted	Cole,Mary Cathleen	11/04/2013 01:20 PM	Submitted for Approval
Approved	Early,Theresa J.	11/04/2013 02:06 PM	Unit Approval
Approved	Bronson,Denise Ellen	11/04/2013 02:12 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/09/2013 12:14 PM	ASCCAO Approval
Submitted	Cole,Mary Cathleen	01/17/2014 04:37 PM	Submitted for Approval
Revision Requested	Babcock,Jennie R	01/17/2014 04:52 PM	Unit Approval
Submitted	Cole,Mary Cathleen	01/17/2014 04:53 PM	Submitted for Approval
Approved	Babcock,Jennie R	01/17/2014 04:54 PM	Unit Approval
Approved	Bronson,Denise Ellen	01/17/2014 04:59 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	02/12/2014 03:18 PM	ASCCAO Approval
Submitted	Cole,Mary Cathleen	02/13/2014 06:39 AM	Submitted for Approval
Approved	Early,Theresa J.	02/13/2014 11:32 AM	Unit Approval
Approved	Bronson,Denise Ellen	02/13/2014 12:32 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	02/13/2014 12:32 PM	ASCCAO Approval

The Ohio State University
College of Social Work

Social Work 5798.02
Social Issues and Human Rights in Nicaragua

Instructor: Theresa J. Early, MSW, PhD
early.22@osu.edu

Level of Instruction and Credits: U/G (3)

General Education Category: Education Abroad

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

Students will:

1. Recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Function effectively within their host country/countries.
3. Articulate how their time abroad has enriched their academic experience.

Course Description

The short term study abroad program in Nicaragua will expose students to the historical and cultural context for social issues and human rights in Nicaragua, the largest and poorest country in Central America. Students will learn about the Sandanista revolution that took place in the 1970s and the current political and development environment. As a result of completing the coursework and study abroad program, students will gain exposure to education, health and human services in systems different from those in the United States. The course is taught in Managua, Leon, and Granada, Nicaragua.

Specific Course Objectives

Students will:

1. Gain knowledge of Nicaraguan history, cultural norms, values and traditions.
2. Be exposed to the realities of the Nicaraguan economy, including poverty, employment patterns, food and other living costs, wages.
3. Develop an understanding of Nicaraguan human rights issues, with a particular focus on women, children, and gay and lesbian rights.
4. Develop an understanding of globalization and trade policies that impact Nicaragua.
5. Develop an understanding of local health issues and healthcare programs and policies.
6. Analyze and compare social service practices in Nicaragua and the U.S.

7. Identify and analyze Nicaraguan history and culture's impact on social service policies and programs.

Course Requirements

Type of Instruction:

Guest lectures; class discussion; field trips; participation in planned, cross-cultural experiences; required readings.

The experiential component of the program will include field visits to work places, communities, markets, cultural and arts sites, government offices, and social and human services agencies, and health organizations, with post-exposure reflective exercises and discussion. In addition, speakers relevant to the topics will present formal and informal lectures in the residences or on site at locations in the communities. The course is taught in English. If needed, presentations will be translated by Center for Global Education (CGE) staff.

While students will be lodged in hotels arranged by CGE for the majority of the time, a short (1-2 day) homestay with host families vetted by CGE will afford students the opportunity for learning firsthand living conditions and practices.

Evening reflection meetings will allow students to process experiences and integrate learning.

Specific Expectations:

As with any other course in the curriculum, there are specific expectations regarding class attendance, contribution to class discussion, and assignments. Students are expected: (a) to attend all class sessions and field trips, (b) to contribute to class discussion with relevant questions and examples, (c) to read the assigned readings, and (d) to turn in assignments at the designated due date.

Readings:

The following readings relate to the political and social realities of the country, and will assist students in understanding the varied perspectives to which they will be exposed.

