

Term Information

Effective Term Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Service Learning designation and GE Service Learning designation

What is the rationale for the proposed change(s)?

The academic content of the course is connected directly with students' field experiences and their field experiences allow them to connect academic content to practice. The seminar topics represent important issues for students considering education as a career path. Thus, the academic content is inextricably connected to FEEP students' field experiences. Further, the reflections in which FEEP students engage via online and in-class discussions amongst themselves, with instructors, and with district personnel are designed to help them make direct connections from and reflect upon their field experiences and course content.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Students participating in the course will have the ability to have it count towards the GE.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Counselor Education
Fiscal Unit/Academic Org	School/Educ Policy&Leadership - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2189S
Previous Value	2189
Course Title	First Education Experience Program (FEEP)
Transcript Abbreviation	FEEP
Course Description	Provides opportunities for students to explore education as a possible career path via a combination of field and seminar requirements. Students spend time in local, public PreK-12 school-based settings, interacting with various professionals and students.
Semester Credit Hours/Units	Variable: Min 3 Max 5

Offering Information

Length Of Course	14 Week
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 Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Service-Learning (new)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The broad objectives of this course involve having students evaluate their career goals and examine how their personality, cultural background, and beliefs affect their interactions with students and professionals in diverse learning environments.

Content Topic List

- Appraise their interest in and readiness for a career in education in general and/or a specific career within the field of education.
- Discuss how school culture, diversity and poverty impacts students' ability to learn.
- Describe the importance of community broadly and the communities in which they serve more specifically.
- Gain and apply academic knowledge through civic engagement with schools or other education-related entities.
- Connect the impacts of classroom organization and management with student learning.
- Illustrate knowledge of various student assessments and use of differentiated instruction.
- Analyze and apply effective collaboration approaches in seminars and field placements.
- Discuss the intended and possible unintended effects of school reforms, such as current teacher evaluation systems, Ohio Learning Standards, and student assessments on schools, teachers, students and others.
- Evaluate the ways in which they were impacted by and had an impact on students, school professionals, and community members.
- Demonstrate professional work attitudes and habits, including practicing integrity and ethical behavior.
- Demonstrate effective written and verbal communication skills.

Attachments

- FEEP GE-SL Syllabus (1).docx
(Syllabus. Owner: Odum, Sarah A.)
- FEEP GE-SL Assessment Plan (1).docx
(GEC Course Assessment Plan. Owner: Odum, Sarah A.)
- FEEP GE_SL Rationale (1).docx
(Other Supporting Documentation. Owner: Odum, Sarah A.)
- FEEP GE Service Learning Request Form (1).docx
(Other Supporting Documentation. Owner: Odum, Sarah A.)
- ESCE 2189 AU15 appeal letter from Educational Studies.docx
(Appeal. Owner: Odum, Sarah A.)
- ESCE 2189S First Education Experience Program GE Rationale.docx: response to ad-hoc GE Service Learning Panel
(Other Supporting Documentation. Owner: Odum, Sarah A.)

Comments

- approved by EHE Curriculum Committee
- 4.22.2015: response to ad-hoc GE Service Learning Panel of the ASC Curriculum Committee uploaded on behalf of ES *(by Odum, Sarah A. on 04/22/2015 03:13 PM)*
- Please See Email. *(by Hogle, Danielle Nicole on 04/16/2015 02:27 PM)*

COURSE CHANGE REQUEST
2189S - Status: PENDING

Last Updated: Odum, Sarah A.
04/29/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Odum, Sarah A.	03/24/2015 03:14 PM	Submitted for Approval
Approved	Odum, Sarah A.	03/24/2015 03:15 PM	Unit Approval
Approved	Odum, Sarah A.	03/24/2015 03:16 PM	College Approval
Revision Requested	Hogle, Danielle Nicole	04/16/2015 02:27 PM	ASCCAO Approval
Submitted	Odum, Sarah A.	04/22/2015 03:14 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	04/29/2015 09:54 AM	Unit Approval
Approved	Odum, Sarah A.	04/29/2015 10:13 AM	College Approval
Pending Approval	Hogle, Danielle Nicole Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/29/2015 10:13 AM	ASCCAO Approval

The Ohio State University
College of Education and Human Ecology
Department of Educational Studies

ESCE 2189, GE-S

First Education Experience Program (FEED)

(3-5 semester hours, not repeatable)

Class Meeting Day/Time/Location To Be Determined

Undergraduate course, No prerequisites, offered Fall and Spring terms every year

Preparer Name/Instructor and Course Coordinator

Yvonne Goddard, Ph.D., FEED Director

A488 PAES, 305 W. 17th Ave.

614-688-1459

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Office hours by appointment

Format of instruction (e.g., lecture, recitation, lab) and number of contact hours per week

Format: The course will include a combination of field experiences in local public schools and on-campus seminars.

Contact Hours:

- The **3-credit-hour** option includes a total of **112.5** contact hours (78 hours field work, 10.5 hours of seminar and 21 hours of outside work hours, 3 hours mandatory orientation).
- The **5-credit-hour** option includes a total of **187** contact hours (130 hours field work, 10.5 hours of seminar and 21 hours of outside work hours *plus* 7.5 hours in-class time and 15 hours outside work time for three additional seminars; 3 hours mandatory orientation).
- Note: All students will complete major assignments as described for the 3-credit-hour option. There are additional assignments associated with the 5-credit-hour option. These are distinguished throughout the syllabus.

GE category: Open Option Service Learning

Service-Learning GE Goal: Students gain and apply knowledge through civic engagement with communities.

Service-Learning GE Expected Learning Outcomes

Statement (beneath ELOs) explains how the course will satisfy the stated ELOs

SL Expected Learning Outcomes:

Students will:

1. Make connections between concepts and skills learned in an academic setting and community-based work.

- a. Students will make these connections via readings, online video observations and discussions, and in-class seminar discussions. Reflection papers and final projects will provide evidence of their personal connections between academics and field-based experiences.
2. Demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
 - a. Students' reflection papers and final service learning project will provide evidence of their personal understandings of these topics. These topics are addressed specifically in their assigned readings and in seminars in which local district personnel attend seminar sessions specifically to discuss issues, resources, assets and cultures of their districts and schools.
3. Evaluate the impacts of the service learning activity.
 - a. Students will complete a final project containing an evaluative component in which they will evaluate the impacts of their service learning activities on their cooperating professionals, students with whom they worked, and themselves.

Course Description

The main purpose of this course is to provide opportunities for students to explore education as a possible career path via a combination of field and seminar requirements. This is also an opportunity to engage in community service. Students spend time in local, public PreK-12 school-based settings, interacting with various professionals (e.g., teachers, school psychologists, school counselors) and students. Seminar sessions offer time to discuss connections between field-based experiences and academic concepts and issues. Students will complete a required service-learning project demonstrating their ability to link academics and field experiences by examining issues, resources, assets and/or cultures pertinent to their school placements and how these constructs affect student learning. Via deep reflection and discussion, students will evaluate the impact of their service-learning project on all involved participants.

