

**From:** [Griffiths, Rob](#)  
**To:** [Smith, Randy](#); [Reed, Katie](#); [Sutherland, Sue](#)  
**Subject:** FW: May 28 CAA Question  
**Date:** Tuesday, May 26, 2026 1:23:23 PM  
**Attachments:** [HSFAC Chair Summary - Global Honors Education Abroad Policy.docx](#)  
[Global Honors Policy-Draft 2026-04-29.docx](#)  
[image001.png](#)

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Hi Randy, Sue, Katie,

FYI, the informational items materials for CAA this week included a draft Global Engagement honors credit policy from the University Honors and Scholars Center and indicated a vote would occur May 1. With follow-up, Ola sent an approved version of the Global Engagement honors credit policy. I plan to reference this approved policy version on Thursday, unless there's any reason to delay this informational item because of the timing of receiving this updated version.

Thanks,  
Rob

**Robert Griffiths, PhD**  
AVP, Workforce Development and Innovation

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[Book time to meet with me](#)

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**From:** Ahlqvist, Ola <ahlqvist.1@osu.edu>  
**Date:** Tuesday, May 26, 2026 at 12:25 PM  
**To:** Griffiths, Rob <griffiths.44@osu.edu>; Reed, Katie <reed.901@osu.edu>  
**Cc:** Humbel-Courtney, Julie <humbel-courtney.1@osu.edu>; Pintor, Lauren <pintor.6@osu.edu>  
**Subject:** RE: May 28 CAA Question

Dear Rob,

In its May 1, 2026 meeting, The Honors and Scholars Faculty Advisory Committee voted unanimously to approve a proposed Policy for Global Engagement honors credit (attached).

The core policy makes explicit under the existing [Honors Standards](#) that study abroad coursework will count toward honors-quality credit if it meets these conditions:

- Maximum of 6 credits may count toward the 18-credit honors-quality requirement.
- Coursework must be graded Ohio State credit.
- Coursework must be at the 2000-level or above.
- The program must be approved through Ohio State's global education/OIA processes.
- 1000-level coursework would not count unless it is already H- or E-designated.

During the meeting, the committee weighed three main options for the inclusion and oversight of third-party provider programs. These options are described in the attached HSFAC Chair Summary, which was provided to the committee ahead of the meeting. The approving vote adopted "Option 3" as the inclusion and oversight policy, meaning that all OIA-approved third party programs will be eligible to count toward honors-quality coursework. The University Honors and Scholars Center will work closely with OIA to periodically review and report back on third-party program academic rigor, instructional oversight, and alignment with honors learning outcomes.

The Center is currently developing communication for key internal and external stakeholders, including advisors, honors program directors, students, and parents.

Thanks for sharing this with CAA and do let me know if you have any additional questions.

Ola



**Ola Ahlqvist, PhD**

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**From:** Griffiths, Rob <[griffiths.44@osu.edu](mailto:griffiths.44@osu.edu)>

**Sent:** Tuesday, May 26, 2026 7:30 AM

**To:** Ahlqvist, Ola <ahlqvist.1@osu.edu>; Reed, Katie <reed.901@osu.edu>

**Subject:** May 28 CAA Question

Hi Ola,

I have a question about your proposal on the May 28 CAA agenda: [Policy for Global Engagement Honors Credit](#) – University Honors and Scholars Center.

You sent the communication in later April and indicated a May 1 vote on this draft policy proposal. Was there a vote and was the proposal endorsed?

My current informational item script is below—and wanted to know if you can email Katie and me the approved version and I can remove the draft policy language:

The University Honors and Scholars Center, in collaboration with the Office of International Affairs and the Honors and Scholars Faculty Advisory Committee, established a **draft** policy allowing honors students to count up to six credit hours of OIA approved education abroad coursework toward their 18-credit honors requirement. This administrative framework creates a consistent, institution-wide approach to global learning within the honors curriculum. This is effective Autumn 2026.

Thanks,  
Rob

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**From:** [Ahlqvist, Ola](#)  
**To:** [Smith, Randy](#)  
**Cc:** [Reed, Katie](#)  
**Subject:** Guidance on Recognition of Proposed Honors Education Abroad Policy  
**Date:** Monday, April 20, 2026 6:15:28 PM  
**Attachments:** [image001.png](#)  
[Global Honors Policy-Draft 2026-04-20.docx](#)

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Dear Randy,

As part of the provost-sponsored *Elevating Honors* initiative, the University Honors and Scholars Center, in close collaboration with college honors program directors and committees, the Office of International Affairs (OIA), and the Honors and Scholars Faculty Advisory Committee (HSFAC), has developed a draft policy proposal addressing how education abroad coursework may be recognized under the current University Honors Program Standards.

