Term Information

Effective Term	Autumn 2023
Previous Value	*Autumn 2021*

Course Change Information

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

Alana Telesman is requesting approval for this course to meet the new GE Theme requirements; this would include needing the course to be minimally 4 credits. Course description also updated to align more with new GE. We also updated to hybrid delivery for more flexibility.

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

The course was previously approved as a GE-Service Learning course under the old GE. With the new GE, adjustments were made to fit the GE Theme of Traditions, Cultures, and Transformations and expectations of being a high-impact course to fulfill the 4 credit requirement.

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)?

N/A

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	Educational Studies
Fiscal Unit/Academic Org	EHE Educational Studies - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2189S
Course Title	First Education Experience Program (FEEP)
Transcript Abbreviation	FEEP
Course Description	Provides opportunities for students to explore current issues in education that have been informed by historical educational traditions. Students spend time in local pre-K-12 school or other education-based settings and through service-learning, gain an understanding of how educational practices impact the cultures, resources and assets for schools and communities.
Previous Value	*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 4 Max 5
Previous Value	*Variable: Min 3 Max 5*

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
	Less than 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade

Repeatable	No
Course Components	Lecture, Field Experience
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.0101
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); Traditions, Cultures, and Transformations
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
General Education course:
    Service-Learning (new)
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.
Sought Concurrence	No

Attachments

• 4-credit EDUCST 2189 FEEP Syllabus.docx: Updated Syllabus

  (Syllabus. Owner: Guerrero,Marc Johnston)

• GE submission traditions 3.9.23.docx: GE Theme Template

  (Other Supporting Documentation. Owner: Guerrero,Marc Johnston)

• FEEP GE cover letter.docx: Cover letter

  (Cover Letter. Owner: Guerrero,Marc Johnston)

• FEEP service-learning-inventory.pdf: GE Service Learning Inventory

  (Other Supporting Documentation. Owner: Guerrero,Marc Johnston)

• FEEP Service Learning Project Rubric.pdf: GE Service Learning Final Project Rubric

  (Other Supporting Documentation. Owner: Guerrero,Marc Johnston)

Comments

• Added GE Service Learning HIP inventory *(by Guerrero,Marc Johnston on 04/04/2023 10:50 AM)*

• If the dept is intending to submit this as a 4 credit High Impact Practice Theme course, please fill out the appropriate documentation for the requested HIP. *(by Vankeerbergen,Bernadette Chantal on 03/21/2023 01:52 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Guerrero,Marc Johnston	03/15/2023 12:59 PM	Submitted for Approval
Approved	Gunter,Shaun B	03/15/2023 01:01 PM	Unit Approval
Approved	Bagent,Aaron Michael	03/21/2023 01:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/21/2023 01:52 PM	ASCCAO Approval
Submitted	Guerrero,Marc Johnston	04/04/2023 10:51 AM	Submitted for Approval
Approved	Gunter,Shaun B	04/04/2023 11:05 AM	Unit Approval
Approved	Bagent,Aaron Michael	04/04/2023 11:13 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/04/2023 11:13 AM	ASCCAO Approval

March 9, 2023

Dear Curriculum Committee:

We are excited to request that the EDUCST 2189s: First Education Experience Program (FEEP) course be considered for the new GE as a 4-credit integrative practice service-learning course that meets the specific Theme of "Traditions, Cultures, and Transformations." Prior to the recent changes to the new GE sequence, FEEP met the GE-S (a general education service-learning course) requirements.

As a prior GE-S course, FEEP has accommodated students outside of the College of Education and Human Ecology (EHE) to participate in this high impact course experience. For example, during this academic year, we have had up to 10% of our students participate in FEEP from outside EHE. Students outside EHE have experienced success as they participated in a multidisciplinary experience that heavily emphasized reflective thought, community thinking, and high-impact learning experiences. Students can successfully transfer the knowledge and experiences gained from this course to their own careers outside of education. For example, students will work to build community partnerships, understand systemic issues that face our education system (and the future of our workforce), and practice professionalism in a supportive environment. Additionally, students will learn about the importance of giving back to the community through their service-learning opportunities.

