

**From:** [Steele, Rachel](#)  
**To:** [Hilty, Michael](#)  
**Subject:** FW: Molecular Genetics 4581S  
**Date:** Tuesday, May 9, 2023 1:57:16 PM  
**Attachments:** [image002.png](#)  
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[image008.png](#)  
[image001.png](#)

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**From:** Sweigart, Claire <sweigart.10@osu.edu>  
**Sent:** Friday, May 5, 2023 3:02 PM  
**To:** Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>  
**Subject:** RE: Molecular Genetics 4581S

Hi Bernadette and Rachel,

We have completed review, and while we will approve it for the S, we have some suggestions for the instructional team. Two common issues arose across the reviews: the need for more structured reflection prompts throughout the semester and the opportunity for more preparation of the students. I've copied some of the suggestions below:

- I encourage you to think about how you can have students reflect on their experience throughout the course and not just at the end. Because of the hands-on nature of their work, they should be offered opportunities for reflection each week. This also allows the instructors to track real-time progress and address any issues that may arise. Opportunities for reflection highlight one of the significant components of a service-learning course – that all the learning is not simply about the course content – it is also about the structures that necessitate programs like these in underfunded schools/communities.
- I challenge you to think deeper on the answer/plan for question 8B: **What aspects of the course ensure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?**
  - I believe you have an opportunity to introduce the systemic reasons for the discrepancies in schools/districts. I think this is a valuable conversation early in the class – because we tend to carry our biases/prejudices with us regarding socioeconomic status. If there are different student groups visiting classrooms with varying levels of resources, they are going to build a narrative around those experiences. I find it valuable to offer context of economic progression in the city of Columbus and how issues like redlining and white flight have impacted growth in the city of Columbus. Here is an article from 2019 that introduces some interesting points:
    - <https://www.dispatch.com/story/news/education/2019/09/20/grades-for-schools-show-link/2725881007/>
  - This could also be an opportunity to introduce implicit bias training, especially if students are going to be working with historically marginalized populations.  
<https://kirwaninstitute.osu.edu/implicit-bias-training>

**I understand this course is limited by the single credit hour; however, I would like to see some time set aside for preparation of the students for the elementary school setting beyond classroom management techniques. The instructor states that the students will likely experience starkly different resources and issues between school settings. How will students be provided**

**with context for that and how it impacts the course content and goal attainment? Additionally, a single opportunity for reflection in the last week of class seems a bit shallow. Perhaps short reflections after each of the four class visits could be required? Even just having the students record their experience and feelings immediately after the class visits would then provide them with something to reflect on for the final wrap-up discussion.**

I'll log in and approve the course, but we would like to see the instructors seriously consider our suggestions to make this a more robust use of service-learning pedagogy. Can these comments be forwarded to the instructional team? As always, we're happy to connect them with additional resources or assist in any way they may need.

Thanks!  
Claire

**Claire G. Sweigart, J.D.**

Program Director, High Impact Practices

**The Ohio State University**

Office of Undergraduate Education

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**From:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>

**Sent:** Wednesday, April 26, 2023 5:09 PM

**To:** Steele, Rachel <[steele.682@osu.edu](mailto:steele.682@osu.edu)>; Sweigart, Claire <[sweigart.10@osu.edu](mailto:sweigart.10@osu.edu)>

**Subject:** RE: Molecular Genetics 4581S

This is good news!!

Many thanks!

Bernadette



**Bernadette Vankeerbergen, Ph.D.**

Assistant Dean, Curriculum

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**From:** Steele, Rachel <[steele.682@osu.edu](mailto:steele.682@osu.edu)>

**Sent:** Wednesday, April 26, 2023 5:02 PM

**To:** Sweigart, Claire <[sweigart.10@osu.edu](mailto:sweigart.10@osu.edu)>

**Cc:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>

**Subject:** RE: Molecular Genetics 4581S

Sounds good, Claire. Thanks for letting me, know, and looping Bernadette in here so she knows what's going on with the course.

Best,  
Rachel



**Rachel Steele, MA**

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

Program Manager, Office of Curriculum and Assessment

**College of Arts and Sciences**

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**From:** Sweigart, Claire <[sweigart.10@osu.edu](mailto:sweigart.10@osu.edu)>

**Sent:** Wednesday, April 26, 2023 4:48 PM

**To:** Steele, Rachel <[steele.682@osu.edu](mailto:steele.682@osu.edu)>

**Subject:** RE: Molecular Genetics 4581S

Hi Rachel,

I actually have an associated faculty member on staff now, so between us and Ola we shouldn't have a problem reviewing the course within 2-3 weeks, even if none of the other faculty members are available.

Thanks,  
Claire

**Claire G. Sweigart, J.D.**

Program Director, High Impact Practices

**The Ohio State University**

Office of Undergraduate Education

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**From:** Steele, Rachel <[steele.682@osu.edu](mailto:steele.682@osu.edu)>  
**Sent:** Wednesday, April 26, 2023 4:01 PM  
**To:** Sweigart, Claire <[sweigart.10@osu.edu](mailto:sweigart.10@osu.edu)>  
**Subject:** Molecular Genetics 4581S

Claire-

Good afternoon! I hope you're enjoying our fabulous weather today. I had a question for you about a course we recently routed to you via curriculum.osu.edu. MolGen 4581S is looking to get approval for AU23. They've made it through our ASCC panels, but now they need review from your office for the "S" designation. Does your group of faculty reviewers meet over the summer? If you do, and you think this is something that can get done in the next few weeks or a month-ish, fabulous. If not, I think Bernadette and I are going to suggest they request a group studies for the fall. Just let us know, and we'll reach out to the department.

Thanks,  
Rachel



**Rachel Steele, MA**

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

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