

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2016

## Course Change Information

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

Submitting course for approval as a Migration, Mobility, and Immobility GE theme.

Change in prereqs as well.

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

The College of Social Work would like to offer additional GE course options for students.

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

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

n/a

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5004
Course Title	International Social Work
Transcript Abbreviation	International Swk
Course Description	Examines a variety of social issues through a global perspective in order to fully appreciate the role of culturally diverse and country-specific responses to social problems.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: Sophomore, Junior, Senior, or Grad standing, or permission of department.

*Previous Value*

*Prereq: Jr, Sr, or Grad standing in SocWork, or permission of department.*

**Exclusions**

*Previous Value*

Not open to students with credit for 695.08.

**Electronically Enforced**

Yes

*Previous Value*

**No**

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

44.0701

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

Migration, Mobility, and Immobility

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

*Previous Value*

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

## Course Details

**Course goals or learning objectives/outcomes**

- Compare the differences in how countries define social work, organize their social welfare systems, and provide social services.
- Discuss the impact of globalization (social and economic) and how it has changed the nature of social problems and how various countries have responded to the impact of globalization.
- Discuss the historical and cultural context in which social services are provided in various countries, including the role of religion and culture in social welfare policy.
- Provide a comprehensive analysis of international policy and practice on a variety of global social issues.
- Assess and shape problem definitions and interventions based on plural cultural norms and their effects on development, family structure, and roles.

**Content Topic List**

- Course Overview and Introductions: Definitions of social work, Unique features of social work in various countries; Recent trends and critical international issues
- Introduction to International Social Work.
- Understanding Refugee and Immigration issues; Migration flow and implications.
- Global Human Trafficking
- Conflict and Post-Conflict Displacement and MigrReconstruction
- International Adoption: A Quiet Migration
- Natural Disasters and Displacement; Environmental and Climate Refugees.
- Summary and Reflection of Global Social Issues; Migration, Mobility, and Immobility as a Central Theme.
- Social Work Around the World: Africa and Asia.
- Social Work Around the World: Australia/ New Zealand.
- Social Work Around the World: Europe.
- Social Work Around the World: Latin America.
- Criminal justice and immigration.
- Reflection and self-assessment of learning.

**Previous Value**

- *Comparative Social Welfare & Social Development; Human Rights*
- *Poverty; Economic Hardships*
- *International Social Work with Children*
- *International Social Work with Women*
- *International Social Work and Health & Mental Health Issues*
- *International Social Work with the Elderly and their Family*
- *International Social Work with Vulnerable Populations*
- *International Social and Economic Policies*
- *NGOs; Global Social Policy*

**Sought Concurrence**

No

**Attachments**

- SWK 5004 International Social Work\_MMI Theme.docx  
*(Syllabus. Owner: Wenning, Alex)*
- SWK 5004 MMI Theme Course Submission Form.docx: MMI GE Theme  
*(Other Supporting Documentation. Owner: Wenning, Alex)*
- SWK 5004 - distance\_approval\_cover\_sheet\_1\_5004.docx: DL Documentation  
*(Other Supporting Documentation. Owner: Wenning, Alex)*

**Comments**

- - Please upload the documentation for the ODEE-type distance learning review (for when the course was approved by the College of Social Work for DL delivery). If that documentation is not available, please fill out and upload form for non-ASC units here <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 06/06/2022 03:17 PM)*

**COURSE CHANGE REQUEST**  
5004 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/23/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wenning, Alex	06/06/2022 01:54 PM	Submitted for Approval
Approved	Babcock, Jennie R	06/06/2022 02:17 PM	Unit Approval
Approved	Gregoire, Thomas Kenneth	06/06/2022 02:33 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/06/2022 03:20 PM	ASCCAO Approval
Submitted	Wenning, Alex	06/07/2022 03:43 PM	Submitted for Approval
Approved	Babcock, Jennie R	06/07/2022 03:44 PM	Unit Approval
Approved	Gregoire, Thomas Kenneth	06/07/2022 03:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/07/2022 03:45 PM	ASCCAO Approval



