Term Information

Effective Term	Autumn 2022
Previous Value	*Spring 2016*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

GE Theme course approval - Lived Environments.

What is the rationale for the proposed change(s)?

General Education revision. Course expected learning outcomes consistent with theme goals and learning outcomes.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Health and Rehabilitation Sci
Fiscal Unit/Academic Org	School of Health & Rehab Scien - D2504
College/Academic Group	Health & Rehabilitation Sci
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5600
Course Title	Global Aging
Transcript Abbreviation	Global Aging
Course Description	Study of health and well-being of older adults in developed and developing countries and immigrant communities in the United States.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*Yes, Less than 50% at a distance*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima*

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: Sr or Grad standing, or permission of instructor.
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   51.9999
Subsidy Level   Doctoral Course
Intended Rank   Senior, Masters, Doctoral

Requirement/Elective Designation

Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe similarities and differences in normal aging in developed and developing countries.
- Impact of acute and chronic illness among older adults in developed and developing countries.
- Understand the impact of family structure on care and support provided to older adults.
- Outline the impact of public and health policies upon the well-being of older adults in developed and developing nations.
- Compare the health status and well-being of older adults who have recently immigrated to the United States based on various demographics.
- Analyze how the role of the healthcare professional will be changing as part of the global trends in aging.
- Identify what type of policies are needed to meet the health needs of our globally aging population.

Previous Value

- *Describe similarities and differences in normal aging in developed and developing countries.*
- *Impact of acute and chronic illness among older adults in developed and developing countries.*
- *Understand the impact of family structure on care and support.*

Content Topic List

- Introduction to Global Aging
- Demographic Perspectives of an Aging World
- Aging Environments
- Health Patterns and Behaviors
- Blue Zones
- Health Care Systems
- Long-term Services and Supports
- Older Workers
- Retirement and Pensions
- Families
- Caregiving
- Death
- Current Events
- Global Aging and Global Leadership

Previous Value

- *Global demography of aging*
- *Comparison of aging in the United States and other countries*
- *Cultural views of aging*
- *Impact of AIDS*
- *Chronic diseases of aging*
- *Caregiving*
- *Impact of war and natural disasters*
- *Immigrant experiences*
- *Need for healthcare*

Sought Concurrence

No

Attachments

- distance_approval_cover_sheet_HTHRHSC 5600.docx: Distance Approval Cover Sheet

  (Other Supporting Documentation. Owner: Cohen,Anya M)

- HTHRHSC 5600 Syllabus.Online.docx: Syllabus

  (Syllabus. Owner: Cohen,Anya M)

- Lived Environment Theme submission_HTHRHSC 5600 (2).pdf: GE Theme Submission Form

  (Other Supporting Documentation. Owner: Cohen,Anya M)

- Response to Theme Committee Submissions.HTHRHSC 5600 Lived Environments.docx: Letter from Dr. Nahikian-Nelms

  (Other Supporting Documentation. Owner: Cohen,Anya M)

Comments

- Resubmitting with the requested revisions. Please see Dr. Nahikian-Nelms letter for a full explanation of changes made. Course will now only be submitted for the Lived Environments theme. *(by Cohen,Anya M on 10/07/2021 03:30 PM)*

- - Please check off all campuses. Per OAA instructions, courses for the new GE should be open to all campuses. (Or upload rationale for limiting offering to certain campuses.)

  - Themes ELOs, Citizenship ELOs, and Lived Environments ELOs should be included in syllabus with explanation of how these are addressed in course.

  - Form says the course is not offered in 100% distance learning format but syllabus uploaded is for 100% online course. Please reconcile discrepancy. If course is indeed a distance learning course, please follow all instructions here https://asccas.osu.edu/curriculum/distance-courses   If course is always in-person, please provide that syllabus.