The FEEP program previously received support and approval from the OSU service-learning office, which provided the required training necessary to successfully provide these service-learning experiences to students.

Given the rigor of the course, its history as a previously offered 5-credit course (it is currently a variably offered 3-5 credit course depending on the number of service-learning hours

students commit to), and the addition of content related to Traditions, Cultures, and Transformation, we see no problem in meeting the requirements of a 4-credit course (and our curriculum course-change request will fix the credits to 4 moving forward). We look forward to your feedback as we apply for the new GE.

Sincerely,

Alana Telesman, Ph.D.

FEEP Director and Senior Lecturer

THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

EDUCST 2189s: First Education Experience Program (FEEP)

Course Syllabus

Course Details:
Spring 2023, 4-credit hours
M/W/F, 7:00AM – 12:00PM[1]
FEEP Instructors are listed below

Program Administrators	
Dr. Alana Telesman FEEP Director Telesman.3@osu.edu	**Christina Terry** Program Manager terry.251@osu.edu
FEEP Instructors	
Christy Conway GTA Conway.363@buckeyemail.osu.edu	**Aly Stults** GTA stults.16@buckeyemail.osu.edu
Sarah Shrewsbury-Braxton GTA Shrewbury.10@buckeyemail.osu.edu	**Non Viriyasatien** GTA Viriyasatien.1@buckeyemail.osu.edu

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[1] The times indicated here allow students an appropriate time window to attend field placements, as well as attend to attend bi-weekly seminars. Students in secondary settings may need to arrive early and those in elementary settings may need to stay later in the morning.

COURSE DESCRIPTION

The main purpose of this **general education, service-learning (GE-S)** [and proposed GE Theme in Traditions, Cultures, and Transformations] course is to provide opportunities for students to explore current issues in education that have been informed by historical educational traditions, which often do not include students from all cultures. FEEP students are encouraged to transform their thinking and practices by engaging with FEEP seminar content and with the students and mentor teachers at their sites. Students will gain an understanding of how educational practices impact the cultures, resources and assets for schools and their communities.

As part of its history, FEEP has provided students opportunities 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 pre-K-12 school or other education-based settings, observing and/or 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 cultures pertinent to their school placements and how these constructs affect student learning and the community at large. Via deep reflection and discussion, students will evaluate the impact of their service-learning project on all involved participants.

LEARNING OBJECTIVES

The broad objectives of this course involve students evaluating their career goals and examining 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, diverse identities, and poverty impact students' ability to learn.
- Identify personal and social identities and how these identities impact interactions with students, staff, and larger communities.
- Discuss how trauma, health, and wellness impact teachers, students, and their communities.
- Identify structural and systemic issues that persist in education.
- Recognize and explain differences, similarities and disparities among organizations, cultures, societies, and/or individuals.
- Gain and apply academic knowledge through civic engagement with schools or other education- related entities.

- Explain ways in which race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.
- Discuss the intended and possible unintended effects of school reforms, such as current teacher evaluation systems, Ohio Learning Standards, and student assessments on schools, educators, 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 integrity and ethical behavior.

Service-Learning Requirements

The goal and objectives below are required as part of this course configuration and are addressed throughout the course.

Goal: Students gain and apply academic knowledge through civic engagement and observation within communities.

Expected Learning Outcomes:

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.

Note for International Students: Due to limitations in your visa status, you are only permitted to observe/shadow your cooperating professional. This means you will not be actively participating in activities such as tutoring, group work, etc.

GE THEME EXPECTED LEARNING OUTCOMES (ELOs)

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	FEEP students are encouraged to think critically in every seminar. In Seminar #1, students learn about standards, assessments, and accountability within schools. For homework, they read Meira Levinson's Democracy, Accountability, & Education, which examines multiple arguments about assessments and standards, including bias in these assessments. They apply this learning by reading the Guide to Ohio School Report Cards. They examine their site and district's report card scores. In seminar, we compare and contrast Ohio's assessment of schools and districts to what the students and community members think makes a "great" school. Students will engage in large group and small group debates regarding how

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	schools are assessed and what aspects about a school society values most. During the first class, students will complete an initial survey that targets potential biases they hold regarding their current placements. They will be given this survey on their first and last day of class and will compare their results to see their growth throughout the semester. In their first assignment (reflection #1) students will begin analyzing their current field placement. They will also complete a final service-learning project that will serve as a culmination of their coursework and experiences in the field.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students engage in advanced exploration of each seminar topic through a combination of lectures, readings, podcasts, discussions, and assignments.

