

From: [Steele, Rachel](#)
To: [Guerrero, Marc J.](#); [Miller, Dustin W.](#); [Bagent, Aaron](#)
Cc: [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Steele, Rachel](#); [Nagar, Ila](#); [Tanner, Heather](#)
Subject: Educational Studies 2189S
Date: Friday, May 26, 2023 10:49:51 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

Good morning,

On Tuesday, May 2nd, the Themes II Panel of the ASC Curriculum Committee and the Theme Advisory Group (TAG) reviewed a course proposal for Educational studies 2189S.

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

- i. The reviewing faculty do not see this course as primarily focused on the goals and ELOs of the Traditions, Cultures, and Transformations Theme. They note that only 4 of the 8 planned topics for the seminars (weeks 1-4; syllabus pg. 14-15) appear to be connected to the topics of the theme, and that the content of the experiential learning component of the course (which makes up the majority of the course) will vary greatly from student to student based on the school environment and the mentor teachers/school professionals (among other factors). At this time, the syllabus and the GEN form do not sufficiently demonstrate how all students will meet the goals and ELOs of the category.
- ii. The reviewing faculty note the importance of the FEEP Program and Educational Studies 2189S in the overall curriculum of the College of Education and Human Ecology and for students outside of the College seeking to explore and experience the professional field of education. While they appreciate the work that has gone into this course change proposal, they are concerned that altering the course's focus to align with a GEN Theme will fundamentally change the invaluable experience that is currently provided to students via this course. Should the unit wish to develop a 4 credit-hour, High-Impact Practice Service-Learning Themes course, the reviewing faculty strongly suggest developing a new course rather than retrofitting this important offering.
- iii. The reviewing faculty note that this course is currently a pre-major course for students in education licensure programs within the College of Education and Human Ecology and is often taken by students in their first or second semester of study. In part because it is designed to be taken by students who require an introduction to the field, the reviewing faculty do not feel that it constitutes an advanced study of the theme or builds on previous collegiate level coursework and experiences. Should the department wish to re-submit the course, the reviewing faculty ask that more details about the advanced nature of the study of Traditions, Cultures, and Transformations be included in the course syllabus and in the GEN submission form.
- iv. Should the department wish to re-submit the course, the reviewing faculty ask for further clarification regarding the service-learning nature of the course. Specifically, they would like to know how students will engage in service to the schools that they are placed in beyond the scope of the Service-Learning Project since, in its current form, the syllabus seems to focus on observation and shadowing (especially for international students, please see syllabus pg. 3) rather than serving an existing need in the community or partner schools.
- v. Per a requirement of all General Education courses, the reviewing faculty ask that the full and complete Goals and ELOs of the GEN Theme: Traditions, Cultures and Transformation (as well as a short, student-friendly paragraph explaining how this course in particular meets the GEN Goals and ELOS) be included in the syllabus. This listing and explanatory paragraph should be included in place of the reproduced GEN Submission Form currently found on pgs.

3-7 of the syllabus. The Goals and ELOs of all GEN categories are available in an easy-to-copy/paste format here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>.

- vi. Should the department choose to re-submit the course, the Panel asks that a cover letter be submitted that details all changes made as a result of this feedback.

I will return Educational Studies 2189S 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 Ila Nagar, Heather Tanner (faculty Chairs of the Themes II Panel and the Traditions, Cultures, and Transformations TAG [respectively]; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

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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.