**THE OHIO STATE UNIVERSITY**  

---

**COLLEGE OF SOCIAL WORK**

**Social Work 5004**  
**International Social Work**

*Term/Year*  
*Junior/Senior/Graduate Standing*  
*3 credits*

Instructor:  
Email:  
Office Hours:  
Office Location:

Class days/times:  
Class location: Online

**COURSE DESCRIPTION**

The globalization of social issues requires an understanding of global problems and the nature of transnational solutions. The purpose of this course is to examine a variety of social issues through a multi-cultural lens in order to fully appreciate the role of culturally diverse and country-specific responses to social problems. Some of the issues to be discussed in this course include: human trafficking, refugee resettlement and immigration, disasters and displacement, conflict and post-conflict displacement and restructuring, international surrogacy, and human rights. Social services for each of these issues will be examined from a global perspective that incorporates the concept of ethno-relativism and helps students to understand how different countries and cultures will define and address these issues. The course will also review how social work has been defined and developed in various regions of the world based on their historical, social, economic, and political environments and the implications of these contexts for evaluation.

**COURSE COMPETENCIES AND PRACTICE BEHAVIORS:**

This course targets the following *Council on Social Work Education* core competencies and associated practice behaviors:

**Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and

values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

**COURSE OBJECTIVES**

Upon satisfactory completion of this course, students will be able to:

1. Compare the differences in how countries define social work, organize their social welfare systems, and provide social services.
2. Discuss the impact of globalization (social and economic) and how it has changed the nature of social problems and how various countries have responded to the impact of globalization.
3. Discuss the historical and cultural context in which social services are provided in various countries, including the role of religion and culture in social welfare policy.
4. Provide a comprehensive analysis of international policy and practice on a variety of global social issues.
5. Assess and shape problem definitions and interventions based on plural cultural norms and their effects on development, family structure, and roles.

**General Education Learning Outcomes**

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	Expected Learning Outcomes	In this course, students:
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than</b>	<b>Successful students are able to...</b>  1.1. Engage in critical and logical thinking about the topic or idea of the theme.	Examine a variety of international social issues through a multi-cultural lens in order to fully appreciate and analyze diverse and country-specific responses. Issues include human trafficking, refugee resettlement and immigration, disasters and displacement, conflict and post-conflict displacement and restructuring, international adoption and surrogacy, and human rights violations.

<b>the foundations.</b>	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Engage in an advanced, in-depth examination of international social issues from a global perspective that incorporates the concept of ethno-relativism and helps students to understand how different countries and cultures will define and address these issues.
<b>GOAL 2: GOAL: 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.</b>	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Engage in advanced exploration of each weekly topic through a combination of lectures, readings, videos, discussions and case analyses, and written assignments that require students to describe context and content of sources and synthesize diverse and conflicting interventions designed to address international social issues.
	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.	Gain critical and self-aware engagement of international social issues (including human trafficking, conflict and post-conflict displacement and restructuring, refugee resettlement and immigration, natural disasters and displacement, and conflict and post-conflict displacement); and analyze international policies and social ideologies as they relate to these issues.

**Migration, Mobility, and Immobility Learning Outcomes**

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).

<b>Themes: Migration, Mobility, and Immobility</b>		
<b>Goals</b>	<b>Expected Learning Outcomes</b>	<b>Related course content</b>
<b>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility,</b>	<p><b>Successful students are able to...</b></p> <p>1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).</p>	<p><b>In this course, students...</b></p> <p>Examine migration, mobility, and immobility (MMI) as a central factor to understanding a variety of international social issues and country-specific responses to these issues. Students engage with multiple environmental, political, social and cultural causes of MMI as they</p>