Students engage in advanced exploration of each seminar topic through a combination of lectures, readings, podcasts, discussions, and assignments.

<u>Lecture</u>

Lectures are designed to be a combination of instructor and student led. The instructor typically begins all lectures setting background and scaffolding student knowledge. From there, students participate in related-activities and large group/small group discussion to more deeply explore the topic and their own connection to the content. Additionally, two lectures (Trauma-Informed Care Practice and Becoming a School Professional) bring in guest speakers and topic experts to share their knowledge and expertise with students.

<u>Readings</u>

Course materials come from a variety of sources to help students engage with the content. Materials are taken from peer-reviewed journal articles, university databases, university organizations, educational podcasts, and Ohio Department of Education resources.

<u>Discussions</u>

Each week, students will do weekly discussions in a variety of formats to encourage all learners to participate. This also allows students to take control over their learning. They also practice skills of gathering information, analyzing their findings, presenting their knowledge, and communicating professionally with their peers. Additionally, students share their own experiences and observations in their field placements

	Activity Example: Students will complete the "Implicit Bias in K-12 Education Case Study and Scenario Workbook" from the Kirwan Institute in small groups. Students will share their findings with other groups and apply their knowledge to their own placements. Students will also complete the "Comfort in Social Situations" guided activity to learn more about their potential cultural biases and how they can address these biases as future teachers.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	For seminar #6, FEEP students identify culturally sustaining classroom management and organization practices by completing the following for homework: Kirwan Institute's Implicit Bias training modules centered on classroom discipline. They will also read about the complexities of classroom management (Jones, Jones & Vermette (2005), and complete a discussion thread that examines how their mentor teacher's implement culturally sustaining classroom management practices. In class, students learn about the building blocks of culturally sustaining classroom management as well as restorative practices, and apply these to an activity where they develop classroom rules and/or discipline structures for their future practices. Students also work through case students surrounding classroom discipline.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	FEEP students complete 2 reflections throughout the semester that compare their own experiences in schools with those of their mentor teachers at their sites. They also complete a reflection after swapping placements with another FEEP student to compare and contrast the observed differences. Finally, students complete a pre/post semester survey and spend time analyzing the differences in their perspectives before starting in their placement and after 15 weeks of attending their placements.

TRADITIONS, CULTURES, & TRANSFORMATIONS GE THEME ELOs

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	For Seminar #2, students complete the Kirwan Institute Implicit Bias modules and take 2 Implicit Association Tests. Students choose a reading or podcast centered on culture and race in the classroom: Letter to the Next President (Ladson-Billings, 2008); Preparing for Culturally Responsive Teaching (Gay, 2001); Choosing a School for my Daughter in a Segregated City (Hannah-Jones, 2016); Black English is Fire podcast (OSU, 2021). Students also read or listen to a podcast about the culture of Whiteness in education: Read Dear White Teachers: You Can't Love Your Black Students if You Don't Know Them (Love, 2019); Nice White Parents, Episode #1: Book of Statuses; Nice White Parents, Episode #4: Here's Another Fun Thing you Can Do; Code Switch: Episode 1, Can we Talk about Whiteness?
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	In seminar #3, students discuss the idea of systemic poverty and some of the contributing factors. They analyze historical practices such as Redlining and gerrymandering to learn more about how districts have been formed over the years.
ELO 3.3 Examine the interactions among dominant and sub-cultures.	In seminar #3 students will work deeply to examine their own personal and social identity by completing work from University of Michigan's Inclusive Teaching modules. Students are encouraged to identify social identities and reflect on ways those identities become visible or more keenly felt at different times along with the ways in which our identities impact the ways others perceive or treat them. This activity will help illuminate how privilege operates to normalize certain identities over others. This will help to build community, encourage sympathy and increase awareness throughout the classroom community.
ELO 3.4 Explore changes and continuities over time within a culture or society.	As part of Seminar #2, students complete a discussion thread about what they read and how they understand the influence of whiteness in the educational system.
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures,	Students will complete a service-learning project that has students explicitly identify the similarities, disparities, among their schools as it pertains to culture, resources, and assets. Students will also