  (by Vankeerbergen,Bernadette Chantal on 06/19/2021 09:03 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cohen,Anya M	04/19/2021 10:50 AM	Submitted for Approval
Approved	Larsen,Deborah Sue	04/19/2021 01:29 PM	Unit Approval
Approved	Clinchot,Daniel Michael	04/21/2021 11:53 AM	College Approval
Approved	Carpenter,Thomas J	04/21/2021 02:04 PM	GradSchool Approval
Approved	Reed,Kathryn Marie	04/30/2021 08:52 AM	OAA Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/19/2021 09:04 AM	Ad-Hoc Approval
Submitted	Cohen,Anya M	10/07/2021 04:12 PM	Submitted for Approval
Approved	Larsen,Deborah Sue	10/08/2021 09:15 AM	Unit Approval
Approved	Clinchot,Daniel Michael	10/08/2021 10:55 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/08/2021 10:55 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences
Academic Affairs

206 Atwell Hall
453 W. 10th Ave.
Columbus, OH 43210

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https://hrs.osu.edu/

10/4/21

This submission for consideration into the *Lived Environments* theme has addressed the
following recommendations from this committee that were provided in our previous submission:

- **Course needs to be available on all campuses**: *corrected on the submission*
- **Theme goals/ELOs should be included in the syllabus with an explanation of how they are fulfilled in the course:** *Syllabi rewritten*
- **Submission requires an online syllabus, an in person syllabus, and the Distance Approval Cover Sheet filled out by instructor (these stipulations are located on the ASC curriculum webpage –** *we have included all of these but please note that this course has been approved for online instruction from their inception. The ASC approval from is consistent with the "temporary" approval form designed during COVID but we completed it as requested***.**
- **Correct distance learning selection on curriculum.osu.edu submission form to indicate course is 100% distance:** *corrected on the submission*

Thank you,

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND
Professor, Clinical, Health and Rehabilitation Sciences
Director, Academic Affairs

COURSE INFORMATION

HTHRHSC 5600

Global Aging
Autumn 2020 – Online Course3 Semester
Credit Hours

FACULTY INFORMATION

Instructor

Instructor: Jessica Krok-Schoen, PhD, MA

Office: 306 Atwell

Email address: Jessica.Krok@osumc.edu

Phone number:

Office hours:

How can I get in touch with Dr. Krok-Schoen?

Email is the best way to contact me for a prompt response. You can also phone me anytimeand leave a message on voicemail at 813-368-6470.

COURSE DESCRIPTION

The 21st century is one of profound challenges associated with dramatic increases in the numbers of people living longer. In almost every country, the proportion of people aged over 65 years is growing faster than any other age group, as a result of both longer life expectancyand declining fertility rates. The United Nations has brought much needed attention to this "silent revolution," which has a profound impact on all societies. These trends will have a significant impact on health care with a growth in chronic diseases and conditions. At the same time, the family structure in many countries is shifting and with it, the traditional responsibility for caring for older family members. What do these changes mean for healthcare professionals and the use of technology? This course explores the long-term economic, social, and geopolitical implications of aging and health related conditions and disparities around the world. We will examine the role of national organizations as well as theneed for policy changes. This course will examine the current status of older adults in the

developed and developing world and in communities of recent immigrants to the United States.Class readings and discussions will focus on the impact of aging societies upon health and health care worldwide.

Short Description: Study of health and well-being of older adults in developed and developingcountries and immigrant communities in the United States.

PREREQUISITES

None

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Describe similarities and differences in normal aging in developed and developing countries.
2. Describe the impact of acute and chronic illness among older adults in developed and developing countries.
3. State the impact of family structure on the care and support provided to older adults.
4. Outline the impact of public and health policies upon the well-being of older adults in developed and developing countries.
5. Compare the health status and well-being of older adults who have recently immigratedto the United States based on various demographics.
6. Analyze how the role of the healthcare professional will be changing as part of theglobal trends in aging.
7. Identify what type of policies are needed to meet the health needs of our global aging population.

This course is designed to fulfill the requirements for the General Education Theme: Lived Environments. The course expected learning outcomes are linked to the theme learning outcomes as outlined below:

General Education Category: Theme: Citizenship for a Diverse and Just World.

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.
    ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. (Course ELO 1,2,3,4,5)
    ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. (Course ELO 3,5,6,7)

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
    ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes,

beliefs, values and behaviors. (Course ELO 1,2,3,4,5)
ELO 2.2 Describe how humans perceive and represent the environments with which they interact. (Course ELO 3,5)

Global Aging focuses on learning and analyzing a range of perspectives of aging among older adults across the world and the impact on their surrounding environment. The course is updated every semester with new content to provide students with the most recent research regarding the different and related factors (e.g., health care systems, welfare states, caregiving, health behaviors, and surrounding environments). In weekly discussion boards, students are asked to analyze how developing and developed countries are supporting older adults and their living requirements. Often, students are asked to compare and contrast with the systems in place within the United States, therefore solidifying their knowledge of differences and similarities of individuals from a global perspective. In addition, the course concludes with a module on becoming a global citizen in the context of aging and the subsequent needs within the lived environments. It fosters an appreciation for the diversity in all cultures yet a common citizenship shared across the world.

