
Educational Studies: Higher Education and Student Affairs 2500

From Steele, Rachel <steele.682@osu.edu>

Date Fri 10/3/2025 2:45 PM

To Miller, Dustin <miller.1534@osu.edu>

Cc Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Thursday, September 18th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Educational Studies: Higher Education and Student Affairs 2500 to be included in the GEN Theme: Citizenship for a Diverse and Just World category.

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

- a) The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b) The Subcommittee asks that the department alter/augment the course's Description/Rationale (syllabus p.1), Assignment Descriptions (syllabus, p. 5-8), and content/topics/readings (syllabus, pp.11-25 under "Course Schedule") to reflect a stronger presence of the Theme throughout the course. Currently, the course appears to be focused on leadership education (with some attention to citizenship, diversity, and justice), rather than being a Citizenship for a Diverse and Just World course that views the theme's content through the lens of leadership. They strongly recommend that the department use the [new General Education Themes rubrics](#) as a guide when reconsidering these course components.
- c) The Subcommittee has a number of concerns regarding the course's High-Impact Practice:
 - i) The Subcommittee asks that the department clarify the destination for the Education Abroad experience. While they understand that this may change from year to year, it is unclear from the materials provided whether students will all travel together, or whether they will travel independently to different destinations. Furthermore, the information on p. 26 of the syllabus (under "Off-Campus Field Experiences") seems to imply that students could choose not to travel and instead engage in "local community service with an international-focused agency" or engage in research with a faculty member. This information is also stated on p. 2 of the GE Theme form as an explanation for ELO 2.1:
 1. Suggested Strategies: A multi-week domestic service-learning project working with refugee or immigrant populations; an ongoing collaborative research effort with a local or international agency focused on addressing a significant global problem; or a short-term study abroad experience that incorporates outreach, dialogue with local community leaders, and in-depth multicultural tours and engagement opportunities.
 - ii) The Subcommittee requests that the department provide information about who will be supervising students' experiences abroad and assessing students' work during travel, especially if students will travel to different locations.
 - iii) The Subcommittee asks that the department provide an itinerary for the Education Abroad experience. Even if the experience will be in a different location for each iteration of the course, the Subcommittee requests a "sample itinerary" to aid in their evaluation of the High-Impact Practice.
 - iv) The Subcommittee assumes that this experience has been approved by the Office of International Affairs, and they ask that the department include with the proposal any documents that may have been a part of that approval process to aid in their evaluation of the High-Impact Practice.
 - v) The Subcommittee asks that the department revise the plan for the "closing course debriefing" (High-Impact Practice Inventory under "Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content."), as the Center for Belonging and Social Change has been closed.
- d) The Subcommittee requests that the department include in the course description in curriculum.osu.edu some mention of citizenship, diversity, and justice, to help ensure that future iterations of the course retain the focus on the GEN Theme.

- e) The Subcommittee asks that the department clarify the course's prerequisites on p. 1 of the syllabus, as the current language around "prerequisite knowledge" may be confusing for students. If the unit would like students to have some background knowledge, the offer the friendly suggestion that the department could consider a general prerequisite, such as "completion of a GEN Foundation: Race, Ethnicity and Gender Diversity course".
- f) The Subcommittee notes the inclusion of a Land Acknowledgment on p. 3 of the syllabus. As of 10-03-2025, it is no longer permissible to share Land Acknowledgments on "university channels or resources" per the university's [SB1 Compliance website](#) (please see the link to the "[Philosophy on Statements](#)"). The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus.
- g) As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.

- 1. Academic Misconduct
- 2. **Student Life - Disability Services**
- 3. **Religious Accommodations**
- 4. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 28 of the syllabus (now combined into the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements/links are current and accurate.

I will return ESHESA 2500 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Birgitte Sølund (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

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