societies, and/or individuals.	complete Reflection #2 in which they swap districts with another FEEP student to explore these disparities.
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	In the "Structural Poverty and Learning" seminar, students will complete an activity through playspent.org where they are expected to make life decisions with limited financial resources. In class we process this activity to help students understand the difficult decisions that families and students in poverty must face frequently. Students will also complete a reading by Richard Rothstein (2005) which looks at the very real health implications for students living in poverty and the disparities in medical care that may influence learning. Students will also watch a TED talk by Chimamanda Adichie which discusses the danger of a single story and the problem with stereotyping a group based on a single narrative.

COURSE REQUIREMENTS

1. **Field Experience**
   a. Field Attendance
      i. To pass FEEP, you are required to complete **72 field hours** during this semester. You are expected to attend through the end of the semester, even if you complete hours before the semester ends.
      ii. You must arrive on time on your scheduled day. Field placement days are scheduled on Mondays, Wednesday and Friday mornings, except days when you attend on-campus seminars.
      iii. All absences require your cooperating professional's (CP) approval. Please notify your CP of scheduled absences at least one week in advance.
      iv. All absences must be made up. Three or more unexcused absences may result in failing FEEP.
      v. Missing FEEP for the purpose of preparing for exams or completing OSU coursework are considered unexcused.
      vi. Repeated tardiness or leaving your placement early will be treated as an absence.
      vii. Student timesheets are to be filled on a daily basis and signed and dated by your CP each week.
         1. Missing signatures will be treated as an absence.
         2. Hours without signatures will not count toward required hours.
         3. Planned school closures (i.e., Professional Development days, Holidays) will not count toward your hours.

b. Field Evaluations
   i. Your CP will complete a midterm and final online evaluation based on your participation, performance, and professionalism.
   ii. Each evaluation is worth 35 points toward your grade (70 points total).
   iii. The FEEP team will send your CP the evaluation link two weeks before its due date.
   iv. Your signature and your CP's signature needs to be included on the online evaluation in order to ensure that you have met together to discuss the results of the evaluation.
   v. More details on what is expected of you in the field are included in the Student Field Experience Packet available on Carmen. You are responsible for knowing and abiding by what is contained in that document.

2. Seminar Experience
   a. Attendance and Participation
      i. You will be attending a total of 8 seminar sessions, for 2 hours each session (9-11 AM).
      ii. Because of the structure of the class and its activities, participation in discussions and attendance at all seminars is required.
      iii. In preparation for the seminar discussions, your instructor will assign readings from Carmen for each session. You are responsible for coming prepared to class.
      iv. Tardiness or leaving class early will be treated as a partial absence and will result in lost points.
      v. If you miss more than one seminar, you will fail FEEP. We expect professionalism regarding seminars as well as field experiences so if you absolutely must miss a seminar class, contact your instructor immediately. FEEP instructors will set policies for making up missed course content in the rare event of an absence.
   b. Assignments
      i. This section provides an overview of your assignments. More detailed information about these assignments is available in Carmen. You are responsible for accessing that information, reading it carefully and completing the assignment as described. If you have questions about an assignment, contact your instructor.
      ii. **Reflection Paper #1 - Activities and Interview:** During your first meeting with your CP, you will need to communicate your goals regarding activities you hope to become involved with in your placement. You will also interview your CP to learn about the class/setting, school, and community and to identify possible Service-Learning activities in which you might engage.
      iii. **Special Topics Assignment** - This assignment will vary by seminar instructor. Instructors will communicate details about the assignment via Carmen.

iv. **Reflection Paper #2 - Cross-District Visit Summary:** You will be paired with another FEEP student and will complete a cross district swap for one day. After, you will complete a reflection about the similarities and differences in both placements. If you had challenges contacting your partner, you must notify your instructor at least 1 week before the due date to be considered for an extension.