The proposed policy does **not** modify the existing Honors Standards. Rather, it seeks to formally articulate a consistent, institution-wide approach for how education abroad credit may count toward the requirement that honors students complete **18 credit hours of honors-quality coursework**.

Specifically, the proposal would allow honors students to apply **up to six (6) credit hours of OIA-approved education abroad coursework** toward the eighteen (18) required honors-quality credit hours outlined in the University Honors Program Standards.

I have attached the near-final draft proposal for your reference.

The policy is intended to complement—and further clarify—the existing standards by enabling individually tailored, honors-quality global learning pathways. These pathways would support a range of program formats (from short-term, 1–2 week programs to semester-long experiences) and be available across all world regions, while remaining fully aligned with the University Honors Program Standards.

Key features of the proposal include that it:

- Affirms that many education abroad experiences meet established expectations for *honors-quality coursework* as defined in our Honors Course Proposal Guidelines.
- Eliminates the need for ongoing honors-level approval of individual education abroad programs or locations
- Leverages existing university vetting and review processes for education abroad

- programs in terms of academic quality, health and safety, and curricular oversight
- Provides flexibility across student majors, academic schedules, and financial circumstances
  - Scales naturally as new OIA education abroad programs are developed and approved

Assuming HSFAC votes to approve this policy in their May 1 meeting, I would appreciate your guidance on how best to advance its recognition within the Council on Academic Affairs (CAA) and, if appropriate, beyond.

For context, when HSFAC approved the revised University Honors Program Standards in May 2023, those standards were shared with CAA but did not proceed through formal CAA approval, given that they did not constitute a curricular change. Although this proposal similarly does not alter curricular requirements—and therefore would not normally require formal CAA approval—we want to ensure transparency and confirm that our approach aligns with governance expectations as we move toward implementation.

Thank you in advance for your guidance. I look forward to your advice on next steps.

Best regards,  
Ola



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# HONORS & SCHOLARS

## UNIVERSITY HONORS PROGRAM

### Policy for Global Engagement honors credit

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Adopted by the University Honors & Scholars Faculty Advisory 2026-mm-dd

#### Introduction

Ohio State University has a long and distinguished history of providing students with transformative global learning opportunities. Education abroad deepens academic understanding, expands intercultural awareness, and cultivates essential career skills such as adaptability, resilience, cross-cultural communication, and global problem-solving. These experiences consistently support students' personal growth while also strengthening their readiness for careers in an increasingly interconnected world.

Over decades, Ohio State's global engagement has grown into a comprehensive portfolio of academically rigorous and geographically diverse programs. Students now access opportunities across all major world regions, participating in study, research, service, internships, and other immersive academic experiences abroad.

Historically, honors students at Ohio State benefited from several dedicated education-abroad programs—most notably London Honors and Athens Honors—which served as signature elements of the honors curriculum for many years. These programs offered structured, faculty-led opportunities for global honors experiences with strong academic communities.

By 2019, sustained enrollment declines in the London Honors program suggested that the traditional model was no longer meeting honors student needs. Recognizing shifting interests, diversified academic pathways, and the evolving post-COVID higher-education landscape, the Office of Academic Enrichment (OAE) and the Office of International Affairs (OIA) paused this model to re-envision the global honors experience to offer more flexible and diversified opportunities.

## Existing education abroad opportunities and structures at Ohio State University

### Ohio State Faculty-Led Programs

Short-term programs (typically 1–4 credits) in which students learn as a cohort under Ohio State faculty or staff leadership. They remain the most common format for honors student participation.

### Third-Party Provider Programs

Programs managed by approved external educational organizations offering transferrable academic credit, broad geographic reach, and diverse curricula.

### Direct Enroll Programs

Students enroll directly at affiliated foreign institutions (not under a reciprocal exchange). Often semester-length and highly immersive.

### International Exchange Programs

Students study at an exchange partner institution abroad while a student from that institution studies at Ohio State. Exchanges typically serve upper-division students and carry full graded academic credit.