CIA World Factbook, Nicaragua <https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html>

US Relations with Nicaragua <http://www.state.gov/r/pa/ei/bgn/1850.htm>

Country Reports on Human Rights Practices 2012, Nicaragua, a PDF in Carmen retrieved

from <http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper>
1/6/2014

Walker, T.W. & Wade, C.W. (2011). *Nicaragua: Living in the Shadow of the Eagle*, 5th Edition. Boulder: Westview Press

Grading:

Students will be evaluated (letter graded) on the following basis:

- **Attendance and Participation (20%)**
 - Attendance and active participation is essential to this course and will be evaluated on a daily basis. Students are expected to attend all orientations, class discussions, planned group activities, and site visits. A high participation grade implies that the student will actively contribute to the class with informed questions and reflective comments about the course materials and various in-country experiences.

- **Journal and Blogs (25%)**
 - As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Nicaragua. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc. Journals are due Thursday, May 29th by 5:00pm.
 - Students will pair up with a classmate and post 1 blog per week. Blogs should include photos and/or videos with written reflections of the experience in Nicaragua and provide opportunities for group discussion and reflection. Students should obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in hotels and other public places.

- **Group Project and Presentation (40%)**
 - Students will form groups of 3 – 4 and select a specific topic that focuses on Nicaraguan human rights issues, health and healthcare, education, politics, cultural norms and traditions, or social service practices. A 1 – 2 page proposal is due by Mon., May 12th. Students are encouraged to enhance their presentation with the use of multimedia.
 - The group presentations will take place on Thursday, May 22nd in Stillman Hall, Room 115 from 10:00 – 12:00pm.

- **GE Assessment Plan: Summary Reflection Paper (15%)**
 - Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions: 1) What are the most striking similarities, differences and interconnections you have noted between Nicaragua and the U.S.? 2) How have you developed an ability to function effectively in Nicaragua? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges? 3) Overall, how has your study abroad experience enriched your academic experience?

- The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
 - The Summary Reflection Paper is due on Thursday, May 29th by 5:00pm.
- Assignment expectations will differ for graduate and undergraduate students in terms of level of analysis.

Method of Course Evaluation by Students

Students will evaluate the course by standard University evaluation forms, the Student Evaluation of Instruction (SEI) as well as the OIA Study Abroad Evaluation.

Statement of Academic Integrity and Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

Accessibility/Accommodations

Please address questions about accessibility or accommodations for a disability to: The Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; www.ods.ohio-state.edu.

Course Outline

A detailed agenda and itinerary will be provided prior to departure, to cover:

- Topic 1 History and cultural norms; Seeking cultural competence
 - a. Visits to historical and/or sacred sites
 - b. Visits to local universities and colleges

- c. Visits to local villages
 - d. Visits to local markets
 - e. Lectures on Nicaragua's history and culture
- Topic 2 Social problems and the government's response: Understanding the country's large scale approach to its social problems
- a. Visits to governmental ministries (Human Rights Ministry, Health Ministry, Education Ministry, Community Development Ministry, etc.)
 - b. Lectures/discussion sessions with government officials
- Topic 3 Nongovernmental Organizations (NGOs) and social problems: Understanding the country's mid-range approach to its social problems
- a. Visits to local NGOs
 - b. Lectures/discussion sessions with nongovernment officials
- Topic 4 Social work practice in Nicaragua: other macro and micro approaches
- a. Social work lecturers by faculty
 - b. Seminars by social workers
- Topic 5 Visits to other agencies/communities or individuals who offer services related to child welfare, health, education, women's issues
- a. Visits to local villages and/or rural areas
 - b. Visits with spiritual/religious leaders
 - c. Meetings with local leaders
- Topic 6 Discussion of opportunities related to practice and volunteerism abroad
- Topic 7 Reentry: Making sense of experiences

Open Option Education Abroad Course Proposal May Session 2014

Course Number and Title:

SOCWORK 5798.02 Social Issues and Human Rights in Nicaragua

Course Description: The short term study abroad program in Nicaragua will expose undergraduate students to the historical and cultural context for social issues and human rights in Nicaragua, the largest and poorest country in Central America. Students will learn about the Sandanista revolution that took place in the 1970s and the current political and development environment. As a result of completing the coursework and study abroad program, students will gain exposure to education, health and human services in systems different from those in the United States. **More?**

