

## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area Kinesiology: Health&Exercs Sci  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 2995  
Course Title Food is Function, Movement is Medicine  
Transcript Abbreviation Food & Movement  
Course Description This integrative course provides an introduction to the powerful and widespread impact of food and fitness on human health. This course will examine essential components of a healthy lifestyle, including eating patterns, optimizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming and creating positive relationships and adopting healthy habits.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 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  
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

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 31.0505  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
Health and Well-being

## Course Details

### Course goals or learning objectives/outcomes

- Describe evidence-based preventive practices related to food and movement and apply methods to promote adherence to recommended guidelines.
- Articulate the impacts of food and fitness on health and wellness and examine financial implications of food and fitness on health and wellness.
- Evaluate the influence food and fitness has on a specific population.

### Content Topic List

- Evidence-based preventative healthcare, history, epigenetics, cognition, medical costs, sitting, sleep, budget, weight loss, fat but fit, walking, strength training, food for performance, assistive technology, training, adherence, time, exploration

### Sought Concurrence

No

## Attachments

- SYLLABUS.pdf: 3/16/23  
*(Syllabus. Owner: Swain,Carmen Babcock)*
- KN 2995 CONTENT FOR INTERDISCIPLINARY TEAM-TAUGHT INVENTORY.pdf: 3/16/23  
*(Other Supporting Documentation. Owner: Swain,Carmen Babcock)*
- Cover Letter GE Response Jan 2023 KN2995.pdf: 3/16/23  
*(Cover Letter. Owner: Swain,Carmen Babcock)*
- CourseRequest\_1061731.pdf: Deleted course request  
*(Other Supporting Documentation. Owner: Swain,Carmen Babcock)*
- KNHES 2995 ELOS GE Application[76].pdf: 3/16/23  
*(Other Supporting Documentation. Owner: Swain,Carmen Babcock)*
- QM11form\_KNHES2995\_Final.pdf: 3/16/23  
*(GEC Course Assessment Plan. Owner: Swain,Carmen Babcock)*

## Comments

- The original request was approved at the College level on 5/27/21. *(by Bagent,Aaron Michael on 03/17/2023 10:54 AM)*
- Hi Carmen, sending back for a quick revision. See email on 3/16/23. *(by Tackett,Kimberly Ann on 03/16/2023 03:55 PM)*
- I accidentally hit 'Cancel' when trying to upload new materials to the curriculum website, thus I am creating a 'New' course. I have included a pdf of the deleted course in the uploaded files. *(by Swain,Carmen Babcock on 03/15/2023 09:04 PM)*

**COURSE REQUEST**  
2995 - Status: PENDING

Last Updated: Bagent,Aaron Michael  
03/17/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Swain,Carmen Babcock	03/15/2023 09:05 PM	Submitted for Approval
Revision Requested	Tackett,Kimberly Ann	03/16/2023 03:55 PM	Unit Approval
Submitted	Swain,Carmen Babcock	03/16/2023 08:49 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	03/17/2023 10:39 AM	Unit Approval
Approved	Bagent,Aaron Michael	03/17/2023 10:54 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/17/2023 10:54 AM	ASCCAO Approval



College of Education and Human Ecology  
Program Area: Human Nutrition  
325 Campbell Hall  
1787 Neil Avenue  
Columbus, OH 43210

Phone: 614-292-0827  
Fax: 614-292-4339

<http://che.osu.edu/human-sciences>

March 13, 2023

Dear ASCC Themes 2 Panel,

We appreciate the opportunity to revise our proposal based on the Panel’s feedback sent on December 15, 2022. Asynchronous courses uniquely offer greater accessibility and flexibility but it takes thoughtful planning to achieve the High-Impact Practice designation. Your feedback was an important step in this process. As a result of this feedback, we have made the following changes.

ASCC Themes 2 Panel Feedback	Response
<p data-bbox="203 942 743 1010">High-Impact Practice: Interdisciplinary Team-Teaching</p> <p data-bbox="203 1050 803 1339">The reviewing faculty thank the course proposers for their revision to the proposal. However, at this time, they still are unable to approve the course for the High-Impact Practice: Interdisciplinary Team-Teaching, as it does not meet the standards to be included within the category. The reviewing faculty have the following feedback to assist in a revision:</p> <ul data-bbox="203 1371 803 1887" style="list-style-type: none"><li data-bbox="203 1371 803 1887">• A course must engage in interdisciplinary dialogue between instructors of different disciplines. While the instructors for this course are, indeed, from different disciplines, they do not appear to engaging in direct conversation with one another. For example, in the course schedule, it appears as if students are required to watch two lectures, one from each instructor. In order to be high-impact, the instructors would need to collaborate on these lectures and engage with them together, interrogating the ideas of each discipline and showcasing their unique points-of-view. At a minimum, 50% of all</li></ul>	<p data-bbox="829 1371 1414 1894">Interactive faculty dialogue between instructors of different disciplines (Exercise Science and Human Nutrition) will in engage in direct conversation with one another at the beginning (Introduction) and end (Summary) of each module. These instructional videos will bookend the existing lectures from each instructor. The purpose of the Introduction and Summary are to introduce the intersections of the disciplines for the module topic, the main problems/challenges to be considered and solved, a questioning between instructors of the ideas of how each discipline addresses the problems, and their unique points-of-view. The Introduction and Summary videos have been added to the syllabus</p>

<p>direct instructional time should be dedicated to both instructors engaging directly with the other's discipline and how these disciplines have unique perspectives to the GEN Theme.</p> <ul style="list-style-type: none"> <li>The reviewing faculty, additionally, ask that more detail be provided within the course syllabus that explains how the course instructors will be interacting with students outside of any lecture materials (such as in the discussion assignments).</li> </ul>	<p>schedule. The length of the co-instructed videos will meet the 50% guideline for all direct instructional time.</p> <p>The "Opportunities for Instructor/Student Interaction" section has been added to the syllabus to provide the methods and opportunities for course instructors to interact with students outside of any lecture materials. Additional details for methods have been added to the "How This Course Works" section of the syllabus. For example, interactive faculty dialogue will take place within each discussion weekly. This will include video recordings with both instructors present and both instructors will be in dialogue with students and each other during the week the discussion is active.</p>
<p>The reviewing faculty ask that the GEN Goals and ELOs be updated to be the official Goals and ELOs of the request GEN Theme category, as they currently appear to have additional ELOs not formally recognized as part of the group. For the most up-to-date Goals/ELOs in an easy to copy-and-paste format, please visit the ASC Curriculum and Assessment Services website at: <a href="https://ascas.osu.edu/new-general-education-gen-goals-and-elos">https://ascas.osu.edu/new-general-education-gen-goals-and-elos</a>.</p>	<p>The GEN Goals and ELOs have been updated in the syllabus to reflect the official Goals and ELOs of the GEN Theme category using the most up-to-date Goals/ELOs from the website provided.</p>
<p>The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of this feedback.</p>	<p>Cover letter submitted</p>

With the established course design and structure, active learning opportunities, and meaningful facilitation, we believe this course will be an effective and impactful method for students with a diverse set of learning needs to engage ideas, develop technical skills, and build community with each other and the instructors.

Best Regards,  
Carmen

**Carmen B. Swain, PhD**

Kinesiology | Exercise Science  
Department of Human Sciences  
College of Education and Human Ecology  
Exercise is Medicine - On Campus  
A046 PAES Building | 305 Annie & John Glenn Avenue

Columbus, OH 43210 | 614-292-5959  
[swain.78@osu.edu](mailto:swain.78@osu.edu)



THE OHIO STATE UNIVERSITY

Exercise Science & Human Nutrition Programs

Kinesiology/Education and Human Ecology

# SYLLABUS KNHES 2995

Food is Function, Movement is Medicine  
Autumn 2023 - Asynchronous On-line – 4 credit hours

## COURSE OVERVIEW

### Instructors

This is an integrative course taught by instructors from two distinct disciplines, Exercise Science and Human Nutrition. Experts in each specialty will lead students through an examination of topic areas in health and wellness relative to their field of study. Instructors will work together to provide students with an integration of these branches of knowledge, and importantly, they will support students through the practice and application of healthy behaviors in their own life.

Instructor: Carmen Swain, PhD  
Program Area: Exercise Science  
Email address: [swain.78@osu.edu](mailto:swain.78@osu.edu)  
Office hours: by appointment

Instructor: Angela Collene, MS, RDN, LD  
Program Area: Human Nutrition  
Email address: [collene.6@osu.edu](mailto:collene.6@osu.edu)  
Office hours: by appointment

### Course description

This interdisciplinary, team-taught course satisfies The Ohio State University **General Education** (GE) theme requirement in the category of **Health and Wellbeing** and meets the criteria of an **Integrative and High-Impact** course. Health and Wellbeing is an essential area of focus to promote individual vitality, successful relationships, and a thriving community. Health and Wellbeing are multidimensional and too complex to be addressed by one discipline. We will draw on the expertise from two distinct disciplines of Human Nutrition and Exercise Science to examine the impact physical activity and nutrition have on personal and community

health. Instructors will take an interdisciplinary approach to tackling health and wellness issues. Students will be immersed in an ongoing integrative approach to examine topical issues and challenges, evidence-based approaches to overcoming barriers, and personal insights as they complete this course and gain a comprehensive perspective of health and wellbeing.

The design of the course is such that the beginning weeks build a case to show *why* one should move more and eat well. The second section describes the impact of diverse types of movement and meal patterns, or what one should include in their exercise and nutrition routines. The last component of the course examines how to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives.