v. **Service-Learning Project** - FEEP is a Service-Learning designated GE courses so you will provide a service that would not have otherwise existed in your field placement had you not been present. Prior to beginning the project, you must submit a proposal for your instructor's approval. If you do not submit a proposal by the assigned deadline, you will lose 10% of your grade on the final project. Your service in the field will culminate in a final product that you will present via PowerPoint toward the end of the term during a virtual EXPO.

vi. **FEEP Student Final Evaluation** - You will complete an online survey to evaluate your field placement, FEEP assignments and your decision to pursue a career in education. A link to the survey is available on Carmen. We use the data from these surveys to provide feedback to district coordinators and to inform future changes to FEEP, so please take the time to complete the survey thoughtfully. We value your input.

GRADING

This course is <u>not</u> graded on a curve. Your grade is determined by the total number of points you earn divided by the total number of points possible.

Assignment Description	Points	% of total
Field Experience Grades	**220**	**32.3%**
Field Attendance – 72 hours	150	21.5%
Cooperating Professional Midterm Evaluation	35	5%
Cooperating Professional Final Evaluation	35	5%
Seminar Experience Grades	**200**	**29.4%**
Seminar Attendance & Participation (7 seminars + FEEP Expo)	25	4% for each seminar
Class Assignments	**260**	**38.2%**
Reflection #1: Activities & Interviews	25	3.6%
Special Topics Assignment	25	3.6%
Reflection #2: Cross-District Visit Summary	25	3.6%
Service-Learning Project	150	22%
FEEP Student Final Evaluation	35	5%
Total Possible Points	**680**	**100%**

Final Letter Grades: Final letter grades are based on the scale below:

A	93 – 100%	**B-**	80 – 82.9%	**D+**	67 – 69.9%
A-	90 – 92.9%	**C+**	77 – 79.9%	**D**	60 – 66.9%
B+	87 – 89.9%	**C**	73 -76.9%	**E**	60% and below
B	83 – 86.9%	**C-**	70 – 72.9%		

Additional Grading Information

- All assignments are due on the date listed in the "Schedule Overview" part of this syllabus.
- All assignments and forms should be submitted on Carmen in the corresponding assignment by 11:59 PM on the assigned due date.
- Two points will be deducted for each day an item is submitted late.
- All assignments and forms must be turned in by the last day of scheduled OSU classes. For every assignment not submitted, your grade will be dropped to the next lowest step (e.g., A to A-, B+ to B). The exception to this is the FEEP evaluation, which must be submitted in order to pass the class.
- You will NOT receive reminders/alerts for missing assignments. It is your responsibility to check Carmen and the syllabus BEFORE the last day of scheduled OSU classes to make sure you have submitted everything required for the class.

IMPORTANT OSU INFORMATION

COVID-19

With the ongoing pandemic, students are asked to be flexible with ongoing changes to the FEEP program based on health guidelines, school policies, and University changes. Our priority is to keep our FEEP students safe while also providing them with valuable field experiences. Please note that your school format may change from in-person, hybrid, or online at some point in the semester. We appreciate your flexibility and encourage you to seek out meaningful experiences with your cooperating professional and students, despite your teaching format. Regardless of your format, you are expected to continue to work with your cooperating professional and students through the duration of the semester. In the event that field placements are not an option due to extenuating circumstances (e.g., COVID-19 exigencies, etc.) students will be directed by their instructor to utilize alternative methods such as, but not limited to, videos, web conferencing software, case studies, etc.

Diversity Statement

The Department of Educational Studies at The Ohio State University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. The Department of Educational Studies prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual

orientation, ability status, health status, or veteran status. Each student and faculty member is to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Disability Services Statement

Students with disabilities (including mental health, chronic or temporary medical conditions) who have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Misconduct Statement

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so you need to review the Code of Student Conduct, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Inclement Weather and School Emergency Closing Policy

Field placement sessions will be canceled for bad weather or individual school emergencies only when the school district or school building to which you are assigned closes schools. Seminar sessions will be canceled only when the University is officially closed. Please listen to local radio/TV stations or follow your district's social media for information.