Course Learning Objectives

The broad objectives of this course involve having students evaluate their career goals and examine how their personality, cultural background, and beliefs affect their interactions with students and professionals in diverse learning environments.

After completing this course, students will be able to:

- Appraise their interest in and readiness for a career in education in general and/or a specific career within the field of education.
- Discuss how school culture, diversity and poverty impacts students' ability to learn.
- Describe the importance of community broadly and the communities in which they serve more specifically.
- Gain and apply academic knowledge through civic engagement with schools or other education-related entities.
- Connect the impacts of classroom organization and management with student learning.
- Illustrate knowledge of various student assessments and use of differentiated instruction.
- Analyze and apply effective collaboration approaches in seminars and field placements.

- Discuss the intended and possible unintended effects of school reforms, such as current teacher evaluation systems, Ohio Learning Standards, and student assessments on schools, teachers, students and others.
- Evaluate the ways in which they were impacted by and had an impact on students, school professionals, and community members.
- Demonstrate professional work attitudes and habits, including practicing integrity and ethical behavior.
- Demonstrate effective written and verbal communication skills.

List of required texts and other course materials, and information on where they are available.

Course Materials for 3-credit-hour course (all students)

Course readings are available on the course's Carmen website

Corbett & Wilson (2002). What urban students say about good teaching. *Educational Leadership*, 60, 18-22.

Dieker, L. A. & Murawski, W. W. (2003). Co-teaching at the secondary level: Unique issues, current trends, and suggestions for success. *The High School Journal*, 86(4), 1-13.

University of Tennessee WCIDWTM (2011). *What can I do with this major?* Retrieved from <http://whatcanidowiththismajor.com/major/wp-content/uploads/2011/05/education1.pdf>

Englehart, J. M. (2012). Five half-truths about classroom management. *The Clearing House*, 85, 70-73.

Gable, R. A. & Manning, M. L. (1997). The role of teacher collaboration in school reform. *Childhood Education*, 73, 19-23.

George, P. S. (2005). A rationale for differentiating instruction in the regular classroom. *Theory Into Practice*, 44, 185-193.

Horn, I. S. (2008). The inherent interdependence of teachers. *Phi Delta Kappan*, 89, 751-754.

Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership*, 70(8), 24-30.

McCloskey, W. & McMunn, N. (2000). Strategies for dealing with high stakes tests. *Phi Delta Kappan*, 82, 115-120.

Miller, S., Duffy, G. G., Rohr, J., Gasparello, R., & Mercier, S. (2005). Preparing teachers for high-poverty schools. *Educational Leadership*, 62(8), 62-65.

Patterson, J. L., Connolly, M. C., & Ritter, S. A. (2009). Restructuring the inclusion classroom to facilitate differentiated instruction. *Middle School Journal*, 41, 46-52.

Ohio Department of Education website link: <http://education.ohio.gov/Teachers>

The Ohio State University Career Exploration and Occupational Information on the Web

RIASEC Type and Careers document (Need citation for this)

Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing diversity in schools: Culturally responsive pedagogy. *TEACHING Exceptional Children*, 39(3), 64-68.

Tomlinson, C. A. (1999). Elements of differentiation. In C. A. Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD: Alexandria, VA.

Wong, H., Wong, R., Rogers, K., & Brooks, A. (2012). Managing your classroom for success. *Science and Children*, 49(9), 60-64.

Weblinks:

Why and how to understand a community: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>.

Additional Course Materials for 5-credit-hour course

Course readings are available on the course's Carmen website

Burns, M. K. & Ysseldyke, J. E. (2008). Reported prevalence of evidence-based instructional practices in special education. *Journal of Special Education*, 43, 3-11.

Council for Exceptional Children (2013). The Council for Exceptional Children's position on special education teacher evaluation. *TEACHING Exceptional Children*, 45(3), 73-76.

Voltz, D. L. (1994). Developing collaborative parent-teacher relationships with culturally diverse parents. *Intervention in School and Clinic*, 29, 288-

Information about the length and format of all papers, homework, lab assignments, and exams

AND

Grading information, including percentages assigned to various requirements

AND

Class attendance policy

<p>Assignment Description for 3-credit-hour course (Assignments apply to all students; grading information differs for those enrolled in 5-credit-hour option as described in the next table) (Note: This class is not graded on a curve. Your grade is determined by the total number of points you earn divided by the total number of points possible.)</p>	<p>Grading Information</p>
<p>Attendance and participation</p> <ul style="list-style-type: none"> • <i>Field attendance</i> (50 points): Students are required to complete all field hours during the term. Weekly attendance logs will be completed by students, signed by cooperating professionals, and examined twice during the term by course instructors. Students are expected to attend the field placement on scheduled days and to arrive and leave on time. Tardiness or leaving the placement early will be treated as an unexcused absence. Only excused absences can be made up. Absences in the field placement are excused only in cases of personal illness and/or death or serious illness in your immediate family. • Seminar attendance and participation (50 points): Seminar attendance and participation includes both online discussion board postings and in-class seminar sessions. Because of the structure of the class and its activities, participation in discussions and attendance at each seminar is required. Participation will be evaluated on the frequency and quality of your verbal participation, attendance, and contributions to the class in general, including for online discussion boards. For seminars, tardiness or leaving class early will be treated as an unexcused absence and will result in lost points. Absences are excused only in cases of personal illness and/or death or serious illness in your immediate family. You must notify your instructor by email within 24 hours of the missed seminar for an absence to be excused. <ul style="list-style-type: none"> ○ Discussion board postings: Each week, prior to our seminar meetings, you will meet in Carmen with a small group of other FEEP students to address discussion board questions. You are required to post at least 2 times for each session. 	<p>100 Points (29%)</p>
<p>Reflection papers</p> <ul style="list-style-type: none"> • For each seminar session, you will write a 2-3 page reflection paper in which you connect readings with aspects of your field placement. Requirements are included in the rubric on p. 11 of this syllabus. 	<p>70 Points (20%)</p>

Cooperating professional evaluations and self-evaluations <ul style="list-style-type: none"> Your cooperating professional will complete two evaluations, one at the midpoint of your placement, the other at the end. You will complete a self-evaluation at the same time points. Evaluation forms are included in cooperating professional packets and FEEP student packets and are also available in Carmen. 	80 Points (22%) (20 points per evaluation)
End-of-course assignment (see rubric on pp. 12-14 of this syllabus) <ul style="list-style-type: none"> Your final project for the course will encompass readings, reflections, and experiences from across the term and will address Expected Learning Outcomes required for Service Learning courses. You should refer to the reflection papers and readings completed during the term as you prepare your end-of-term assignment. 	100 Points (29%)
Total Possible Points:	350
Additional Assignments for 5-credit-hour option (Note: This class is not graded on a curve. Your grade is determined by the total number of points you earn divided by the total number of points possible.)	Grading Information
3 additional reflection papers	30 points
Percent breakdown for 5-credit-hour option: Attendance and participation: 100 points (26%) Reflection papers: 100 points (26%) Cooperating professional and self-evaluations: 80 points (22%) End-of-course assignment: 100 points (26%)	
Total Possible Points:	380

Grading scale

This course is graded according to the scale below.