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you mustbe logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released oneweek ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Because this is an online course, your attendance is based on your online activity andparticipation:

- **Participating in online activities**: AT LEAST ONCE PER WEEK
  You are expected to log in to the course in Carmen every week. (During most weeksyou will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Participating in discussion forums**: 2 TIMES PER WEEK
  As part of your participation, each week you can expect to post twice (original post anda response) as part of our substantive class discussion on the week's topics.

  Discussion board groups:

  Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entiresemester.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks (required)

- Global Aging Second Edition (2019) by Whittington, Frank J, Kunkel Suzanne R., deMedeiros, Kate. ISBN-13: 9780826162533/ ISBN-10: 0826162533

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENT OF GRADE
Quizzes	56% (Four quizzes for 14% each)
Discussion Board Postings	30% (Two posts (one original, one response) for 10 weeks at 3% each)
Final Paper	14%
Total	100%

See course schedule, below, for due dates.

Late Assignments

This policy will be strictly observed in order to be fair and respectful to all students.

DISCUSSION BOARDS

Discussion boards are 3 points (2 points given for the original post, and 1 point for the response). You will be granted a grace period of one week to submit postings (reflections andresponses) after the deadline <u>via email to me</u> with partial credit. All late online assignments (those not submitted by the deadline) will be penalized at 1/2 credit (thus for a posting worth 3%, the late penalty is 1.5%). *This penalty applies to all late work, regardless of reason.*

QUIZZES

If you miss a quiz without prior notification to Dr. Krok-Schoen, it will result in a "0".

If you are submitting a quiz late, your grade stands once the quiz is no longer available and/oryou reached your time limit for the quiz.

FINAL PAPER

There is a letter grade penalty for each 24 hours that the final paper is unexcused late. An assignment is considered initially late if it is submitted past the deadline up to 24 hours. Each additional 24 hours is an additional letter grade taken off. Meaning an "A" paper will be gradedas a "B" and a "B" paper will be graded as a "C".

This policy will be strictly observed in order to be fair and respectful to all students.

Grading Scale

The University's standard grading scheme will be used for this course. The university gradingscheme is as follows:

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

Grades will be available for students to view on the course's Carmen website

Graded Item Descriptions

QUIZZES

Four quizzes will be given during the semester. All quizzes will count into your grade, witheach quiz counting for 14% of your grade (total of 56% for the 4 quizzes combined).

Quizzes will mostly include multiple choice, but may also have true-false questions. **Quizzes are time limited and require completion once started.** Do not try to navigate away from thequiz by using the back arrow, print function, or opening other web pages. This will cause your quiz to end and you will not be able to attempt it again.

Quizzes will be available on Carmen for 51 hours. Quizzes will be released onWednesdays at 9pm and you have until Friday at midnight to complete them.

If you have an emergency or conflict that will prevent you from taking the quiz during this 48-hour period, please contact Dr. Krok-Schoen <u>in advance</u> of the due date to make alternativearrangements.

DISCUSSION BOARD POSTINGS

On Mondays, I will post a prompt question on Carmen for which you are responsible for providing a: 1) reflection of your own and 2) response to a classmate's posting in your discussion board group. Both are due Friday by midnight unless otherwise noted in the coursecalendar and/or course announcements.

Detailed information is as follows:

1) Post a minimum <u>250</u>-word reflection on the prompt question (given by me).

2) A <u>thoughtful and thorough</u> response to a classmate's post.

The two postings for each week assigned total 3% each week. 10 weeks x 3% each week=30% total

FINAL PAPER

I will ask students to pick a country outside of the US to create a profile of aging within that particular country. <u>Sign-ups for particular countries are in the first week</u>. You need to email me within the first week your top 3 countries for the final paper. I will confirm your countrychoice via email. Sign-ups are based on a first-come, first-serve basis.

More direction about the final paper requirements, formatting, deadline, FAQs, etc. are under "Assignments". The paper is worth 14% of your grade.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout thecourse. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expectfeedback within **7 days**.

- **E-mail:** I will reply to e-mails within **24 hours on school days**.

