
Educational Studies: Counselor Education 5271

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

Date Fri 9/26/2025 10:38 AM

To Miller, Dustin <miller.1534@osu.edu>; Gilson, Carly <gilson.78@osu.edu>

Cc Tuxbury-Gleissner, Philip <tuxbury-gleissner.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Thursday, Sept. 11th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for ESCE 5271 for inclusion in the GEN Theme: Health and Wellbeing.

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 augment the course's readings, activities, and assessments to better reflect GE ELOs 1.1, 1.2, and 2.1. While they acknowledge that ELO 2.2 is well-met in the course, notably absent are: advanced assignments that allow students to undertake "critical and logical thinking" about the theme, in-depth engagement with and exploration of scholarship in the theme, and opportunities for students to "identify, describe and synthesize approaches or experiences" as they apply to the theme. While the course does not, at this time, meet the goals and ELOs of a GEN Themes course, the Subcommittee can *imagine* a version of the course that *includes* meaningful self-reflection, but *pairs* this self-reflection with a substantial number of scholarly readings that explore the theme from a variety of perspectives, and assessments that gauge students' abilities to engage with this scholarship, synthesizing the ideas prevalent in the field with their own experiences. Additionally, they note that quizzes and exams that rely on true/false and multiple-choice questions are not considered to be "advanced" and are unlikely to be successful in assessing the GEN Theme goals and ELOs.
- c. The Subcommittee observes that the percentages listed in the table on p. 4 of the syllabus do not add up to 100%; this is likely due to the discrepancy between the percentage assigned to the Weekly Module Quizzes on the table (20%) and the percentage outlined in the description of that course component on p. 5 (25%).
- d. The Subcommittee asks that the department remove the language on p. 1 of the syllabus that identifies this course as "foundational", as GEN Themes courses are intended to be advanced and beyond the level of the GEN Foundations. While the Subcommittee does understand that the department intends the course to be "foundational" *for the certificate*, this kind of language can still be confusing for students. One way to avoid this would be to state that the course is a required course in the certificate.
- e. The Subcommittee requests that the department list the GEN Goals and ELOs on the syllabus in their entirety (syllabus, p. 2-3). Currently, goals are not listed on the syllabus, some ELOs appear in a shortened format, and ELO 1.2 is missing from the list. The GEN Theme: Health and Wellbeing goals and ELOs should clearly be labeled as such, so as not to be confused with course-specific learning outcomes. The GEN goals and ELOs are available in an easy-to-copy-paste format on the [ASCCAS website](#).
- f. 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 are 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. 13 of the syllabus (now combined into the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements are current and accurate.

I will return ESCE 5271 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 Philip Tuxbury-Gleissner (faculty Chair of the Themes I Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

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