A	94 – 100%	C	74 -76%
A-	90 – 93%	C-	70 – 73%
B+	87- 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%
B-	80 – 83%	E	63% and below
C+	77-79%		

Information about scheduling of exams and due dates for assignments AND

Topical outline of course meetings, including topics to be covered, readings, film screenings, homework.

Seminar Topics and Associated Reading for 3-Credit-Hour Course (All Students)

Seminar #	Topic	Readings	Homework
1	Poverty, Culture & Diversity	<ul style="list-style-type: none"> • Corbett & Wilson (2002) (required) • Why and How to Understand the Community weblink <p>AND Select ONE of the following:</p> <ul style="list-style-type: none"> • Jensen (2013) • Miller et al. (2005) • Richards, Brown & Forde (2007) 	<ul style="list-style-type: none"> • Watch brief (<5 min. video of teacher addressing this topic) • Reflection #1 • Post at least twice to week #1 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
2	Career Selection	<p>Read/Do ALL of the following:</p> <ul style="list-style-type: none"> • RIASEC Type and Careers document • OSU Career Exploration & Occupational Info • Education: What can I do with this major? 	<ul style="list-style-type: none"> • Reflection #2 • Post at least twice to week #2 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
3	Becoming a School Professional	<p>Explore links for Education Jobs at http://education.ohio.gov/</p>	<ul style="list-style-type: none"> • Reflection #3 • Post at least twice to week #3 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
4	Classroom Organization & Management	<ul style="list-style-type: none"> • Englehart (2012) <p>AND</p> <ul style="list-style-type: none"> • Wong, Wong, Rogers & Brooks (2012) 	<ul style="list-style-type: none"> • Watch brief (<5 min. video of teacher addressing this topic) • Reflection #4 • Post at least twice to week #4 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
5	Teacher Accountability, Assessment, and Standards	<ul style="list-style-type: none"> • McColskey & McMunn (2000) <p>AND</p> <ul style="list-style-type: none"> • Ohio Department of Education website link: http://education.ohio.gov/Teachers 	<ul style="list-style-type: none"> • Reflection #5 • Post at least twice to week #5 Discussion Board question

Seminar #	Topic	Readings	Homework
		Follow links for Ohio Teacher Evaluation System and Ohio Learning Standards (skim this content)	<ul style="list-style-type: none"> • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
6	Collaboration	Read ONE of the following: <ul style="list-style-type: none"> • Dieker & Murawski (2003) • Gable & Manning (1997) • Horn (2008) 	<ul style="list-style-type: none"> • Watch brief (<5 min. video of teacher addressing this topic) • Reflection #6 • Post at least twice to week #6 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus
7	Differentiated Instruction	Read ONE of the following: <ul style="list-style-type: none"> • George (2005) • Patterson, Connolly & Ritter (2009) • Tomlinson (1999) 	<ul style="list-style-type: none"> • Watch brief (<10 min. video of teacher addressing this topic) • Reflection #7 • Post at least twice to week #7 Discussion Board question • Preview Guiding Discussion Questions on pp. 9-10 of this syllabus

Seminar Topics and Associated Reading for 5-Credit-Hour Course

(Note: In addition to all of the above seminars, students in the 5-credit-hour section will complete the following.)

Seminar #	Topic	Readings	Homework
8	Working with Parents and Professionals	Voltz (1994)	<ul style="list-style-type: none"> • Watch brief (<5 min. video of teacher addressing this topic) • Reflection #8 • Post at least twice to week #8 Discussion Board question
9	Legal Issues, Paperwork and Other Considerations	TBD	<ul style="list-style-type: none"> • Reflection #9 • Post at least twice to week #9 Discussion Board question
10	Current Issues in Special Education	Burns & Ysseldyke (2009)	<ul style="list-style-type: none"> • Reflection #10

Seminar #	Topic	Readings	Homework
		Council for Exceptional Children (2013)	<ul style="list-style-type: none"> • Post at least twice to week #10 Discussion Board question

Statement on 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://studentlife.osu.edu/csc/>.

Statement about 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/>.

Guiding Questions for Discussion Board and Seminar Discussions

Seminar Topics	Discussion Board Question	Guiding Questions for Seminar Discussions
Poverty, Culture & Diversity	From the Corbett & Wilson (2002) article, select one of the <i>six behaviors of good teachers</i> and discuss the impact the behavior would have on your learning. Do you see this behavior demonstrated in your field placement? What might be the impact on your students if you demonstrated this behavior to them?	<ol style="list-style-type: none"> 1. Describe the impact of poverty on the students in your field placement. 2. What is culture? 3. Define diversity? 4. Give examples of culture and diversity in your placement. 5. Discuss which of your interactions with the students in your field placement would be viewed in the context of being a positive adult role model. What impact(s) are you having in your field placement? 6. Evaluate cultural assets you observe as a value to students' personal and academic growth by both you and your cooperating professional.
Career Selection	Which career in the field of education are you drawn to and why?	<ol style="list-style-type: none"> 1. Using the attributes from your 3-letter RIASEC code, how can you be an asset in your field placement? And 2. An asset to the community in which your site placement is located (think about the assets, resources, and issues facing the community)? 3. In what ways are you being impacted by your field placement and how is that affecting your career decision-making? 4. What impact(s) are you making on others (e.g., students, school professionals, parents, community members)? Why is this important?
Becoming a School Professional	What does it mean to be a school professional? How might community assets, resources and issues and cultures affect and be affected by various professional roles?	<ol style="list-style-type: none"> 1. Using your experience in your site placement, which jobs listed in the ODE website would be of interest to you and why? 2. Evaluate which Supplemental licenses would be useful in the school building you are currently placed. 3. How could your impact vary depending on the role you have in different educational settings?

