

**From:** [Steele, Rachel](#)  
**To:** [Bernth, Jena](#); [Brosnan, Patti](#); [Wild, Tiffany](#)  
**Cc:** [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)  
**Subject:** Education: Teaching & Learning 2050  
**Date:** Thursday, September 22, 2022 4:44:54 PM  
**Attachments:** [image001.png](#)  
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Good afternoon,

On Monday, September 12th, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for EDUTL 2050.

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

1. The Panel asks that the department provide more information about the discipline and/or subdiscipline that this course is grounded in. More specifically, they are trying to understand what “lens” students will be using to engage with the course material and how the required course materials will be used, discussed and analyzed. They note that in some sense, the course feels like a media analysis course (owing to the large proportion of popular sources for reading/viewing and the heavy reliance on video media,) and that, in another sense, it feels like a language analysis course, (owing to the focus on language in Course Goal 1 and its subsequent ELOs on pg. 3 of the syllabus).
2. The Panel requests that the department include more readings or materials that will engage with REGD issues from a disciplinary perspective, giving students a scholarly grounding for their analysis of the course’s videos, news stories, and other materials.
3. The Panel recommends that the department include some self-reflection of their scholarly field, including how scholars and practitioners in the field have traditionally dealt with REGD issues and how theory and practice are currently evolving.
4. The Panel appreciates the assignments that ask students to reflect on their own identities, but they note that privilege seem to dominate these assignments. They ask that the department also encourage students to explore how oppression functions in their lives.
5. The Panel asks that the department include more detail about the central themes to be explored and questions to be answered in each week of the course via the course schedule (pgs. 11-17) and/or the GEN Course Submission form.
6. The Panel requests that the department provide more information on the Community Learning Experience, including examples of the organizations and agencies that students will be asked to partner with and/or volunteer for, and more detail of how students’ own experiences with power, privilege and oppression will impact this assignment.
7. The Panel asks that the department include a mention of the Community Learning Experience in the course description (Course Request for Pg. 1 under “General Information”) so that students registering for the course will be aware of the off-campus aspect of the course.

8. The Panel recommends that all courses seeking approval in the new GE Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>.
9. The Panel asks that the department include a paragraph following the GEN Goals and ELOs (syllabus pg. 2-3) that explains how this course will meet those goals and ELOs per the requirement of the ASCC. More information about required syllabus elements can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>
10. The Panel asks that the name of the GEN category on pg. 2 of the syllabus be corrected to read "GEN Foundation: Race, Ethnicity and Gender Diversity" rather than "Race, Ethnic and Gender Diversity"

I will return EDUTL 2050 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.)

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