including causes and effects, personal or group experiences, or artistic expression.		relate to refugee resettlement and immigration, the incidence and flow of human trafficking, and displacement related to conflict, violence, and environmental disasters.
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	Utilize a transnational lens to understand the historical and cultural contexts that impact how different countries define and address social issues in which MMI is a central factor. The class addresses diverse experiences and portrayals of people on the move due to political or cultural violence and warfare; immigration law, deportation, and border policing; environmental disasters; the incidence and flow of human trafficking; poverty and unemployment; and international adoption.
<b>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</b>	2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	Reflect on law, ethics, values and belief systems in their study of MMI related to such issues as immigration, undocumented people, deportation, citizenship, and xenophobia; and inequalities rooted in gender, race, ethnicity, nationality, and class; and provide critique on how legal and political definitions of MMI align or run counter to the social justice mission of the profession of social work.
	2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	Engage with and analyze readings, films and videos, case studies, current news sources, and social worker interpretations and responses related to the international social issues in which MMI is a central factor.



### **College Incomplete Policy:**

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

### **Academic Misconduct:**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**Disability Services** 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 me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. The College of Social Work's Access Specialist is Kelly Bonice, MSW, LSW ([bonice.3@osu.edu](mailto:bonice.3@osu.edu)).

### **Diversity Statement:**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. The Office of Institutional Equity (OIE) at Ohio State responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

### **Mental Health Services:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your 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. You can reach out directly to the Office of Student Life's Counseling and Consultation Service (CCS):

Email: [ccs@osu.edu](mailto:ccs@osu.edu)

Phone: 614-292-5766

Visit [ccs.osu.edu](http://ccs.osu.edu)

CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

All students may access 24-hour emergency help through the following options:

You can reach an on-call counselor at 614-292-5766.

24/7 National Suicide Prevention Hotline: 1-800-273-TALK or <http://suicidepreventionlifeline.org>

The Crisis Text Line at TALK to 741741

In addition, you can visit the websites for *the Student Wellness Center, Wilce Student Health Center, and Recreational Sports*. For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the *Collegiate Recovery Community*. For students facing food insecurity, learn more about the free on-campus food pantry by visiting the *Buckeye Food Alliance*. For students interested in speaking with a peer to learn more about campus resources, call the *Buckeye Peer Access Line*. For students interested in meeting with a peer and setting holistic wellness goals, learn more about *Wellness Coaching*.

## Title IX

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

## ASSIGNMENTS

Students will be evaluated based on participation in discussion boards, an a movie review paper, and a social issue analysis paper. Written assignments must be double-spaced, 12-point Times New Roman or Courier New font, and abide by APA (American Psychological Association) standards. Students are expected to turn in written assignments according to announced due dates unless an alternative due date has been negotiated with the instructor in advance. Assignments that are late without a negotiated due date will automatically receive a 10% per day reduction in the grade earned on the assignment.

## COURSE REQUIREMENTS

### **1. Type of Instruction:**

The class uses a mix of online lectures, videos, discussion, presentations, and case scenarios. Students will be required to actively participate in discussions. The instructor will provide weekly interaction/feedback via Carmen facilitated discussions/assignments, announcements, virtual office hours, and scheduled Zoom sessions.

### **2. Expectations of Students:**

Students are expected to complete all assigned readings, watch online lectures and videos, and to participate in the class discussion in a respectful manner. Students are expected to turn in written

assignments according to announced due dates unless an alternative due date has been negotiated with the instructor in advance.

### **3. Expectations of the Instructor:**

I will be available to students by appointment and via email. I typically respond to emails within 24 hours during the weekdays. Contact me to discuss questions or assignments by phone (xxx) or by e-mail (xxx). In collaboration with students, I will create an online classroom environment that is conducive for learning, respectful of students' comments and contributions to discussion.

### **4. Method of Course Evaluation by Students:**

Students will evaluate the course by standard University evaluation forms, the Student Evaluation of Instruction (SEI). In addition to the SEI, the instructor may construct special questionnaires to assist her in monitoring the effectiveness of her instructional practices.