<p>Classroom Organization & Management</p>	<p>What have you observed (positive and negative) about the classroom organization and management at your site? How does this impact the students at your site and your cooperating professional?</p>	<ol style="list-style-type: none"> 1. Englehart (2012) discusses several <i>premises and realities of classroom management</i>, the last being “students are not taught to act right at home”. Discuss the cultural component of the students’ classroom behavior at your site, and how you would respond as a teacher who is culturally aware and respectful of differences. 2. Evaluate how your cooperating professional organizes and manages routines and students to enhance learning. How does this affect school and/or classroom climate and/or rapport between students, school professionals, parents, and community members? 3. What aspects of organization and management might you keep? Change?
<p>Teacher Accountability, Assessment, and Standards</p>	<p>In skimming the content on ODE website [OTES and Ohio Learning Standards (OLS)], briefly discuss which OTES or OLS items are directly measured by students’ performance.</p>	<ol style="list-style-type: none"> 1. Using an observation at your site placement, discuss the level of engagement of the students when a lesson or concept presented to the students was specifically tied to a standardized test or assessment. 2. Compare and analyze the various student assessments used by your cooperating professional. 3. How is the use of these assessments affected by school or community assets, resources, and culture?

<p>Collaboration</p>	<p>In what ways do school professionals, parents, students and community members collaborate at your site?</p>	<ol style="list-style-type: none"> 1. With a partner, <ol style="list-style-type: none"> a. Determine how you would combine your unique levels of expertise to deliver a standards-based lesson or intervention to a heterogeneous group of learners. b. How would you incorporate cultural diversity in the classroom to impact students positively? 2. Discuss the various issues and successes that are evident at your placement with regard to collaboration between teachers, students, parents, administrators and community members. Consider barriers, types of collaboration, and issues of confidentiality. 3. Analyze the reciprocal impact of collaboration between various constituents. How are you impacted by and how can you impact others based on the approaches, frequency, and purposes of collaborative efforts?
<p>Differentiated Instruction</p>	<p>How does your cooperating professional differentiate a lesson or their approach to working with students to meet the needs all the students?</p> <p>If you have had the opportunity to work with a group of students, how did you differentiate your approach to meet the needs of all students in your group?</p>	<ol style="list-style-type: none"> 1. Choosing one standard in the Ohio Learning Standards (OLS) and using what you have observed at your site placement, how would you leverage the assets, resources, and cultural qualities present in the classroom to create a lesson or intervention designed to help all students master the standard? 2. Identify a creative strategy used in a lesson or approach by your cooperating professional and evaluate the impact it had on various students' (heterogeneous) understanding of the material taught. 3. Evaluate how students are engaged in academic environments and make appropriate suggestions to increase engagement. Does your evaluation take into account the cultural assets of the students in the classroom?

Reflection Paper Rubric

Grading Guidelines	Possible Points	Your Points
Proper Heading (your name, cooperating teacher's name, grade, school district, and the date of the entry)	1	
Length (2-3 pages, 1" margins, double spaced)		
Spelling/Grammar accuracy		
Did you incorporate specific content from the reading(s) in your reflection?	1	
Did you make direct connections between the reading(s) and your field placement? Please address at least the following. How might what you learned from the reading(s): <ul style="list-style-type: none"> • Impact how you interact with the students at your site placement? • Impact how you interact with your cooperating professional and/or other professionals at your site? • Impact you as a potential educator? • Help you evaluate connections between reading(s) and issues, 	8	
TOTAL	10	

Name: _____

Comments:

FEEP – Reflection Paper Rubric

End-of-Course Assignment

You will be required to complete an end-of-course project that addresses all three of the Expected Learning Outcomes (ELOs) outlined in the rubric for this assignment. The rubric, which includes the ELOs, is included on p. 3 in this document. An explanation of the assignment follows here.

Purpose: The purpose of this project is to provide you an opportunity to reflect upon and synthesize the new knowledge, skills and perspectives you acquired as a result of this course. The goal is for you to connect content from across the course to experiences from your field placement, to reflect upon aspects of your placement that affect those whom you served, and to evaluate the impacts of your experiences. As potential educators, you need to understand that the relationship between academe and practice is symbiotic, with both perspectives combining to create new learning that would not be possible in the absence of either. In other words, effective educators are reflective and use evidence-based practices so that students and colleagues benefit from their work.

Content: Each project will be unique to the experiences, reflections, and knowledge of each student. It is important, however, that content from all seminar sessions be included in your project, as well as a thorough examination of the environment where you were placed. Thoughtfully examining the impacts of your field work is a key aspect of your project. These content requirements are addressed in detail in the rubric.

Please refer to the following prompts as you complete your assignment.

1. How are the concepts and skills that you have learned in online discussions, seminars, and orientation connected to your field-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the placements and communities in which you worked.
3. Evaluate the impacts of the service-learning activity on you as well as the school professionals, students, and/or community members with whom you interacted. Use concrete examples.

Format: You are encouraged to choose from among the following possible options to complete your end-of-course assignment. You may select one of the following options or propose an alternative in consultation with the course instructor. Options and minimum requirement include:

- Paper
 - Approximately 3-5 pages long. This is a guideline so that you are concise. Please understand that the *focus* of your paper is on the *content*, *not the length*.
 - 12-point font, 1-inch margins
 - Use APA or MLA accurately in text and in reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
- Presentation
 - Approximately 5-8 minutes. This is a guideline so that you are concise. Please understand that the *focus* of your presentation is on the *content*, *not the length*.

- Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
- Be creative! You are encouraged to include technology as part of your presentation and to involve your audience.
- Video
 - Approximately 5-8 minutes. This is a guideline so that you are concise. Please understand that the *focus* of your video is on the *content, not the length*.
 - Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
 - Be creative! This is not a presentation video in which you present slides and talk about them or video yourself talking. Think art and film with this format.
- Role play
 - Approximately 5-8 minutes each for Scenario 1 (see below) or more minutes for Scenario 2 (depending on the size of the group). This is a guideline so that you are concise. Please understand that the *focus* of your role play is on the *content, not the length*.
 - Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
 - You are welcome to be a one-person act in which you role play several parts or you can work in pairs or as a small group. If you work with others, you have two options.
 - *Scenario 1:* You can conduct a separate role play for each person's assignment. Thus, if there are 3 people in your group, you'll do 3 separate role plays of 5-8 minutes each. The lead role for each will be played by the person whose assignment is being demonstrated.
 - *Scenario 2:* You can conduct a single role play that should combine the time it would take for each role play and should clearly demonstrate each person's contribution.

Regardless of the option selected or proposed, you must adhere closely to the rubric.