Credit Hours: 3

Length of Course: 2 weeks (May Session)

Instructor: Associate Professor Theresa Early, PhD Director and International Programs Director, College of Social Work

GE Education Abroad Goals and Expected Learning Outcomes:

By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

- Students recognize and describe similarities, differences, and interconnections between Nicaragua and the U.S. through analysis of course materials, guided sites visits, lectures, and participation in class discussions.
- Students function effectively within the Nicaraguan cities of Managua, Leon, and Granada by participating in guided site visits designed to explore culture, education, health and healthcare, human rights, globalization and trade.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Nicaragua through journals, blogs, group discussions, and research projects.

Specific Course Objectives:

Students will:

- Gain knowledge of Nicaraguan history, cultural norms, values and traditions.

- Be exposed to the realities of the Nicaraguan economy, including poverty and employment patterns, food and other living costs, and wages.
- Develop an understanding of Nicaraguan human rights issues, with a particular focus on women, children, and gay and lesbian rights.
- Develop an understanding of globalization and trade policies that impact Nicaragua.
- Develop an understanding of local health issues and healthcare programs and policies.
- Analyze and compare social service practices in Nicaragua and the U.S.
- Identify and analyze Nicaraguan history and culture's impact on social service policies and programs.

GE Rationale:

a. How does this course promote recognition and reflection of similarities, differences, and interconnections between Nicaragua and the U.S?

- Course materials, lectures and group discussions will provide students with relevant information and analysis on the region's history, culture, economy, and governance. A comparative perspective will be encouraged as students participate in guided site visits to social and human services agencies, human rights organizations, educational institutions, cultural and historical sites, ~~and~~ government offices, and human rights groups. Interaction with students, faculty, human rights and social service workers, political authorities, and the local people will provide valuable institutional and intercultural knowledge and facilitate interchange of ideas.
- b. What aspects of this course insure that the students learn how to function effectively within their host country/countries?
- There will be a pre-departure orientation and an additional orientation session upon arrival. Students will receive instruction introducing them to "survival Spanish," health and safety information, and essential aspects of the local history and culture. Guided field trips and exposure to local speakers will provide students with the opportunity to experience and learn cultural norms, values and traditions. ~~Evening reflection meetings will allow students to process experiences and integrate learning.~~ Living with host families??? While students will be lodged in hotels arranged by the Center for Global Education (CGE) for the majority of the time, a short (1-2 day) homestay with host families vetted by CGE will afford students the opportunity for learning firsthand living conditions and practices. Evening reflection meetings will allow students to process experiences and integrate learning.

c. In what ways will the students' time abroad enrich their academic experience?

- The knowledge students acquire in their readings, lectures and class discussions will be enhanced and applied through direct experience and immersion in the Nicaraguan culture. The readings relate to the political and social realities of the country. This background reading will assist students in understanding the varied perspectives to which they will be exposed. The experiential component of the program will include field visits to work places, communities, markets, cultural and arts sites, government offices, and social and human services agencies, and health organizations, with post-exposure reflective exercises and discussion. In addition, speakers relevant to the topics will present formal and informal lectures in the residences or on site at locations in the communities. If needed, presentations will be translated by CGE staff.

Assignments and GE Assessment Plan

- Assignments:
 - Attendance and Participation (20%)
 - Attendance and active participation is essential to this course and will be evaluated on a daily basis. Students are expected to attend all orientations, class discussions, planned group activities, and site visits. A high participation grade implies that the student will actively contribute to the class with informed questions and reflective comments about the course materials and various in-country experiences.
 - Journal and Blogs (25%)
 - As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Nicaragua. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc. Journals are due on Thursday, May 29th by 5:00pm.
 - Students will pair up with a classmate and post 1 blog per week. Blogs should include photos and/or videos with written reflections of ~~your~~ the experience in Nicaragua and provide opportunities for group discussion and reflection. As the blog entries are not associated with human subjects research, IRB permission is not needed. Students will be directed to obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in hotels and other public places.
 - Group Project and Presentation (40%)
 - Students will form groups of 3 – 4 and select a specific topic that focuses on Nicaraguan human rights issues, health and healthcare, education, politics, cultural norms and traditions, or social service practices. A 1 – 2 page proposal is due by ~~---~~ Mon., May 12th. Students are encouraged to enhance their presentation with the use of multimedia.

