

Term Information

Effective Term Spring 2027

General Information

Course Bulletin Listing/Subject Area Food, Agricul, & Enviro Sci
Fiscal Unit/Academic Org Food Agric & Env Sci Adm - D1100
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3797.01
Course Title Costa Rica Sustainability and Community Development
Transcript Abbreviation CR Study Abroad
Course Description This course focuses on international sustainability, community development, and comparative agriculture and ecosystems. These three main ideas will be integrated into the course in a variety of ways including guest lecturers, independent student work, team projects and participation in the study-abroad experience in Costa Rica.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? 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 Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Admission to the Costa Rica Sustainability and Community Development global education (education abroad) program and permission of instructor
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 01.9999
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability; Intercultural and Global Awareness

Course Details

Course goals or learning objectives/outcomes

- 1. Understand the impact of sustainable technology, sustainability initiatives and community development in an area of the world much different than Ohio.
- 1.1. Elucidate the sustainability and community development effects on the environment, public discourse, the economy, education, cultural attitudes, public health, et al.
- 1.2. Compare and contrast sustainability efforts and impacts from student past experiences (and pre-departure seminar exposure) with implementation of these concepts and technologies in Costa Rica.
- 2. Participate in sustainability and outreach efforts to the Pocora del Sur community and homestay La Argentina Cooperativa fincas (small, self-sustaining farms) and examine the impacts; study practical and sustainable solutions.
- 2.1 Synthesize the theory and practice of sustainability and community development within localized communities and within a global context.
- 2.2 Identify and analyze the uniqueness of Costa Rican agriculture and a research institution educational model and its advances in specific agricultural, technological, and sustainability initiatives and outreach efforts.
- 3. Explore Costa Rican agricultural practices and ecosystem types.
- 3.1 Distinguish, compare, and contrast agricultural practices and ecosystem types between various locations across the Costa Rican landscape.

Content Topic List

- CATIE & EARTH University Educational Models
- Service-Learning & Rural Community Development
- Tropical Ecology & Ecosystems
- Costa Rican History, Politics, Economics, Tourism and Culture
- Sustainable Agriculture

Sought Concurrence

Yes

Attachments

- FAES 3797.01 Sustainability Theme worksheet.pdf: Sustainability Theme Worksheet
(Other Supporting Documentation. Owner: Osborne, Jeanne Marie)
- FAES 3797.01 Global_Intercultural_Learning_Inventory.pdf: Global Intercultural Learning Inventory
(Other Supporting Documentation. Owner: Osborne, Jeanne Marie)
- FAES 3797.01 Resources + Readings List.docx: Resources and Reading List
(Other Supporting Documentation. Owner: Osborne, Jeanne Marie)
- FAES 3797.01 Sample Itinerary.pdf: Costa Rica Sample Itinerary
(Other Supporting Documentation. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_ASC - CLSE.pdf: Concurrence: ASC-CLSE
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_ASC - GEOGRAPHY and SES.pdf: Concurrence: ASC-GEOG and SES
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_CoE - DirGlobalInit.pdf: Concurrence: CoE-GloblNit
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_CoE - FABE.pdf: Concurrence: CoE-FABE
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_CoL.pdf: Concurrence: CoLaw
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_CoPH.pdf: Concurrence: CoPubHealth
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_FAES - ACEL.pdf: Concurrence: FAES-ACEL
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_FAES - HCS.pdf: Concurrence: FAES-HCS
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_FAES - SENR.pdf: Concurrence: FAES-SENR
(Concurrence. Owner: Osborne, Jeanne Marie)
- Concurrence Request_ FAES 3797.01_FCOB.pdf: Concurrence: FCoB
(Concurrence. Owner: Osborne, Jeanne Marie)
- FAES 3797.01 Syllabus SP27_10162025.docx: Syllabus
(Syllabus. Owner: Osborne, Jeanne Marie)

Comments

- Revise as per COAA via email message 9 October 2025 *(by Osborne, Jeanne Marie on 10/16/2025 12:58 PM)*

COURSE REQUEST
3797.01 - Status: PENDING

Last Updated: Osborne,Jeanne Marie
10/16/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Osborne,Jeanne Marie	09/29/2025 01:33 PM	Submitted for Approval
Revision Requested	Osborne,Jeanne Marie	10/16/2025 12:58 PM	Unit Approval
Submitted	Osborne,Jeanne Marie	10/16/2025 01:15 PM	Submitted for Approval
Approved	Osborne,Jeanne Marie	10/16/2025 01:16 PM	Unit Approval
Approved	Osborne,Jeanne Marie	10/16/2025 01:22 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/16/2025 01:22 PM	ASCCAO Approval

Costa Rica Sustainability & Community Development Syllabus

[FAES 3797.01] [Spring 2027]

Course Information

- **Course times and location:** Weekly Friday Seminars, 2:00 – 4:30 pm, Room 247 Agricultural Administration Building (2120 Fyffe Road)
- **Credit hours:** 4
- **Mode of delivery:** In-Person
- **Study Abroad Trip:** Friday, March 12, 2027 – Sunday, March 21, 2027

Instructors (+ Global Education/Study Abroad Resident Directors)

- **Name:** Paul A. Heimberger (*CFAES Academic Counselor*) (*Ph.D. candidate*)
 - **Email:** heimberger.5@osu.edu
 - **Phone Number:** (614) 292-2604
 - **Office location:** Room 100H Agricultural Administration Building (2120 Fyffe Road)
 - **Office hours:** Scheduled BY APPOINTMENT (Zoom or in-person or by phone) in OnCourse <https://go.osu.edu/meetpaul>

(CFAES Academic Programs office open Monday – Friday, 8:30 am – 4:30 pm but my availability varies day-to-day, and I can accommodate appointments outside of those “standard” hours)
 - **Preferred means of communication:** email or by appointment
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- **Name:** Dr. W. S. Klooster (*Asst. Professor of Professional Practice, Horticulture & Crop Science*) (*Faculty Advisor, Sustainable Agriculture & Sustainable Plant Systems majors*)
 - **Email:** klooster.2@osu.edu
 - **Phone Number:** (614) 688-2637
 - **Office location:** 217B Howlett Hall (2001 Fyffe Court)
 - **Preferred means of communication:** email



CFAES Global Education Manager

(not traveling but coordinating the details; Office of International Affairs liaison)

- **Name:** Elizabeth Shuman
- **Email:** shuman.29@osu.edu
- **Phone Number:** (614) 292-8947
- **Office location:** 100M Agricultural Administration Building (2120 Fyffe Road)

Course Prerequisites

Admission to the Costa Rica Sustainability & Community Development global education program (study abroad) and permission of the instructors.

Course Description

This course focuses on international sustainability (Course Learning Goal 1C), community development (Course Learning Goal 2C), and comparative agriculture and ecosystems (Course Learning Goal 3C). These three main ideas will be integrated into the course in a variety of ways including guest lecturers, independent student work, team projects and participation in the study-abroad experience in Costa Rica. A general structure for the course is provided; however, class discussions and course requirements are intended to guide class learning rather than dictate it. Students will have leadership roles on various projects and tasks and will provide input to one another on their respective team projects.

Students will be challenged to think critically, communicate effectively, and work in team settings. Students will be responsible to journal everyday experiences, step into leadership roles to facilitate discussions with their peers, and interact with Costa Rican locals, business owners, farmers, university researchers, staff and faculty, et al. to practice and improve their interpersonal skills. Students will complete a group presentation on assigned research topics and submit individual essays (three total) demonstrating knowledge learned and insights developed. Students will also be expected to reflect on their experiences, demonstrating the impact of study abroad on their personal development (e.g., multicultural competency, application of knowledge and experience to personal, academic, and professional lives, etc.) and how their worldview has changed/been challenged.



Course Learning Goals & Outcomes

By the end of this course, students will:

- **Learning Goal 1C (C = Course-specific):** Understand the impact of sustainable technology, sustainability initiatives and community development in an area of the world much different than Ohio.

As a result, students will be able to:

- **Learning Outcome 1.1C:** Elucidate the sustainability and community development effects on the environment, public discourse, the economy, education, cultural attitudes, public health, et al.
- **Learning Outcome 1.2C:** Compare and contrast sustainability efforts and impacts from student past experiences (and pre-departure seminar exposure) with implementation of these concepts and technologies in Costa Rica.
- **Learning Goal 2C:** Participate in sustainability and outreach efforts to the Pocora del Sur community and homestay La Argentina Cooperativa fincas (small, self-sustaining farms) and examine the impacts; study practical and sustainable solutions that involve service partnerships with the local entity or community (CATIE University, Costa Rica). These partnerships will ensure that the collaborative project: (i) addresses high priority needs; (ii) enlists local help on the project to overcome cultural divides and to ensure successful project completion; and (iii) incorporates local help to sustain the project's impact.

As a result, students will be able to:

- **Learning Outcome 2.1C:** Synthesize the theory and practice of sustainability and community development within localized communities and within a global context.
- **Learning Outcome 2.2C:** Identify and analyze the uniqueness of Costa Rican agriculture and a research institution educational model and its advances in specific agricultural, technological, and sustainability initiatives and outreach efforts.
- **Learning Goal 3C:** Explore Costa Rican agricultural practices and ecosystem types.

As a result, students will be able to:



- **Learning outcome 3.1C:** Distinguish, compare, and contrast agricultural practices and ecosystem types between various locations across the Costa Rican landscape.

General Education Expected Learning Goals & Outcomes

As part of the Student Choice Themes: Sustainability category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- **Learning Goal 1S (S = Sustainability Theme)** Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.
 - **Outcome 1.1S:** Engage in critical and logical thinking about the topic or idea of sustainability.
 - **Outcome 1.2S:** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.
- **Learning Goal 2S** Successful students will integrate approaches to sustainability 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.
 - **Outcome 2.1S:** Identify, describe and synthesize approaches or experiences as they apply to sustainability.
 - **Outcome 2.2S:** 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.
- **Learning Goal 3S** Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.
 - **Outcome 3.1S:** Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
 - **Outcome 3.2S:** Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.
 - **Outcome 3.3S:** Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of value.



How FAES 3797.01 meets the Course and GE Sustainability Theme Learning Goals and Outcomes

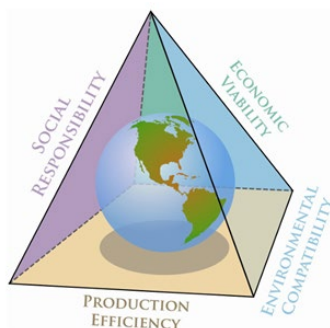
This course fulfills these learning outcomes by encouraging students to engage in research, discussions and presentations which help them identify and understand the impact of sustainability on agricultural outcomes and community development in Costa Rica (and in comparison/contrast to the United States), while providing opportunities to explore the various applications of agriculture and production systems in varying scenarios. Students will be challenged to think critically, communicate effectively and work in team settings. Students will investigate and compare agricultural practices in different areas of Costa Rica, examine the economic impact of sustainability on Costa Rican residents and agricultural practices, and recognize the many factors that integrate the agricultural and industrial economy and a culture of sustainability. Successful students will be able to exhibit an understanding of various practices of agriculture and industrial sectors in Costa Rica and demonstrate the impact of sustainability as it exists in Costa Rica communities.

Assessments include a variety of tools, ranging from seminar material and discussion, group projects and interaction, writing exercises, journaling, and presentations (individual and group).

An “Ecological Pyramid” paradigm will be the framework for examining agricultural systems, ecosystems, and human systems (i.e. communities) and will guide discussion on sustainability as it applies to “People, Planet, and Profit” (the so-called “three P’s” of sustainability).

The Ecological Paradigm was developed by the College of Food, Agricultural, and Environmental Sciences at The Ohio State University as the vanguard of the public Land-Grant University model and as a leader in sustainability teaching, research and outreach.

Holistic/systems thinking is required to address the issues associated with modern food and agriculture. The Ecological Paradigm is an integrated systems approach and is comprised of four dimensions: 1) production efficiency; 2) economic viability; 3) environmental compatibility; and 4) social responsibility and is represented by a four-sided pyramid. Together, these concepts reflect the guiding principles for an integrated approach to food, agriculture, and the environment with a combined strength much greater than if any one side of the pyramid stood alone. Application of this model will require students to ask four questions when thinking about food, agricultural and environmental sustainability: 1) Is it economically viable; 2) Is it efficiently productive; 3) Is it environmentally sound; and 4) Will society accept it?



How This Course Works

Mode of delivery: In-person weekly seminars and participation in a 10-day study tour of Costa Rica dominated by field excursions across the Costa Rican landscape, examining montane, plateau, volcanic, humid tropical, and coastal environments. Sustainable agriculture and rural community development through farm homestays and a community project will be intensively studied relying on the educational models of Escuela Agricultura de Region Tropical Humeda (EARTH University, founded in 1989 in Guacimo) and Centro Agronómico Tropical de Investigación y Enseñanza (CATIE, founded in 1973 in Turrialba).



<https://www.earth.ac.cr/>



<http://catie.ac.cr/>

Credit hours and work expectations: This is a 4 credit-hour course. During the 14 week in-person weekly seminar (both pre- and post-study abroad), students will spend 2.5 hours each week on direct instruction (weekly class meetings), and about 6 hours per week on assignments and other homework (e.g., reading and assignment preparation, discussion posts), according to Ohio State bylaws on instruction (<http://go.osu.edu/credithours>). During the in-country part of the course, which will last 10 days, students should expect an average of 5-6 hours of structured educational experiences each day which will be guided by local experts and tour guides, along with assignments.

Attendance and participation requirements: Students are expected to attend each class session, arrive on time, and participate fully. Non-attendance will not be tolerated (excused absences will not be granted without compelling documentation of extenuating circumstances and a courtesy email in advance of class or in the case of last-minute emergency or illness, as soon as possible). More than one unexcused absence will jeopardize student eligibility to participate in the Study Abroad during Spring Break. Tardiness and unexcused absence(s) may also result in a grade reduction penalty.