Scoring Rubric for End-of-Course Assignment

	Capstone (30 points for each ELO)	Milestone (27 points for each ELO)	Milestone (25 points for each ELO)	Benchmark (22 points for each ELO)
(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work.	Connect content from 6-7 seminar topics to field experiences, analyzing and extending academic content in novel ways beyond class discussions and readings.	Connect content from 4-5 seminar topics to field experiences, analyzing how class discussions and readings were manifested in the field.	Connect content from at least 3 seminar topics to field experiences, making some connections of facts or theories to class discussions and readings.	Demonstrate limited and/or unclear connections between seminar topics and field experiences.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex analysis of the issues, resources, assets and cultures of the experienced education environments.	Demonstrates a clear understanding of the issues, resources, assets and cultures of the experienced education environments.	Identifies the issues, resources, assets and cultures of the experienced education environments.	Shows minimal awareness of the issues, resources, assets and cultures of the experienced education environments.
(ELO3) Students evaluate the impacts of the service learning activity.	Evaluates the impacts of the Service Learning experience on self, cooperating professionals, students, and other constituents, including an analysis of the long term impact on the community, classroom, and/or related educational setting.	Evaluates the impact of the Service Learning experience on self as well as contributions made to the goals and aims of the school, classroom, and/or related educational setting.	Evaluates the impact of the Service Learning experience on self.	Minimally evaluates the impacts of the Service Learning experience.

	Capstone (10 points)	Milestone (8 points)	Milestone (6 points)	Benchmark (4 points)
<p>APA or MLA formatting</p> <p>MLA web citations include URL.</p> <p>Grammar and spelling, if applicable.</p>	<p>APA or MLA style are accurate in reference list and within text (if applicable).</p> <p>In all written work, grammar and spelling are accurate.</p>	<p>APA or MLA style are mostly accurate in reference list and within text (if applicable). Few errors are present.</p> <p>In all written work, few grammar and spelling errors are present.</p>	<p>There are several errors in APA or MLA style.</p> <p>Few grammar and/or spelling errors are present.</p>	<p>APA or MLA style are not followed or poorly represented.</p> <p>Several grammar and spelling errors are present.</p>
Total Points	90-100	82-89	71-81	0-70

GE rationale for ESCE 2189, GE-S First Education Experience Program (FEEP)

1. What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

Course assignments are designed purposefully so that students reflect on and make connections between the skills and concepts learned from assigned readings and class discussions and their experiences in school placements. These assignments are described below.

Attendance and Participation

Students are required to attend an orientation meeting, complete all required field hours, and attend all seminars. Mere attendance is not enough, however. Active student participation in online discussion boards and during seminar meetings is essential. Prior to each seminar, students will read a brief article and for some sessions watch a brief video. Then, in small discussion board groups on the course Carmen website, succinctly present and answer questions designed to help them connect the readings with their field work. Most in-class seminar time will be devoted to small- and large-group reflections to extend the discussion board content and deepen their connections. For some seminars, guest speakers, including local school professionals, debrief with students about connecting course content to schools.

Reflection Papers

Students complete seven reflection papers over the course (10 papers for those enrolled for 5 credit hours). A rubric for reflection papers is included in the syllabus. The reflection papers require students to contemplate connections between their school-based experiences and the course topics covered. Each reflection paper requires that students address the following questions:

How might what you learned from the reading(s):

- Impact how you interact with the students at your site placement?
- Impact how you interact with your cooperating professional and/or other professionals at your site?
- Impact you as a potential educator?
- Help you evaluate connections between reading(s) and issues, assets, resources, and/or cultures related to your field placements?

End-of-Course Assignment

Students will complete a final project requiring them to (a) make explicit connections between course topics and their field experiences; (b) demonstrate their understanding of issues, resources, assets and cultures particular to their field placements, schools, and districts, and (c) evaluate the impact of their work on themselves, their cooperating professionals, students, and others with whom they worked in their field placements. Students will choose the format of this assignment, including the following options: a paper, an oral and/or technology-rich presentation, a video creation, a role play, or another format determined in collaboration with the course instructor.

2. What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

Learning about these aspects of the communities where they are placed is an important part of FEEP. This begins with the mandatory orientation, where we encourage FEEP students to visit the neighborhoods where their schools are located prior to their first day in their placements, so that they gain information about the communities in which their students live and the resources and assets available to them. Additionally, local district personnel spend significant time with students at orientation, providing placement information and discussing issues, resources, assets, and cultures of their districts. These same district personnel also visit seminar sessions at least twice during the semester to discuss poverty, teacher evaluation, and student assessment, all of which address the four aspects of community indicated by this question. Readings, reflection papers, discussions, and the end-of-term project are all specifically designed to address these four stems as well. Seminar topics, and therefore readings, include poverty, culture, assessment, collaboration and instruction. These all address issues, resources, assets, and cultures that vary from community to community.

3. How does the course promote reflection on and evaluation of the impacts of the service learning activity?

Reflection is integrated throughout the course in readings, discussion board postings, in-class discussions, reflection papers and the end-of-course project, as described above. Evaluating the impacts of their service learning activities will be purposefully addressed during in-class seminar time. The importance of this type of reflective evaluation will be made salient by a bank of specific questions that will be addressed during online and in-class discussions, as described in the following table.

Guiding Questions for Discussion Board and Seminar Discussions

Seminar Topics	Discussion Board Question	Guiding Questions for Seminar Discussions
Poverty, Culture & Diversity	From the Corbett & Wilson (2002) article, select one of the <i>six behaviors of good teachers</i> and discuss the impact the behavior would have on your learning. Do you see this behavior demonstrated in your field placement? What might be the impact on your students if you demonstrated this behavior to them?	<ol style="list-style-type: none"> 1. Describe the impact of poverty on the students in your field placement. 2. What is culture? 3. Define diversity? 4. Give examples of culture and diversity in your placement. 5. Discuss which of your interactions with the students in your field placement would be viewed in the context of being a positive adult role model. What impact(s) are you having in your field placement? 6. Evaluate cultural assets you observe as a value to students' personal and academic growth by both you and your cooperating professional.
Career Selection	Which career in the field of education are you drawn to and why?	<ol style="list-style-type: none"> 1. Using the attributes from your 3-letter RIASEC code, how can you be an asset in your field placement? And 2. An asset to the community in which your site placement is located (think about the assets, resources, and issues facing the community)? 3. In what ways are you being impacted by your field placement and how is that affecting your career decision-making? 4. What impact(s) are you making on others (e.g., students, school professionals, parents, community members)? Why is this important?
Becoming a School Professional	What does it mean to be a school professional? How might community assets, resources and issues and cultures affect and be affected by various professional roles?	<ol style="list-style-type: none"> 1. Using your experience in your site placement, which jobs listed in the ODE website would be of interest to you and why? 2. Evaluate which Supplemental licenses would be useful in the school building you are currently placed. 3. How could your impact vary depending on the role you have in different educational settings?
Classroom Organization & Management	What have you observed (positive and negative) about the classroom organization and management at your site? How does this impact the students at your site? Your cooperating professional?	<ol style="list-style-type: none"> 1. Englehart (2012) discusses several <i>premises and realities of classroom management</i>, the last being "students are not taught to act right at home". Discuss the cultural component of the students' classroom behavior at your site, and how you would respond as a teacher who is culturally aware and respectful of differences. 2. Evaluate how your cooperating professional organizes and manages routines and students to enhance learning. How does this affect school and/or classroom climate and/or rapport between students, school professionals, parents, and community members? 3. What aspects of organization and management might you keep? Change?