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- The group presentations will take place on Thursday, May 22nd in Stillman Hall, Room 115 from 10:00 – 12:00pm.
 - GE Assessment Plan: Summary Reflection Paper (15% ~~seems like we should grade this to ensure they take it seriously~~)
 - Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions: 1) What are the most striking similarities, differences and interconnections you have noted between Nicaragua and the U.S.? 2) How have you developed an ability to function effectively in Nicaragua? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges? 3) Overall, how has your study abroad experience enriched your academic experience? Summary Reflection Papers are due on Thursday, May 29th by 5:00pm.
 - The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
 - Data from student achievements will be reviewed and evaluated by the College of Social Work's International Programs Committee in order to determine the need for any course improvements. Information will be archived on the College's public network for faculty and staff access.
- Assignment expectations will differ for graduate and undergraduate students in terms of the level of analysis.

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Rationale for Number of Credit Hours

- This 3-credit course has the following contact hours:
 - Formal Instruction (20 hours)
 - Two "Survival Spanish" classes and one Health & Safety class: 2.5 contact hours
 - Lecture sessions (in English): 10 lectures for a total of 10.5 contact hours
 - Evening reflection and discussion sessions: 5 contact hours
 - Group presentations to University Community: 2 contact hours
 - Structured Activities (19.5 hours)
 - Field trips to work places, government offices, social and human services agencies, health organizations, and educational institutions: 13 guided trips of various timeframes for a total of 13.5 contact hours
 - Field trips to cultural, arts and colonial sites: 6 tours for a total of 6 contact hours

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- Total Contact Hours: 39.5

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Sun., May 4	Mon., May 5	Tues., May 6	Wed., May 7	Thurs., May 8	Fri., May 9	Sat., May 10
<p>Travel to Managua</p> <p>Local health & safety orientation 1hr (.5 contact hrs.)</p> <p>Survival Spanish 1 1 hr.</p> <p>Welcome dinner</p>	<p><u>History & Culture 1</u></p> <p>Lecture on history/culture 1 hr.</p> <p>Tour of Managua and history museum 3 hrs. (1.5 c.h.)</p> <p>Survival Spanish 2 1 hr.</p>	<p><u>U.S.-Nicaragua relations</u></p> <p>Lecture/panel on past and present U.S. involvement 1 hr.</p> <p>Visit U.S. Embassy 2 hrs. (1 c.h.)</p> <p>Evening reflection 1 hr.</p>	<p><u>Women's Issues</u></p> <p>Meet with reps from women's movements 2 hr. (1 c.h.)</p> <p>Visit women's sewing co-op 2 hr. (1 c.h.)</p> <p>Lecture about UNDP: situation of women in Nicaragua (1 hr.)</p>	<p><u>Health</u></p> <p>Visit a hospital or women's clinic 1.5 hr (1 c.h.)</p> <p>Meet w/ NGO working on HIV/AIDS 1.5 hr (1 c.h.)</p> <p>Lecture on health, public health and the impact of natural disasters 1.5 hrs.</p>	<p><u>Human Rights 1</u></p> <p>Lecture/panel on LGBT rights 1 hr.</p> <p>Visit groups involved in gay/lesbian rights 2 hrs. (1 c.h.)</p> <p>Visit groups advocating for children 2 hrs. (1 c.h.)</p> <p>Evening reflection 1 hr.</p>	<p>Travel to Leon</p> <p><u>History & Culture 2</u></p> <p>Tour Spanish Colonial Sites, Murals 2 hrs. (1 c.h.)</p> <p>Lecture on history/culture from local perspective 1 hr.</p> <p>Evening as a group where families congregate on a Saturday evening 2 hrs. (1 c.h.)</p>