#### Students by program type

**960**

Faculty-led

**695**

Independent

**391**

Third-party provider

**379**

Non-credit bearing

**16**

Virtual programs

**44**

International exchange

\*2,485 programs completed by 2,413 students

## Current honors student participation in education abroad

Update with accurate numbers

### Student Participation by time of year

| Student Categories | Participation |                     | Seasonal Participation |                           |                             |                          |           |
|--------------------|---------------|---------------------|------------------------|---------------------------|-----------------------------|--------------------------|-----------|
|                    | Total #       | Global Participants | Semester Break         | Fall Semester (12+ hours) | Spring Semester (12+ hours) | Summer Term (hours vary) | Year-long |
| Honors             | 4771          | 511                 | 129                    | 9                         | 33                          | 337                      | 3         |
|                    |               | 11%                 | 25%                    | 2%                        | 7%                          | 66%                      | 1%        |

## Student Participation by global region

| Student Categories | Participation |                     | Regions    |          |                     |           |          |           |                          |             |
|--------------------|---------------|---------------------|------------|----------|---------------------|-----------|----------|-----------|--------------------------|-------------|
|                    | Total #       | Global Participants | Europe     | Asia     | N. America & Mexico | S America | Africa   | Australia | C. America and Caribbean | Middle East |
| Honors             | 4771          | 511<br>11%          | 318<br>62% | 47<br>9% | 9<br>2%             | 62<br>12% | 21<br>4% | 9<br>2%   | 32<br>6%                 | 7<br>1%     |

## Quality assurance and program vetting

All education abroad programs approved through the Office of International Affairs (OIA) are subject to a rigorous, multi-stage quality assurance and review process that addresses academic integrity, international learning design, and student health and safety. This existing framework provides a strong foundation for recognizing approved education abroad experiences as meeting expectations for honors-quality learning when aligned with University Honors Program standards.

All education abroad programs—regardless of format or provider—are **first proposed to OIA by an Ohio State college or academic department** to meet an identified **curricular, experiential, or geographic need**. This initial proposal ensures that programs are academically grounded and aligned with institutional priorities before further review.

OIA subsequently conducts a comprehensive evaluation of proposed programs to assess their **fit within Ohio State's overall global education portfolio**, as well as key components related to **health, safety, security, and student support**, including housing arrangements, program design, emergency protocols, and on-site capacity. As part of this review, OIA evaluates programs against recognized **best practices and the Standards of Good Practice established by the Forum on Education Abroad**.

Academic quality is further ensured through review at the college or departmental level. Faculty-led programs are developed and delivered by Ohio State instructors and include pre-approved course numbers and syllabi. For non-faculty-led programs, academic units evaluate coursework to determine appropriate credit equivalency, rigor, and applicability to Ohio State degree requirements. All approved programs award **graded Ohio State credit**, rather than pass/fail or non-evaluative credit.

Programs that successfully complete this layered review process are approved for participation and published on **globaleducation.osu.edu**. As a result, all programs listed on Ohio State's global education website have been vetted by both an academic unit and OIA's global education and global health and safety teams, and remain subject to ongoing monitoring and review.

Collectively, these processes ensure that education abroad offerings meet institutional expectations for academic quality, meaningful international learning, and student



well-being, supporting their inclusion as eligible components of honors-quality academic enrichment.

### **Cost of education abroad experiences and possible funding mechanisms**

Cost is a significant factor influencing student participation in education abroad, particularly for honors students who balance rigorous academic commitments with financial responsibility. Education abroad expenses vary widely based on program type, duration, location, housing models, travel costs, and local cost-of-living factors. Short-term, faculty-led programs often present a different financial profile than semester-long international study, while third-party provider programs may bundle services in ways that affect overall cost.

Ohio State and OIA provide students with detailed cost estimates for all approved programs, allowing students and advisors to consider financial implications early in the planning process. By aligning education abroad coursework with degree requirements and honors-quality credit, the proposed Global Honors model supports cost-effective academic planning and helps students avoid extending time to degree due to misaligned credit.

Students currently utilize a range of funding sources to support education abroad participation, including federal financial aid, institutional scholarships, college- or department-level awards, enrichment scholarships, Second-Year Transformational Experience Program (STEP) stipends, and personal resources.