<p>Teacher Accountability, Assessment, and Standards</p>	<p>In skimming the content on ODE website [OTES and Ohio Learning Standards (OLS)], briefly discuss which OTES or OLS items are directly measured by students' performance.</p>	<ol style="list-style-type: none"> 1. Using an observation at your site placement, discuss the level of engagement of the students when a lesson or concept presented to the students was specifically tied to a standardized test or assessment. 2. Compare and analyze the various student assessments used by your cooperating professional. 3. How is the use of these assessments affected by school or community assets, resources, and culture?
<p>Collaboration</p>	<p>In what ways do school professionals, parents, students and community members collaborate at your site?</p>	<ol style="list-style-type: none"> 1. With a partner, <ol style="list-style-type: none"> a. Determine how you would combine your unique levels of expertise to deliver a standards-based lesson or intervention to a heterogeneous group of learners. b. How would you incorporate cultural diversity in the classroom to impact students positively? 2. Discuss the various issues and successes that are evident at your placement with regard to collaboration between teachers, students, parents, administrators and community members. Consider barriers, types of collaboration, and issues of confidentiality. 3. Analyze the reciprocal impact of collaboration between various constituents. How are you impacted by and how can you impact others based on the approaches, frequency, and purposes of collaborative efforts?
<p>Differentiated Instruction</p>	<p>How does your cooperating professional differentiate a lesson or their approach to working with students to meet the needs all the students? If you have had the opportunity to work with a group of students, how did you differentiate your approach to meet the needs of all students in your group?</p>	<ol style="list-style-type: none"> 1. Choosing one standard in the Ohio Learning Standards (OLS) and using what you have observed at your site placement, how would you leverage the assets, resources, and cultural qualities present in the classroom to create a lesson or intervention designed to help all students master the standard? 2. Identify a creative strategy used in a lesson or approach by your cooperating professional and evaluate the impact it had on various students' (heterogeneous) understanding of the material taught. 3. Evaluate how students are engaged in academic environments and make appropriate suggestions to increase engagement. Does your evaluation take into account the cultural assets of the students in the classroom?

FEEP GE Assessment Plan for
ESCE 2189, GE-S First Education Experience Program (FEEP)

The assessment plan as described to students is included below. In addition, as required by the Service Learning Request form, the following questions are addressed here.

Once you collect the data on student achievement, how will you use it to make course improvements?

Data collected from the End-of-Course Assignment will be compiled, broken down by scores per ELO, and analyzed to determine in what areas students performed well and where students demonstrated issues. Instructors, including the FEEP director and all graduate teaching associates (GTAs) will collaborate to determine how course content could be revised to improve student successes.

How will the information be archived and made available to future instructors?

The FEEP director will maintain electronic copies of the data analyses described above so that these data are available for future instructors. Additionally, the report submitted electronically to ASC Curriculum and Assessment Services at the end of each term will be archived. This is the report that includes a summary of rubric scores, instructor reflections, analysis of student growth and development, and sample assignments.

End-of-Course Assignment

You will be required to complete an end-of-course project that addresses all three of the Expected Learning Outcomes (ELOs) outlined in the rubric for this assignment. The rubric, which includes the ELOs, is included on p. 3 in this document. An explanation of the assignment follows here.

Purpose: The purpose of this project is to provide you an opportunity to reflect upon and synthesize the new knowledge, skills and perspectives you acquired as a result of this course. The goal is for you to connect content from across the course to experiences from your field placement, to reflect upon aspects of your placement that affect those whom you served, and to evaluate the impacts of your experiences. As potential educators, you need to understand that the relationship between academe and practice is symbiotic, with both perspectives combining to create new learning that would not be possible in the absence of either. In other words, effective educators are reflective and use evidence-based practices so that students and colleagues benefit from their work.

Content: Each project will be unique to the experiences, reflections, and knowledge of each student. It is important, however, that content from all seminar sessions be included in your project, as well as a thorough examination of the environment where you were placed. Thoughtfully examining the impacts of your field work is a key aspect of your project. These content requirements are addressed in detail in the rubric.

Please refer to the following prompts as you complete your assignment.

1. How are the concepts and skills that you have learned in online discussions, seminars, and orientation connected to your field-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the placements and communities in which you worked.
3. Evaluate the impacts of the service-learning activity on you as well as the school professionals, students, and/or community members with whom you interacted. Use concrete examples.

Format:

You are encouraged to choose from among the following possible options to complete your end-of-course assignment. You may select one of the following options or propose an alternative in consultation with the course instructor. Options and minimum requirement include:

- Paper
 - Approximately 3-5 pages long. This is a guideline so that you are concise. Please understand that the *focus* of your paper is on the *content*, *not the length*.
 - 12-point font, 1-inch margins
 - Use APA or MLA accurately in text and in reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
- Presentation
 - Approximately 5-8 minutes. This is a guideline so that you are concise. Please understand that the *focus* of your presentation is on the *content*, *not the length*.
 - Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
 - Be creative! You are encouraged to include technology as part of your presentation and to involve your audience.
- Video
 - Approximately 5-8 minutes. This is a guideline so that you are concise. Please understand that the *focus* of your video is on the *content*, *not the length*.
 - Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
 - Be creative! This is not a presentation video in which you present slides and talk about them or video yourself talking. Think art and film with this format.
- Role play
 - Approximately 5-8 minutes each for Scenario 1 (see below) or more minutes for Scenario 2 (depending on the size of the group). This is a guideline so that you are concise. Please understand that the *focus* of your role play is on the *content*, *not the length*.

- Provide a reference list. Use APA or MLA accurately in the reference list. MLA reference lists must include URL for web citations. See the OWL at Purdue for basic details. (<https://owl.english.purdue.edu/owl/>).
- You are welcome to be a one-person act in which you role play several parts or you can work in pairs or as a small group. If you work with others, you have two options.
 - *Scenario 1:* You can conduct a separate role play for each person’s assignment. Thus, if there are 3 people in your group, you’ll do 3 separate role plays of 5-8 minutes each. The lead role for each will be played by the person whose assignment is being demonstrated.
 - *Scenario 2:* You can conduct a single role play that should combine the time it would take for each role play and should clearly demonstrate each person’s contribution.

Regardless of the option selected or proposed, you must adhere closely to the rubric.

