

## Term Information

Effective Term Spring 2023  
[Previous Value](#) Autumn 2021

## Course Change Information

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

Submitted as a GE Theme course - Citizenship for a Just and Diverse World.

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

This course meets the goals and expected learning outcomes for this theme.

**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 request 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 Undergraduate  
Course Number/Catalog 4590  
Course Title Global Health Inequalities: An Introductory Course  
Transcript Abbreviation GlobHealthInequal  
Course Description The focus of this course is on recognizing health inequalities locally and beyond. Students will examine why communities in both the Global North and South do not have equitable access to high-quality health services and most importantly what can be done to promote equity.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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, 100% at a distance, Greater or equal to 50% at a distance, 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

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.1102  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

- Successful students will explore social, economic, political and environmental factors that affect how people experience health and have a major impact in their lives and wellbeing.
- Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition -in particular health, in local, state, national, and global settings.
- Successful students will examine notions of justice and inequities and analyze and critique how these interact with historically and socially constructed ideas of global citizenship and social justice.
- Understand how people in the world have different experiences with health.
- Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- Identify, reflect on, and apply the skills needed for resiliency and wellbeing among communities in both the North and the South.
- Analyze and discuss the healthcare institutions, systems and the diverse cultural traditions of both the United States and other nations, and issues of global interdependence including impact of globalization.
- Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion among marginalized communities.
- Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.
- Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in the context of equitable access to good quality healthcare for all.

**Content Topic List**

- Critical concepts in global health; Sustainable Development Goals (SDGs);
  - Structural Barriers & Social Determinants of Health: Part I (Education, Gender Equity)
  - Structural Barriers & Social Determinants of Health: Part II (Housing, Racial segregation Transportation,)
  - Structural Barriers & Social Determinants of Health: Part III (Decent & Safe Work, Global Migration) Racial segregation ;
  - Global Infectious Diseases; Global Nutrition; Women's Health; children's health;
  - Non-Communicable Diseases: Cancer, Cardiovascular Diseases ; Mental Health; Environmental Health
- Yes

**Sought Concurrence**

**Attachments**

- CONCURRENCE FORM\_Global Health Inequalities\_College of Nursing.docx: Concurrence, College of Nursing  
*(Concurrence. Owner: Cohen, Anya M)*
- concurrence\_HTHRHSC 4590\_College of Agriculture.pdf: Concurrence, CFAES  
*(Concurrence. Owner: Cohen, Anya M)*
- CONCURRENCE FORM\_Global Health Inequalities\_SENR.docx: Concurrence, SENR  
*(Concurrence. Owner: Cohen, Anya M)*
- Concurrence Global Health Inequalities\_College of Public Health.pdf: Concurrence, College of Public Health  
*(Concurrence. Owner: Cohen, Anya M)*
- FW\_ concurrence College of Public Health.pdf: Concurrence, College of Public Health  
*(Concurrence. Owner: Cohen, Anya M)*
- RE\_ concurrence \_College of Arts and Sciences.pdf: Concurrence, College of Arts and Sciences  
*(Concurrence. Owner: Cohen, Anya M)*
- NEW\_Citizenship Theme submission\_HTHRHSC 4590. Jan 2022.pdf: GE Theme Submission Form  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- NEW\_distance\_approval\_cover\_sheet\_HTHRHSC 4590 (1).docx: Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- Course Syllabus\_4590.pdf: Syllabus  
*(Syllabus. Owner: Cohen, Anya M)*
- Cover Letter\_4590.pdf: Cover letter responding to requested revisions  
*(Cover Letter. Owner: Cohen, Anya M)*
- Course Schedule\_4590.pdf: Course schedule  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- Course Assignment Examples\_4590.pdf: Course assignment examples  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*