A practical component of the class pulls traditional learning from lectures, readings, and assignments and directly applies it to evidence-based behavioral research strategies that are personalized to promote adoption and adherence to healthy eating and physical activity patterns. Students will examine personal past experiences in physical activity, exercise, and nutrition (targets self-efficacy) and consequently, identify one's readiness for behavior change. Practical assignments will continue to build on behavioral research strategies to promote participation and adherence to physical activity and healthier eating patterns as the semester progresses.

As part of the GE program, the following Goals and Expected Learning Outcomes (ELOs), will be addressed in this course:

**Goal 1 Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.**

**ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.

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

(O&I)

**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.



**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.

**Goal 3 Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)**

**ELO 3.1** Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

**ELO 3.2** Identify, reflect on, or apply strategies for promoting health and wellbeing.

This integrative, team-taught course meets the GE requirements by guiding students through an exploration of the powerful and widespread impact *food* and *movement* have on human health. Contrary to past beliefs, research indicates we have a tremendous influence on our health, simply by our lifestyle. This course will examine essential components of a healthy lifestyle, including planning nutritious and satisfying eating patterns, optimizing and individualizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming, and creating positive relationships.

Prerequisites: None

## Course objectives

Expected learning outcomes for the course are identified as course objectives, as shown below. Course objectives are also identified in the course calendar, to clearly illustrate how learning objectives are related to course content. By the end of this course, students should successfully be able to:

- CO1: Describe evidence-based preventive healthcare practices.
- CO2: Articulate the impacts of nutrition and exercise on physical and mental health.
- CO3: Examine financial implications related to nutrition and exercise.
- CO4: Apply methods to promote adherence to nutrition and exercise guidelines.
- CO5: Evaluate the influence nutrition and exercise has on a specific population.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online and is asynchronous. There are no required sessions when students must be logged in to Carmen at a scheduled time. Each week, students will be presented with integrative content from two distinct disciplines (Exercise

Science, Human Nutrition). Interdisciplinary dialogue between instructors of different disciplines will be presented, and students will complete activities that require them to integrate information from multiple perspectives, perform activities, deliver feedback via written or video content, dialogue with classmates, utilize feedback from instructors, and consider the intersection of disciplines to encourage healthful behaviors.

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

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect to spend around 4 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours per week on 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. The following is a summary of everyone's expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. During most weeks you will log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live events for the course, including the instructors' office hours, are optional.
- **Participating in discussion forums: ABOUT 1 TIME PER WEEK**  
Instructors will present a class discussion topic and engage in dialogue related to the interaction of disciplines. As part of your participation, you can expect to post once a week as part of our substantive class discussion on the week's topics.

**Opportunities for Instructor/Student Interaction:** this is an asynchronous online course, but your ability to have meaningful interaction with your instructors is a high priority. Listed below are some examples of how you can actively engage with your course instructors.

- Interactive and interdisciplinary discussions on weekly assigned topic brings opportunity to interact with instructor in a variety of ways (e.g., Flip video, assignment comment section, direct comments within assignments)
- Live on-line office hours with instructor(s) via Zoom
- Individual Zoom meetings with instructor(s) upon request
- In-person office hours with instructor(s)
- Walking-office hour will be provided as an opportunity to directly engage with course instructor(s) and classmates while walking outdoors on Columbus campus

- Assignment comment section will be utilized on CarmenCanvas, this is especially important for when an assignment has not been completed as expected. Feedback will be provided to increase student awareness of the issues at hand.
- Weekly announcements via email and on homepage on CarmenCanvas
- Video discussions/responses via Flip (video discussion app) allow instructors and students to reply to assignment responses in a videoclip that is tagged to your original post
- Instructional feedback/responses will be made directly to assignments using the CarmenCanvas feature of 'mark-up' document
- Email correspondence is encouraged, and students should reach out to instructor(s) to engage in questions/concerns related to course content
- Group fitness option will be promoted and available on specific occasions that relates to course material (e.g., yoga class at RPAC)

**Commented [KJ1]:** Can you add detail to explain how this entry is different from the Interactive Weekly Discussions?

**Commented [KJ2]:** and clarify how these are different from the "assignment comment section" entry

**Commented [KJ3]:** I don't think we explain this anywhere else. Can you add a brief explanation?

**Commented [KJ4R3]:** Perhaps add to the schedule too?

**Commented [CA5R3]:** As one option for office hours, perhaps we could include one hour per week that is reserved for "Walking Office Hours," in which we could meet students at a central location (e.g., Mirror Lake) and answer questions/discuss course topics as we walk around campus. Another idea is to choose a destination (like San Francisco) and as a group, log our miles walked, biked, swimming, etc. to see if we can reach our virtual destination by the end of the semester. I've never tried this before, but it might be a fun way to engage students in a common goal and promote physical activity.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks - Not Required

- Required learning materials (e.g., journal articles, video presentations, and podcasts) are identified in the course calendar and provided on Carmen.

### RECOMMENDED/OPTIONAL

- Wristwatch or stopwatch
- Cronometer account (free) <https://cronometer.com/>

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help)

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect with Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service.

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

## GRADING AND FACULTY RESPONSE

## How your grade is calculated

This course will provide a variety of graded opportunities.

- 1) **Examinations** will make up 45% of the course grade and will cover the content presented in recorded faculty lectures (General ELO 2.2).
- 2) **Practical assignments** are 20% of the course grade and will be used to apply behavior-based theoretical concepts to real-life by asking you to perform structured hands-on activities related to how physical activity and eating patterns impact your health and wellbeing. You will also reflect upon your experience by combining your existing knowledge/experiences with new knowledge gained from this course (General ELO 1.1, 2.1, 2.2, Theme ELO 1.1, Theme ELO 1.2).
- 3) **Quizzes** - Each week, the student will complete an open-note quiz on the readings worth 10% of their grade (General ELO 2.1, Theme ELO 1.1).
- 4) **Discussions** are worth 10% of the course grade and serve as a space for integrating the points of view from each distinct discipline (Exercise Science, Human Nutrition) that are presented in the weekly lectures. Students will debate workable solutions to challenges presented in the learning experience; engage in structured reflection and writing about course content as it relates to self, others, and larger society; connect and combine new knowledge/experiences; and assess their own knowledge development with a personal reflection (General ELO 1.1, 2.1, Theme ELO 1.1).
- 5) An **Exploration Project** focusing on the intersection of physical activity and human nutrition is worth 15% of the course grade. In this learning opportunity, students will investigate the impact of physical activity and dietary patterns on aspects of human health and wellness. Students will explore a topic of interest, examine scientific evidence related to the topic, present findings, and interact with classmates' discoveries. This assignment takes place over the semester in multiple steps, utilizes multiple research articles, includes instructor feedback, utilizes technology, and culminates with a presentation (General ELO 1.2, 2.2; Theme ELO 1.2).

**Commented [CA6]:** Do these references to General and Theme ELOs need to be updated?

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
Examination 1	15%
Examination 2	15%
Examination 3	15%

Practical Assignments	20%
Module Quizzes	10%
Discussions	10%
Exploration Project	15%
<b>Total</b>	<b>100%</b>

See course schedule below for due dates.

### Late assignments

Late submissions will not be accepted. Please refer to the course schedule (see pages XX – XX of the syllabus) and Carmen for due dates.

### Grading scale

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

### Instructor feedback and response time

The following list is to give the student an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, students can expect feedback within **7 days**.
- **Email:** Please state the course number in the subject line (i.e., KNHES 2995). We will reply to emails within **24 hours on days when class is in session at the university**. If you do not hear from us, please feel free to send another email.

## OTHER COURSE POLICIES

## Discussion and communication guidelines

The following are expectations for how we should communicate as a class. Please remember to be respectful and thoughtful.

- **Writing style:** You should type your assignments. You should remember to write in complete sentences and use good grammar, spelling, and punctuation. Using a conversational tone is fine for non-academic topics.
- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm is easily misinterpreted online.
- **Citing your sources:** When we have academic related work, please cite your sources to back up what you say. For course materials, list at least the author and publication year. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, before copying into the Carmen discussion.

## Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps. It conveys shouting and anger.
- Avoid font styles, colors (e.g., yellow, and green), and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor. Without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

- Do not distribute copyrighted materials, such as articles and images (most things online are not licensed as “fair use.”) Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

## Academic integrity policy

### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication. You may not use the internet or other materials. Weekly quizzes are included as a tool to gauge your comprehension of the reading assignment. You can refer to the reading or class notes when completing weekly quizzes.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You should write in complete sentences unless the instructions specifically state otherwise. All work should be typed (not handwritten). If you are to upload a file to Carmen Canvas, it should be a Word file.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with the instructors.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We attempt to make the guidelines for group work as clear as possible for each activity and assignment, but please ask the instructors if you have any questions.

### OHIO STATE’S ACADEMIC INTEGRITY POLICY

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 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 plagiarism, collusion (unauthorized collaboration), copying another student's work, 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 we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic Misconduct (COAM).** This is not a joke. Unfortunately, we can provide you with examples of students with poor judgement from numerous past classes. Just do not do it. 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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

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.

- **Course Audio and Video Recording:** Video or audio recording of classes without the instructor/professor's written permission violates the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such a recording constitutes a violation of the Code of Student Conduct.

- Student Generated Materials: Any materials generated by a student(s) are copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- Course materials: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course

## Diversity Statement

The College of Education and Human Ecology 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, as discrimination based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATION FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let the instructors know immediately so that we can privately discuss options. To establish reasonable accommodation, we request that you register with Student Life Disability Services. After registration, contact us as soon as possible to discuss your accommodation so that it may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- [CarmenCanvas accessibility](#)

- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

## COURSE SCHEDULE

The course schedule outlines the course topics, readings, and assignments weekly. On Carmen, the course is also divided into weekly modules, with each module containing all content for the week. Note, the start date of the week is Monday. Assignments are due on Sundays at midnight. Course objectives associated with learning opportunities are indicated in the header for each week.

START DATE	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1: OVERVIEW			
HOW CAN YOU UTILIZE EXERCISE TO IMPROVE YOUR OVERALL HEALTH?			
HOW CAN YOU UTILIZE NUTRITION TO IMPROVE YOUR HEALTH?			
Course Objectives: CO1, CO2			
Aug 23	<p>Interactive Faculty Introduction: Let's Talk About Lifestyle (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): The Incredible Medicine of Movement</p> <p>Faculty lecture (Collene): Nutrition in Evidence-based Preventative Healthcare</p> <p>Interactive Faculty Summary: Let's Talk About Behavior Change (Swain &amp; Collene)</p>	<p>US Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Available at Health.gov.</p> <p>US Department of Agriculture and US Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025. 9th Edition   Executive Summary. December 2020. Available at DietaryGuidelines.gov.</p>	<p>Week 1 Practical Assignment: Personal History of Exercise and Nutrition</p> <p>Week 1 Module Quiz</p> <p>Week 1 Discussion: Introductions and Self-Evaluation of Lifestyle Alignment with Physical Activity and Dietary Guidelines</p>
WEEK 2: OVERVIEW			
HOW HAS MOVEMENT EVOLVED TO BECOME MEDICINE FOR HEALTH?			

HOW HAS FOOD EVOLVED TO BECOME A TOOL FOR HEALTH?			
Course Objectives: CO1, CO2			
Aug 29	<p>Interactive Faculty Introduction: What Does History Teach Us? (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): History of Exercise</p> <p>Faculty lecture (Collene): History of Nutrition</p> <p>Interactive Faculty Summary: Looking Forward (Swain &amp; Collene)</p>	<p>Paffenbarger, R. S., Jr, Blair, S. N., &amp; Lee, I. M. (2001). A history of physical activity, cardiovascular health, and longevity: the scientific contributions of Jeremy N Morris, DSc, DPH, FRCP. <i>International journal of epidemiology</i>, 30(5), 1184–1192. <a href="https://doi.org/10.1093/ije/30.5.1184">https://doi.org/10.1093/ije/30.5.1184</a></p> <p>Mozaffarian, D., Rosenberg, I., &amp; Uauy, R. (2018). History of modern nutrition science-implications for current research, dietary guidelines, and food policy. <i>BMJ (Clinical research ed.)</i>, 361, k2392. <a href="https://doi.org.proxy.lib.ohio-state.edu/10.1136/bmj.k2392">https://doi.org.proxy.lib.ohio-state.edu/10.1136/bmj.k2392</a></p>	<p>Week 2 Practical Assignment: Family Health History</p> <p>Week 2 Module Quiz</p> <p>Week 2 Discussion: Which is more important to you – physical activity or nutrition? Why?</p>
WEEK 3: OVERVIEW			
HOW DOES MOVEMENT IMPACT YOUR GENETICS?			
HOW DOES DIET IMPACT YOUR GENETICS?			
Course Objectives: CO1, CO2, CO3, CO4			
Sept 5	<p>Labor Day (M)</p> <p>Interactive Faculty Introduction: What is the Evidence? (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): Move for Your Health and Longevity</p>	<p>Sanchis-Gomar, F., Garcia-Gimenez, J. L., Perez-Quilis, C., Gomez-Cabrera, M. C., Pallardo, F. V., &amp; Lippi, G. (2012). Physical exercise as an epigenetic modulator: Eustress, the "positive stress" as an effector of gene expression. <i>Journal of strength and conditioning research</i>, 26(12), 3469–3472.</p>	<p>Week 3 Practical Assignment: What I Love and Hate (About Exercise/Nutrition)?</p> <p>Week 3 Module Quiz</p> <p>Week 3 Discussion: Lifestyle vs Genetics – create a pie chart to show the proportions of</p>

	<p>Faculty lecture (Collene): What is Nutritional Genomics?</p> <p>Faculty lecture (Swain): Is DNA your Destiny?</p> <p>Interactive Faculty Summary: Evaluating our Sources (Swain &amp; Collene)</p>	<p><a href="https://doi.org/10.1519/JSC.0b013e31825bb594">https://doi.org/10.1519/JSC.0b013e31825bb594</a></p> <p>Guasch-Ferré, M., Dashti, H. S., &amp; Merino, J. (2018). Nutritional Genomics and Direct-to-Consumer Genetic Testing: An Overview. <i>Advances in nutrition (Bethesda, Md.)</i>, 9(2), 128–135. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmy001">https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmy001</a></p>	<p>your health outcomes due to genetics vs various lifestyle factors</p>
<p>WEEK 4: OVERVIEW</p> <p>HOW CAN MOVEMENT INFLUENCE YOUR MENTAL HEALTH?</p> <p>HOW CAN FOOD INFLUENCE YOUR MOOD?</p> <p>Course Objectives: CO2, CO4, CO5</p>			
Sept 12	<p>Interactive Faculty Introduction: The Biology of Mood (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): Get Happy</p> <p>Faculty lecture (Collene): Food and Mood</p> <p>Introduction to Exploration Project</p> <p>Interactive Faculty Summary: Collaborative Case Study (Swain &amp; Collene)</p>	<p>Paolucci, E. M., Loukov, D., Bowdish, D., &amp; Heisz, J. J. (2018). Exercise reduces depression and inflammation but intensity matters. <i>Biological psychology</i>, 133, 79–84. <a href="https://doi.org/10.1016/j.biopsycho.2018.01.015">https://doi.org/10.1016/j.biopsycho.2018.01.015</a></p> <p>Jacka, F. N., O'Neil, A., Opie, R., Itsiopoulos, C., Cotton, S., Mohebbi, M., Castle, D., Dash, S., Mihalopoulos, C., Chatterton, M. L., Brazionis, L., Dean, O. M., Hodge, A. M., &amp; Berk, M. (2017). A randomized controlled trial of dietary improvement for adults with major depression (the 'SMILES' trial). <i>BMC medicine</i>, 15(1), 23. <a href="https://doi-org.proxy.lib.ohio-">https://doi-org.proxy.lib.ohio-</a></p>	<p>Week 4 Practical Assignment: Know Your End Game</p> <p>Exploration Project: Find a Lay Article</p> <p>Week 4 Discussion: Collaborative Case Study – Improving Mental Health of a College Student</p>

		<a href="https://doi.org/10.1186/s12916-017-0791-y">state.edu/10.1186/s12916-017-0791-y</a>	
<p>WEEK 5: OVERVIEW</p> <p>HOW DOES MOVEMENT POWER COGNITION?</p> <p>HOW DO DIETARY PATTERNS IMPACT COGNITIVE FUNCTION?</p> <p>Course Objectives: CO1, CO2, CO5</p>			
Sept 19	<p>Interactive Faculty Introduction: The Biology of Learning (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): Be Smarter</p> <p>Faculty lecture (Collene): Cognition &amp; Nutrition</p> <p>Interactive Faculty Summary: What's Weighing on Your Mind? (Swain &amp; Collene)</p>	<p>Roberts, C. K., Freed, B., &amp; McCarthy, W. J. (2010). Low aerobic fitness and obesity are associated with lower standardized test scores in children. <i>The Journal of pediatrics</i>, 156(5), 711–718.e1. <a href="https://doi.org/10.1016/j.jpeds.2009.11.039">https://doi.org/10.1016/j.jpeds.2009.11.039</a></p> <p>Burrows, T. L., Whatnall, M. C., Patterson, A. J., &amp; Hutchesson, M. J. (2017). Associations between Dietary Intake and Academic Achievement in College Students: A Systematic Review. <i>Healthcare (Basel, Switzerland)</i>, 5(4), 60. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.3390/healthcare5040060">https://doi-org.proxy.lib.ohio-state.edu/10.3390/healthcare5040060</a></p>	<p>Week 5 Module Quiz</p> <p>Exam 1 (week 1-5)</p>
<p>WEEK 6: OVERVIEW</p> <p>WHAT IS THE IMPACT OF SEDENTARY LIFESTYLE ON MEDICAL COSTS?</p> <p>WHAT IS THE IMPACT OF POOR DIET CHOICES ON MEDICAL COSTS?</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>			



Sept 26	<p>Interactive Faculty Introduction: The Impact of Poor Choices on Medical Costs (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): Sitting is the New Smoking</p> <p>Faculty lecture (Collene): Shopping for Healthful Foods on a Budget</p> <p>Interactive Faculty Summary: The Impact of Good Choices on Medical Costs (Swain &amp; Collene)</p>	<p>Global Burden of Disease Health Financing Collaborator Network (2019). Past, present, and future of global health financing: a review of development assistance, government, out-of-pocket, and other private spending on health for 195 countries, 1995-2050. <i>Lancet (London, England)</i>, 393(10187), 2233–2260.  <a href="https://doi.org/10.1016/S0140-6736(19)30841-4">https://doi.org/10.1016/S0140-6736(19)30841-4</a></p> <p>Herforth, A., Bai, Y., Venkat, A., Mahrt, K., Ebel, A., &amp; Masters, W. A. (2020). <i>Cost and affordability of healthy diets across and within countries: Background paper for The State of Food Security and Nutrition in the World 2020. FAO Agricultural Development Economics Technical Study No. 9</i> (Vol. 9). Food &amp; Agriculture Org.</p>	<p>Week 6 Practical Assignment: We Become What We Repeatedly Do</p> <p>Week 6 Module Quiz</p> <p>Extra Credit: Exam Reflection</p> <p>Week 6 Discussion: Sticker shock. Can't afford a gym membership? Can't afford fresh vegetables? Wait until you see the bill for angioplasty. What's a better plan?</p>
<p>WEEK 7: OVERVIEW</p> <p>HOW CAN MOVEMENT ALTER YOUR SLEEP?</p> <p>HOW DO SLEEP AND NUTRITION INTERACT?</p> <p>Course Objectives: CO1, CO2, CO4</p>			
Oct 3	<p>Interactive Faculty Introduction: The Consequences of Poor Sleep (Swain &amp; Collene)</p>	<p>Kline, C. E., Crowley, E. P., Ewing, G. B., Burch, J. B., Blair, S. N., Durstine, J. L., Davis, J. M., &amp; Youngstedt, S. D. (2011). The effect of exercise training on obstructive sleep apnea and sleep quality: a randomized controlled trial. <i>Sleep</i>, 34(12),</p>	<p>Week 7 Practical Assignment: Hey Buddy! Social Support for Behavior Change</p> <p>Week 7 Module Quiz</p> <p>Week 7 Discussion: Collaborative Case</p>

	<p>Faculty lecture (Swain): Sleep like a Baby</p> <p>Faculty lecture (Collene): Associations between sleep hygiene and weight status</p> <p>Interactive Faculty Summary: Tying it Together – Tips for Good Practice (Swain &amp; Collene)</p>	<p>1631–1640. <a href="https://doi.org/10.5665/sleep.1422">https://doi.org/10.5665/sleep.1422</a></p> <p>Fatima, Y., Doi, S. A., &amp; Mamun, A. A. (2016). Sleep quality and obesity in young subjects: a meta-analysis. <i>Obesity reviews: an official journal of the International Association for the Study of Obesity</i>, 17(11), 1154–1166. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1111/obr.12444">https://doi-org.proxy.lib.ohio-state.edu/10.1111/obr.12444</a></p>	<p>Study – Improving Sleep Hygiene in a College Student</p>
<p>WEEK 8: OVERVIEW</p> <p>EXPLORATION PROJECT – LOOK TO THE RESEARCH</p> <p>Course Objectives: CO5</p>			
Oct 10	<p>Faculty lecture (Collene): Nutrition Exploration</p> <p>AU Break (R, F)</p>	<p>You Pick – Students Select 2 Research Articles related to their Project</p>	<p>Exploration Project: Research Article Summaries</p>
<p>WEEK 9: OVERVIEW</p> <p>HOW DOES EXERCISE IMPACT WEIGHT LOSS?</p> <p>HOW DOES DIET IMPACT WEIGHT LOSS?</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>			
Oct 17	<p>Interactive Faculty Introduction: Myths About Weight Loss (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): The Truth about Weight Loss</p>	<p>McAuley, P. A., &amp; Beavers, K. M. (2014). Contribution of cardiorespiratory fitness to the obesity paradox. <i>Progress in cardiovascular diseases</i>, 56(4), 434–440. <a href="https://doi.org/10.1016/j.pcad.2013.09.006">https://doi.org/10.1016/j.pcad.2013.09.006</a></p>	<p>Week 9 Practical Assignment: Step It Up!</p> <p>Week 9 Module Quiz</p> <p>Week 9 Discussion: Listen to The Disease of Obesity and Weight</p>

	Faculty lecture (Swain): Fat but Fit?  Interactive Faculty Summary: Pros/Cons Related to Health at Every Size (Swain & Collene)	Krall, MA. (2017 August 22.) Let's talk about fat bias and thin privilege. YouTube. <a href="https://youtu.be/Gak58BcuPh0">https://youtu.be/Gak58BcuPh0</a> .	Bias in Healthcare and Respond
<p>WEEK 10: OVERVIEW</p> <p>THE TRUTH ABOUT WALKING: DOES IT WORK FOR HEALTH?</p> <p>HOW DOES STRENGTH TRAINING IMPROVE YOUR HEALTH?</p> <p>Course Objectives: CO1, CO2, CO4</p>			
Oct 24	Interactive Faculty Introduction: Building Lifestyle Habits (Swain & Collene)  Faculty lecture (Swain): The Truth about Walking  Faculty lecture (Swain): The Power of Strength Training  Interactive Faculty Summary: Making it Work with Modern Busy Lifestyles (Swain & Collene)	Studenski, S., Perera, S., Patel, K., Rosano, C., Faulkner, K., Inzitari, M., Brach, J., Chandler, J., Cawthon, P., Connor, E. B., Nevitt, M., Visser, M., Kritchevsky, S., Badinelli, S., Harris, T., Newman, A. B., Cauley, J., Ferrucci, L., & Guralnik, J. (2011). Gait speed and survival in older adults. <i>JAMA</i> , 305(1), 50–58. <a href="https://doi.org/10.1001/jama.2010.1923">https://doi.org/10.1001/jama.2010.1923</a>	Week 10 Module Quiz  Exam 2 (week 6-10)
<p>WEEK 11: OVERVIEW</p> <p>HOW TO EXERCISE WHEN YOU DON'T HAVE MUCH TIME</p> <p>HOW TO EAT HEALTHY WHEN YOU DON'T HAVE MUCH TIME</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>			

Oct 31	<p>Interactive Faculty Introduction: Overcoming Barriers (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): High Intensity Interval Training</p> <p>Faculty lecture (Collene): Cooking Demo – Sensible Eating for Busy Students</p> <p>Interactive Faculty Summary: Making It a Habit (Swain &amp; Collene)</p>	<p>Gillen, J. B., Martin, B. J., MacInnis, M. J., Skelly, L. E., Tarnopolsky, M. A., &amp; Gibala, M. J. (2016). Twelve Weeks of Sprint Interval Training Improves Indices of Cardiometabolic Health Similar to Traditional Endurance Training despite a Five-Fold Lower Exercise Volume and Time Commitment. <i>PloS one</i>, 11(4), e0154075.  <a href="https://doi.org/10.1371/journal.pone.0154075">https://doi.org/10.1371/journal.pone.0154075</a></p> <p>Du, Y., Rong, S., Sun, Y., Liu, B., Wu, Y., Snetselaar, L. G., Wallace, R. B., &amp; Bao, W. (2021). Association Between Frequency of Eating Away-From-Home Meals and Risk of All-Cause and Cause-Specific Mortality. <i>Journal of the Academy of Nutrition and Dietetics</i>, 121(9), 1741–1749.e1.  <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1016/j.jand.2021.01.012">https://doi-org.proxy.lib.ohio-state.edu/10.1016/j.jand.2021.01.012</a></p>	<p>Week 11 Practical Assignment: Get Out!</p> <p>Week 11 Module Quiz</p> <p>Week 11 Discussion: Resiliency</p>
<p>WEEK 12: OVERVIEW</p> <p>EATING FOR PERFORMANCE</p> <p>TRAINING FOR PERFORMANCE</p> <p>Course Objectives: CO2, CO4, CO5</p>			
Nov 7	<p>Interactive Faculty Introduction: Train Smarter (Swain &amp; Collene)</p>	<p>Chakravarty, E. F., Hubert, H. B., Lingala, V. B., &amp; Fries, J. F. (2008). Reduced disability and mortality among aging runners: a</p>	<p>Week 12 Practical Assignment: I am in Charge</p>

	<p>Faculty lecture (Swain): In the Zone</p> <p>Faculty lecture (Collene): Eating for Performance</p> <p>Interactive Faculty Summary: How the Pros Do It (Swain &amp; Collene)</p> <p>Veterans Day (F)</p>	<p>21-year longitudinal study. <i>Archives of internal medicine</i>, 168(15), 1638–1646. <a href="https://doi.org/10.1001/archinte.168.15.1638">https://doi.org/10.1001/archinte.168.15.1638</a></p> <p>Mountjoy, M., Sundgot-Borgen, J., Burke, L., Carter, S., Constantini, N., Lebrun, C., Meyer, N., Sherman, R., Steffen, K., Budgett, R., &amp; Ljungqvist, A. (2014). The IOC consensus statement: beyond the Female Athlete Triad--Relative Energy Deficiency in Sport (RED-S). <i>British journal of sports medicine</i>, 48(7), 491–497. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1136/bjsports-2014-093502">https://doi-org.proxy.lib.ohio-state.edu/10.1136/bjsports-2014-093502</a></p>	<p>Week 12 Module Quiz</p> <p>Week 12 Discussion: Too Much of a Good Thing?</p>
<p>WEEK 13: OVERVIEW</p> <p>MINDFULNESS IN MOVEMENT</p> <p>MINDFULNESS IN EATING</p> <p>Course Objectives: CO1, CO2, CO4</p>			
Nov 14	<p>Interactive Faculty Introduction: Utilizing Introspection in Practice (Swain &amp; Collene)</p> <p>Faculty lecture (Swain): Yoga</p> <p>Faculty lecture (Collene): Mindful Eating</p> <p>Interactive Faculty Summary: The Greater</p>	<p>Tilbrook, H. E., Cox, H., Hewitt, C. E., Kang'ombe, A. R., Chuang, L. H., Jayakody, S., Aplin, J. D., Semlyen, A., Trehwela, A., Watt, I., &amp; Torgerson, D. J. (2011). Yoga for chronic low back pain: a randomized trial. <i>Annals of internal medicine</i>, 155(9), 569–578. <a href="https://doi.org/10.7326/0003-4819-155-9-201111010-00003">https://doi.org/10.7326/0003-4819-155-9-201111010-00003</a></p>	<p>Week 13 Practical Assignment: Boring</p> <p>Week 13 Module Quiz</p> <p>Week 13 Discussion: The Intersection of Personal Health and Planetary Health</p>

	Impact of Introspection (Swain & Collene)	Fresán, U., & Sabaté, J. (2019). Vegetarian Diets: Planetary Health and Its Alignment with Human Health. <i>Advances in nutrition (Bethesda, Md.)</i> , 10(Suppl_4), S380–S388. <a href="https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmz019">https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmz019</a>	
WEEK 14: OVERVIEW HOW CAN ASSISTIVE DEVICES HELP PEOPLE BE MORE ACTIVE? Course Objectives: CO2, CO3, CO4, CO5			
Nov 21	Faculty lecture (Swain): Assistive Technology in Physical Activity & Sports  Thanksgiving (W, R)  Indigenous People (F)	Dyer B. (2015). The controversy of sports technology: a systematic review. <i>SpringerPlus</i> , 4, 524. <a href="https://doi.org/10.1186/s40064-015-1331-x">https://doi.org/10.1186/s40064-015-1331-x</a>	Week 14 Module Quiz
WEEK 15: OVERVIEW NUTRITION EXPLORATION PROJECT – PRESENTATION Course Objectives: CO5			
Nov 28	Faculty Lecture (Collene): Exploration Project Presentation Tutorial	You Pick - Students Select Research Article related to Project	Exploration Project: Presentation  Assignment: SEIs (Student Evaluation of Instruction)
WEEK 16: OVERVIEW NUTRITION EXPLORATION PROJECT – REFLECTIONS			

Course Objectives: CO5			
Dec 5	Exploration Project Reflection	None	Exploration Project: Presentation Reflections Exam 3 (week 11-14)

## CONTENT FOR INTERDISCIPLINARY TEAM-TAUGHT INVENTORY

**Performance expectations set at appropriately high levels (e.g., Students investigate large, complex problems from multiple disciplinary perspectives).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This interdisciplinary team-taught course is designed to help students discover how even minor changes in physical activity and dietary behaviors can improve multiple components of physical and mental health. The course is designed such that the interdisciplinary nature of Exercise Science and Human Nutrition is brought to the forefront and promoted as lifestyle medicine for the promotion of health and wellness.

Course assessments target multiple levels of Bloom's taxonomy of learning. Each weekly module presents a new topic. The module opens with an introductory and interdisciplinary presentation of the topic, challenges that may exist, barriers to overcome, and insights related to the health and wellness related issue at hand. Lectures and readings (apply) from the disciplines of Exercise Science and Human Nutrition will follow. Wrapping it up, an interdisciplinary lecture (apply) will summarize key points, discuss interaction of concepts, and raise key questions. An interdisciplinary weekly quiz (recall/understand), interdisciplinary discussion (analyze/evaluate), and interdisciplinary practical assignment (analyze/evaluate) will be utilized to tie the interdisciplinary relationship of Exercise Science and Human Nutrition together around a topic. The practical assignments require application of the new knowledge presented in lectures and readings, which are followed by a discussion prompt that facilitates analysis and reflection about the personal, community, and/or global impact of the lesson.

From another perspective, each lesson guides the student from the micro level (applying the knowledge to the self) to the macro level (examining the implications for public health, quality of life, economics).

Course objectives 1, 2, and 3 refer to the foundation of knowledge students will need to investigate large, complex public health problems. CO4 and CO5 represent the level of expectations for students that should be integrated into a 4-credit, team-taught theme course: *helping students build an advanced and in-depth thematic understanding of societally important topics by synthesizing perspectives from multiple disciplines or modes of inquiry, or by transferring learning to new, complex situations.* For example, in Week 3, we present physical exercise and nutrition as epigenetic modulators. As a field of study, genomics is in its infancy. Researchers have uncovered many ways in which genetic variations can modify nutrient requirements, physical performance, or disease risk. Conversely, there are several ways in which physical activity and dietary patterns can influence gene expression. Through the readings, activities, and participation in the discussion during Week 3, students will summarize the state of the science, identify evidence-based applications of the research, but also learn to recognize examples of fraudulent or misleading information about the interactions among genes, physical activity, and nutrition (CO1).

In addition to participating in intellectually challenging weekly activities, students will select an Exploration Project to investigate throughout the semester and present their findings to their peers during Week 15. The Exploration Project will prompt students to delve into the science around a



particular topic of interest and to examine the intersection of their selected topic to the alternate discipline. For example, students may delve into the benefits of physical activity for preventing breast cancer. Students should also connect their findings to the aspect that breast cancer is also nutrition-related chronic disease. The Exploration Project requires students to locate scientific research articles about their topics from peer-reviewed, scientific journals, read and interpret scientific research, then summarize their findings into written summaries and a short, online presentation. During Week 16, students will receive feedback from instructors in two disciplines (exercise science and nutrition) and their peers from various majors. Topics for the Exploration Project will be chosen by each student based on personal or professional relevance. Because the class includes students from diverse majors, this aspect of the course will be truly multidisciplinary (CO1, CO2, CO3, CO5). [OBJ]

**Significant investment of time and effort by students over an extended period (e.g., engage the issue iteratively, analyzing with various lenses and constructing an integrative synthesis).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The layout of the course is such that the early weeks (Weeks 1 and 2) build a case to show *why* one should move more and eat well; the middle of the course (Weeks 3 – 8) describes the impact of various types of movement and meal patterns, or the *what* one should include in their exercise and nutrition routines; and the last segment (Weeks 9 – 15) examines the *how* to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives. Each week, the students complete learning activities to apply the principles they are learning to themselves and/or the outside world.

Throughout the semester, students will perform independent research on their choice to complete an Exploration Project. This project allows students to synthesize the two fields of exercise science and nutrition by exploring the intersection of food and fitness. The Exploration Project is iterative in nature because students will visit their topic multiple times throughout the semester. Early in the semester, students will complete an activity to ensure they know how to locate research articles from peer-reviewed scientific journals. Midway through the semester, students will independently select and summarize two articles from peer-reviewed scientific journals related to their topic. By week 14, students will locate two more articles related to their topic that integrate the related discipline. The students' review of at least four different scientific research articles will prompt them to analyze the topic through various lenses. Students will gather mid-term feedback on the Exploration Project from the instructors of each discipline. Finally, students will synthesize their findings to prepare a short (5 minutes), online presentation to be shared with and critiqued by peers at the end of the semester. As students prepare their own presentations and critique their peers' work, they will integrate learning from various lessons in this course as well as knowledge from previous classes and experiences (CO1, CO2, CO3, CO5).

**Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Each week, as students explore 14 engaging topics from the points of view of instructors in exercise science and nutrition, students will be exposed to innovative ideas using an interdisciplinary approach (food and fitness). In addition to hearing lectures and reading articles from the two separate fields of exercise science and nutrition, students will complete structured, practical activities to apply what they have learned from the lectures and readings to their own lives. Weekly, students receive direct feedback on these assignments from instructors. Students will interact with peers on interdisciplinary inquiry utilizing the Flip discussion board. Students are also encouraged to attend a 'walking office-hour' with faculty members and classmates to discuss questions that they may have relative to course material. In this time, faculty and students will interact with each other while walking around OSU campus.

The diversity in fields of study of the students in the class will facilitate interdisciplinary inquiry throughout the course. On a small scale, students will receive feedback from peers during weekly discussions. During Week 3, one discussion topic is "What I Hate About Exercise and Healthy Eating." This prompts students to identify personal barriers to engaging in regular physical activity or healthy eating behaviors. As students respond to each other in the discussion forum, their task will not be to commiserate with their peers, but to provide helpful and motivational suggestions to help their peers overcome barriers to health-promoting behaviors. Each student will draw on their own educational preparation and experiences to offer support to their peers. For example, if one student describes boredom as a barrier, a peer might suggest enlisting the help of a workout partner to provide social support (CO2, CO4).

On a larger scale, students will receive meaningful faculty mentoring as they work on their Exploration Project throughout the semester. As described above, the Exploration Project prompts students to examine the intersection of physical activity and nutrition by selecting and summarizing research articles from peer-reviewed scientific journals and synthesizing their findings with a short, online presentation to their peers at the end of the semester. When students select their topics and submit their initial summaries of two research articles, they will receive meaningful feedback from instructors in two different disciplines (exercise science and nutrition). At the end of the semester, when students present to their peers, they will also receive multidisciplinary feedback from their peers. Part of the peer critique demands that student reviewers provide feedback that draws upon the reviewer's unique skills and experiences. For example, if a student majoring in marketing reviews a classmate's presentation on the role of strength training to improve insulin sensitivity for prevention of type 2 diabetes, she may provide feedback on how to develop a social marketing campaign to promote this intervention. Another student majoring in computer science may comment on the use of technology to track physical activity and correlate this information with data collected from self-monitoring of blood glucose measurements (CO1, CO2, CO3, CO5).

**Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Over the semester, the practical assignments' goal is to promote a physically active and nutritionally balanced lifestyle. The progression of the practical assignments reinforces the notion that behavior change does not happen overnight. Rather, it is a cumulative process that takes weeks or months to fully implement. Furthermore, *maintenance* of behavior change is a distinct challenge that requires planning and support. With the various practical assignments, students will “test drive” many different behaviors change techniques, including SMART goal setting, social support, stimulus control, and self-monitoring. On its own, each one is a helpful strategy to promote behavior change. Taken together, the combination of these strategies supports permanent behavior change and successful adherence to a physically active and nutritionally balanced lifestyle, as promoted by the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans* (CO4).

Throughout any behavior change, one must set small, achievable goals, celebrate successes, and adjust one's strategies when things do not progress as planned. The practical assignments offer students multiple opportunities to make slight changes to physical activity and eating behaviors in a stepwise fashion, so that by end of semester, the student has achieved a positive behavior change. Weekly, students implement physical activity or nutritional behavior every week, then reflect on their experience. Students will reflect on the impact of physical activity and dietary changes on multiple dimensions of wellness, and the constructive interaction between these lifestyle modifications (CO2). Both instructors will provide timely feedback to motivate (and redirect, when necessary) students. Additionally, through weekly discussions, peers can provide encouragement and share helpful strategies with each other, drawing on their own knowledge and personal experience (CO4). Because the course will draw students from diverse majors, peer feedback will provide diverse perspectives.

The beauty of these practical assignments is that each can be individualized to meet the student where they are now. Within the guidelines of each activity, students choose target behaviors and set their own personalized goals, which will vary depending on the student's current health status and capacity (i.e., physical abilities, schedule, resources).

We feel that the practical assignments are lessons that will truly prepare citizens for real life. In the course, we will apply behavior changes strategies to physical activity and nutrition-related goals, students will learn that these strategies can be applied to any aspect of wellness, professional or personal, even after they have completed this course and earned their degrees.

**Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Each practical assignment offers an opportunity for students to put the knowledge learned in lectures and readings into practice in their own lives. Some weeks, students may be asked to implement behaviors related to physical activity, and other weeks, students may be asked to implement behaviors related to dietary patterns. For many weeks, students will have the option to choose one or the other. Each practical assignment includes a reflection, in which students explore the barriers and benefits of behavior change. As the semester progresses, students will also reflect on the synergistic impact of their changes in physical activity and dietary behaviors (CO1, CO2, CO3, CO4).

Students participate frequently in an online discussion forum that encourages self-reflection and evaluation of their experiences with practical applications. For example, during Week 11, students examine a widespread problem: How to Exercise and Eat Well, with limited time. Practical application is addressed in lecture by giving real-life application related to scientific findings (e.g., high intensity interval training). For the practical application assignment, students are encouraged to access exercise outdoors to increase accessibility and practice small incremental improvements in daily physical activity. In the discussion, students reflect on the impact barriers may have on their ability to exercise and eat nutritious foods and discuss resiliency related to these practices. Both instructors and peers engage in dialogue to offer encouragement for students as they apply what they are learning about nutrition and exercise. Students will help each other plan and overcome barriers to behavior change (CO4).

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

As described previously, the weekly practical assignments offer students an opportunity to discover the relevance of the readings and lectures on a personal level. Assignments will also broaden students' perspectives, moving from personal application to societal implications. For example, during Week 5, the readings and module quiz will explore the influences of physical activity and nutritional status on cognitive ability (i.e., academic performance) among students. During Week 6, the readings and module quiz will focus on the potential for improvements in physical activity and dietary patterns to lower health care spending. Both topics prompt students to explore the implications of personal behavior change at the community level. (CO3).

Although the course focuses on physical and emotional health, students will find applications to many dimensions of wellness. For example, during Week 13, students will read about yoga and its relationship with physical and spiritual health. When they read about plant-forward eating patterns, they will explore the relationship between dietary patterns and environmental wellness. In Weeks 6 and 7, students will consider the impact of dietary patterns on financial wellbeing. There is a common misperception that healthy eating and exercise are expensive. In Week 6, the readings and quiz will focus on lifestyle choices and health care spending. In Week 7, the practical assignments in Week 7 will demonstrate that students can eat well on a student's budget (CO2, CO3).

**Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In numerous weekly learning activities, students will share their insights and synthesis of the course content by engaging in weekly discussions throughout the semester. For example, in Week 13, students will share their ideas on how to change their physical activity and dietary patterns to promote sustainability. Students may respond in written or video format.

In the higher-stakes, multi-part Exploration Project, students will investigate the intersection of food and fitness, selecting several research articles on the topic of their choice and delivering a presentation (recorded with Flip) to their peers at the end of the semester. In small groups, students will critique their peers' presentations, offering feedback based on what they have learned through the course, as well as their own field of study and firsthand experiences (CO1, CO2, CO3, CO4, CO5).

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

Recognition and appreciation of diversity is woven throughout the course.

Each week, students apply one aspect of what they are learning about fitness and nutrition in lectures to modify their own behaviors. Students will identify their own behaviors they wish to improve and set goals to make incremental progress to improve personal health outcomes. These assignments are designed to meet each student where he or she is, regardless of fitness level, age, location, and resources. There is no expectation (or definition) of a perfect diet or perfect fitness plan, so this activity is built for a diverse audience. Any of the practical assignments can be modified to accommodate students with special needs. In fact, the instructions for most practical assignments will include a statement to let students know they may request an alternative activity to accommodate a physical or mental health limitation.

At several points in the semester, the instructors will highlight issues related to health disparities. For example, in Week 6, the lecture topics explore the impact of socioeconomic status on nutrition-related health outcomes. Students will read a scientific journal article about the costs of healthy eating (and the hidden costs of unhealthy eating). The practical assignment for this week will be to design a one-day menu for a college student that aligns with the health U.S.-Style Dietary Pattern yet can be purchased for less than \$7 per day (CO3).

In addition, by the end of the semester, students will deliver a presentation as part of their Exploration Project. As previously described, this activity explores the intersection of food and fitness. When students choose a topic for presentation, their choices align with their personal interests/passion, so this incorporates diverse perspectives into the course content. At the end of the semester, students will review and critique some of their classmates' presentations. The rubric for this part of the Exploration Project will prompt students to offer feedback based on their own background, field of study, and subjective experiences. Given the student body will be composed of students from various majors and campuses, students will be exposed to new perspectives (CO1, CO2, CO3, CO4, CO5).

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

The course promotes a sense of belonging and safety for students. The syllabus sets forth guidelines for appropriate language and content in online forums. These guidelines will be reiterated in the instructions for discussion-based activities. As described previously, the practical assignments are tailored to the individual, such that the student is guided to make incremental improvements in physical activity and nutrition behaviors from any baseline. Although each practical assignment is personalized to the student, the personal information is confidential. Furthermore, whenever appropriate (e.g., personal dietary analysis, participation in physical activity), the assignment instructions will include a statement to let student know if there is any physical or mental health reason that limits the student's ability to complete the assignment, the student may request an alternative assignment (e.g., case study). For the Family Health History practical assignment in Week 2, an alternative assignment is available for students in adopted families or who have little/no knowledge of their family health history.

Universal design aims to ensure that all individuals have equal opportunities to learn. We have designed this new GE (General Education) course to be accessible to people with a wide range of abilities.

- We use multiple means of representation to present the information in a variety of ways, including video lectures (which are closed captioned), written articles, and podcasts (with transcripts). The course is designed for intro-level students with little preparation in exercise science and nutrition; complex topics will be explained, and terms will be defined prior to lessons. When images are embedded into Carmen content, alt text will be available.
- We use multiple means of engagement. The relevance of every lesson to individual students is made clear through weekly practical assignments (previously described), which can be tailored to each student's current level of fitness and nutrition behaviors. Clear expectations will be outlined for each set of assignments (e.g., formality, permission to collaborate), which are due once per week. However, students will have the flexibility to complete the course work at their own pace (within the week-to-week flow of the course) at a time that fits their own schedule. This helps to instill self-regulation and time management skills.
- The course provides multiple means of action and expression. Some assignments require students to submit written work, and some require voice and video recordings. Students will also have opportunities to practice using several assessment tools in the fields of exercise science and nutrition, including physical activity readiness questionnaires and dietary analysis software. In addition, the course guides students through evidence-based behavior change techniques, including goal setting, which the student can apply to any facet of wellness, even outside this course.
- The online, asynchronous format allows students from any location, any situation to learn.
- The syllabus and course Carmen page include boilerplate language about SLDS (Student Life Disability Services) accommodations, COVID-related accommodations, and mental health resources on campus.

Culturally sensitive pedagogy is student-centered and nurtures each student's unique cultural strengths (<https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/>). In this course, we offer



opportunities to explore cultural influences on physical activity and nutritional behaviors. For example, in the discussion-based activities during Week 3 (“What I Hate About Exercise and Healthy Eating” and “What I Love About Exercise and Healthy Eating,”) students will be prompted to think about family beliefs and cultural traditions that have influenced their personal behaviors. In determining course content, the instructors have been intentional about selecting research articles that include diverse study participants, authored by researchers from diverse cultural backgrounds. Throughout the semester, we will provide opportunities for structured development of cultural self-awareness. For example, in the research article about cardiorespiratory fitness and obesity/fitness in Week 2, we will explore the impact of social determinants of health on the variables of interest. Students will consider how educational background and racial/ethnic identity may influence health outcomes (CO4).

Quiz and exam questions will include scenarios and examples that represent the diverse students and food choices. Furthermore, when students have an opportunity to critique their classmates’ Exploration Project presentation at the end of the semester, they will be encouraged to reflect on the impact of the research on students from diverse educational and cultural backgrounds and differing abilities.

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

This course has no prerequisites, which means we will reach students with varied levels of academic preparation. To lay the foundation for a deeper understanding of prevention as a powerful tool in public health, we will need to first introduce students to key terms and basic scientific principles about biology, physiology, and chemistry. We also recognize that students come to a class about exercise and nutrition with some preconceived notions based on what they hear from peer networks and media outlets. We will present research evidence and provide opportunities for personal application to challenge and modify (when necessary) existing beliefs about exercise and nutrition.

As previously described, the practical assignments (CO4), which make up 20% of the total grade, assume no prior skill or experience or baseline level of fitness or nutrition knowledge; they are designed to be tailored to the individual. Furthermore, as an online GE course, KNHES 2995 can be offered at regional campuses, which typically reach underserved students due to their affordability and the availability of resources to help prepare incoming students for academic success.

We plan to advertise the course with a printed and digital flyer to be distributed through the College of Education and Human Ecology. We will work directly with Kim Bruening, Student Engagement Specialist, to distribute information about the course through social media and email and ensure that academic advisors in each college are aware of the course offering.

## 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.

### Accessibility

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

## Course subject & number: KNHES 2995

### *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)**

The course represents an advanced study of health and wellness with its reliance on research findings throughout and a **deep engagement with the subject matter through practical application and reflection**. Additionally, students will **examine the intersection of nutrition and fitness by exploring their impact on the human condition through an Exploration Project**. The course is co-instructed with faculty representatives from Kinesiology and Human Nutrition programs. This approach will allow for more in-depth study than the foundational courses in each respective area.

The first course objective (CO1) is to "describe evidence-based preventative healthcare practices" which is supported by the course's reliance on original, peer-reviewed or consensus opinion research for weekly reading assignments. Knowing that some students may have little background in the sciences, the instructors will provide training on how to locate credible sources of health information using library databases during the first week. Each week, students will engage with scientific literature related to the

role of physical activity and nutrition in various aspects of health. **Weekly quizzes based on these readings ensure students can interpret scientific research; discussions and practical assignments allow students opportunities to apply scientific findings to their own lives.** Students are expected to use the assigned readings or find additional articles to support their opinions stated on weekly discussion boards. They will cite their sources and receive instructor feedback on the quality of their references and how they are interpreting them in their posts.

The fourth course objective (CO4) to "apply methods to promote adherence to nutrition and exercise guidelines" **illustrates to students the challenges of applying best practices to their own lives.** In theory, it sounds easy to exercise and eat vegetables daily. Yet, these are behaviors that most Americans do not do. **Students will apply theoretical concepts presented in the readings and lectures through the practical assignments.** For example, in the (Week 7) assignment "Hey Buddy," students are charged with putting their knowledge about the role of social support to enhance behavioral change by finding a workout partner, documenting evidence of working out together, and writing a reflection. In addition, **students will debate possible solutions to challenges and problem-solve for the self, others, and larger society.** These assignments facilitate a deeper engagement with subject matter as students connect and combine new knowledge/experiences.

The fifth course objective (CO5) to "evaluate the influence of nutrition and exercise has on a specific population" is addressed in a **multiple-step Exploration project.** There are multiple opportunities for feedback and reflection as students **look critically at the intersection of nutrition and fitness for a specific population or condition** (e.g., pregnancy). The students will practice finding credible, appropriate research articles that will inform their investigation. Students share their presentations with peers and interact with classmates' discoveries.

**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)

Course Objective	Description	Topics and Activities in Which it will be met
CO1	Describe evidence-based preventative healthcare practices.	Weekly readings and quizzes to assess understanding
CO3	Examine financial implications related to nutrition and exercise	Lectures and discussions on health care costs and the costs of food and physical activity resources
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Discussions Practical Assignments

The first course objective (CO1) is to "describe evidence-based preventative healthcare practices" which is supported by the course's reliance on original, peer-reviewed or consensus opinion research for weekly reading assignments, quizzes, and discussions. Each week, students will read assigned articles, beginning with the *Physical Activity Guidelines for Americans* and *Dietary Guidelines for Americans*, which represent the state of the science for health promotion. As the semester progresses, students will be exposed to scientific literature related to the role of physical activity and nutrition in various aspects of health, such as cognitive ability and mental health (Weeks 4 and 5) and environmental sustainability

(Week 13). The weekly quizzes ensure students can identify evidence-based practices and interpret scientific research. In addition, students apply the information from weekly readings to discussion boards. In Week 9, students learn about dietary and physical activity strategies for weight management. The discussion assignment for the week involves reading an article entitled, “Big Food is Making America Sick.” **Relying on information from this article, previous lectures, other course resources, and prior experience, students are asked to decide** whether or not they believe the food industry is to blame for rising rates of obesity in America and furthermore, what role (if any) the food industry should play in combating obesity. **Students will state their stance on the topic, support it with evidence from course resources and prior experiences, and share their work with peers using Flipgrid. Then, students will have an opportunity to comment on an opposing stance.**

The third course objective (CO3) is to “examine financial implications related to nutrition and exercise.” Activities related to this course objective include lectures and discussion boards on health care costs in the US compared to other countries and how these medical costs can be reduced through regular movement and higher nutrient density meal patterns (Week 6, “Lower Medical Costs”). Students will discuss NEAT (non-exercise activity thermogenesis) and how it relates to unhealthy behaviors, increased chronic disease and financial burden, in the weekly discussion. In Week 7, students will use the lecture, “Are Healthier Diets More Expensive” to **logically identify strategies for lowering food costs** without sacrificing nutrition.

Throughout the semester students will address CO4, “apply methods to promote adherence to nutrition and exercise guidelines.” The theoretical foundations for this objective and its activities are placed in the early weekly readings that walk students through the why, what, and how of physical activity and nutrition as strategies for health promotion and disease prevention. **The accompanying discussion and practical assignments prompt students to think critically and logically about the roles of food and fitness in health promotion and disease prevention.** For example, in Week 2, students learn about the history of physical activity and the history of modern nutrition science. In the discussion activity for the week, **students are asked to think ahead and predict** a nutrition or exercise trend that may come about in the next few decades. Students get a chance to practice adherence to nutrition and exercise guidelines through the practical assignments. **These assignments are structured to be iterative, building upon prior learning from the course and each student’s personal experiences.** Students will be putting behavior change techniques into practice to improve their own physical activity and eating behaviors. In Week 1, the practical assignment is to examine personal experiences related to exercising and dietary habits and assess personal readiness to initiate behavior change in either (or both) of these areas. **Students examine their own attitudes, weigh risks and benefits of behavior change, and determine if any medical advice is needed prior to initiating a behavior change.** As the semester progresses, students will learn new approaches to behavior change related to physical activity and/or nutrition and immediately apply the techniques to their own lives. In Weeks 4 and 6, “Know Your End Game” and “We Become What We Repeatedly Do” help students identify personal short- and long-term fitness and/or nutrition goals, **critically examine the steps needed to achieve their goals**, track their progress throughout the week, and either celebrate successes or reset. For each of these practical assignments, students make a plan to put each technique into practice, document their experiences, and reflect on what they have learned.

**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)

<b>Course Objective</b>	<b>Description</b>	<b>Topics and Activities in Which it will be met</b>
CO2	Articulate the impacts of nutrition and exercise on physical and mental health	Discussions Practical Assignments
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical Assignments Exploration Project
CO5	Evaluate the influence nutrition and exercise has on a specific population	Exploration Project

The discussions and practical assignments, as previously mentioned, ask students to think critically about various dimensions of physical activity and nutrition. Students will use this new knowledge and awareness as a springboard to the Exploration Project. With the Exploration Project, the students conduct research on the topic of their choice to **explore the intersection of physical activity and nutrition**. For example, students may choose to examine the impact of physical activity on requirements for a certain nutrient or on the outcomes of a nutrition-related health condition. Conversely, students may investigate the influence of nutrition on physical performance. With this **culminating** project, students **must integrate the knowledge they have gained from two instructors, along with their own review of scientific literature**.

The personalized Exploration Project occurs in multiple steps. The first step (Week 8) is a **critical examination of literature**. Students find two scientific journal articles. Instructors have prepared students for this step as described in the above sections (teaching them how to find peer-reviewed literature; giving them feedback on their use of research-based citations in discussion boards). The students write 100-word summaries (abstracts) of these articles and instructors give feedback on their article selections and interpretation of scientific literature. Later in the semester (Week 15), **students find two more articles, summarize, and condense all the information they have gathered on their topic into a 3- to 5-minute presentation** to be shared with peers using Flipgrid. In Week 16, students complete the Exploration Project Reflection. In this final component, students are required to watch five peers' presentations and provide feedback to their peers (using Flipgrid or an alternative format, as discussed in the GE Interdisciplinary Course Inventory). They are prompted to (and evaluated on) **their ability to coalesce and communicate experiences from this class, prior classes, and personal experiences to provide feedback to peers**. The expectations are that students bring more to the reflection than simply what was covered in the course, which is an exciting opportunity to diversify thought (also discussed in the GE Interdisciplinary Course Inventory).

The emphasis of this project is on the **multidimensional nature of health**. Students are expected to **integrate the concepts of physical activity and nutrition and discuss their synergism**. For example, some students may choose to examine the mechanisms for nutrition to optimize athletic performance or the roles of nutrition and exercise in medical therapy for cardiovascular disease, diabetes, or cancer. Other intriguing topics may include in-depth assessment of how nutrition and physical activity intersect in the prevention or treatment of mental health disorders, gastrointestinal disorders, or inflammatory

disorders. Students will have freedom to select a topic of personal or professional interest, which will also increase students' exposure to diverse perspectives.

**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)

<b>Course Objective</b>	<b>Description</b>	<b>Topics and Activities in Which it will be met</b>
CO1	Describe evidence-based preventative healthcare practices.	Readings Quizzes
CO2	Articulate the impacts of nutrition and exercise on physical and mental health	Discussions Practical Assignments
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical Assignments Exploration project

The course explores the impact of both food and fitness on human health. The two instructors will independently present their unique perspectives in their area of expertise (exercise science and human nutrition) through assigned readings and lectures. Instructors will help students compare and contrast between disciplines. The **students will then be responsible for integrating knowledge from both fields** as they work through course activities, such as the discussion boards and **practical assignments that require students to pursue outside of the classroom experiences**. Additionally, because the class includes students from **diverse majors**, the **discussions and peer feedback on practical assignments and the Exploration Project will be multidisciplinary**.

There are nine discussion topics that require the students to reflect and self-assess, in part, by **determining the extent to which the topic related to their life on a micro- and macro-level**. The **diversity in fields of study of the students in the class will facilitate interdisciplinary inquiry** throughout the course. Students bring with them the knowledge and theoretical concepts of their unique set of courses from their chosen major, and they will be encouraged to bring those points of view to the discussions. Students are evaluated (20% of their grade) on their responses to peers. For example, during Week 3, the discussion topic is "What I Hate About Exercise." Essentially, this prompts students to identify personal barriers to engaging in regular physical activity. As students respond to each other in the discussion forum, their task will not be to commiserate with their peers, but to provide helpful and motivational suggestions to help their peers overcome barriers to physical activity. **Each student will draw upon his or her own educational preparation and personal experiences (outside the classroom) to offer support to his or her peers**. For example, if one student describes boredom as a barrier, a peer might suggest enlisting the help of a workout partner to provide social support (CO2, CO4).

**Student integration of academic knowledge and outside the classroom experiences is the core of the five practical assignments.** For example, in Week 3, for the practical assignment “What’s Your Plan?” students have two options. If they choose physical activity for this week, they will demonstrate how to schedule time and plan for specific activities to ensure that physical activity occurs. If they choose nutrition, students will plan a menu, construct a shopping list, and purchase appropriate foods to adhere to the menu for the week. They will then reflect on those experiences, noting both the barriers and rewards related to putting into practice evidence-based recommendations.

The culminating activity of the course is the Exploration Project, in which students examine the intersection and synergism of physical activity and nutrition. This project is personalized to the student. Students pick topics that are meaningful to them, often because of a family member or friend afflicted with a condition related to physical activity and nutrition. **Students present about why their topic relates to them, and in the presentation and peer review, they are asked to speak to their own experiences.**

**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 Objective	Description	Topics and Activities in Which it will be met
CO1	Describe evidence-based preventative healthcare practices.	Weekly readings and quizzes to assess understanding
CO4	Apply methods to promote adherence to nutrition and exercise guidelines.	Practical assignments Exploration project
CO5	Evaluate the influence nutrition and exercise has on a specific population.	Exploration project

The **practical assignments are aimed at developing a sense of self as a learner through reflection, self-assessment, and creative work.** These assignments are structured to be **iterative, building upon prior learning from the course and each student’s personal experiences.** CO4 states that students will apply methods to promote adherence to nutrition and exercise guidelines. From the first week of the course, when they learn the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans*, students will be putting behavior change techniques into practice to improve their own physical activity and eating behaviors. In Week 1, the practical assignment is to examine personal experiences related to exercising and dietary habits and assess personal readiness to initiate behavior change in either (or both) of these areas. **Students examine their own attitudes,** weigh risks and benefits of behavior change, and determine if any medical advice is needed prior to initiating a behavior change. As the semester progresses, **students will learn new approaches to behavior change** related to physical activity and/or nutrition and **immediately apply the techniques to their own lives.** For example, in Week 3, for the practical assignment “What’s Your Plan?” students have two options. If they choose physical activity for this week, they will demonstrate how to schedule time and plan for specific activities to ensure that physical activity occurs. If they choose nutrition, students will plan a menu, construct a shopping list, and purchase appropriate foods to adhere to the menu for the week. In Weeks



4 and 6, “Know Your End Game” and “We Become What We Repeatedly Do” help students identify personal short- and long-term fitness and/or nutrition goals, critically examine the steps needed to achieve their goals, track their progress throughout the week, and either celebrate successes or reset. In Week 7, “Hey Buddy” gives students a chance to experience the utility of social support as a strategy for behavior change. In Week 9, students employ self-monitoring as a behavior change technique in “Step It Up.” In Week 12, with the “I Am in Charge” assignment, students apply stimulus control as a reinforcement technique for behavior change. For each of these practical assignments, **students make a plan to put each technique into practice, document their experiences, and reflect on what they have learned.** Students can select their own goals based on personal assessment; they may focus on just fitness or just nutrition for the entire semester, or they may mix and match for the various assignments. Whether aimed at food or fitness, each practical assignment builds upon the knowledge and experience gained in earlier weeks, so that **by the end of the semester, students have implemented positive lifestyle changes and they have learned valuable behavior change techniques that can be applied to any wellness goal.**

In addition, students will be asked to reflect on their learning after each examination. The open-ended questions will ask about their preparation methods, effective strategies, challenges they had to learning the material, areas of improvement, and goals for the next exam. **Through this reflection, students gain a sense of self as a learner,** which can be applied to future exams (there are 3 exams in this course), future courses and as employed professionals. Instructors will foster growth mindset and resilience, encouraging the student to think about the aspects that they control.

Students will also have the chance to reflect on their Exploration Project (Week 16) as described in previous ELO sections.

### **Specific Expectations of Courses in Health & Wellbeing**

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

The course requires student to explore and analyze health and wellbeing through multiple dimensions of wellbeing. In fact, course objective three (CO3), specifies the examination of financial implications related to nutrition and physical activity. In Weeks 6 and 7, students will consider the **impact of dietary patterns on financial wellbeing.** There is a common misperception that healthy eating and exercise are expensive. In Week 6, the readings and quiz will focus on lifestyle choices and health care spending. The practical assignments in Week 7 will demonstrate that students can eat well on a student’s budget (CO2, CO3). During Week 13, students will read about yoga and its **relationship with physical and spiritual health.** When they read about plant-forward eating patterns, they will explore the relationship between **dietary patterns and environmental wellness.** In addition, as described above, the Exploration Project encourages exploration and analysis of health and wellbeing from multiple dimensions. Students are

encouraged to consider policy implications and include their personal perspectives in the presentation and responses to classmates' discoveries.

**ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)**

Over the course of the semester, **the goal of the practical assignments is to promote a physically active and nutritionally balanced lifestyle. The progression of the practical assignments reinforces the notion that behavior change does not happen overnight.** Rather, it is a cumulative process that takes weeks or months to fully implement. Furthermore, ***maintenance of behavior change is a distinct challenge that requires planning and support.*** With the various practical assignments, students will “test drive” many different behavior change techniques, including SMART goal setting, social support, stimulus control, and self-monitoring. On its own, each one is a helpful strategy to promote behavior change. **Taken together, the combination of these strategies supports permanent behavior change and successful adherence to a physically active and nutritionally balanced lifestyle,** as promoted by the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans* (CO4).

**Throughout any behavior change, one must set small, achievable goals, celebrate successes, and adjust one's strategies when things do not progress as planned.** The practical assignments offer students multiple opportunities to make small changes to physical activity and eating behaviors in a step-wise fashion, so that by end of semester, the student has achieved a positive behavior change. **On a weekly basis, students implement a physical activity or nutrition behavior, then reflect on their experience.** Students will be asked to reflect on the impact of physical activity and dietary changes on multiple dimensions of wellness, as well as the synergy between these lifestyle modifications (CO2). Both instructors will provide timely feedback to motivate (and redirect, when necessary) students. Additionally, through weekly discussions, **peers can provide encouragement and share helpful strategies with each other, drawing on their own knowledge and personal experience** (CO4). Because the course will draw students from diverse majors, peer feedback will provide diverse perspectives.

The beauty of these practical **assignments is that each can be individualized.** Within the guidelines of each activity, students choose target behaviors and set their own personalized goals, which will vary depending on the student's current health status and capacity (i.e., physical abilities, schedule, resources).

We feel that the **practical assignments are lessons that will truly prepare citizens for real life.** In the course, we will apply behavior changes strategies to physical activity and nutrition-related goals, students will learn that these strategies can be applied to any aspect of wellness, professional or personal, even after they've completed this course and earned their degrees.



**THE OHIO STATE UNIVERSITY**

---

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

## QM11 Syllabus Review - Final



## Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



### Standards

### Location

#### Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- \* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.7 Minimum technical skills expected of the learner are clearly stated.
- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

#### Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

#### Assessment and Measurement

- 3.1 The assessments measure the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- 3.5 The course provides learners with multiple opportunities to track their learning progress.

#### Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All instructional materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 A variety of instructional materials is used in the course.
- 4.6 The distinction between required and optional materials is clearly explained.

#### Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

#### Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies.
- 6.2 Course tools promote learner engagement and active learning.
- \* 6.3 Technologies required in the course are readily obtainable.
- 6.4 The course technologies are current.
- \* 6.5 Links are provided to privacy policies for all external tools required in the course.

#### Learner Support

- \* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- \* 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- \* 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- \* 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

#### Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- \* 8.2 Information is provided about the accessibility of all technologies required in the course.
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- 8.4 The course design facilitates readability.
- 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

**QM Aligned Parts of a Course Syllabus:**  
**Formerly known as the 11-Parts of a Syllabus**

1. Heading of Syllabus:
  - School/Academic Area
  - Course Number, Title, level, and credit hr.
  - Instructor Name
  - Instructor Contact Information
  - Office Hours (Location/Days/Times)
2. Description/Rationale:
  - Need and purpose of the course
3. Relationship to Other Courses/Curricula:
  - How does it relate to other curricula
  - Prerequisites
4. Knowledge, Skills, and Dispositions:
  - Objectives/Student Learning Outcomes
  - Explain how course will achieve these goals
5. Text/Reading List/Bibliography:
6. Course Requirements/Evaluation:
  - Letter Grades/Grading Breakdown
  - Late Work
7. Assignment Descriptions:
  - Detailed descriptions of assignment and how learning will be assessed
8. Course/Online Policies:
  - Communication policies
  - Netiquette
  - Technology
9. Institutional Policies:
  - Academic Integrity
  - Office of Disability Services Statement
  - Statement of Student Rights
  - Grievances Statement
  - Off-Campus Field Experiences
  - Intellectual Property
  - Mental Health Statement
  - Diversity Statement
10. Topical Outline:
  - List topics to be covered in each of the sixteen weeks of the Semester
11. Any Applicable Appendices:
  - NCATE Standards
  - ISLLC Standards

The original document can be found at <http://ehe.osu.edu/assessment/governance/>

**LEGEND**

- |    |  |
|----|--|
| P  | Where item was located                                   |
| CC | Found but does not adhere to the EHE Curriculum 11-Parts |
| QM | Found but does not adhere to the QM Rubric               |