Scoring Rubric for End-of-Course Assignment

	Capstone (30 points for each ELO)	Milestone (27 points for each ELO)	Milestone (25 points for each ELO)	Benchmark (22 points for each ELO)
(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work.	Connect content from 6-7 seminar topics to field experiences, analyzing and extending academic content in novel ways beyond class discussions and readings.	Connect content from 4-5 seminar topics to field experiences, analyzing how class discussions and readings were manifested in the field.	Connect content from at least 3 seminar topics to field experiences, making some connections of facts or theories to class discussions and readings.	Demonstrate limited and/or unclear connections between seminar topics and field experiences.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex analysis of the issues, resources, assets and cultures of the experienced education environments.	Demonstrates a clear understanding of the issues, resources, assets and cultures of the experienced education environments.	Identifies the issues, resources, assets and cultures of the experienced education environments.	Shows minimal awareness of the issues, resources, assets and cultures of the experienced education environments.

(ELO3) Students evaluate the impacts of the service learning activity.	Evaluates the impacts of the Service Learning experience on self, cooperating professionals, students, and other constituents, including an analysis of the long term impact on the community, classroom, and/or related educational setting.	Evaluates the impact of the Service Learning experience on self as well as contributions made to the goals and aims of the school, classroom, and/or related educational setting.	Evaluates the impact of the Service Learning experience on self.	Minimally evaluates the impacts of the Service Learning experience.
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	Capstone (10 points)	Milestone (8 points)	Milestone (6 points)	Benchmark (4 points)
APA or MLA formatting MLA web citations include URL. Grammar and spelling, if applicable.	APA or MLA style are accurate in reference list and within text (if applicable). In all written work, grammar and spelling are accurate.	APA or MLA style are mostly accurate in reference list and within text (if applicable). Few errors are present. In all written work, few grammar and spelling errors are present.	There are several errors in APA or MLA style. Few grammar and/or spelling errors are present.	APA or MLA style are not followed or poorly represented. Several grammar and spelling errors are present.
Total Points	90-100	82-89	71-81	0-70

Service-Learning Designation Request Form

ESCE 2189, GE-S

First Education Experience Program (FEED)

1. Has this class previously received an S-Designation? **No**

2. Is this class always taught with a service-learning component? **Yes**

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

FEED students spend time in local public schools and complete various activities in collaboration with their Cooperating Professionals (CP). Most students are placed in classrooms, where they work closely with teachers and their students. Some students are placed with non-teaching staff, such as school librarians, counselors or psychologists. In all cases, FEED students are engaged in activities that a) allow them to develop a realistic perspective of what it takes to be an effective educator and b) provide service to the classrooms, professionals, and/or students with whom they are placed. FEED students perform a variety of tasks that may include services such as working with students 1:1 or in small groups, grading papers, and completing creative work such as creating hallway displays of student work. They may also be engaged in collaborative activities with many school personnel as well as parents and local community members. All of these service activities assist teachers and students and allow FEED students to gain perspectives about education as a career.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

Increasing pressure to improve PK-12 student outcomes creates a need within districts, schools, and classrooms for people who are willing and able to work with students and provide services that allow teachers to focus most of their time on instruction. Based on a teacher survey conducted this past Spring, and recent conversations with district personnel from all six districts involved with our program, FEED is highly valued in local schools. Teachers and district personnel appreciate the services that FEED students provide as well as the opportunity to help FEED students make sound career choices. FEED students who are placed with professionals other than classroom teachers provide unique services that are also valuable to those professionals, schools, students, parents and other community members.

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

The FEED director is the faculty member who is most responsible for FEED. A major goal for this faculty member is to collaborate with all involved constituents, including (but not limited to) FEED students, district

personnel, cooperating professionals, graduate teaching associates (GTAs), other faculty whose programs are involved with FEEP, faculty who administer FEEP at OSU regional campuses, and college and departmental administrators. Working closely with FEEP students and GTAs to ensure that FEEP students have successful experiences is essential.

In addition to collaborating with constituents, the FEEP director is responsible for administering the program, supervising GTAs, maintaining paperwork for all FEEP students, and teaching a seminar section each term. Beginning with the Spring term, 2014, the current director began collecting survey data from cooperating professionals and FEEP students. The plan is to continue this data collection for at least two more years, to inform constituents regarding cooperating professionals' and students' perceptions of the program and to guide ongoing instruction and collaborations. The data have been analyzed and used to inform course planning, including this request to convert FEEP to an S+GE course.

b) Students

Goals for FEEP students are twofold. They have as one goal to explore possible careers in education to determine whether education is the field they desire. Another goal involves these students providing service to the schools, professionals, students and community members with whom they interact during their FEEP placements.

Expectations and responsibilities include demonstrating professionalism, being actively involved in their field placements, attending and engaging in all online discussions and seminars, and completing required assignments. To demonstrate professionalism and active involvement, students are required to engage in such activities as dressing appropriately, interacting positively with school personnel, completing tasks assigned by their cooperating professionals, attending all required field days on time and contacting their cooperating professionals in cases of unavoidable absences. Evidence of professionalism is provided via cooperating professional and self- evaluations. Seminar time and online discussions are equally important and include completing assignments, posting to all discussion boards, attending all seminars in a timely manner and being actively engaged in discussions and reflections.

c) The community partner(s)

Districts', schools', and teachers' goals parallel those of FEEP students. These include having opportunities to mentor FEEP students and benefitting from the services provided by FEEP in their schools and classrooms.

Expectations and responsibilities for district personnel include securing and communicating about placements for FEEP students as well as attending orientation to provide placement information and to discuss the culture, resources, assets, and issues pertinent to their districts. Finally, they attend several seminar sessions that allow them to guide FEEP students to reflect more deeply upon experiences and opportunities related to field placements.

Cooperating professionals are expected to mentor FEEP students, provide a wide variety of activities that represent the work of school professionals, and evaluate FEEP students' performance. They are the main point of contact for FEEP students, thus their role is of key importance.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

FEEP has existed for approximately three decades and has maintained an excellent reputation and rapport with local school districts. The college and department has supported FEEP during that time as well and plans to maintain this support. Ongoing collaboration between the department, FEEP director, and districts and cooperating professionals helps to continue this sustainability.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The academic content of the course is connected directly with students' field experiences and their field experiences allow them to connect academic content to practice. The seminar topics represent important issues for students considering education as a career path. Thus, the academic content is inextricably connected to FEEP students' field experiences. Further, the reflections in which FEEP students engage via online and in-class discussions amongst themselves, with instructors, and with district personnel are designed to help them make direct connections from and reflect upon their field experiences and course content.

SERVICE-LEARNING GE-SPECIFIC QUESTIONS

Courses proposed for the Service-Learning component of the General Education (GE) should be designed with the following goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

1. The goals and expected learning outcomes are addressed in the syllabus, rationale, and assessment plan, all of which are included with this document.
2. There are no prerequisites for this course and all applicants are admitted to the program, so there are no restrictions to majors.