**Comments**

- Resubmitting with the requested revisions from the Panel feedback email sent on 5/17/2022. *(by Cohen, Anya M on 09/20/2022 04:43 PM)*
- Please see Panel feedback email sent 05/17/2022. *(by Hilty, Michael on 05/17/2022 04:32 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 and Citizenship ELOs should be included in syllabus with explanation of how these are addressed in course.
  - Make sure list of readings is provided.
  - Please follow instructions for online courses (includes uploading cover sheet filled out by instructor & in-person syllabus). See here <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 06/19/2021 08:47 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cohen, Anya M	05/06/2021 04:37 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	05/07/2021 09:13 AM	Unit Approval
Approved	Clinchot, Daniel Michael	05/07/2021 03:57 PM	College Approval
Approved	Reed, Kathryn Marie	05/19/2021 11:08 AM	OAA Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/19/2021 08:52 AM	Ad-Hoc Approval
Submitted	Cohen, Anya M	10/07/2021 04:11 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	10/08/2021 09:16 AM	Unit Approval
Approved	Clinchot, Daniel Michael	10/08/2021 10:55 AM	College Approval
Revision Requested	Hilty, Michael	12/13/2021 04:34 PM	ASCCAO Approval
Submitted	Cohen, Anya M	01/28/2022 01:55 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	01/28/2022 03:12 PM	Unit Approval
Approved	Clinchot, Daniel Michael	02/07/2022 01:21 PM	College Approval
Revision Requested	Hilty, Michael	05/17/2022 04:32 PM	ASCCAO Approval
Submitted	Cohen, Anya M	09/20/2022 04:43 PM	Submitted for Approval
Approved	Nahikian-Nelms, Marcia Louise	09/29/2022 12:14 PM	Unit Approval
Approved	Clinchot, Daniel Michael	09/29/2022 12:22 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/29/2022 12:22 PM	ASCCAO Approval



9/19/2022

This letter is written to provide additional details to reviews made in response to the feedback received from the panel's review for the course HTHRHSC 4590 Global Health Inequalities. I have structured the response according to the six items discussed by panel.

1. **The reviewing faculty ask that the idea of "citizenship" be clarified within the GE Theme: Citizenship for a Diverse and Just World proposal as, in its current state, they are unable to determine how the course is defining the term and intends to incorporate it within the GE ELOs.**

*The proposed course HTHRHSC 4590 Global Health Inequalities: An Introductory Course focuses on promoting learning of key public health topics from a citizenship, social justice, and inclusion lens. Throughout the course schedule (see revised document attached) students are engaged in critically reflecting as global citizens about the root causes of social inequities and most importantly, about what can be done to address them at the local and global level. At the very beginning of the course we discuss the key dimensions of health: physical, mental and social and then focus on a discussion about what the social dimension entails. Students learn the connection of concepts of social justice, inclusion and health from the very beginning and this key relationship is emphasized throughout every weekly topic throughout the semester.*

*Example: when learning about the Opioids Epidemic in the United States, students are invited to reflect on the urgent need to remove stigma from the drug addiction problem and consider it as a real public health, mental health issue. They are exposed to learning materials that reveal the socio-economic inequalities in our own backyards and how that triggers the complex drug addiction problem in the country. Students also learn about the multilevel dimensions of this urgent problem by analyzing both, the corporate and the local government role in this current epidemic.*

2. **The reviewing faculty ask that the idea of citizenship and the GE Theme: Citizenship for a Diverse and Just World ELOs be more thoroughly incorporated into the course assignments.**

*Each of the weekly topics included in the revised course schedule invites student for a critical reflection of the root causes of social inequalities. Students begin understanding that health is a human right and most importantly that by addressing the unjust, unfair and unavoidable*



3. The reviewing faculty ask that the GE Goals, ELOs and a brief rationale explaining how the GE ELOs will be met be added into the course syllabus, per a requirement of General Education courses. The GE Goals and ELOs can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>.

*The revised syllabus has addressed the need to incorporate each of the four goals of the Citizenship for a Just and Diverse World by a) Engaging in analysis of concepts of citizenship, social justice, and inclusion; b) Connecting each of the health inequalities topics to current urgent problems in both the US and abroad; c) Discussing the various perspectives in each of the topics discussed, beyond the biomedical one: social, economic, and political; and d) Identifying the relationship between social justice in each of the health inequities issues addressed both, locally and globally. We frequently use materials from the United Nations and the World Health Organization and constantly refer to the corresponding Sustainable Development Goal (SDGs) throughout the semester and in doing so, students examine the roadmap for a healthier and more just world and can see themselves taking part of such endeavor.*

4. The reviewing faculty ask that the idea of how this course is an advanced study of Citizenship be more thoroughly developed throughout the course proposal. They acknowledge that the “Diverse and Just World” aspect of the category is thoroughly covered but are unsure how this course is an advanced study in the topic of Citizenship.

*The course is deeply rooted in the concept of justice and our role as global citizens to do something about the unfair, unjust, and avoidable health differences in our ‘own backyards’ and beyond. The revised syllabus and schedule include topics that are current, urgent and engage and excite students about their role. Social inclusion and social justice aspects for each of the weekly topics is always discussed in the synchronous weekly discussions where students begin by participating in visual reflections (of images being shared at the beginning of each class) and then discussing the relationship of the social, economic, and political aspects of these local and global problems. By having this weekly exposure (not only in certain weeks of the semester) students are reflecting not only on their role as true global citizens Leave but are inspired to become an advocate for health equity locally and globally (an advanced study in the topic of citizenship).*



5. The reviewing faculty offer a friendly recommendation that this course might be better tooled as a GE Theme: Health and Wellbeing course rather than a GE Theme: Citizenship for a Diverse and Just World course.

*The course offers a unique opportunity to strengthen their understanding of their critical role in making our world a more just and inclusive one.*

6. The reviewing faculty ask that further details in the course syllabus be provided regarding if there will be recorded lectures students will be required to view. This will help further clarify the instructor presence within the course.

The revised course syllabus clearly states the weekly requirement of attending a 1-hr synchronous group discussion led by the instructor. This requirement was also addressed by having the OSU registrar note the time of the weekly class during the registration. Please see attached revised syllabus. In addition, office hours (in both virtual and in-person modes) are offered to students throughout the semester. These are discussed in class #1 and reminded to students via class announcements.

I thank you for your time and consideration,

Maria Julia Brunette, Ph.D.

[Associate Professor](#), Health Equity

School of Health & Rehabilitation Sciences/College of Medicine

Affiliated Faculty, Integrated Systems Engineering Department

The Ohio State University

## HTHRHSC 4590 SYLLABUS

### Global Health Inequalities: An Introductory Course

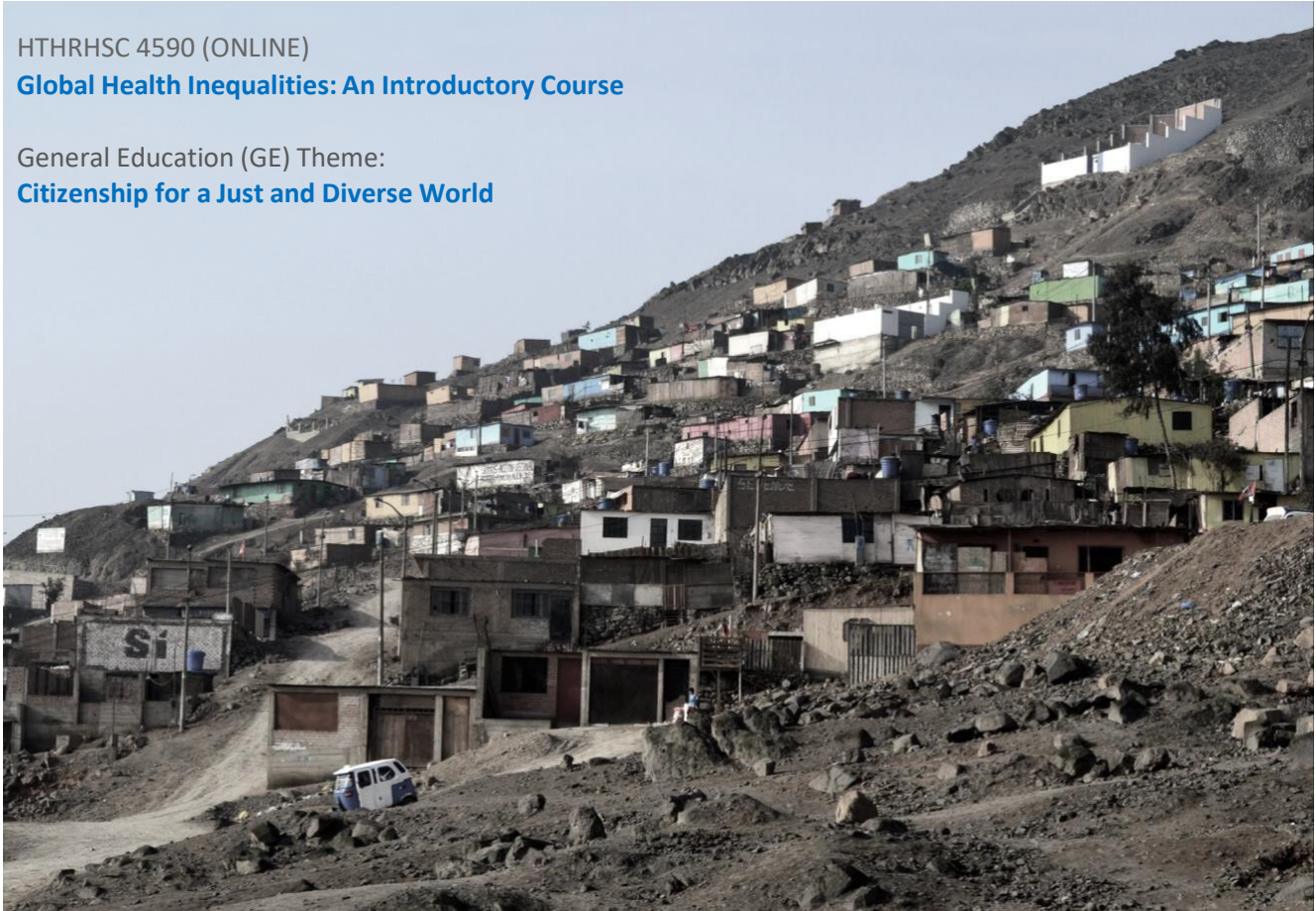
Term: AUTUMN 2022

HTHRHSC 4590 (ONLINE)

#### Global Health Inequalities: An Introductory Course

General Education (GE) Theme:

**Citizenship for a Just and Diverse World**



#### COURSE OVERVIEW

Instructor: Dr. Maria Brunette

Email address: [Maria.Brunette@osumc.edu](mailto:Maria.Brunette@osumc.edu)

Phone number: (614) 685-0896

Office: 231A Atwell Hall

***Class Meeting Schedule: This course is 100% online with required weekly synchronous 1-hr sessions***

Credit hours: 3-credit-hour course

Student/Office hours: By appointment only

#### Course description & organization

The course is 100% online with (01) weekly synchronous meeting (required). Content is divided into weekly modules with an overview, lecture content, assigned readings, additional resources, weekly discussions, and critical reflection assignments.



**Course Goals & Objectives: Our objectives are three-fold:**

**Human health & wellbeing:** Successful students will explore social, economic, political and environmental factors that affect how people experience health and have a major impact in their lives and wellbeing. The in-depth exploration will be done from a social justice and systemic perspective addressing access, or lack thereof, to opportunities.

**On being educated global citizens:** Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition -in particular health, in local, state, national, and global settings.

**Citizenship for a just and diverse world:** Successful students will examine notions of justice and inequities and analyze and critique how these interact with historically and socially constructed ideas of global citizenship and social justice in the US and beyond.

Theme General Education Category:

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

- Engage in critical and logical thinking about the topic or idea of the theme. (ELO 2, 3, 4, 5, 6,7,8)
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (ELO 2, 3, 4, 5, 6,7,8)

GOAL: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- 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. (ELO 1,7,8,9)
- Identify, describe, and synthesize approaches or experiences as they apply to the theme. (ELO 1-9)

**GENERAL EDUCATION CATEGORY: THEME: CITIZENSHIP FOR A DIVERSE AND JUST WORLD.**

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**THEME LEARNING OUTCOMES:**

1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. (ELO 6,7,8,9,10)
2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. (ELO 6,7,8,9,10)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. (ELO 5,6,7,8,9,10)
2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. (ELO 6,7,8,9,10)

**Course Expected Learning Outcomes (ELOs)**

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

1. Understand how people in the world have different experiences with health. An area of emphasis will be equitable access to good quality healthcare among the urban poor.
2. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Interpret global burden of disease data and analyze current trends.
3. Identify, reflect on, and apply the skills needed for resiliency and wellbeing among communities in both the North and the South.
4. Analyze and discuss the healthcare institutions, systems and the diverse cultural traditions of both the United States and other nations, and issues of global interdependence including impact of globalization.
5. Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion among marginalized communities in the U.S. and beyond.
6. Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.
7. Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in the context of equitable access to good quality healthcare for all.
8. Describe and analyze a range of perspectives on what constitutes global citizenship and our commitment to the United Nations Sustainable Development Goals (SDGs).
9. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
10. Leave inspired to be an advocate for health equity locally and globally.

**Mode of delivery:** This course is 100% online. Students will find a sequence of materials and activities each week in Carmen, and will meet for a weekly Zoom discussion session during the scheduled class meeting time.

**Pace of online activities:** This course is divided into weekly modules that are released **one week ahead of time**. Apart from weekly Zoom meetings, students may schedule their efforts freely throughout the week as they keep pace with weekly due dates.

**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 (class meetings and 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 (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have

a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of students' expected participation:

**Weekly Zoom sessions:** REQUIRED. All live, scheduled class sessions for the course are mandatory and required.

**Zoom instructor office hours:** OPTIONAL. You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.

**Participating in online activities for attendance:** AT LEAST ONCE PER WEEK. You are expected to log in to the course in Carmen every week to engage with course readings, documentaries, and short videos, and to download instructions for assignments. During most weeks you will probably log in many times.

#### **Course Policies:**

All School and Program course policies apply to this course. Handbooks are available on the SHRS website: [hrs.osu.edu](https://hrs.osu.edu). These provide all required policies and procedures required for students accepted into SHRS academic programs.

**Online Structure:** This online course will consist of ONE online synchronous meeting per week, and weekly asynchronous online learning. Please note: online does not mean self-study in this course. **Students are expected to contribute to class discussions during synchronous online meetings each week.** All materials will be provided via Carmen and all assignments will be submitted via Canvas file upload. All necessary materials will be provided in the content section of Carmen. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your [name.#@buckeyemail.osu.edu](mailto:yourname.#@buckeyemail.osu.edu) account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

**Synchronous Online Weekly Meetings:** This class will utilize (01) synchronous weekly meeting. During the weekly meeting, students are expected to have the ability to answer questions if called upon and should have access to a working microphone. For an optimal class experience please make sure you:

- Participate in a location with reliable Internet connection (avoid free and public Wi-Fi spots if possible).
- Choose a location with minimal distractions in terms of excessive background noise.
- Use a USB headset microphone for audio participation.
- Please test your computer using the course technology through Carmen.
- For more information, visit the Carmen Connect Participant page located at: <https://odee.osu.edu/resourcecenter/carmenconnect/quickstart-checklist>

**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](mailto:8help@osu.edu) • TDD: 614-688-8743

**Attendance / Participation Expectations:** Because this is an online course, your attendance is based on your online activity and participation in the required weekly class discussions. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: You are expected to attend the course at the scheduled time once a week. You are expected to log in to the course in Carmen every week. (During most weeks you 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.
- Student/Office hours and live sessions: Student/office hours are optional.

**Late Assignment Submissions:** All assignments are due in their entirety on the due date/time noted in Carmen course page. There will be a 20% penalty per day late and *no assignments will be accepted if late more than three days*. Partial submissions are not allowed and will not be graded.

**Instructor Feedback and Response Expectations:**

Email Response: Please reach out directly via email to [Maria.Brunette@osumc.edu](mailto:Maria.Brunette@osumc.edu)

Graded Materials Return: I anticipate to grade all assignments no later than 72 hours after due date.

**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 me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

**Accessibility Accommodations for Students with Disabilities:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Your Mental Health: Counseling and Consultation Services:** No matter where you are engaged in distance learning, 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: email [hsrc.com.counseling@osumc.edu](mailto:hsrc.com.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](http://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

**Commitment to a diverse and inclusive learning environment:** "The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

**Safety and health requirements:** All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**Title IX:** All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

**Grievances and Solving Problems:** Please see SHRS Student Handbook Policy # 5 and Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5 and #20, a student should then take any problem or grievance to the Division Director.

**Conduct in the Classroom and Academic Learning Environment:** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6.

**Trigger Warning Language:** "Some contents of this course may involve media that may be triggering to 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 Sexual Violence Support Coordinator at 614-292-1111).

**Student Safety Escort Service/University Escort Service:** A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322."

**Copyright:** ©-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.

**Grading and Evaluation:** Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

Assignment type:

- Independent Work: Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- Collaboration Required: An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- Optional-Collaboration: Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

**Course Assignments & Examinations:** There are three category of assignments including short papers/reflections, infographics and a final group project and project presentation. Only a midterm examination will be given.

- Critical reflections (Individual, 5 total, 10% each): Students will be asked to write a critical assessment of a global health topic assigned by the instructor. Students will identify and review relevant sources of information (scientific articles, reports, case studies, news articles, etc.), synthesize the information, and discuss their perspectives. Students will share their work with the class and stimulate discussion.
- Global Health Equity Infographics (Individual, 2 total, 5% each): Students will be asked to prepare an infographic for a particular topic covered during class.
- Global Health Equity Infographic (Collaborative/Group, 1 total, 5%): Students in groups of 2 will be asked to prepare an infographic for a particular topic covered during class.
- Final Project (15%): Working in groups of 2, students will be asked to complete a project on a global health equity topic. Students will be asked to propose a solution to improve specific health outcomes using community empowerment and social media strategies.
- Midterm Exam (15%): Information covered during the first 7-8 weeks of the semester will be evaluated via this midterm exam. All assigned readings, book chapters, documentaries, group discussions, etc. will be included in the elaboration of the exam.
- Critical Thinking, Attendance and Class Participation (5%): The instructor will individually evaluate student contributions during required weekly synchronous Zoom session.

**Grading Scale:** The course is letter graded. Final grades will be calculated as a percent (points earned divided by possible points) and the following percent system will be used to award a letter grade:

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

**Audiovisual Materials (Videos and documentaries):** Please make sure you take the time to watch and reflect on the additional materials available in our Carmen course page. OSU Media Services has kindly uploaded them so you could watch them at a time that is most convenient to you. Additional short clips, TED talks and podcasts will be posted weekly in our course page.

Class documentaries/DVDs specifically selected for this course are available and students would need to log in Carmen course page.

- 1) At Highest Risk: <https://library.ohio-state.edu/record=b7881731~S7> (Links to an external site.)
- 2) Blue Gold: World Water Wars: <https://library.ohio-state.edu/record=b8626715~S7> (Links to an external site.)
- 3) Contagion: <https://library.ohio-state.edu/record=b8910579~S7> (Links to an external site.)
- 4) Fed Up: [https://www.youtube.com/watch?v=ceRFvhlcsiY&ab\\_channel=YouTubeMovies](https://www.youtube.com/watch?v=ceRFvhlcsiY&ab_channel=YouTubeMovies) (Links to an external site.)
- 5) Flow: <https://library.ohio-state.edu/record=b8074999~S3> (Links to an external site.)
- 6) Forks over Knives: [Amazon rental](#) (Links to an external site.)
- 7) GasLand Part II: <https://library.ohio-state.edu/record=b8036174~S7> (Links to an external site.)
- 8) Girl Rising: <https://www.vudu.com/content/movies/details/Girl-Rising/513016> (Links to an external site.)
- 9) Half the Sky: <https://library.ohio-state.edu/record=b8137875~S7> (Links to an external site.)
- 10) How to Survive a Plague: [Amazon rental](#) (Links to an external site.)
- 11) An Inconvenient Truth: <https://library.ohio-state.edu/record=b8344193~S7> (Links to an external site.)
- 12) Poverty, Inc.: [Amazon Prime](#) (Links to an external site.)
- 13) Requiem for the American Dream: <https://library.ohio-state.edu/record=b8912373~S7> (Links to an external site.)
- 14) Right to Harm: [Vimeo rental](#) (Links to an external site.)
- 15) A Sea Change: <https://library.ohio-state.edu/record=b8026787~S7> (Links to an external site.)
- 16) This Changes Everything: <https://drm.osu.edu/media/Media/Details/8237> (Links to an external site.)
- 17) Where to Invade Next: <https://www.justwatch.com/us/movie/where-to-invade-next#watch-rent-own-online> (Links to an external site.)

## 4590 GLOBAL HEALTH INEQUALITIES: COURSE SCHEDULE (AUTUMN 2022 ONLINE COURSE)

**Class meets on Tuesdays 12 -1pm (zoom link is posted in Carmen)**

Week/date	Topic & Corresponding ELOs	Assignments & Deliverables
Week 1: Week of 8/22	Welcome! Introduction to the course Critical concepts in global health	Read Week 0 module. Review course syllabus, summary slides and required readings posted in Carmen.
Week 2: Week of 8/29	Structural Barriers & Social Determinants of Health: Part I [1,3,5,9]	Critical Reflection #1: <i>The Wrong Way to Fight the Opioid Crisis</i> ; due Friday 9/2, 11:59pm
Week 3: Week of 9/5	Structural Barriers & Social Determinants of Health: Part II (Housing, Racial segregation Transportation,) [1,3,5,9]	IND Infographic #1: <i>The Opioids Epidemic</i> ; due Friday 9/9, 11:59pm
Week 4: Week of 9/12	Structural Barriers & Social Determinants of Health: Part III (Decent & Safe Work, Global Migration) Racial segregation [1,3,5,6,9]	Critical Reflection #2: <i>Urban Poverty &amp; Health</i> ; due Friday 9/16, 11:59pm Tuesday 9/13: Guest Lecture: OSU Health Sciences Librarian Anna Biszaha
Week 5: Week of 9/19	Sustainable Development Goals (SDGs) [1,2,4,8]	Critical Reflection #3: <i>Migration &amp; Health</i> ; due 9/23
Week 6: Week of 9/26	Global Infectious Diseases [1,2,5,7,9,10]	IND Infographic #2: <i>Migration &amp; Health</i> ; due Friday 9/30, 11:59pm
Week 7: Week of 10/3	COVID19 & Global Health Inequalities [1,2,5,7,9,10]	Critical Reflection #4: <i>TB: Disease of the Poor</i> ; due Friday 10/7, 11:59pm
Week 8: Week of 10/10	Review for midterm exam October 13-14: Break, no classes	Bonus points: <i>EXPOSED (by AERAS): Q&amp;A</i> due 10/14, 11:59pm
Week 9: 10/17	Midterm Exam: Tuesday October 18 <sup>th</sup> , 12-1pm	
Week 10: Week of 10/24	Global Nutrition [1,2,3,5]	Critical Reflection #5: <i>Food Insecurity</i> ; due Friday 10/28, 11:59pm
Week 11: Week of 10/31	Women & Children's health: [1,2,3,5,7,9]	GROUP Infographic: <i>Maternal Health Equity</i> ; due Friday 11/4, 11:59pm
Week 12: Week of 11/7	Non-Communicable Diseases: Cancer, Cardiovascular Diseases (CVDs) [1,2,4,6,7]	Group Project Abstract due Friday 11/11; 11:59pm (Cancer Health Equity)
Week 13: Week of 11/14	Non-Communicable Diseases: Cancer, Cardiovascular Diseases (CVDs) [1,2,4,6,7]	Methods & Preliminary Results section due Friday 11/18; 11:59pm
Week 14: Week of 11/21	Mental Health [1,2,4,6,7]	REVISED Methods & Results section due Friday 12/2; 11:59pm
Week 15: Week of 11/28	Environmental Health [1,2,4,6,8]	Group Project Report due Friday 12/9; 6:59pm
Last week Week of 12/5	Final Group Project: Peer-Evaluation	Group Project Presentations: Tuesday 12/13 (tentative)



HRS4590 Global Health Inequalities

**INSTRUCTIONS FOR WRITTEN CRITICAL REFLECTIONS**

*We will gradually learn how to reflect efficiently and effectively on assigned weekly topics*



**CRITICAL REFLECTION #1**

Topic: The Opioids Epidemic: An intersection of social and economic inequalities

Article: The Wrong Way to Fight the Opioid Crisis (New Yorker, 2020)

Due date: Friday September 2<sup>nd</sup> 2022; 11:59pm.

Grade: 100 points

**Part I: Synthesis**

1.1 Synthesis (1 page)

- How well does the article present the author's position?
- What makes the author's position clear or unclear?
- How well does the conclusion make clear what the author's position is?

1.2 Strengths & Weaknesses (1/2 page)

- How does the article advance your understanding of the subject of how to research it? In what ways is limited? What, if any, are the flaws in the conclusions drawn?