- **Discussion board:** I will check and reply to messages in the discussion boardsevery **24-48 hours on school days**.

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 werewriting 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 feelssafe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **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 titleand page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor,where you can save your work, and then copying into the Carmen discussion.

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams**: You must complete the quizzes yourself, without any externalhelp or communication.
- **Written assignments**: Your written assignments, including discussion posts, should beyour own original work. In formal assignments, you should follow **APA style** to cite the ideas and words of your research sources both in-text and at the end of your project. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should write, revise, or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build onpast research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review**: While study groups and peer-review of majorwritten projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Up to date university policies are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:
- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement

- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

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.

Copying/Recording Evaluations

In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (e.g., quizzes) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc.

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrscom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

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 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible

to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.

Accessibility of course technology

This online 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 with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Netiquette

Because this is an online course, please be aware of the following rules:

- Use proper college-level punctuation, spelling, and grammar in all online chats, discussionboard, and email correspondence.

- Maintain a professional manner and decorum in all online communications.

- Capitalize words only to highlight an important point or to distinguish a title or heading. Capitalizing whole words that are not titles is generally termed as SHOUTING!

- Never assume your email messages or online postings are private nor that they can be read by only yourself or the recipient. Never send something that you would mind seeing onthe evening news or the front page of the newspaper.

- Remember that you are talking to a person...not a computer. It's easy to forget that there isa person on the other end of the email or discussion group when you're sitting alone typingat your computer.

- Do not use sarcasm and be careful when using humor. Without face-to-face communications your joke may be viewed as criticism.

- No bad language, accusations, insults, or potentially inflammatory or hurtful comments are acceptable at any time. Any person making such a comment will not receive credit for *any*of the discussions.

This syllabus, the course elements, policies, and schedule are subject to change in theevent of extenuating circumstances.

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

All readings must be completed before listening to lectures and taking quizzes.

Week	Dates	Content	Objective	To-Dos
1		Introduction to Global Aging	Identify the course objectives, schedule, assignments, and final paper. Comprehend the broad array of issues, challenges, and opportunities associated with global aging.	Read: Syllabus, Course Schedule and AssignmentsBook: Chapter 1, pages 1-20 Lectures, Readings, and Videos: Posted in Carmen **Discussion 1 due (Friday) by midnight- wholeclass as 1 group**
2		Demographic Perspectivesof an Aging World	Appreciate the demographic changes that age has on global societies.	Book: Chapter 3, pages 59-80 Lectures, Readings, and Videos: Posted in Carmen **Discussion 2 due (Friday) by midnight- in yourassigned groups starting now until end of semester.**
3		Aging Environments	Compare and contrast where people age in the world.	Book: Chapter 4, pages 91-113 Lectures, Readings, and Videos: Posted in Carmen **No discussion board due** Quiz 1 released: Materials from weeks 1-3; Availablefrom (Wednesday) at 9pm to (Friday) at midnight

4		Health Patterns and Behaviors	Compare health conditions (acute and chronic), health status, and disability of older adults in the world. Distinguish and discover the health behaviors of older peopleand propose ways to improve health behaviors.	Book: Chapter 5, pages 119-141 Lectures, Readings, and Videos: Posted in Carmen **Discussion 3 due (Friday) by midnight**
5		Blue Zones	Compare and contrast the health behaviors and demographic characteristics of the Blue Zones' residents.	Lectures, Readings, and Videos: Posted in CarmenNo book reading assigned. **Discussion 4 due (Friday) by midnight**
6		Health Care Systems	Describe the role of culture in patterns of health and aging. Summarize and explain the typesof health care systems and health insurance models.	Book: Chapter 6, pages 153-173 Lectures, Readings, and Videos: Posted in Carmen **No discussion board due** Quiz 2 released: Materials from weeks 4-6; Availablefrom (Wednesday) at 9pm to (Friday) at midnight
7		Long-term Services and Supports	Explain and interpret the typologyof long-term services and support systems	Book: Chapter 7, pages 189-211 Lectures, Readings, and Videos: Posted in Carmen **Discussion 5 due (Friday) by midnight**
8		Older Workers	Appraise the informal and formal work activity of older adults in different countries.	Book: Chapter 8, pages 227-245 Lectures, Readings, and Videos: Posted in Carmen **Discussion 6 due (Friday) by midnight**