Writing Assistance

Students needing assistance with writing, composition, grammar, or English language should consult the Center for the Study and Teaching of Writing (688-5865) web site: http://cstw.osu.edu/writingcenter.

Basic Needs Security Statement

Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to reach out for support. Furthermore, please notify your instructors if you are comfortable doing so. Your instructor may be able to connect you with local resources.

The following are some Ohio State University resources you may find helpful:

- Buckeye Food Alliance (Food Bank): https://www.buckeyefoodalliance.org/
- EHE Food and Toiletries Bank in PAES A100

- Office of Student Life Career Closet (Professional Clothes): https://studentlife.osu.edu/articles/dress-professionally-with-the-help-of-student-lifes-career- closet
- Ohio State: Wellness App – this app provides a streamlined way to find the mental health and wellbeing resources that are best suited for your needs and goals. You can download it on your phone from the App Store.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- Self-Service and Chat support: http://ocio.osu.edu/selfservice
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TYY: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating CarmenCanvas

Technology that may be necessary for this course:

- CarmenCanvas, Zoom, text, audio or video chat
- Creating a slide presentation with audio narration
- Recording, editing and uploading video

Required equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software:

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

FEEP 4-credit Topics

Seminar	GE ELOs	Topic	Assignments
		Orientation (9:30-11:30 a.m.)	Carmen Readings
#1	1.1, 2.2,	Teacher Accountability, Assessment & Standards	**Possible Reading Assigned by Instructor** Letter to the Next President (Ladson-Billings, 2008) Preparing for Culturally Responsive Teaching (Gay, 2001) *Assignment: Reflection 1 Due: Friday*
#2	1.1, 1.2, 3.1, 3.4	Social Justice, Equity, and Liberation	**Possible Reading/Activity Assigned by Instructor:** Kirwan Implicit Bias Training

			Choosing a School for my daughter in a Segregated City (Hannah-Jones, 2016)
			Black English is Fire podcast (OSU, 2021).
			Dear White Teachers: You Can't Love Your Black Students if You Don't Know Them (Love, 2019)
			Nice White Parents, Episode #1: Book of Statuses; Nice White Parents, Episode #4:
#3	1.1, 1.2, 3.2, 3.3, 4.1,	***Trauma-Informed Care***	**Possible Reading/Activity Assigned by Instructor:**
			Crosby et al., (2018). Social Justice Education through Trauma-Informed Teaching
			Assignment: Service-Learning Proposal Due
#4	1.1, 4.1, 4.2	Structural Poverty and Learning	**Possible Reading/Activity Assigned by Instructor:**
			Richard Rothstein (2005). Class and Schools
			Jensen (2013). How Poverty Affects Classroom Engagement
			The Danger of a Single Story, Chimamanda Adichie, TED Talk
			Housing Segregation and Redlining in America, Gene Demby, NPR
			Assignment: Midterm Time Log AND CP Midterm evaluation Due: Friday
#5	1.1, 1.2, 2.2, 4.1	Becoming a School Professional	Possible Reading/Activity Assigned by Instructor:
			Carmen Readings
			Assignment: Cross- District Reflection 2 Due: Friday
#6	1.1, 2.1, 4.2	Classroom Management and Organization	What Do We Know about School Discipline Reform? Education Next.
			Assignment: Service-Learning Project Final- Due on Carmen Friday, by 11:59 pm
#7	1.1, 2.2, 4.2	Professional Identity, Self-Care & Reflection	Carmen Readings
#8	1.1, 2.2	***FEEP Expo*** ***Service-Learning Project***	***Assignment:*** FEEP Student final evaluation, CP Final Eval and Time lo **Due Mon. by 11:59 pm**