Please speak up and make your presence known. One of the main reasons for this course is for you to get to know each other in a small seminar setting. We expect you to make a

consistent and balanced contribution to class discussions. Both quantity and quality of your contributions are important. Show through your behavior and engagement that you respect the fact that all participants are here to learn. Your presence is indicative of your professional attitude and is necessary to derive maximal benefits from the class.

Required Materials and/or Technologies

- Journal – examples of formats will be shared during first week's seminar; this journal should serve as your course notebook for weekly note taking, pre-departure preparation, assigned research topic notes, weekly news and/or article summaries, etc. Throughout the in-country study abroad portion of the class, you will record observations and perceptions in this same journal (a so-called "daily diary"/narrative of your experiences, knowledge learned, daily interactions, etc.). You are required to procure a journal with bound paper to avoid loose pages. In addition, journals should include pocket(s) for handouts, pictures, brochures, travel souvenirs, etc.
- Study Abroad Packing List will be provided in-class in Week 6 from OIA/CFAES Global Education

Recommended Resources

- Lonely Planet's *Costa Rican Phrasebook & Dictionary*. 6th Edition (August 2023). 256 pp. (Writer: Kohnstamm, Thomas)
<https://shop.lonelyplanet.com/products/costa-rican-spanish-phrasebook-dictionary>
- Honey, Martha. 2008. *Ecotourism and Sustainable Development: Who Owns Paradise?* (2nd Edition). Washington, D.C. & Covelo, CA: Island Press. 568 pp.
<https://islandpress.org/books/ecotourism-and-sustainable-development-second-edition#desc>
- Jacque, Peter. 2021. *Sustainability: The Basics* (2nd Edition). Routledge (Taylor & Francis Group). 288 pp.
<https://www.routledge.com/Sustainability-The-Basics/Jacques/p/book/9780367365172>

The following resources/field guides are available to borrow as reference from the Resident Director instructor:

- Stiles, F. Gary & Skutch, Alexander F. 1989. *A Guide to the Birds of Costa Rica*. Cornell University Press. 511 pp.
- Zuchowski, Willow. 2007. *Tropical Plants of Costa Rica: A Guide to Native and Exotic Flora*. Zona Tropical Publication – Comstock Publishing Assoc. - Cornell University Press Edition. 529 pp.

- Wainright, Mark. 2007. *The Mammals of Costa Rica: A Natural History and Field Guide*. Zona Tropical Publication – Comstock Publishing Assoc. - Cornell University Press Edition. 454 pp.
- Jimenez Madrigal, Quirico; Rojas Rodriguez, Freddy Eduardo; Rojas Chacon, Victor; Rodriguez Sanchez, Lucia. 2011 (2nd Edition). *Timber Trees of Costa Rica: Ecology and Silviculture (Arboles Maderables de Costa Rica: Ecologia y Sivicultura)*. INBio (Instituto Nacional de Biodiversidad). 358 pp.
- Molina, Ivan & Palmer, Steven. 2014 (2nd Edition Revised). *The History of Costa Rica: Brief, Up-to-date and Illustrated*. Editorial de la Universidad de Costa Rica. 216 pp.
- Rainforest Publications Fold-Out Plasticized Multipaneled Double-sided Pamphlets
 - Amphibians (2012) – ISBN 1888538-96-1
 - Arachnids/Insects (2021) – ISBN 1888538-86-4
 - Birds: Atlantic Lowland and Caribbean Coast (2018) – ISBN 188853833-3
 - Butterflies (2013) – ISBN 1888538-71-6
 - Mammals/Tracks (2005) – ISBN 1888538-97-X
 - Orchids (2015) – ISBN 188853870-8
 - Reptiles (2010) – ISBN 1888538-98-8
 - Tropical Flowers (2016) – ISBN 188853844-9
 - Wildlife Guide (2001) – ISBN 188853812-0
- Zaglul, Jose A. 2010. *Hijos de la tierra: Mis memorias de la historia de la Universidad EARTH*. Universidad EARTH: Guacimo, Limon, Costa Rica. 222 pp. (*Founder and President Emeritus*)

Fees and/or Additional Requirements

- A program fee is associated with every education abroad program. The fee for the program associated with this course will be set prior to the program application deadline and shared with applicants.
- There is a \$150 application fee, due at the time of application submission. This fee is refundable if you are not accepted into the education abroad program.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) 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
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication



If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Information can be found at [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu).
- Users will only receive one SMS passcode at a time. Using the “Trust Browser” feature on a user’s first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours.
- [Install the Duo Mobile application](#) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points	LEARNING OUTCOMES
Basic Spanish Language Group Lesson/Activity	5	2.2S
Pre-Departure Essay #1	5	1.1S
Pre-Departure Essay #2	5	1.2S; 2.1S; 2.2S
Pre-Departure Group Research Presentation	15	1.1C; 3.1C; 1.1S; 1.2S; 2.1S; 2.2S
Pre-Departure Journal (Costa Rica in the News/Assigned Resource Summaries)	5	1.1C; 1.1S; 1.2S; 2.1S; 2.2S
Spring Break Study Abroad Participation	15	1.1 C; 1.2C; 2.1C; 2.2C; 3.1C; 1.1S; 1.2S; 2.1S; 2.2S; 3.1S; 3.2S; 3.3S
Study Abroad Journal	20	1.1C; 2.1C; 2.2C; 3.1C; 1.1S; 1.2S; 2.2S
Post-Study Abroad Reflection Paper	25	1.1C; 1.2C; 2.1C; 2.2C; 3.1C; 3.1S; 3.2S; 3.3S
Sustainability & Community Development/Study Abroad Reflective Presentation	5	1.1C; 2.2S; 3.3S
TOTAL	100	

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Basic Spanish Language Group Lesson/Activity

Description: Each student group will facilitate a basic Spanish language lesson with a class group as assigned. Students will be responsible for leading the class in one 20–30-minute interactive lesson/activity at the start of a seminar.

The format is at the discretion of the group but should be interactive and useful. Examples include, but are not limited to: vocabulary crossword puzzles, online quiz with interactive competition (such as Kahoot, Jeopardy, etc.), common phrases fill-in worksheet, use of YouTube videos with group commentary and guidance, etc.

This is an “all-or-nothing” assignment – assuming all group members have provided input to the lesson and handout and the activity is facilitated equally, full points will be earned by each group member.

Pre-Departure Essays (#1 & #2)

Description: Each student will submit two essays, each of three (FULL & THOROUGH!) or more pages in length (double spaced, 1” margins, 12 pt. font):

Essay #1: What are your personal expectations and learning objectives for the Spring Break trip to Costa Rica?

Essay #2: How has the Pre-Departure seminar changed your understanding of sustainability and Costa Rica?

These should be uploaded to Carmen.

Pre-Departure Group Research Presentation

Description: Student groups (3 or 4 students per group) will prepare a combined PechaKucha presentation (more details will be provided in class and on Carmen) on individually assigned research topics chosen from the following:

Agriculture	Economy	Language
Amphibians, fish, reptiles	Ecosystems	Mammals
Architecture	Education	Politics
Arts & music	Entertainment & sports	Religion
Birds	Food (cuisine)	Technology
Climate	Geography	Tourism
Currency	History	Transportation
Demographics	Insects & invertebrates	Trees & Plants

Students will be able to choose their own individual topic of interest (in essence, an opportunity to become the group “expert” on the subject) and then the groups will be formed accordingly based on the topics that most logically fit together. Selection of topics and assignment of groups will be made at the first session of class (week 1 seminar).

Be creative in your approach to your research topic presentation. Consider audio-visuals, web-based materials, materials from the media, interviews, etc., in your research. This should be fun yet provide meaningful information for the class.

The final presentation will be an automatically timed group PowerPoint. Each group member will be responsible for their own 10 separate slides set to automatically advance at 20 second intervals – the presentation title slide with group member names and topics is not timed, but once the presentation starts, the PechaKucha format will advance slide by slide, automatically, cohesively through all group members (i.e. no pause between each presenter – it will be 10 slides, then 10 slides, then 10 slides, etc. depending on the group size). So, each group member will be sharing their 10 slides for 200 seconds in total = 3 minutes and 20 seconds; as an example, a group of three would be the title slide (untimed) and then 600 seconds = exactly 10 minutes in total length.

One designated member of each group should submit the final PowerPoint presentation by email to the instructors who will post to Carmen following the presentation day to be viewed by all.

Pre-Departure Journal (Costa Rica in the News/Assigned Resources)

Description: Students will keep a reflective journal (including class notes, personal reflection, and research preparations) throughout the Spring Semester pre-departure seminar (continued during Study Abroad experience in Costa Rica).

“Costa Rica in the News”: the journal must also contain a weekly one-page minimum summary of a news article and/or assigned resources you have reviewed about Costa Rica (one summary per week starting in week 2, 7 summaries in total). Resources for searching for relevant news include: <http://ticotimes.net>, <http://earth.ac.cr/en/>, <https://catie.ac.cr/en/>, <http://thecostaricanews.com>, <http://www.nacion.com/>, <http://news.co.cr>

The journal will be submitted at the end of the week 12 Friday seminar for a final review and returned to the student with commentary at the final Friday seminar, week 14. A rubric will be provided in class and/or by email and/or on Carmen.

The Pre-Departure portion of the journal will be graded separately for 5 points. As long as all 7 summaries are included and at least one page of notes from the class seminar per week is included, a full 5 points will be earned.

Spring Break Study Abroad Participation

Description: We will have daily group discussions of each day’s events and a run-down of the schedule for the following day. Students are expected to actively participate in all daily activities, including structured and unstructured interactions, and will be expected to provide commentary during group discussions related to FAES 3797.01 group projects as assigned.

Each student will be expected to share with the group and/or each other at least one new thing they discovered that day. Multiple instances of tardiness for scheduled departures, meetings, or events may result in a grade deduction penalty.

Study Abroad Journal

Description: Students will continue their FAES 3797.01 seminar journal recording observations and impressions related to site visits, travel, cultural experiences, interactions, etc. Journal entries should be literate and intelligent and THOROUGH – creativity is encouraged. Some prompts for journal entries: Costa Rican history, culture, economy, and/or politics; sustainable agriculture; community development; CATIE research, philosophy, and/or organization; tropical ecosystems and/or landscape ecology; *What did I do today?/What did I learn?/So what?*, etc.

Each day of the trip should include at least one page of notes (things observed, experienced and learned throughout that day, including site visits) and at least one page of personal narrative. Annotation of collected souvenirs/inserts is encouraged.

The journal will be submitted at the end of the week 12 Friday seminar for a final review and returned to the student with commentary at the final Friday seminar, week 14. A rubric will be provided in class and/or by email and/or on Carmen.

Post-Study Abroad Reflection Paper

Description: Students will submit a minimum six-page paper (double spaced, 1" margins, 12 pt. font), drawing on journal entries and study abroad experiences on the theme of *Costa Rica – The Real Thing: What I Thought vs. What I Now Know* (i.e. expectations vs. reality, or how this changed my life/outlook, etc.)

At least one page of the paper should summarize current research &/or production methodologies and an assessment of a related facility operation or site visit at CATIE (Centro Agronómico Tropical de Investigación y Enseñanza).

At least two pages of the paper should be devoted to analyzing the landscape of Costa Rica, comparing and contrasting at least two distinct regions we visited by climate, geography, geomorphology, ecosystem type, etc. and how these edaphic factors impact the agriculture that is practiced and/or the ecosystems that are present.

At least three pages of the paper should focus on your community development project and home stay – what you did is important to describe (i.e. the details) but more importantly, what you learned about yourself and how your views on service have changed based on the experience. Additional guiding questions will be provided in class and/or by email and/or on Carmen to help frame your reflective writing.

This should be uploaded to Carmen.

Sustainability & Community Development/Study Abroad Reflective Presentation

Description: Students will prepare a “show-and-tell” presentation (5-7 minutes) to share their experience with the class. This will be an opportunity to share images and/or an object, lessons learned, and future goals with the class. The presentation can take on a number of forms including expository speech, video summary, PowerPoint presentation, journal excerpt reading, etc. – additional details and expectations will be provided for preparation closer to the presentation date.

Late Assignments

Please refer to Carmen for due dates. Late assignments will be accepted but with a 20% reduction in points if submitted within one week of the due date and with a 50% reduction in points if more than one week late. In the case of last-minute emergency or illness or submission issues, please send a courtesy email as soon as possible and a modified deadline might be extended on a case-by-case basis depending on the circumstances.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **1-2 days on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

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



Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic Misconduct/Academic Integrity

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 I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am 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 the instructor for this course.

Artificial Intelligence and academic integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at civilrights.osu.edu
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaes.osu.edu/about/cfaes-principles-community>. If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://civilrights.osu.edu/>.

Your Mental Health

Counseling and Consultation Services/Mental Health

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 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors

in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [**Civil Rights Compliance Office**](#).

Policy: [**Religious Holidays, Holy Days and Observances**](#)

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [**Weather or Other Short-Term Closing Policy**](#). Please [**visit this webpage**](#) to learn more about preparing for potential closings and planning ahead for winter weather.

Disability Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This course requires use of CarmenCanvas (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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates, assigned readings, shared resources, in-class handouts, etc.

Week	FRIDAY SEMINAR	SEMINAR TOPIC
1	January 15	Overview & Orientation
2	January 22	CATIE & EARTH University Educational Models Introduction
3	January 29	Service-Learning & Rural Community Development
4	February 5	Tropical Ecology & Ecosystems
5	February 12	Costa Rican History, Politics, Economics, Tourism and Culture
6	February 19	Office of International Affairs and CFAES Global Education (Elizabeth Shuman)
7	February 26	Sustainable Agriculture
8	March 5	Student Group Research Presentations
9	March 12	DEPARTURE DAY!!
n/a	Friday, March 12 – Sunday, March 21	STUDY ABROAD IN COSTA RICA
10	March 26	PRAXIS – WORK ON JOURNAL, PRESENTATION, ESSAY
11	April 2	Study Abroad Reflective Presentations – REFLECTIVE ESSAY DUE
12	April 9	Sustainability Revisited – JOURNALS DUE
13	April 16	So, What Now...? Applying Lessons Learned
14	April 23	Final Day – Superlatives (Peer Feedback) – JOURNALS RETURNED

Course Resources/Readings

Refer to the CarmenCanvas course for up-to-date resources (pdf's and video links/references):

- Moser, Bobby D. 1991. An agricultural call to arms: addressing society's concerns. Columbus, OH: OSU-CFAES Publications. 1 p. marketing "Fact Sheet" (*Emeritus Dean of OSU-CFAES, 1991-2011*)
- Visionaries (PBS Series) – Episode 1103, Season 11. 2005. EARTH University: Sharing the Dream. Produced and Directed by George Aranea; Introduction by Sam Waterson. DVD (EARTH University Foundation, Atlanta, Georgia).
<https://www.visionaries.org/season/season-11>
- Television Pilot for Travel Channel featuring Stephen Brooks. 2006. Edible Adventure: Costa Rica. YouTube Video: <https://www.youtube.com/watch?v=auNmQX2hbYM>
- EARTH University (DVD). 2003. Pt. 1: Como Instalar un Biodigestor a Bajo Costo. Pt. 2: Produccion de Bokashi a Partir de Estiercol de Bovinos. Pt. 3: Bloques Multinutricionales Una Opcion para Mejorar la Produccion de los Bovinos.
Pt.1 <https://www.youtube.com/watch?v=49i4y3if1dU>
Pt. 2 https://www.youtube.com/watch?v=hgRILLCBy_I
Pt. 3 <https://www.youtube.com/watch?v=tp9z61fk9Dc>
- Llyod, Marion. Sept 17, 2004. Learning to save the rainforest, one small business at a time: An unusual Costa Rican university teaches students to be earth-friendly entrepreneurs. The Chronicle of Higher Education: Volume LI, Number 4. 4 pp.
- Riveros, Hernando; Lucio-Paredes, Adriana; Blanco, Marvin. Harvey, Ena (Editors). 2010. A look to successful experiences of agrotourism in Latin America. *Excerpt Case Study Number 6: A Costa Rican community enters the business world via agroecotourism*. Inter-American Institute for Cooperation on Agriculture (IICA). 6 pp. Project conducted by the Community Development Program of EARTH University (Guacimo, Limon, Costa Rica).
- Bonda, Penny. 2004 (Fall). Hope in the humid tropics: EARTH University breaks from tradition by emphasizing learning rather than teaching. 4 pp. excerpt. green@work Magazine (<https://www.greenatworkmag.com/gwsuaccess/04fall/tropics.html>)
- Miller, Melanie Joy. 2007. Extension and the Adoption of Environmental Technologies in the Parismina Watershed, Costa Rica. Thesis, M.S., The Ohio State University. 121 pp.
 - <https://library.ohio-state.edu/search~S7/?tExtension+and+the+Adoption+of+Environmental+Technologies+in+the+Parismina+Watershed/textension+and+the+adoption+of+environmental+technologies+in+the+parismina+w/1%2C1%2C2%2CB/frameset&FF=textension+and+the+adoption+of+environmental+technologies+in+the+parismina+w&2%2C%2C2>



Costa Rica Sustainability & Community Development

[FAES 3797.01] [Spring 2027]

Recommended Resources

- Lonely Planet's *Costa Rican Phrasebook & Dictionary*. 6th Edition (August 2023). 256 pp. (Writer: Kohnstamm, Thomas)
<https://shop.lonelyplanet.com/products/costa-rican-spanish-phrasebook-dictionary>
- Honey, Martha. 2008. *Ecotourism and Sustainable Development: Who Owns Paradise?* (2nd Edition). Washington, D.C. & Covelo, CA: Island Press. 568 pp.
<https://islandpress.org/books/ecotourism-and-sustainable-development-second-edition#desc>
- Jacque, Peter. 2021. *Sustainability: The Basics* (2nd Edition). Routledge (Taylor & Francis Group). 288 pp.
<https://www.routledge.com/Sustainability-The-Basics/Jacques/p/book/9780367365172>

The following resources/field guides are available to borrow as reference from the Resident Director instructor:

- Stiles, F. Gary & Skutch, Alexander F. 1989. *A Guide to the Birds of Costa Rica*. Cornell University Press. 511 pp.
- Zuchowski, Willow. 2007. *Tropical Plants of Costa Rica: A Guide to Native and Exotic Flora*. Zona Tropical Publication – Comstock Publishing Assoc. - Cornell University Press Edition. 529 pp.
- Wainright, Mark. 2007. *The Mammals of Costa Rica: A Natural History and Field Guide*. Zona Tropical Publication – Comstock Publishing Assoc. - Cornell University Press Edition. 454 pp.
- Jimenez Madrigal, Quirico; Rojas Rodriguez, Freddy Eduardo; Rojas Chacon, Victor; Rodriguez Sanchez, Lucia. 2011 (2nd Edition). *Timber Trees of Costa Rica: Ecology and*



Silviculture (Arboles Maderables de Costa Rica: Ecología y Sivicultura). INBio (Instituto Nacional de Biodiversidad. 358 pp.

- Molina, Ivan & Palmer, Steven. 2014 (2nd Edition Revised). The History of Costa Rica: Brief, Up-to-date and Illustrated. Editorial de la Universidad de Costa Rica. 216 pp.
- Rainforest Publications Fold-Out Plasticized Multipaneled Double-sided Pamphlets
 - Amphibians (2012) – ISBN 1888538-96-1
 - Arachnids/Insects (2021) – ISBN 1888538-86-4
 - Birds: Atlantic Lowland and Caribbean Coast (2018) – ISBN 188853833-3
 - Butterflies (2013) – ISBN 1888538-71-6
 - Mammals/Tracks (2005) – ISBN 1888538-97-X
 - Orchids (2015) – ISBN 188853870-8
 - Reptiles (2010) – ISBN 1888538-98-8
 - Tropical Flowers (2016) – ISBN 188853844-9
 - Wildlife Guide (2001) – ISBN 188853812-0
- Zaglul, Jose A. 2010. Hijos de la tierra: Mis memorias de la historia de la Universidad EARTH. Universidad EARTH: Guacimo, Limon, Costa Rica. 222 pp. (*Founder and President Emeritus*)