9		Retirement and Pensions	Describe the drivers of individual retirement and forms of retirement among older adults in the world. Distinguish and appraise the different national public pension systems.	Book: Chapter 9, pages 255-275 Lectures, Readings, and Videos: Posted in Carmen **Discussion 7 due (Friday) by midnight**
10		Families	Interpret the different definitions of family, relationships as well as household structures, and living arrangements. Explain the variations of informal and formal social support.	Book: Chapter 10, pages 279-306 Lectures, Readings, and Videos: Posted in Carmen **No discussion board due** Quiz 3 released: Materials from weeks 7-10; Availablefrom 10/28 (Wednesday) at 9pm to 10/30 (Friday) at midnight
11		Caregiving	Understand trends in caregiving and supports for caregivers.	Book: Chapter 11, pages 319-330 Lectures, Readings, and Videos: Posted in Carmen **Discussion 8 due (Friday) by midnight**
12		Death	Compare and contrast different religions and their views of aging. Discover the rituals related to death and dying in different countries.	Book: Chapter 12, pages 341-359 Lectures, Readings, and Videos: Posted in Carmen **Discussion 9 due (Friday) by midnight**
13		Current Events	Analysis of current health needs/behaviors specific to older adults and formulate ways to improve their well-being.	Lectures, Readings, and Videos: Posted in CarmenNo Book readings assigned. **Discussion 10 due (Friday) by midnight**

14	11/23-11/27	Thanksgiving Week- no class, assignments, or quizzes due. Enjoy your time with loved ones.		
15		Global Aging and Global Leadership	Understand thematic elements of aging as a global topic.	Book: Chapter 13, pages 371-386 **No discussion board due** Quiz 4 released: Materials from weeks 11-15; Availablefrom (Wednesday) at 9pm to (Friday) at midnight
Finals	12/7-12/11	Final paper due by		

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. 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 the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the t
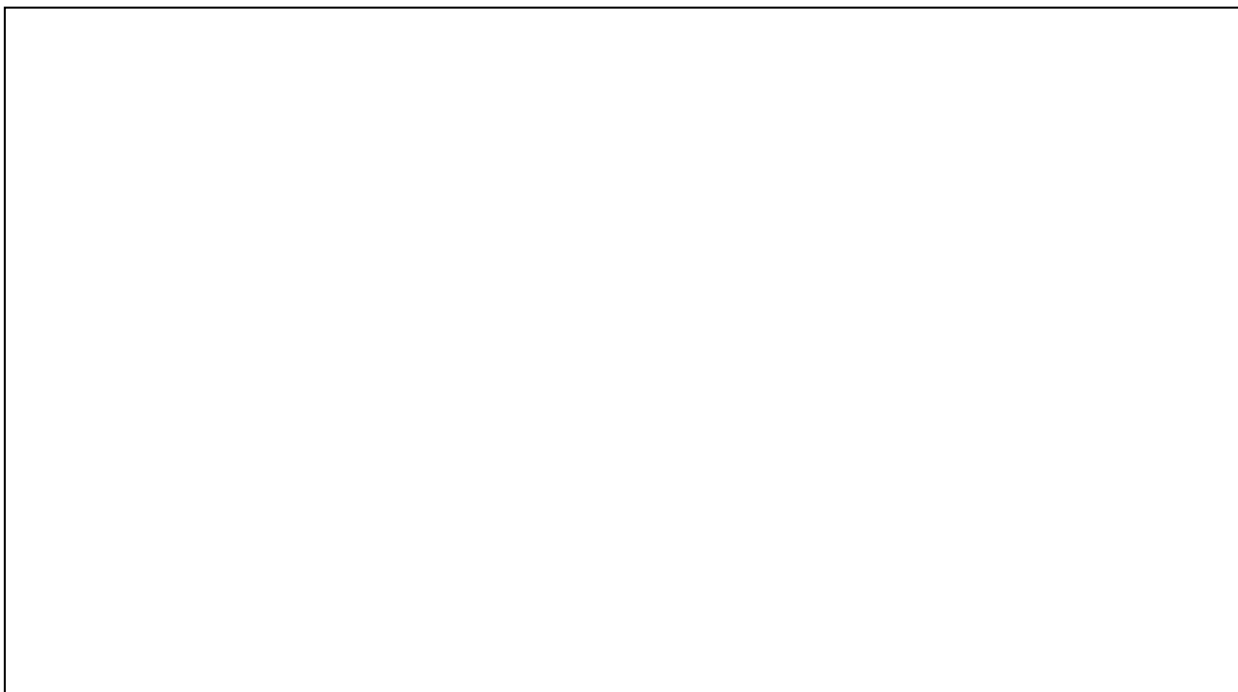In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