Sun., May 11	Mon., May 12	Tues., May 13	Wed., May 15	Thurs., May 15	Fri., May 16	Sat., May 17
Trip to beach	<u>Education</u>	<u>Human Rights 2</u>	<u>Government and Legal System</u>	Travel to Granada	Day trip to Masaya Volcano National Park and crafts market	Return to US
Rest of the day free	Lecture on literacy and education system 1 hr.	Lecture on indigenous rights 1 hr.	Lecture on structure of government 1 hr.	Tour of Colonial sites 2 hrs. (1 c.h.)	3 hrs. (1.5 c.h.)	
	Visit school 2 hr. (1 c.h.)	Meet with group working on indigenous rights 3 hrs. (1.5 c.h.)	Meet with local government officials 1.5 hrs. (.75 c.h.)	Visit to program like Casa de los Tres Mundos (working with children through arts/music/theatre) 3 hrs. (1.5 c.h.)	Farewell dinner	
	Afternoon/evening meeting with social work students and faculty 3 hrs. (1.5 c.h.)	Lecture on economic issues (coffee cooperatives, etc.) 1 hr.	Meet with judicial authorities 1.5 hrs. (.75 c.h.)	Group exercises to process experiences and integrate learning 2 hrs.		
		Evening reflection 1 hr.				
						Thurs., May 22
						Group Presentations to college community 2 hrs.

1 hr. formalized instruction = 1 contact hour (20 hours)

2 hr. required, structured activities = 1 contact hour (19.5 hours)

39.5 total hours

From: Early, Theresa
Sent: Wednesday, February 12, 2014 4:02 PM
To: Fink, Steven
Cc: Vankeerbergen, Bernadette; Babcock, Jennie; Bronson, Denise
Subject: RE: Social Work 5798.02

Dear Steve,

Please see our responses (below) to the questions and concerns. We will submit documents revised accordingly through curriculum.osu.edu when the course is returned to us.

Thanks in advance for your assistance. I'm sure you understand the time constraints of this request for approval.

Theresa Early

Theresa J. Early, MSW, PhD
Associate Professor, Director of Doctoral and International Programs
College of Social Work
The Ohio State University
1947 College Rd.
Columbus, OH 43210
614-292-7602
614-292-6940 (fax)

From: Hogle, Danielle [<mailto:hogle.12@osu.edu>]
Sent: Wednesday, February 12, 2014 3:12 PM
To: Babcock, Jennie
Cc: Early, Theresa; Fink, Steven; Vankeerbergen, Bernadette
Subject: Social Work 5798.02

Good Afternoon,

On Monday, February 10th the ASCC ad hoc GE Education Abroad Panel reviewed Social Work 5798.02. The panel would like the following questions and concerns to be addressed:

- Where will students stay during this experience? Lodging will be in modest hotels/guesthouses, arranged by the Center for Global Education. During the homestay, lodging will be in private homes with families vetted by CGE.
- How will students access the technology needed? Students may have their own laptops or tablet computers; otherwise, computer/internet facilities are widely available in hotels and other public places
 - Give consideration to permission and repercussions of blogging (IRB) As the blog entries are not associated with human subjects research, IRB permission is not relevant. Students will be directed to obtain verbal permission for taking photos of people.

- How do the readings fit in with what students are doing? The readings relate to the political and social realities of the country. They are background material that should help the students to understand the varied perspectives to which they will be exposed.
- Are translators needed? All presentations will be translated if needed by CGE staff.
- When is the reflection paper due? The reflection paper is due one week after the group presentations, Thursday, May 29 by 5 p.m. The journals will also be due at that time.
- Are there different expectations for graduate and undergraduate students? Yes, in terms of the level of analysis expected, but not in terms of different assignments.
- May want to remove or clarify the College Incomplete Policy. As the policy is not relevant, we will remove it.
- May want to request concurrences. OIA typically handles this.
- Refer students to ODS. Change made.

I will send back the course via curriculum.osu.edu shortly. If you have any questions about this feedback please contact Steve Fink, Associate Executive Dean and Chair of the ad hoc GE Education Abroad Panel (cc'd on this email).

Best Wishes,
Danielle

*Danielle Hogle, M.A.
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Arts and Sciences
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