Course Resources/Readings

- Moser, Bobby D. 1991. An agricultural call to arms: addressing society's concerns. Columbus, OH: OSU-CFAES Publications. 1 p. marketing "Fact Sheet" (*Emeritus Dean of OSU-CFAES, 1991-2011*)
- Visionaries (PBS Series) – Episode 1103, Season 11. 2005. EARTH University: Sharing the Dream. Produced and Directed by George Aranea; Introduction by Sam Waterson. DVD (EARTH University Foundation, Atlanta, Georgia).
<https://www.visionaries.org/season/season-11>
- Television Pilot for Travel Channel featuring Stephen Brooks. 2006. Edible Adventure: Costa Rica. YouTube Video: <https://www.youtube.com/watch?v=auNmQX2hbYM>
- EARTH University (DVD). 2003. Pt. 1: Como Instalar un Biodigestor a Bajo Costo. Pt. 2: Produccion de Bokashi a Partir de Estiercol de Bovinos. Pt. 3: Bloques Multinutricionales Una Opcion para Mejorar la Produccion de los Bovinos.
 - Pt.1 <https://www.youtube.com/watch?v=49i4y3if1dU>
 - Pt. 2 https://www.youtube.com/watch?v=hgRILLCBy_I
 - Pt. 3 <https://www.youtube.com/watch?v=tp9z61fk9Dc>
- Llyod, Marion. Sept 17, 2004. Learning to save the rainforest, one small business at a time: An unusual Costa Rican university teaches students to be earth-friendly entrepreneurs. The Chronicle of Higher Education: Volume LI, Number 4. 4 pp.
- Riveros, Hernando; Lucio-Paredes, Adriana; Blanco, Marvin. Harvey, Ena (Editors). 2010. A look to successful experiences of agrotourism in Latin America. *Excerpt Case Study Number 6: A Costa Rican community enters the business world via agroecotourism*. Inter-American Institute for Cooperation on Agriculture (IICA). 6 pp. Project conducted by the Community Development Program of EARTH University (Guacimo, Limon, Costa Rica).
- Bonda, Penny. 2004 (Fall). Hope in the humid tropics: EARTH University breaks from tradition by emphasizing learning rather than teaching. 4 pp. excerpt. green@work Magazine (<https://www.greenatworkmag.com/gwsuaccess/04fall/tropics.html>)
- Miller, Melanie Joy. 2007. Extension and the Adoption of Environmental Technologies in the Parismina Watershed, Costa Rica. Thesis, M.S., The Ohio State University. 121 pp.
 - <https://library.ohio-state.edu/search~S7/?tExtension+and+the+Adoption+of+Environmental+Technologies+in+the+Parismina+Watershed/textension+and+the+adoption+of+environmental+technologies+in+the+parismina+w/1%2C1%2C2%2CB/frameset&FF=textension+and+the+adoption+of+environmental+technologies+in+the+parismina+w&2%2C%2C2>





THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Schedule	Activity	Details	Place
Day 1			
	Arrive	Arrival at Juan Santamaría International airport	San José, Costa Rica
		Welcome by local Staff, box dinner.	
	Lodging	Lodging in Country Inn & Suites	
Day 2			
06:00 a.m. 07:00 a.m.	Breakfast	Breakfast in Country Inn Hotel	Alajuela
07:00 a.m. 09:00 a.m.	Transfer	09:00 a.m. 11:00 a.m. Visit Poás Volcano National Park	
11:45 a.m. 01:00 p.m.		Visit Starbucks Hacienda Alsacia, welcome by the proud Ohio State University Plant Pathology graduate Carlos Mario Rodriguez, director global of Coffee Research and Development at Starbucks Coffee Company.	
01:30 p.m. 02:30 p.m.		Lunch Freddo Fresas	
02:30 p.m. 05:30 p.m.		Depart to Rancho Margot	
04:00 p.m.		Stop on the way for snacks	
05:30 p.m.		Check in Rancho Margot	
07:00 p.m.		Dinner at Rancho Margot	
10:00 p.m.	Lodging	Lodging in Rancho Margot	
Day 3			
07:00 a.m. 08:00 a.m.		Yoga Class half of the group	La Fortuna, Alajuela
08:00 a.m. 09:00 a.m.		Breakfast Rancho Margot	
10:00 a.m. 11:30 p.m.		Visit La Fortuna Waterfall	
12:30 p.m.		Lunch in Rancho Margot	
01:30 p.m.		Guided Tour at Rancho Margot	
04:30 p.m. 09:30 p.m.		Dinner at 7:15 p.m. and visit to Ecotermes Hot Springs	
10:30 p.m.		Lodging in Rancho Margot	

Day 4			
07:00 a.m. 08:00 a.m.		Yoga Class half of the group	La Fortuna, Alajuela
08:00 a.m. 09:00 a.m.		Breakfast Rancho Margot	
10:30 a.m.		Check out Rancho Margot	
11:00 a.m.		Visit Arenal Volcano and La Fortuna Towm and depart to Limón province	
01:00 p.m.	Transfer	Tropical Fruit Tasting	Manzanillo,L imón, Costa Rica
01:45 p.m.	Lunch	Lunch on the way (El Yugo Restaurant)	
02:30 p.m.		Depart to Almonds and Corals	
05:30 p.m.		Check in Almonds and Corals Hotel	
07:30 p.m.		Dinner in Puerto Viejo Towm	
10:00 p.m.		Lodging Almonds and Corals Hotel	
Day 5			
07:00 a.m.	Breakfast	Breakfast at Almond and Corals Hotel	Manzanillo,L imón, Costa Rica
09:00 a.m.	Tour	Time to Explore Manzanillo Wildlfe Reserve	
12:30 p.m.		Lunch at Maxxis Manzanillo Typical Restaurant	
03:00 p.m.		Visit Ara Manzanillo conservation project, Great Green Macaw species reintroduced into the wild	
07:00 p.m.	Dinner	Dinner Almonds and Corals Hotel	
10:00 p.m.	Lodging	Lodging Almonds and Corals Hotel	
Day 6			
07:00 a.m.		Breakfast at Almond and Corals Hotel	Limón Province
08:00 a.m.		Check out Almonds and Corals	
09:00 a.m. 11:00 a.m.		Tour in Cahuita National Park	
12:00 p.m. 01:00 p.m.		Typical Caribbean lunch	
03:00 p.m.		Depart to La Argentina Community	
		Time to learn about Costa Rica culture and community engagement	
07:00 p.m.		Dinner at Homestay	
10:00 p.m.	Lodging	Homestay at La Argentina	
Day 7			
07:00 a.m.		Breakfast with host families	Pocóra, Limón, Costa Rica
08:30 p.m.		Community Engagement Project	
12:30 p.m.	Lunch	Lunch in La Argentina	
01:30 p.m.		Depart to CATIE	Turrialba, Cartago
03:00 p.m.		Nortico Cocoa Tour	
05:00 p.m.		Check in at CATIE	
06:00 p.m.	Dinner	Dinner CATIE cafeteria	
10:00 p.m.		Lodging CATIE	

Day 8			
07:00 a.m. 08:00 a.m.		Breakfast at CATIE	Turrialba, Cartago
08:00 a.m. 09:30 a.m.	Visit and workshop	Visit CATIE projects, CATIE's Orthodox Seed Germplasm Bank and Repurpose with Purpose” partnership between CATIE and Southwest airline	
10:00 a.m.		Visit Aquiares Coffee Farm	
12:30 p.m.		Farm to table Lunch Blanco y Negro	
01:30 p.m.		Visit Blanco y Negro sustainable farm	
06:00 p.m.		Dinner at CATIE	
10:00 p.m.		Lodging CATIE	
Day 9			
07:00 a.m. 08:00 a.m.		Breakfast CATIE	Turrialba, Cartago
08:30 a.m.		Depart to San José	Esparza, Puntarenas
12:30 p.m.		Lunch at José Zaglul Farm	
01:30 p.m.		Visit José Zaglul Farm and learn about EARTH University Model	
07:00 p.m.		Dinner	
10:00 p.m.		Lodging in Country Inn Hotel	
Day 10			
07:00 a.m. 08:00 a.m.		Breakfast in Country Inn Hotel	San José, Costa Rica
08:30 a.m. 11:30 a.m.		City Tour in San José and lunch	
11:30 a.m. 12:20 p.m.		Departure from Juan Santamaría International Airport	

GE Theme course submission worksheet: Sustainability

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 and 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 (Sustainability)

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)

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 about the topic or idea of the theme.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
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.	

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

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

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. <u>Lecture</u> 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. <u>Reading</u> 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. <u>Discussions</u> 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 Sustainability

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. 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 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.	
ELO 3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.	
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	

Global and Intercultural Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Global and Intercultural Learning Courses. Expectations for workload and credit-hours for Global and Intercultural Learning courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Global and Intercultural Learning

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of intercultural context).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence both in academic settings and, if possible, in the intercultural context. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global & Intercultural Learning Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Osborne, Jeanne

From: Croxton, Keely
Sent: Wednesday, September 3, 2025 3:01 PM
To: Osborne, Jeanne
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dr. Osborne,

I will provide concurrence, but only if I can go on the trip. 😊 Kidding of course, but it does sound like an interesting course. And doesn't step on our toes so please consider concurrence as given!

Keely



Keely L. Croxton, PhD
Assoc. Dean of Undergraduate Programs & Global Engagement
Prof. of Logistics
Fisher College of Business
croxton.4@osu.edu



From: Osborne, Jeanne <osborne.2@osu.edu>
Date: Tuesday, September 2, 2025 at 3:30 PM
To: Croxton, Keely <croxton.4@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Croxton,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and

initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would forward the attached course syllabus to the appropriate units within your college. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Osborne, Jeanne

From: Pintor, Lauren
Sent: Tuesday, September 23, 2025 3:42 PM
To: Osborne, Jeanne; Haab, Timothy
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Jeanne,

I apologize, but it seems I overlooked this concurrence request. I know our silence means concurrence, but I thought I'd note that I don't see any issues with the course and look forward to as part of the Ed Abroad curriculum. I think integrating more of the Ed Abroad courses in the new GE is exciting and a great way to ensure enrollment.

Best,
Lauren

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Lauren M. Pintor

Associate Professor of Aquatic Ecology
Associate Director of Undergraduate Education
School of Environment & Natural Resources
210 Kottman Hall, Columbus, OH 43210
Email: pintor.6@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Date: Tuesday, September 23, 2025 at 11:09 AM
To: Haab, Timothy <haab.1@osu.edu>, Pintor, Lauren <pintor.6@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>
Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Haab and Dr. Pintor,

I do not find a response to this request for concurrence by the deadline of Sept 17, so concurrence is assumed. If I missed a message, my apologies.

Thank you,

Jeanne

From: Osborne, Jeanne
Sent: Tuesday, September 2, 2025 3:45 PM
To: Haab, Timothy <haab.1@osu.edu>; Pintor, Lauren <pintor.6@osu.edu>

Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Haab and Dr. Pintor,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would review the attached course syllabus for concurrence. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers

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College of Food, Agricultural, and Environmental Sciences
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Columbus, OH 43210
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Osborne, Jeanne

From: Klooster, Wendy
Sent: Monday, September 8, 2025 1:36 PM
To: Osborne, Jeanne; Karcher, Doug
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi, Jeanne

HCS is happy to provide concurrence for the FAES 3797.01 Costa Rica course.

Best,
Wendy

W. S. Klooster, Ph.D. (she/ her)
klooster.2@osu.edu | 217B Howlett Hall
Schedule a meeting: go.osu.edu/klooster

From: Osborne, Jeanne <osborne.2@osu.edu>
Date: Tuesday, September 2, 2025 at 15:48
To: Karcher, Doug <karcher.3@osu.edu>, Klooster, Wendy <klooster.2@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Karcher and Dr. Klooster,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would review the attached course syllabus for concurrence (Dr. Klooster – I know you are one of the planned instructors, so this request is for completeness of the concurrence process). We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne

Jeanne M. Osborne | Pronouns: She, Her, Hers

Assistant Dean for Academic Affairs

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e-mail: Osborne.2@osu.edu

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Osborne, Jeanne

From: Filson, Caryn
Sent: Tuesday, September 23, 2025 1:32 PM
To: Osborne, Jeanne; Washburn, Shannon
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Although it is past the deadline, I did receive concurrence from COMLDR faculty and thought I would share. They noted the course was similar to a program that was previously offered to Costa Rica, but that program is no longer offered.

Caryn



Caryn Filson, Ph.D. Associate Professor
Agriscience Education Program Coordinator
College of Food, Agricultural, and Environmental Sciences
Department of Agricultural Communication, Education, and Leadership
200 Agricultural Administration Building | 2120 Fyffe Road Columbus, OH 43210
filson.5@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 23, 2025 11:05 AM
To: Filson, Caryn <filson.5@osu.edu>; Washburn, Shannon <washburn.130@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Caryn,

We did not hear back by the September 17 response deadline, so we are assuming concurrence.

Thank you,

Jeanne

From: Filson, Caryn <filson.5@osu.edu>
Sent: Tuesday, September 2, 2025 10:44 PM
To: Osborne, Jeanne <osborne.2@osu.edu>; Washburn, Shannon <washburn.130@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Thank you, Jeanne.

I will share with ACEL faculty and provide a response by the identified deadline.

Caryn



Caryn Filson, Ph.D. Associate Professor
Agriscience Education Program Coordinator
College of Food, Agricultural, and Environmental Sciences
Department of Agricultural Communication, Education, and Leadership
200 Agricultural Administration Building | 2120 Fyffe Road Columbus, OH 43210
filson.5@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 2, 2025 3:49 PM
To: Washburn, Shannon <washburn.130@osu.edu>; Filson, Caryn <filson.5@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Washburn and Dr. Filson,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would review the attached course syllabus for concurrence. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers
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'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Osborne, Jeanne

From: Ferketich, Amy
Sent: Wednesday, September 3, 2025 8:00 AM
To: Osborne, Jeanne
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Jeanne,

Thanks for sharing this syllabus with us. We happily provide concurrence for this course submission. It looks like a great course!

Yes, the win was a great way to start the semester!

Best,
Amy

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 2, 2025 3:39 PM
To: Ferketich, Amy <ferketich.1@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Ferketich,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would forward the attached course syllabus to the appropriate units within your college. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers

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e-mail: Osborne.2@osu.edu

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Osborne, Jeanne

From: Ralph, Anne
Sent: Tuesday, September 2, 2025 4:30 PM
To: Osborne, Jeanne
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Jeanne,

Thanks for your email. It was indeed a wonderful weekend to be a Buckeye! The College of Law is pleased to grant concurrence for this course. This looks like a great course. Please let me know if we can do anything else to support this effort.