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.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*
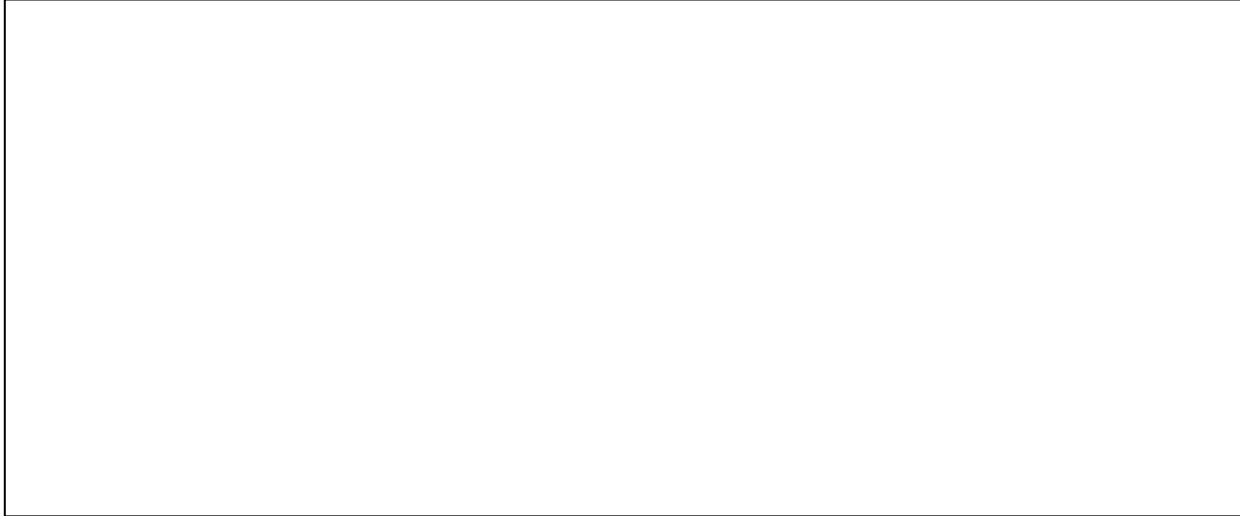
Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Distance Approval Cover Sheet

For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title:

HTHRHSC 5600 Global Aging

Faculty Preparer Name and Email: Jessica Krok Schoen, PhD

Jessica.schoen@sumc.edu

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. YES

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. YES

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. NA

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

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For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

X Regular instructor communications with the class via announcements or weekly check-ins

X Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

X Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

X Regular opportunities for students to receive personal instructor feedback on assignments

- Please comment on this dimension of the proposed course (or select/explain methods above): Enter comments, 1-3 sentences... Participating in online activities: AT LEAST ONCE PER WEEK

  You are expected to log in to the course in Carmen every week. (During most weeksyou will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- Participating in discussion forums: 2 TIMES PER WEEK

  As part of your participation, each week you can expect to post twice (original post anda response) as part of our substantive class discussion on the week's topics.

  Discussion board groups:

  Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entiresemester.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Select Yes

Course tools promote learner engagement and active learning. Select Yes

Technologies required in the course are current and readily obtainable. Select Yes

Links are provided to privacy policies for all external tools required in the course. Select Yes

Additional technology comments:
Enter any additional comments about course technology...

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Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
Enter details about synchronous and asychronous components... yes **How this course works**

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Select Yes (see above)

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Select Yes   See above

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
Enter details... Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Select   NA

Accessibility

For tools and training on accessibility: Digital Accessibility Services

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Select Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Select Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Enter comments... Yes

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Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YesSelect

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Select yes

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

X☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

X☐ Variety of assignment formats to provide students with multiple means of demonstrating learning

X☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Enter comments, 1-3 sentences...

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

X☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

X☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

X☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

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Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

X☐ Instructor explanations about the learning goals and overall design or organization of the course

X☐ Context or rationale to explain the purpose and relevance of major tasks and assignments

X☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

X☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

X☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

X☐ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

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