### **Required Readings:**

Healy, M & Rosemary, L. (Ed.) (2012) *Handbook of International Social Work: Human Rights Development and Global Profession*: Oxford: NY

All additional required readings are available on Carmen.

## **EVALUATION AND GRADING**

### **Weekly Participation in Discussion Board (25% of final grade/Core Competencies 2 & 3):**

Students are expected to actively participate in discussion boards every week. It is important to note that quality of contribution is considered more important than quantity of contribution.

### **Newspaper Corner Readings and Reflections (15% of final grade/Core Competencies 2 & 3)**

Students are expected to read and reflect on three newspaper articles that address current international social issues. Please upload the article in addition to your reflection paper. Detailed assignment guidelines are available on Carmen.

### **Due Weeks 2, 5 & 10 Saturday at 11:59pm**

### **Movie Review & Critique (20% of final grade/Core Competences 2 & 3)**

This assignment asks each student to watch, review and critique **one of the movies below** as it relates to current international social issues. Detailed assignment guidelines are available on Carmen. Please make careful note of the expectations regarding the formatting of the paper.

The list of movies and where to find each are below:

- Border South (available from OSU Libraries)
- The True Cost (available from OSU Libraries)
- Chez Jolie Coiffure (available from OSU Libraries)
- Against My Will (available from OSU Libraries)
- One Child Nation (available from Amazon Prime)
- White Helmets (available from Netflix)
- Born in Syria (available from Netflix)

**Due Week 8, Saturday at 11:59 pm.**

International Social Issue Paper (40% of final grade) (Core Competencies 2 & 3):

Each student will analyze an internationally focused social issue. The paper will include a review of the literature, analysis and critique of the issue, and evidence based-interventions to address the issue. Students will be expected to follow appropriate referencing and in-text citations (APA). The length of the paper should be 8-10 pages. Detailed guidelines for this paper are provided in Carmen.

**Due Finals Week, (date) by 11:59pm.**

GRADING SCALE

The course grading scale follows the OSU standard grading scheme:

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

**COURSE OUTLINE**

Week 1 (date)	<ul style="list-style-type: none"> <li>• Course Overview and Introductions <ul style="list-style-type: none"> <li>○ Definitions of social work</li> <li>○ Unique features of social work in various countries</li> <li>○ Recent trends and critical international issues</li> </ul> </li> <li>• Participate in Discussion Board</li> <li>• Review of assignments/guidelines</li> <li>• Wangari Maathai’s 2004 Nobel Peace Prize Lecture: <a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathailecture.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathailecture.html</a>.</li> <li>• Complete readings and modules in Carmen</li> </ul>
------------------	---

<p>Week 2 (date)</p>	<ul style="list-style-type: none"> <li>• Introduction to International Social Work <ul style="list-style-type: none"> <li>○ Definition of international social work</li> <li>○ Scope of international social work in its response to global concerns</li> <li>○ Global social work organizations</li> <li>○ Nongovernmental organizations and global social change</li> <li>○ The United Nations: Purpose &amp; Structure</li> </ul> </li> <li>• Participate in Discussion Board</li> <li>• Complete readings and modules in Carmen</li> <li>• Newspaper Corner Reading &amp; Reflection Due</li> </ul>
--------------------------	---

<p>Week 3 (date)</p>	<ul style="list-style-type: none"> <li>• Understanding Refugee and Immigration issues</li> <li>• Migration flow and implications <ul style="list-style-type: none"> <li>○ Policy</li> <li>○ Impact on Labor Force</li> <li>○ Integration</li> <li>○ Governmental programs</li> <li>○ Social work's ability to address issues of entry, adaptation, and exit.</li> <li>○ Case study on Somali Immigrants in Columbus</li> </ul> </li> <li>• Participate in Discussion Board</li> <li>• Complete readings and modules in Carmen</li> </ul>
--------------------------	--