The Global Honors framework creates opportunities to more intentionally align existing honors-related enrichment grants, course development grants, donor support, and future scholarship initiatives with education abroad experiences that meet honors-quality criteria. Over time, this alignment may allow the university to:

- Prioritize honors students for certain global learning scholarships
- Develop targeted donor-funded awards tied to Honors-designated programs
- Coordinate funding cycles to support faculty-led education abroad course development as part of the provost-funded Elevating Honors initiative

By leveraging existing programs, reducing administrative barriers, and clearly articulating how education abroad can count toward honors requirements, the Global Honors model seeks to broaden participation without creating additional financial obstacles.

As participation patterns and demand evolve, data gathered through program implementation can help inform future discussions around targeted financial support and strategic investment.

### **Earning credits toward graduation and credit approval processes**

For many honors students, earning academic credit that applies directly toward their major, minor, or GE requirements is key to maintaining steady progress toward graduation.

Ensuring that global experiences integrate smoothly into a student's degree plan helps prevent delays in time to degree and reinforces the idea that international learning is not an "add-on," but a meaningful academic enrichment of their Ohio State Honors degree. To support this alignment, students receive guidance from both their academic advisors and global education specialists who help them understand how specific courses abroad may apply to their programs.

Ohio State maintains a robust and long-established process for awarding equivalent, graded Ohio State credit for third-party provider, direct enroll, and exchange programs. Through this process, students submit course syllabi or descriptions for evaluation, and academic units determine how the credit applies toward major, minor, or GE requirements. Faculty-led programs already carry pre-approved Ohio State course numbers, further simplifying the credit-evaluation process. There are currently [ADD current breakdown of programs for GE credit, regular OSU credit here] Through curriculum integration efforts, OIA has worked with Ohio State academic units to establish course equivalencies for several third-party programs.

Global education specialists—assigned to every approved program or program type—provide individualized advising, assist with course selection and credit planning, guide students through predeparture preparation, and remain a support resource while students are abroad. This structured advising ensures that students understand how their global coursework will count before they travel, reducing uncertainty and helping them make academically informed decisions.

### Proposed Structure of Global Honors

Drawing on broad consultation across the university and benchmarking against national peers, we identified several defining characteristics of a modern, accessible, and honorific global experience:

- An "honors quality" educational experience aligned with the University Honors Program Standards
- Individually tailored to fit each student's academic program goals, and clearly defined to allow advisors to track requirements toward degree requirements
- Available across a wide range of global locations, representing all world regions
- Flexible in duration—from short-term (1–2 weeks) to semester-long commitments

### Policy Authorization: Honors-Quality Education Abroad Credit

Recognizing that Ohio State's education abroad programs are subject to rigorous review and approval processes related to academic quality, international learning outcomes, and student health and safety through the Office of International Affairs (OIA), the University Honors and Scholars Faculty Advisory Committee affirms that many education abroad experiences meet the established expectations for *honors-quality coursework* as defined in the **Honors Course Proposal Guidelines**. (<https://honors-scholars.osu.edu/sites/default/files/documents/Honors%20Course%20Proposal%20Guidelines.pdf>)

Education abroad experiences inherently align with key honors learning outcomes, including advanced academic engagement, experiential and applied learning, intercultural competence, reflection, and intellectual challenge. As such, these experiences frequently provide learning environments that are comparable to, and in many cases extend beyond, the depth, complexity, and integrative learning typically associated with honors-designated coursework.

#### *Authorized use of education abroad credit*

To support timely degree completion, promote access to high-impact global learning, and ensure consistent application of honors standards, the University Honors and Scholars Faculty Advisory Committee authorizes the following:

1) **Credit Limit**

Honors students may apply **up to, but no more than six (6) credit hours** of approved education abroad coursework toward the **eighteen (18) required credit hours of honors-quality coursework** outlined in the University Honors Program Standards.

2) **Course Level Requirement**

Only education abroad coursework offered at the **2000-level or above** may be applied toward the honors-quality coursework requirement. Education abroad courses offered at the 1000-level are not eligible to count toward honors-quality credit.

3) **Eligible Program Categories**

Honors-quality education abroad credit may be earned only through the following categories of programs:

a) **Ohio State Faculty-Led Programs**

All Ohio State faculty-led education abroad programs approved through the Office of International Affairs are eligible to count toward honors-quality coursework, provided they meet the credit-hour limit and credit-level requirement outlined above.

b) **Select Third-Party Provider Programs**

Education abroad programs offered through third-party providers may count toward honors-quality coursework **only if** they are included on the pre-approved list of “**Honors-designated third-party programs or providers**” (Appendix A). This vetted list is maintained by the University Honors Program in partnership with the Office of International Affairs and reflects programs that demonstrate strong academic oversight, curricular integration, and alignment with honors learning outcomes.