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

The First Education Experience Program (FEEP) explores current issues in education that have been informed by historical educational traditions, which often do not include students from all cultures. FEEP students are encouraged to transform their thinking and practices by engaging with FEEP seminar content and with the students and mentor teachers at their sites. Students will gain an understanding of how educational practices impact the cultures, resources and assets for schools and their communities.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	FEEP students are encouraged to think critically in every seminar. In Seminar #1, students learn about standards, assessments, and accountability within schools. For homework, they read Meira Levinson's Democracy, Accountability, & Education, which examines multiple arguments about assessments and standards, including bias in these assessments. They apply this learning by reading the Guide to Ohio School Report Cards. They examine their site and district's report card scores. In seminar, we compare and contrast Ohio's assessment of schools and districts to what the students and community members think makes a "great" school. Students will engage in large group and small group debates regarding how schools are assessed and what aspects about a school society values most. During the first class, students will complete an initial survey that targets potential biases they hold regarding their current placements. They will be given this survey on their first and last day of class and will compare their results to see their growth throughout the semester. In their first assignment (reflection #1) students will begin analyzing their current field placement. They will also complete a final service-learning project that will serve as a culmination of their coursework and experiences in the field.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students engage in advanced exploration of each seminar topic through a combination of lectures, readings, podcasts, discussions, and assignments. Lecture Lectures are designed to be a combination of instructor and student led. The instructor typically begins all lectures setting background and scaffolding student knowledge. From there, students participate in related-activities and large group/small group discussion to more deeply explore the topic and their own connection to the content. Additionally, two lectures (Trauma-Informed Care Practice and Becoming a School Professional) bring in guest speakers and topic experts to share their knowledge and expertise with students. Readings Course materials come from a variety of sources to help students engage with the content. Materials are taken from peer-reviewed journal articles, university databases, university organizations, educational podcasts, and Ohio Department of Education resources.

	Discussions Each week, students will do weekly discussions in a variety of formats to encourage all learners to participate. This also allows students to take control over their learning. They also practice skills of gathering information, analyzing their findings, presenting their knowledge, and communicating professionally with their peers. Additionally, students share their own experiences and observations in their field placements Activity Example: Students will complete the "Implicit Bias in K-12 Education Case Study and Scenario Workbook" from the Kirwan Institute in small groups. Students will share their findings with other groups and apply their knowledge to their own placements. Students will also complete the "Comfort in Social Situations" guided activity to learn more about their potential cultural biases and how they can address these biases as future teachers.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	For seminar #6, FEEP students identify culturally sustaining classroom management and organization practices by completing the following for homework: Kirwan Institute's Implicit Bias training modules centered on classroom discipline. They will also read about the complexities of classroom management (Jones, Jones & Vermette (2005)), and complete a discussion thread that examines how their mentor teacher's implement culturally sustaining classroom management practices. In class, students learn about the building blocks of culturally sustaining classroom management as well as restorative practices, and apply these to an activity where they develop classroom rules and/or discipline structures for their future practices. Students also work through case students surrounding classroom discipline.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	FEEP students complete 2 reflections throughout the semester that compare their own experiences in schools with those of their mentor teachers at their sites. They also complete a reflection after swapping placements with another FEEP student to compare and contrast the observed differences. Finally, students complete a pre/post semester survey and spend time analyzing the differences in their perspectives before starting in their placement and after 15 weeks of attending their placements.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 *Engage in critical and logical thinking.*	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*
	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*

ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.*
	Lecture *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.*
	Reading *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.*
	Discussions *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.*
	Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	For Seminar #2, students complete the Kirwan Institute Implicit Bias modules and take 2 Implicit Association Tests. Students choose a reading or podcast centered on culture and race in the classroom: Letter to the Next President (Ladson-Billings, 2008); Preparing for Culturally Responsive Teaching (Gay, 2001); Choosing a School for my Daughter in a Segregated City (Hannah-Jones, 2016); Black English is Fire podcast (OSU, 2021). Students also read or listen to a podcast about the culture of Whiteness in education: Read Dear White Teachers: You Can't Love Your Black Students if You Don't Know Them (Love, 2019); Nice White Parents, Episode #1: Book of Statuses; Nice White Parents, Episode #4: Here's Another Fun Thing you Can Do; Code Switch: Episode 1, Can we Talk about Whiteness?
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	In seminar #3, students discuss the idea of systemic poverty and some of the contributing factors. They analyze historical practices such as Redlining and gerrymandering to learn more about how districts have been formed over the years.
ELO 3.3 Examine the interactions among dominant and sub-cultures.	In seminar #3 students will work deeply to examine their own personal and social identity by completing work from University of Michigan's Inclusive Teaching modules. Students are encouraged to identify social identities and reflect on ways those identities become visible or more keenly felt at different times along with the ways in which our identities impact the ways others perceive or treat them. This activity will help illuminate how privilege operates to normalize certain identities over others. This will help to build community, encourage sympathy and increase awareness throughout the classroom community.
ELO 3.4 Explore changes and continuities over time within a culture or society.	As part of seminar #2, students complete a discussion thread about what they read and how they understand the influence of whiteness in the educational system.
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	Students will complete a service-learning project that has students explicitly identify the similarities, disparities, among their schools as it pertains to culture, resources, and assets. Students will also complete Reflection #2 in which they swap districts with another FEEP student to explore these disparities.
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	In the "Structural Poverty and Learning" seminar, students will complete an activity through playspent.org where they are expected to make life decisions with limited financial resources. In class we process this activity to help students understand the difficult decisions that families and students in poverty must face frequently. Students will also complete a reading by Richard Rothstein (2005) which looks at the very real health implications for students living in poverty and the disparities in medical care that may influence learning. Students will also watch a TED talk by Chimamanda Adichie which discusses the danger of a single story and the problem with stereotyping a group based on a single

	narrative.

FEEP Service Learning Project Rubric

FEEP Student Name: _____

District/School: _____

Grader Name: _____

	Capstone (27-30 pts.)	Milestone (26 pts.)	Milestone (23-26 pts.)	Benchmark (22 or fewer pts.)
(ELO1) **Students make connections between concepts and skills learned in an academic setting and community-based work**	Explicitly and meaningfully connects, analyzes and extends knowledge from course content to placement. Refers to specific content from at least 6 relevant seminar concepts and a minimum of 3 journal articles. References are included and reflect MLA or APA accurately.	Connects and analyzes knowledge from course content to placement. Refers to specific content from at least 4 relevant seminar concepts; references content from at least 2 journal articles. References are included but may contain MLA or APA errors.	Begins to connect knowledge from course content to placement. Refers to seminar concepts and/or articles with a somewhat limited understanding of their relevance. Or, references too few seminars and articles. References are included but may contain MLA or APA errors.	Demonstrates limited and/or unclear connections between course content and placement. References are not included.
(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 classroom or school influencing the service project.	Identifies and clearly understands the issues, resources, assets and cultures of the classroom or school influencing the service project but discussion is not thorough or does not address complexities.	Identifies the issues, resources, assets and cultures of the classroom or school influencing the service project, but lacks analysis and/or discussion.	Shows minimal awareness of the issues, resources, assets and cultures of the classroom or school influencing the service project.

(ELO3) **Students evaluate the impacts of the service learning activity.**	Thoroughly evaluates the impact on all of the following: self, school professionals, and students. Considers the long-term, potential, or direct impact on the community.	Evaluates the impacts on self and students and the contributions made to the goals and aims of the classroom and/or school.	Evaluates the impact self, but gives little or no consideration to impact on others.	Minimally evaluates the impact of the project or does not address impact at all.
Clarity, Organization, Creativity, and Professionalism	**Capstone (9-10 pts)** Presentation is extraordinarily clear, creative, logically sequenced and professional. Spelling and grammar are accurate. All the required headings are explicitly displayed on the project	**Milestone (7-8 pts.)** Presentation is generally clear, creative, logically sequenced and professional. Most or all required headings are displayed on the project and/or the project is not neat and/or there are some spelling/ grammar errors.	**Milestone (5-6 pts.)** Presentation is somewhat clear, creative, logically sequenced and professional. Some of the required headings are explicitly displayed on the project and/or the project is not neat and/or parts are illegible and/or contain serious spelling and/or grammar errors.	**Benchmark (4 or fewer pts.)** Presentation is ambiguous, unorganized and unprofessional and/or lacks creativity. Required headings are not explicitly displayed on the project and/or project is sloppy and/or contains many serious spelling/ grammar errors.

Notes: