

## Term Information

Effective Term Autumn 2022  
[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)*
- Citizenship Theme submission\_HTHRHSC 4590..pdf: GE Theme Submission form  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- distance\_approval\_cover\_sheet\_HTHRHSC 4590.docx: Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- Response to Theme Committee Submissions.HTHRHSC 4590.docx: Letter from Dr. Nahikian-Nelms  
*(Other Supporting Documentation. Owner: Cohen, Anya M)*
- HTHRHSC 4590\_Global Health Inequalities.docx: Syllabus  
*(Syllabus. Owner: Cohen, Anya M)*

### Comments

- Resubmitting with the requested revisions. Please see Dr. Nahikian-Nelms letter for a full explanation of changes made. *(by Cohen, Anya M on 10/07/2021 03:17 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)*

**COURSE CHANGE REQUEST**  
4590 - Status: PENDING

Last Updated: Clinchot, Daniel Michael  
10/08/2021

**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
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



**SYLLABUS**

HTHRHS 4590

**Global Health Inequalities**



**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  
Office hours: TBD, available by appointment

**Class Meeting Schedule:** Synchronous learning online on Tuesdays 9:00 – 10:15 am; weekly asynchronous online learning  
**Credit hours:** 3-credit-hour course

**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 are not having equitable access to high-quality health services and most importantly what can be done to promote equity. Key topics include maternal and child health, infectious and chronic diseases, nutrition, sanitation and access to safe water, and environmental health. Class discussions and activities incorporate critical perspectives on social determinants of health in developing and developed countries.

**Prerequisites:**NA

**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.

## COURSE LEARNING OUTCOMES

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.

This course is designed to fulfill the requirements for the General Education Theme: Citizenship for a Diverse and Just World. 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 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)

Students in this course, Global Health Inequalities, critically reflect on current health inequities locally and globally. Throughout the course the student is asked to compare and contrast the health of those populations and the contributing factors towards health outcomes; therefore, solidifying their knowledge of differences and similarities of individuals from multiple perspectives. This course fosters an appreciation for the diversity in all cultures yet a common citizenship where maintenance of health is a common right not a privilege. Specific and well-thought instructions are included in Critical Reflection assignments; writing using peer-reviewed literature and synthesis examinations.

**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 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.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit%20hours) (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.

**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. 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.

**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.

*\*\*This syllabus, the course elements, policies, and schedule are subject to change.*



## UNIVERSITY POLICIES

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

## 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 [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.

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](#).

## 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

There are three category of assignments including short papers/reflections, infographics and a final group project. Only a midterm examination will be given.

- **Short Papers /Brief essays/reflections** (Individual, 6 total, 5% 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. All papers/essays will include a reference section (Required format: 3 pages each, single space -not including reference page).
- **Global Health Equity Infographics** (Individual, 2 total, 5% each): Students will be asked to prepare an infographic for a particular topic covered during class. Samples of global health infographics can be found in Carmen.
- **Global Health Equity Infographics** (Collaborative/Group, 2 total, 5% each): Students in groups of 3-4 will be asked to prepare an infographic for a particular topic covered during class. Samples of global health infographics can be found in Carmen.
- **Group Project** (25%): Working in groups of 2, students will be asked to conduct 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** (20%): 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 and Class Participation** (5%): The instructor will individually evaluate these four parameters on an ongoing basis.

**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:

## GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	60-66%	59- 0%

**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 as indicated in list below are available via Carmen Canvas.

1. AERAS: Exposed Series
2. AERAS: TB Unmasked
3. An Inconvenient Truth
4. An Inconvenient Sequel: Truth to Power
5. A Sea Change
6. At Highest Risk
7. Blue Gold
8. Contagion
9. Flow
10. Forks Over Knives
11. Fed Up
12. Gasland Part I
13. Gasland Part II
14. Girl Rising
15. Half the Sky
16. How to Survive a Plague
17. Poverty Inc
18. Racing Extinction
19. Requiem for the American Dream
20. Right to Harm
21. The Hidden Epidemic: Heart Disease in America
22. This Changes Everything

Week/date	Topic & Corresponding [ELOs]	Assignments & Deliverables (To be revised/confirmed by Friday)
Week 1:	<p>Welcome! Introduction to the course Critical concepts in global health</p> <p><b>[1] A Deadly Mistake</b> <a href="#">Williams, Paige. The New Yorker; New York Vol. XCV, Iss. 48, (Feb 10, 2020). (Links to an external site.)</a></p> <p><b>[2] National Academies of Sciences, Engineering, and Medicine. Pain Management and the Opioid Epidemic: Balancing Societal and Individual Benefits and Risks of Prescription Opioid Use. Washington, DC: National Academies Press; 2017</b> Read at least Executive Summary (pages 1-16) from full report: <a href="#">NAS Opioids Report 2017-1.pdf</a></p> <p><b>Global health inequalities documentaries</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Tuberculosis in New York...</a></li> <li>▪ <a href="#">The Story of Cholera</a></li> </ul>	<p>Read course syllabus, week 1 slides and required readings for critical reflection #1</p>
Week 2: Week of 8/30	<p>Structural Barriers &amp; Social Determinants of Health: Part I [1,3,5,9]</p> <ul style="list-style-type: none"> <li>▪ Chotiner I: Coronavirus and The interwoven threads of inequality and Health. Kreiger N. Discrimination and Health Inequities. International Journal of Health Services, Volume 44, Number 4, Pages 643–710, 2014</li> <li>▪ Review DHHS <a href="#">Social Determinants of Health Literature Summaries (Links to an external site.)</a></li> <li>▪ Read five blocks of information from CDC: <a href="#">About Social Determinants of Health (Links to an external site.)</a></li> <li>▪ <a href="#">What Are Poverty Thresholds And Poverty Guidelines? – INSTITUTE FOR RESEARCH ON POVERTY – UW–Madison (wisc.edu)</a></li> </ul>	<p><b>IND Critical Reflection #1: A Deadly Mistake; due Sunday 9/5 8/30 Zoom session: 10 – 11am</b></p>
Week 3: Week of 9/6	<p>Structural Barriers &amp; Social Determinants of Health: Part II (Housing, Racial segregation Transportation,) [1,3,5,9]</p> <p><a href="#">Bailey Z, et al. Structural racism and health inequities in the USA: evidence and interventions. Lancet 2017; 389: 1453–63</a></p> <p>Braveman P &amp; Gottlieb L. The Social determinants of health. Pub Health Rep. 2014; 129: 19-31.</p> <p>Bailey Z, et al. How structural racism works. NEJM. Jan 13. 2021; :</p>	<p><b>IND Infographic #1: The Opioids Epidemic: Challenges &amp; Opportunities; due Friday 9/17</b> <b>9/6 Zoom session: Canceled -Labor Day Holiday</b></p>
Week 4: Week of 9/13	<p>Structural Barriers &amp; Social Determinants of Health: Part III (Decent &amp; Safe Work, Global Migration) Racial segregation [1,3,5,6,9]</p> <p>Zimmerman C, et al. Migration and Health. PLOS Medicine. 2011; 8: e1001034.</p> <p>Homes SM. An ethnographic student of the</p>	<p><b>IND Critical Reflection #2: Urban Poverty &amp; Health; due Sunday 9/19 9/13 Zoom session: 10 – 11am</b></p>

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	social context of migrant health in the US. PLOS Medicine. 2006; 3: e448. National Academies of Sciences, Engineering, and Medicine 2018. Immigration as a Social Determinant of Health: Proceedings of a Workshop. Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/25204">https://doi.org/10.17226/25204</a> .	
Week 5: Week of 9/20	Sustainable Development Goals (SDGs) [1,2,4,8]  UN Sustainable Development Goals Report 2021.	IND Infographic #2: <i>Urban Poverty &amp; Health</i> ; due Friday 10/1 9/20 Zoom session: 10 – 11am
Week 6: Week of 9/27	Global Infectious Diseases: Part I [1,2,5,7,9,10] WHO: Tuberculosis <a href="#">A new partnership to improve TB treatments around the world   endTB</a>	IND Critical Reflection #3: <i>Migration &amp; Health</i> ; due 10/03 9/27 Zoom session: 10 – 11am
Week 7: Week of 10/04	Global Infectious Diseases: Part II [1,2,5,7,9,10]  <ul style="list-style-type: none"> <li>▪ <i>How to Survive a Plague</i>: <a href="#">Amazon rental (Links to an external site.)</a></li> <li>▪ <i>An Inconvenient Truth</i>: <a href="https://library.ohio-state.edu/record=b8344193~S7">https://library.ohio-state.edu/record=b8344193~S7</a></li> </ul>	10/04 Zoom session: 10 – 11am
Week 8: Week of 10/11	COVID19 & Global Health Inequalities <i>Autumnbreak (Oct 14-15)</i>	IND Critical Reflection #4: <i>Tuberculosis (TB): A Disease of the Poor?</i> ; due 10/17 10/11 Zoom session: 10 – 11am
Week 9: Week of 10/18	Review for Midterm Exam <b>Midterm Exam (online test): Friday 10/15</b>	
Week 10: Week of 10/25	Global Nutrition [1,2,3,5]  <ul style="list-style-type: none"> <li>▪ <a href="#">2020 Global Hunger Index synopsis</a> <a href="#">Download 2020 Global Hunger Index synopsis</a></li> </ul> <i>Fed Up</i> : <a href="https://www.youtube.com/watch?v=ceRFvhlcsiY&amp;ab_channel=YouTubeMovies">https://www.youtube.com/watch?v=ceRFvhlcsiY&amp;ab_channel=YouTubeMovies</a> (Links to an external site.)	IND Critical Reflection #5: <i>Food Insecurity on College Campuses</i> ; due 10/31 10/25 Zoom session: 10 – 11am
Week 11: Week of 11/1	Women & Children's health: part I [1,2,3,5,7,9]  <ul style="list-style-type: none"> <li>▪ Black RE, et al. Maternal and child undernutrition. The Lancet Series.</li> </ul>	Group Infographic #1: <i>Addressing Maternal Mortality in America, one community at a time</i> ; due Friday 11/12 11/1 Zoom session: 10 – 11am
Week 12: Week of 11/8	Women & Children's health: part II [1,2,3,5,7,9] Fuentes-Afflick E, et al. Optimizing health and well-being for women and children. Health Affairs	IND Critical Reflection #7: <i>The Childhood Obesity Epidemic</i> ; due 11/14 11/8 Zoom session: 10 – 11am

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Week 13: Non-Communicable Diseases: Cancer, Cardiovascular Diseases (CVDs) [1,2,4,6,7] *Expert Interview w/Bibiana Bishop, OSU Center for Cancer Health Equity*  
Week of 11/15 Overcoming the Cancer Healthcare Disparity Problem, with Chasity Washington, [access podcast here](#)

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Week 14: Mental Health [1,2,4,6,7] **IND Critical Reflection #8: Alzheimer's: Every Minute Counts; due 11/28**  
Week of 11/22 Thanksgiving recess (Nov 24-26) **11/22 Zoom session: 10 – 11am**  
From Healthy People 2030: [Mental Health and Mental Health Disorders \(Links to an external site.\)](#)  
From The Lancet: [Mental Health in the Americas](#) [Download Mental Health in the Americas](#)  
  
From The Lancet: [Mental Health Matters](#) [Download Mental Health Matters](#)  
From The WHO: [Mental Health Disorders \(Links to an external site.\)](#)

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Week 15: Environmental Health [1,2,4,6,8] *Group Infographic #2: Climate change and health equity; due Friday 12/3*  
Week of 11/29

- *Blue Gold: World Water Wars:* <https://library.ohio-state.edu/record=b8626715~S7> (Links to an external site.)
- *Flow:* <https://library.ohio-state.edu/record=b8074999~S3> (Links to an external site.)
- *GasLand Part II:* <https://library.ohio-state.edu/record=b8036174~S7> (Links to an external site.)
- *An Inconvenient Truth:* <https://library.ohio-state.edu/record=b8344193~S7> (Links to an external site.)
- *Right to Harm:* [Vimeo rental \(Links to an external site.\)](#)
- *A Sea Change:* <https://library.ohio-state.edu/record=b8026787~S7> (Links to an external site.)
- *This Changes Everything:* <https://drm.osu.edu/media/Media/Details/8237>

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Last week Last day of classes: Dec 8<sup>th</sup> Final Project Presentation (during week of December 13<sup>th</sup>)  
Final examinations: Dec 10<sup>th</sup> -16<sup>th</sup>

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*\*\*All INDIVIDUAL REFLECTION assignments are presented/explained in corresponding week and are due on Tuesday 12pm (noon) of following week. \*\*All INDIVIDUAL INFOGRAPHIC assignments are presented/explained in corresponding week and are due on Friday 12pm (noon) of following week (students have at least 9 days to work on infographic assignment).*

# 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:

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%20hours) ([go.osu.edu/credit hours](http://go.osu.edu/credit%20hours)), 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...

# 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)



**From:** [Osborne, Jeanne](#)  
**To:** [Nahikian-Nelms, Marcia](#)  
**Subject:** RE: concurrence  
**Date:** Thursday, February 11, 2021 9:19:14 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[CONCURRENCE FORM Global Health Inequalities SENR.docx](#)

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Dear Dr. Nahikian-Nelms,

I have checked with the Departments of Food Science and Technology; Agricultural, Environmental and Development Economics; and Food, Agricultural and Biological Engineering, and the School of Environment and Natural Resources. I have attached the concurrence form provided by SENR. In addition, AEDE, FABE and FST provided concurrence via email (messages below).

From FST:

Jeanne:

I did have response from our academic affairs committee and we will provide concurrence for new course offering Health and Rehabilitation Sciences - HTHRHSC 4XXX - Global Health Inequalities. We do not have any concerns regarding the class and our major.

Thanks,

Luis

From AEDE:

Hi Jeanne,

I am not sure of the exact language you need here but AEDE has reviewed the syllabus and Concurrence Request for Health and Rehabilitation Sciences – HTHRHSC 4XXX, 'Global Health Inequalities' and we approve the request.

Let me know if I need more.

Anna

**Anna W. Parkman, PhD**

Pronouns: She, Her, Hers [What are pronouns?](#)

Undergraduate Program Leader

Department of Agricultural, Environmental, and Development Economics

Internship & Study Abroad Coordinator

232 Agricultural Administration Bldg, 2120 Fyffe Rd., Columbus, OH 43210

614-292-9746 Office / 614-886-9145 Mobile

[parkman.6@osu.edu](mailto:parkman.6@osu.edu)

From FABE:

FABE will give concurrence for Global Health Inequalities course in Health and Rehabilitation Science.



**Gönül Z. Kaletunç, Ph.D.**

Professor of Food Engineering

Director, Faculty Professional Development Program

**College of Engineering**

Academic Affairs Committee Chair

**Department of Food, Agricultural and Biological Engineering**

[590 Woody Hayes Dr., Columbus, OH 43210](#)

614-292-0419 Office

[kaletunc.1@osu.edu](mailto:kaletunc.1@osu.edu)

<https://fpsi.osu.edu>

<https://awares.osu.edu/>

The College of Food, Agricultural, and Environmental Sciences provides concurrence for the new course request: HTHRHSC 4XXX – ‘Global Health Inequalities’. Please let me know if you have any additional questions or need more information.

Best regards,

Jeanne



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

Assistant Dean for Academic Affairs

College of Food, Agricultural, and Environmental Sciences

100E Agricultural Administration, 2120 Fyffe Rd.

Columbus, OH 43210

Tel: 614-292-1734

Fax: 614-292-1218

e-mail: [Osborne.2@osu.edu](mailto:Osborne.2@osu.edu)

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

Check out KINDNESS AT OHIO STATE at <http://kind.osu.edu>!

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**From:** Nahikian-Nelms, Marcia <Marcia.Nahikian-Nelms@osumc.edu>

**Sent:** Tuesday, January 26, 2021 11:13 AM

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

**Subject:** concurrence

Dear Dr. Osborne:

As I believe Katie Reed mentioned to you, our new faculty – Dr. Maria Brunette (<https://hrs.osu.edu/faculty-and-staff/faculty-directory/brunette-maria>) – has proposed a new course – Global Health Inequalities in HRS and the COM. This course will be an important offering for our online BS health science curriculum.

Thanks, Marcia

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND  
Professor, Clinical  
Director, Academic Affairs-School of Health and Rehabilitation Sciences  
Director, Education- Center for Faculty Advancement, Mentoring and Engagement  
College of Medicine  
The Ohio State University  
453 West Tenth Avenue  
Columbus OH 43210  
614-292-4758

Pronouns: She, Her, Hers





## College of Public Health

### Division of Health Behavior and Health Promotion

359A Cunz Hall  
1841 Neil Avenue  
Columbus, OH 43210

Phone (614) 292-4685  
Fax (614) 688-3533  
Web: <http://cph.osu.edu>

February 17, 2021

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND  
Professor, Clinical  
Director, Academic Affairs-School of Health and Rehabilitation Sciences  
Director, Education- Center for Faculty Advancement, Mentoring and Engagement  
College of Medicine  
The Ohio State University  
453 West Tenth Avenue  
Columbus OH 43210

Dear Dr. Nahikian-Nelms,

Thank you for sharing the proposed course, Global Health Inequalities, for our review. The course does not overlap with those taught in the College of Public Health. We therefore share our concurrence for the course.

This looks like an excellent course and we wish you the best as you introduce this new offering in your online BS Health Science curricula.

Sincerely,

A handwritten signature in black ink that reads "Gail L. Kaye".

Gail L. Kaye, PhD, RD, LD, LPCC  
Assistant Dean, Undergraduate Programs and Assessment  
Associate Professor, Clinical Public Health  
Health Behavior Health Promotion  
The Ohio State University  
College of Public Health

PH (614) 688-4024  
FX (614) 688-3533

**From:** [Haddad, Deborah](#)  
**To:** [Nahikian-Nelms, Marcia](#)  
**Cc:** [Reed, Katie](#)  
**Subject:** RE: concurrence request  
**Date:** Friday, January 29, 2021 6:04:15 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Hi, Marcia,

I am happy to report that all of the potentially interested units in ASC concur with the timely and well-designed course proposal, *Global Health Inequalities: An Introductory Course*.

Best wishes for the certain successful offering of this course!

Deborah



**Deborah Haddad, PhD**

Assistant Dean, Curriculum

**College of Arts and Sciences**

114 University Hall, 234 North Oval Mall, Columbus, OH 43210

614.247-7991 Office / 614.247.7498 Fax

[Haddad.2@osu.edu](mailto:Haddad.2@osu.edu) [asc.osu.edu](http://asc.osu.edu)

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**From:** Haddad, Deborah  
**Sent:** Tuesday, January 26, 2021 1:52 PM  
**To:** Nahikian-Nelms, Marcia <Marcia.Nahikian-Nelms@osumc.edu>  
**Subject:** RE: concurrence request

Hi, Marcia,

I already have begun surveying curricular contacts in the departments which might have an existing version of the course. I will send a response to the request by Friday evening – if not before.

Thanks,  
Deborah



**Deborah Haddad, PhD**

Assistant Dean, Curriculum

**College of Arts and Sciences**

114 University Hall, 234 North Oval Mall, Columbus, OH 43210

614.247-7991 Office / 614.247.7498 Fax

[Haddad.2@osu.edu](mailto:Haddad.2@osu.edu) [asc.osu.edu](http://asc.osu.edu)

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**From:** Nahikian-Nelms, Marcia <[Marcia.Nahikian-Nelms@osumc.edu](mailto:Marcia.Nahikian-Nelms@osumc.edu)>

**Sent:** Tuesday, January 26, 2021 11:15 AM

**To:** Haddad, Deborah <[haddad.2@osu.edu](mailto:haddad.2@osu.edu)>

**Subject:** concurrence request

Dear Dr. Haddad:

As I believe Katie Reed may have mentioned to you, our new faculty – Dr. Maria Brunette (<https://hrs.osu.edu/faculty-and-staff/faculty-directory/brunette-maria>) – has proposed a new course – Global Health Inequalities in HRS and the COM. This course will be an important offering for our online BS health science curriculum.

Thanks, Marcia

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND  
Professor, Clinical  
Director, Academic Affairs-School of Health and Rehabilitation Sciences  
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College of Medicine  
The Ohio State University  
453 West Tenth Avenue  
Columbus OH 43210  
614-292-4758

Pronouns: She, Her, Hers



CONCURRENCE FORM

The Ohio State University  
School of Health and Rehabilitation Sciences  
College of Medicine Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

B. School of Health and Rehabilitation Sciences- College of Medicine

Initiating Academic Unit	Course Number	Course Title	
New	HTHRSC 4590	Global Health Inequalities	1/24/21

Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
--	-------------------

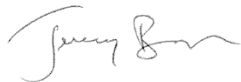
New Course

Academic Unit Asked to Review needed	Date response
--------------------------------------	---------------

C. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures



Academic Affairs Chair. SENR. 2-5-21

1. Name	Position	Unit	Date
---------	----------	------	------

2. Name	Position	Unit	Date
---------	----------	------	------

3. Name

Position

Unit

Date



CONCURRENCE FORM

The Ohio State University  
School of Health and Rehabilitation Sciences  
College of Medicine Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

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Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

B. School of Health and Rehabilitation Sciences- College of Medicine

Initiating Academic Unit	Course Number	Course Title	
New	HTHRSC 4590	Global Health Inequalities	1/24/21
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent

New Course

Academic Unit Asked to Review needed	Date response
College of Nursing	

C. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The College of Nursing is in full support of this course. The learning outcomes and course objectives provide the opportunity for significant benefit to students and society.

Signatures

1. Cindy Anderson	Senior Associate Dean for Academic Affairs and Educational Innovation	College of Nursing	January 28, 2021
-------------------	---	--------------------	------------------

2. Name

Position

Unit

Date

---

3. Name

Position

Unit

Date