Third-party programs not included on the approved list are not eligible to count toward honors-quality coursework.

4) **Authority for Maintaining Approved Third-Party Programs**

The University Honors Program, in consultation with the Office of International Affairs

and relevant academic stakeholders, is authorized to **establish, review, and update** the list of Honors-designated third-party education abroad programs or providers on a recurring basis. This list may be updated administratively as new partnerships are developed or programs evolve, **without requiring revisions to the University Honors Program Standards**. Inclusion on the approved list does not confer permanent status; programs remain subject to periodic review to ensure continued alignment with honors-quality expectations.

#### 5) **Academic Credit and Degree Progress**

Eligible education abroad coursework must carry **graded Ohio State credit** and should contribute meaningfully to the student's academic program. This policy reinforces that international learning is not an "add-on," but a meaningful academic enrichment of a student's Ohio State Honors degree, while preserving the overall balance and integrity of the honors curriculum.

### **Rationale and Questions to Consider**

This proposal creates the most barrier-free pathway for honors students to pursue global learning:

- Eliminates the need for ongoing honors credit approvals of individual programs or locations
- Leverages existing university vetting processes to ensure academic quality, health and safety, and curricular oversight
- Provides flexibility across majors, schedules, and financial circumstances
- Scales naturally as new OIA programs are developed and approved

### **Tentative Timeline**

#### **Phase 1: Baseline (Now–Fall 2026)**

- Gather FAQs for faculty/advisors to determine impacts and logistics of counting global experiences as honors credit—initial focus on ASC
- Gather feedback from colleges/directors into a revised draft for 4/17 HD and 5/1 HSFAC meetings (approval?)
- Conduct site visit to pilot third-party locations (facilities tours, class observations, meetings with faculty/students/administrators, neighborhood tours)
- Develop communication and marketing materials for orientation and honors student outreach, with emphasis on career skills development
- Promote the global honors experience to NFYS during orientation SU26 and to all students by Fall 2026
- Develop clear advising guidance for outreach to academic units
- Education Abroad Fair presence; consider campaign materials/swag

### **Phase 2: Assessment planning (Winter 2026/27)**

- Gather benchmark participation data (pre-implementation 2023–26) and monitor trends during build-out, firm up program goals
- Assess resource needs, including potential later cycles of course development grants focused on education abroad

### **Phase 3: Expansion (Spring 2027)**

- First honors students participate in the new Global Honors experience
- Continued faculty/advisor outreach to all colleges
- Continue partnership with WorldStrides to add new programs (beyond pilot sites)
- Ongoing promotion, adding any new experiences/sites

### **Phase 4: Scale & Refine (Fall 2027 and onward)**

- Monitor honors student participation and demand
- Continue expanding faculty/advisor outreach—determine whether outreach continues until a target number of honors experiences is reached
- Add additional global experiences until program goals are met
- Refine marketing and offerings based on student and faculty feedback

# HONORS & SCHOLARS

## UNIVERSITY HONORS PROGRAM

### Honors Designated Third Party Education Abroad Programs

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Adopted by the University Honors & Scholars Faculty Advisory 2026-mm-dd

#### Introduction

This document identifies third-party education abroad programs and/or providers approved to offer coursework eligible for honors-quality credit. Inclusion on this list signifies that the program has met additional criteria related to academic rigor, instructional oversight, and alignment with honors learning outcomes.

#### Criteria for Inclusion

Third-party programs are included on the Honors-designated list based on demonstrated evidence of:

- An “honors quality” educational experience aligned with the University Honors Program Standards and Honors Course Proposal Guidelines
- Faculty or equivalent academic oversight and instructor engagement
- Successful history of program delivery and student outcomes

#### Approval and Review Process

- Programs and/or providers are reviewed jointly by the **University Honors Program** and the **Office of International Affairs**, in consultation with relevant academic units as appropriate.
- Inclusion on the list does **not** confer permanent approval.
- Programs are subject to **periodic review** to ensure continued alignment with honors-quality expectations.

#### Current Approved Providers and/or Programs

*(To be maintained administratively; examples below)*

- WorldStrides
  - Korea University
  - Seoul, South Korea

- WorldStrides
  - The American College of Greece
  - Athens, Greece
- WorldStrides
  - WorldStrides Global Campus
  - Meknes, Morocco

DRAFT