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes: (addressed in the accompanying rationale document)

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)
2. A course syllabus that follows the ASC syllabus template guidelines. (see pp. 12-13 of ASC Curriculum and Assessment Operations Manual) (included as a separate document)
3. A GE rationale that answers specifically the following questions: (included as a separate document)
 - a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?
 - b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?
 - c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

4. A GE Assessment Plan (included as a separate document)

As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. This assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See Appendix below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

As part of the proposal, please explain the end-of course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Service-Learning Initiative, is included in the Appendix.

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor's explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically (keep copies for your own and your department's records).

Further details about end-of-course assignment:

All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

The following three questions are included in the syllabus description of the end-of-course assignment and in the assessment plan document that accompanies this form.

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.
3. Evaluate the impacts of the service-learning activity. Use concrete examples.

Scoring Rubric:

Assessment of Service Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.	Student expresses a limited, unclear connection of course content to Service Learning activity.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.	Identifies the issues, resources, assets, and cultures of the community in which they are working.	Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.
(ELO3) Students evaluate the impacts of the service learning activity.	Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community.	Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization.	Student evaluates the impacts of the Service Learning experience on themselves.	Student minimally evaluates the impacts of the Service Learning experience.

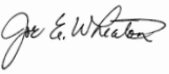


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February 26, 2015

To: Council on Academic Affairs

From: Dr. Joe E. Wheaton 
Associate Chair
Department of Educational Studies

The Department of Educational Studies is putting forth ESCE 2189, First Education Experience Program (FEEP), as a general education course in Service-Learning. This course is highly sought after by the students in the Departments of Educational Studies and Teaching and Learning in the College of Education and Human Ecology. Consequently, once this course has been approved, it would be of great advantage to the students to have this course available as a GE course effective Autumn Semester, 2015. Therefore, the Department of Educational Studies is requesting the course be added to the Autumn Semester, 2015 schedule even if final approval is after the Registrar's July 1 deadline.

Thank you in advance for your consideration of this request.

ESCE 2189S First Education Experience Program (FEEP)
Rationale for GE Status

This document addresses two questions posed by the ad-hoc GE Service Learning Panel of the ASC Curriculum Committee (ASCC) on April 14, 2015. Specifically, the panel asked for the following to be addressed:

- Provide a more complete rationale addressing how the addition of the GE status would benefit students in the college of Education as well as those in other colleges. For example, what other students would be interested in taking this as a GE course?
- How typical is it for students outside of the College of Education to enroll in this course? If possible, provide a history of enrollments to show the percentage of students that take this course that are Education majors and those that are in other majors.

The answers to these questions are included below. It may be helpful for the committee to know the history of FEEP so that they have a context within which these answers may make more sense. The First Education Experience Program (FEEP) is designed for undergraduate students to explore various careers in education. In the past several years, field work has been offered in local K-12 public schools, and OSU students are currently placed with teachers, school psychologists, counselors, librarians and school nurses. At its inception, however, FEEP was a career exploration course through which students were placed in a wide variety of settings across campus and in the community. Considering the potential of this program for greater impact, we hope to broaden the scope of placements in the future. With this in mind, the questions posed by the committee are addressed in the following paragraphs.

- Provide a more complete rationale addressing how the addition of the GE status would benefit students in the college of Education as well as those in other colleges. For example, what other students would be interested in taking this as a GE course?

We have two goals for FEEP. One is to recruit a more diverse student population into the program and thus, potentially, into the field of education. The other is to eventually expand FEEP into education settings beyond K-12 public schools so that students may explore a wider variety of education-related career options. If FEEP is approved as a GE status course, we will be able to market the program across campus to recruit a more diverse student population and to make the course viable as a career exploration option that can fulfill a GE Open Option course. Further, most of the education programs in the Department of Teaching and Learning underwent recent changes that required significant credit-hour reductions. Therefore, the ability for students applying to those programs to have taken FEEP as a GE course is important so that students do not have to count this course toward their major credit hours. Also, because FEEP allows for career exploration, some students choose to opt out of education as a career after completing FEEP. In those cases, having the ability to take this course as a GE credit is advantageous for students. Finally, if FEEP is offered with GE status, we are more likely to attract students from across campus who might otherwise have not considered exploring education as a career option. This would allow us to market more widely and to create capacity for broadening the scope and diversity of the program.

- How typical is it for students outside of the College of Education to enroll in this course? If possible, provide a history of enrollments to show the percentage of students that take this course that are Education majors and those that are in other majors.

The table below provides numbers of students who completed FEEP since semesters began. Students classified as EHE were students in a major or pre-major in the College at the time they took FEEP and were classified according to a code that is under the umbrella of the College of EHE. However, they may not have been admitted to their major program at the time they took FEEP.

Data from FEEP applications for AU 2014 and SP 2015 indicate that non-EHE students identify their majors as including:

- Biology
- Business
- Computer Science and Engineering
- Communications
- Criminal Justice
- Economics
- English
- Exploratory/Undecided
- German and English
- History
- Linguistics and Korean
- Mathematics
- Non-degree seeking
- Pharmaceutical Sciences
- Physics
- Political Science and Economics
- Pre-nursing
- Psychology
- Spanish
- Theater
- Women's Gender and Sexuality Studies

In sum, an average of **19%** of FEEP students on the Columbus campus and **13%** on regional campuses were not enrolled in the College of Education and Human Ecology (EHE) at the time they completed FEEP.

AU 2015 applications for FEEP on the Columbus campus are up for non-EHE majors compared to SP 2015, which may in part be due to communication with Exploration and Arts and Sciences advisors about the updated format of the course, service-learning component, and new 3 credit hour option. While every student that applies is accepted, students will still need to enroll and may change their mind about enrolling; however the addition of GE status will likely make it more attractive to stay enrolled as the credits will apply to the GE Open Option.

Also, please note that the shift from 36% to 16% of non-EHE majors in 2012-2013 is likely due to the addition of 7 new BSEds that required FEEP and that were approved during that year.

FEEP enrollments are typically higher during the spring term, so because of the changes there was an enrollment lag for education majors that occurred during AU12.

	AU12	SP13	AU13	SP14	AU14	SP15	Total	<i>SP15- applicants</i>	<i>AU15- applicants</i>
Columbus									
Non EHE	21	19	27	32	24	32	155	51	65
EHE	37	98	119	213	145	197	809	336	199
Percent non-EHE	36%	16%	18%	13%	14%	14%	19%	13%	25%
Regional									
Non EHE	10	17	13	10	7	9	66		
EHE	85	95	75	99	83	84	521		
Percent non-EHE	11%	15%	15%	9%	8%	10%	13%		
Total	153	229	234	354	259	322	1551		