Sincerely,
Anne



Anne E. Ralph

Morgan E. Shipman Professor in Law
Associate Dean for Academic Affairs & Strategic Initiatives

Michael E. Moritz College of Law

55 West 12th Avenue | Columbus, OH 43210

614-247-4797 Office | ralph.52@osu.edu

Pronouns: she/her/hers

From: Osborne, Jeanne <osborne.2@osu.edu>
Date: Tuesday, September 2, 2025 at 3:35 PM
To: Ralph, Anne <ralph.52@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>, Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Ralph,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would forward the attached course syllabus to the appropriate units within your college. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
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Osborne, Jeanne

From: Quinzon-Bonello, Rosario
Sent: Tuesday, September 23, 2025 12:45 PM
To: Osborne, Jeanne
Subject: FW: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hello Jeanne,

Concurrence from FABE.

I am just waiting to hear back from Leslie Callihan, CoE Director of Global Initiatives.

Thanks,
Rosie

From: Sours, Patrick <sours.17@osu.edu>
Sent: Tuesday, September 23, 2025 12:38 PM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>; Callihan, Leslie <callihan.23@osu.edu>
Subject: RE: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Rosie,

I have reviewed the syllabus and I have no issues with the course.

I provide concurrence.

Patrick

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Tuesday, September 23, 2025 11:30 AM
To: Sours, Patrick <sours.17@osu.edu>; Callihan, Leslie <callihan.23@osu.edu>
Subject: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development
Importance: High

I forgot to attach the syllabus.

Hello Patrick and Leslie,

Can you please take a quick look and let me know if you provide concurrence or not?

Thanks,
Rosie

From: Tomasko, David <tomasko.1@osu.edu>
Sent: Friday, September 5, 2025 11:19 AM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Share it with Leslie Callihan and Patrick Sours for the Humanitarian Engineering program. I'm sure they won't have any problem with it but will want to be informed. Then we can concur from the college.

David L. Tomasko (he/him)
Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering
The Ohio State University

Executive Assistant: Winnie Sampson
sampson.38@osu.edu
614-688-4602

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Thursday, September 4, 2025 11:53 AM
To: Tomasko, David <tomasko.1@osu.edu>
Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Dave –

Not sure who to send this to - Civil and Environmental and FABE?

Thanks,
Rosie

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 2, 2025 3:44 PM
To: Tomasko, David <tomasko.1@osu.edu>; Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Tomasko and Dr. Quinson-Bonello,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

The College of Food, Agricultural, and Environmental Sciences is proposing a new course for the GE Theme Sustainability, and as a Global and Intercultural Learning: Abroad, Away or Virtual Integrative Practice, for which we are requesting concurrence. FAES 3797.01 Costa Rica Sustainability and Community Development is a course that has been previously offered as a 3 cr, non-GE course under the FAES 3797, Study at a Foreign Institution umbrella. The proposed course focuses on developing student competencies in sustainable technologies and initiatives as well as community development in the context of agriculture and the associated ecosystems, comparing systems in place in Ohio and the Midwest region of the United States to those in Costa Rica through an immersive education abroad experience.

I would appreciate it if you would forward the attached course syllabus to the appropriate units within your college. We would appreciate feedback by Wednesday, September 17, 2025.

Please let me know if you have any questions or need additional information.

Take care,

Jeanne



Jeanne M. Osborne | Pronouns: She, Her, Hers

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

Osborne, Jeanne

From: Quinzon-Bonello, Rosario
Sent: Wednesday, September 24, 2025 9:09 AM
To: Osborne, Jeanne
Subject: FW: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hello Jeanne,

Here is the second and last response to the concurrence request for FAES 3797.01.

Once again, apologies for dropping the ball on this.

Thanks,
Rosie

From: Callihan, Leslie <callihan.23@osu.edu>
Sent: Tuesday, September 23, 2025 5:21 PM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>; Sours, Patrick <sours.17@osu.edu>
Subject: RE: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Rosie,

Looks good to me. Exciting they are taking an existing program and adjusting the course to become a GE Theme.

Best,
Leslie

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Tuesday, September 23, 2025 11:30 AM
To: Sours, Patrick <sours.17@osu.edu>; Callihan, Leslie <callihan.23@osu.edu>
Subject: Forgot to attach syllabusFW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development
Importance: High

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Thanks,
Rosie

From: Tomasko, David <tomasko.1@osu.edu>
Sent: Friday, September 5, 2025 11:19 AM

To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>

Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Share it with Leslie Callihan and Patrick Sours for the Humanitarian Engineering program. I'm sure they won't have any problem with it but will want to be informed. Then we can concur from the college.

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Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering
The Ohio State University

Executive Assistant: Winnie Sampson
sampson.38@osu.edu
614-688-4602

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>

Sent: Thursday, September 4, 2025 11:53 AM

To: Tomasko, David <tomasko.1@osu.edu>

Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Dave –

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Rosie

From: Osborne, Jeanne <osborne.2@osu.edu>

Sent: Tuesday, September 2, 2025 3:44 PM

To: Tomasko, David <tomasko.1@osu.edu>; Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>

Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>

Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Tomasko and Dr. Quinson-Bonello,

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Take care,

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
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Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

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Osborne, Jeanne

From: Martin, Andrew
Sent: Tuesday, September 23, 2025 8:00 AM
To: Osborne, Jeanne; Vankeerbergen, Bernadette
Cc: Heimberger, Paul; Shuman, Elizabeth
Subject: RE: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi Jeanne

We've heard from two units (Geography and SES) granting concurrence for this course.

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

614-247-6641 Office

martin.1026@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 2, 2025 3:29 PM
To: Martin, Andrew <martin.1026@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dear Dr. Martin and Dr. Vankeerbergen,

I hope you had a nice, long weekend and if you are a Buckeye Football fan, had the opportunity to celebrate the Buckeye victory Saturday!

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Fax: 614-292-1218

e-mail: Osborne.2@osu.edu

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Osborne, Jeanne

From: Andrews, Adam
Sent: Thursday, September 18, 2025 8:57 AM
To: Osborne, Jeanne
Cc: Vankeerbergen, Bernadette; Sabel, Jaime
Subject: Re: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Dr. Osborne,

The CLSE does not currently offer any coursework that would overlap with this proposed course, so we happily offer our concurrence.

Regards,
Adam



Adam L. Andrews

Assistant Director for Curriculum & Instruction
College of Arts and Sciences | Center for Life Sciences Education

240D Jennings Hall, 1735 Neil Avenue, Columbus, OH 43210
(614) 247-6345 Office / (614) 292-4390 Fax
andrews.171@osu.edu clse.osu.edu

From: Martin, Andrew <martin.1026@osu.edu>
Date: Wednesday, September 3, 2025 at 12:35 PM
To: Coleman, Mat <coleman.373@osu.edu>, Kubatko, Laura <lkubatko@stat.osu.edu>, Cook, Ann <cook.1129@osu.edu>, Andrews, Adam <andrews.171@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: FW: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

Hi all

See below for a concurrence request regarding a study abroad course offered by FAES. I would ask that you respond within two weeks.

Best
Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Tuesday, September 2, 2025 3:29 PM
To: Martin, Andrew <martin.1026@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Heimberger, Paul <heimberger.5@osu.edu>; Shuman, Elizabeth <shuman.29@osu.edu>
Subject: Concurrence Request: FAES 3797.01 Costa Rica Sustainability and Community Development

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