

From: [Steele, Rachel](#)
To: [Brown, Danielle](#); [Eze, Maura](#)
Cc: [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Cody, Emily](#); [Steele, Rachel](#); [Fletcher, Richard](#)
Subject: EDU T&L 4005
Date: Tuesday, November 23, 2021 3:24:16 PM
Attachments: [image001.png](#)
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Good afternoon,

On Tuesday, November 16th, the Race, Ethnicity and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for Education: Teaching and Learning 4005.

The Panel did not vote on the proposal as they would like the following points addressed:

- a. The Panel asks that the department remove GE Themes Goals and ELOs, as this course is being proposed as a GE Foundations: REGD course and not as a GE Themes course (syllabus pg. 1-2 under “General Education Expected Learning Outcomes”). Similarly, in the same section, the Panel asks that the name of the GE category be amended to read “Race, Ethnicity, and Gender Diversity” rather than “Race, Gender, and Ethnicity”
- b. The Panel asks the department to consider whether a 4000-level course intended for students with the rank of “Junior” or “Senior” (Course Change Request pg. 2 under “Intended Rank”) fits within the purview of the GE: Foundations. Typically, GE Foundations courses are at the 1000-3000 levels, and are appropriate for students who are at the beginning of their college careers. While there are no strict rules regarding the numerical level of courses in the GE Foundations, the Panel is concerned that students taking their first REGD course may have difficulty with content of a 4000-level course.
- c. The Panel requests that the department clarify whether the proposed course is intended to be taught in a distance format. The Course Change Request (pg. 1 under “Does any section of this course have a distance education component?”) says that this is not a distance course, but the syllabus seems to address “synchronous virtual sessions” (syllabus pg. 10) and “Zoom sessions” (syllabus pg. 12)
- d. The Panel notes that most of the examples in the GE Proposal address course goals, topics, activities, and assessments that center on issues of race. The Panel would like to see some examples that are more focused on gender and ethnicity.
- e. The Panel asks that the department remove the exclusion for students who have credit for 559, as the Registrar’s Office is attempting to remove all references to coursework completed on quarters at this time.

I will return EDU T&L 4005 to the department queue via curriculum.osu.edu in order to address the Panel’s requests.

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

Best,
Rachel



Rachel Steele, MA

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

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 688-4540

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I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.