**Part II: Critical Reflection**

2.1 Provide a critical analysis about the Opioids Epidemic and its corresponding multiple social and systemic inequalities by selecting and briefly discussing one recent news article presented in mainstream media and/or major newspapers (1 page)

2.2 Final reflection: As noted in a seminal [National Academy of Sciences](#) report (2017): "overprescribing was not the sole cause of the problem. While increased opioid prescribing for chronic pain has been a vector of the opioid epidemic, researchers agree that such structural factors as lack of economic opportunity, poor working conditions, and eroded social capital in depressed communities, accompanied by hopelessness and despair, are root causes of the misuse of opioids and other substances"; In your opinion, **how could we solve the challenges of addressing the root causes of the Opioids Epidemic in the US?** What needs to be taken into consideration? Who is responsible for it? Limit your response to 2-3 concise paragraphs. (1/2 page).

**FORMATTING GUIDELINES**

At the end of your file please include list of references (APA style)

Document needs to be proofread

All pages must be numbered

Length: 3 pages max; **single space**

Font size: 12pt Times New Roman

To strengthen and improve your writing assignments please consider making an appointment with The OSU Writing Center for either virtual drop-off or live chat sessions, <https://osu.mywconline.com/>

## HRS4590 Global Health Inequalities

# INFOGRAPHIC ASSIGNMENT\*\*

*We will gradually learn how to effectively prepare visual representations of data, information or knowledge that tell a story through visual communication*

### **Topic: The Opioids Epidemic: Challenges & Opportunities**

Due date: Friday September 9, 2022; 11:59pm; 100 points

**\*\* Each student must select own thought-provoking title for infographic**

### **BACKGROUND**

- “In the past two decades, opioid addiction has escalated, and overdoses has become the leading cause of death in America for people under fifty” -what does this mean?
- “According to the Washington Post, between 2006 and 2012 more than four hundred and twenty-five million opioids pills were shipped to residents of Franklin County -the most populous county in Ohio.
- The rate of Franklin County’s unintentional-overdose deaths has climbed. In 2016, there were two hundred and sixty-six opioid-related fatalities. In 2019, there were four hundred and twenty-one in just the first nine months.
- According to the National Institute on Drug Abuse, addiction is a complex brain disease –“a medical illness’, not a “moral failing”.

### **What would your infographic be about?**

A synthesis of what are the challenges in the fight against the Opioids crisis in America -and a positive/optimistic message about the opportunities to address and eliminate such crisis.

### **Design guidelines**

- Do not repeat/copy information on your infographic but rather present a synthesis of your reasons and critical perspectives.
- Your infographic should be a tool to engage and motivate readers.
- Infographics seek to change thinking or encourage action.
- Your infographic should invite readers to critically examine the information,
- Be creative.
- Review infographic rubric (available in Carmen)

### **FORMAT**

- Size: 11 x 17 inches
- Instructor strongly encourages students to use Microsoft Word or Powerpoint
- For your first infographic, you are allowed to submit a hand-drawn version of final infographic, take a photo and upload it to Carmen Canvas.

# 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 seeking 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.

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 focal theme.** 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)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** 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 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** 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 examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** 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:

Global Health Inequalities HTHRHSC 4590

Faculty Preparer Name and Email: Maria Brunette, PhD

Maria.brunette@osumc.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  Select

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  Select

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.  YES

Additional comments (optional):

Enter any additional comments about syllabus...

### Instructor Presence





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 for attendance: **at least once per week**

You are expected to log in to the course in Carmen every week. During most weeks you 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*.

Zoom meetings and office hours: **optional**

All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

Participating in discussion forums: **two or more times per week**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## 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.  Yes

Course tools promote learner engagement and active learning.  Yes

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

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

Additional technology comments:

Enter any additional comments about course technology...

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 asynchronous components... yes** Mode of delivery: This online course will consist of one online synchronous meeting per week, and weekly asynchronous online learning. Please note: online does not mean self-study in this course. Students are expected to contribute to class discussions during synchronous online meetings and online discussion boards each week. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your [name.#@buckeyemail.osu.edu](mailto:name.#@buckeyemail.osu.edu) account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information. Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: You are expected to attend the course at the scheduled time once a week. You are expected to log in to the course in Carmen every week. (During most weeks you 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.
- Office hours and live sessions: office hours are available on request and are optional.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit) ([go.osu.edu/credit](http://go.osu.edu/credit) hours), 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 C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success.

## 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 on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. 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**

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: **Yes**Select

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)

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...