

**From:** [Hilty, Michael](#)  
**To:** [Miller, Dustin](#); [Locascio, Pete](#)  
**Cc:** [Cravens-Brown, Lisa](#); [Krok, Jessica](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)  
**Subject:** Educational Studies 3280  
**Date:** Monday, February 17, 2025 8:55:00 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
[image007.png](#)  
[image008.png](#)

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Good morning,

On Friday, January 31<sup>st</sup>, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a GEN Theme: Citizenship for a Diverse and Just World request for Educational Studies 3280.

At this time, the Subcommittee declined to vote on the proposal and would like to see the following feedback items addressed in a revision:

- The reviewing faculty appreciate and believe that the concept of digital citizenship could be a valuable addition to the GEN Theme: Citizenship for a Diverse and Just World category. However, based upon the materials submitted (and especially in the provided course syllabus), they are unsure exactly how the course instructor is defining the term and where students will be expected to learn more about the concept. They ask that the course syllabus (in course topics, assignments, etc.) include ways for students to develop a definition of the concept and how this concept connects to the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs.
- The reviewing faculty were unable to see how the course assignments (as written on pages 14-19 of the course syllabus) will allow students to fulfill the GEN Theme: Citizenship for a Diverse and Just World ELOs. As they note, the only assignment that mentions the concept of (digital) citizenship is the final project (syllabus pages 13-14, in the course assignment calendar), where it mentions that, “This last activity can in many ways be understood as a gateway to digital citizenship”. They would like to see the ELOs for the Theme category woven throughout the course assignments and, for the final project, see it explained how this project can be a “gateway for digital citizenship” and what that means for students.
- The reviewing faculty are unclear how course content would thoroughly integrate the GEN Theme: Citizenship for a Diverse and Just World Goals and ELOs, as listed within the syllabus throughout the course assignment calendar (syllabus pages 7-14). They ask that citizenship, diversity, and justice concepts be more thoroughly integrated within the course material to showcase how students will engage the appropriate concepts.
- The reviewing faculty note that the requested cover letter that explains all changes made to the course proposal as a result of their feedback was not provided. As it stands,

they were unable to thoroughly see where the instructor's expertise in the field of digital citizenship was showcased to help display how the course connects to the topics of citizenship, diversity, and justice. They ask that a cover letter be submitted that addresses all changes made as a result of their provided feedback.

- The reviewing faculty note that the course title (“Online Community through social media: new meanings of civic engagement and identity building in an evolving information age”, syllabus page 1) differs from the title on the official curriculum.osu.edu form (“Online Community through social media: new meanings of learning in an evolving information age”). They ask that the unit determine the appropriate title and ensure that they are identical in both documents.
- The reviewing faculty note that within GEN Theme ELOs 1.1 and 1.2 (syllabus pages 3 and 4), the word “(digital)” was added to the original wording. The ELOs of the Theme category must be included exactly as they were approved during the GEN implementation process and, therefore, the reviewing faculty ask that the phrase “(digital)” be removed.
- The reviewing faculty ask that the course syllabus use the university-required Religious Accommodations statement instead of the outdated statement found on page 34 of the syllabus. All syllabi at the university must have the updated statement per a new requirement of the Ohio Revised Code. The Religious Accommodations statement can be found on the [Office of Undergraduate Education website](#).
- The reviewing faculty recommend updating the Student Life – Disability Services statement (as found on page 32 of the course syllabus) to the most up-to-date statement. This statement was updated for the 2024-25 academic year and can be found on the [Office of Undergraduate Education website](#).
- The reviewing faculty would like to kindly suggest conducting a proofreading of the documentation prior to resubmission, as there appears to be several typos and/or formatting errors that could be easily rectified.

I will return the proposal to the department via curriculum.osu.edu in order to address the Subcommittee's above feedback.

Should you have any questions, please do not hesitate to reach out to Lisa Cravens-Brown, faculty Chair of the Themes II Subcommittee, Jessica Krok-Schoen, faculty Chair of the Theme Advisory Group, or me.

All my best,

Michael



**THE OHIO STATE UNIVERSITY**

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Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

**BLACK LIVES MATTER**

**STOP AAPI HATE**

DACA/undocumented ally



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