<p>Week 4 (date)</p>	<ul style="list-style-type: none"> <li>• Global Human Trafficking <ul style="list-style-type: none"> <li>○ Incidence and global flow of trafficking</li> <li>○ Labor exploitation</li> <li>○ Sexual exploitation</li> <li>○ Contributing factors</li> <li>○ Current policy and intervention efforts</li> <li>○ Implications for social workers around the world</li> <li>○ Case Studies</li> </ul> </li> <li>• Participate in Discussion Board</li> <li>• Complete readings and modules in Carmen</li> </ul>
--------------------------	--

<p>Week 5 (date)</p>	<ul style="list-style-type: none"> <li>• Conflict and Post-Conflict Displacement and</li> <li>• MigrReconstruction <ul style="list-style-type: none"> <li>○ Political, religious, ethnic, cultural, economic, and social instability and conflict</li> <li>○ Veterans, soldiers, and military families</li> <li>○ Child soldiers</li> </ul> </li> </ul>
--------------------------	---

	<ul style="list-style-type: none"> <li>○ Violence against women</li> <li>○ Case studies</li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> <li>● Newspaper Corner Reading &amp; Reflection Due</li> </ul>
--	---

Week 6 (date)	<ul style="list-style-type: none"> <li>● International Adoption: A Quiet Migration</li> <li>● Global Reproductive Tourism: Gestational Surrogacy in India</li> <li>● Case studies</li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> </ul>
------------------	--

Week 7 (date)	<ul style="list-style-type: none"> <li>● Natural Disasters and Displacement <ul style="list-style-type: none"> <li>○ Disaster Relief and Management: Readiness, Response, and Recovery</li> <li>○ Trauma Counseling</li> <li>○ Case studies</li> </ul> </li> <li>● Environmental and Climate Refugees</li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> </ul>
------------------	--

Week 8 (date)	<ul style="list-style-type: none"> <li>● Summary and Reflection of Global Social Issues</li> <li>● Migration, Mobility, and Immobility as a Central Theme</li> <li>● Case studies</li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> <li>● Movie Review Assignment Due</li> </ul>
------------------	---

Week 9 (date)	<ul style="list-style-type: none"> <li>● Social Work Around the World: Africa and Asia <ul style="list-style-type: none"> <li>○ <u>Africa:</u></li> <li>○ People on the move due to political violence and warfare</li> <li>○ Poverty and unemployment</li> <li>○ Lack of organized social welfare institutions</li> <li>○ Human rights violations</li> <li>○ Case studies</li> <li>○ <u>Asia:</u></li> <li>○ Child care</li> <li>○ Care of the elderly and mass relocation</li> <li>○ Inequality of women</li> </ul> </li> </ul>
------------------	---

	<ul style="list-style-type: none"> <li>○ Climate change and environmental disaster</li> <li>○ Case studies</li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> </ul>
--	---

Week 10 (date)	<ul style="list-style-type: none"> <li>● Social Work Around the World: Australia/ New Zealand <ul style="list-style-type: none"> <li>○ Immigration/refugee and asylum seekers</li> <li>○ Rising gap between wealthy and poor</li> <li>○ Housing affordability/homelessness</li> <li>○ Violence</li> <li>○ Substance misuse</li> <li>○ Aboriginal rights</li> <li>○ Health care</li> <li>○ Case studies</li> </ul> </li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> <li>● Newspaper Corner Reading &amp; Reflection Due</li> </ul>
-------------------	--

Week 11 (date)	<ul style="list-style-type: none"> <li>● Social Work Around the World: Europe <ul style="list-style-type: none"> <li>○ Immigration/refuge and asylum seekers</li> <li>○ Terrorism</li> <li>○ Environment and climate change</li> <li>○ Violence and crime</li> <li>○ Unemployment</li> <li>○ Case studies</li> </ul> </li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> <li>● Work on your final paper!</li> </ul>
-------------------	---

Week 12 (date)	<ul style="list-style-type: none"> <li>● Social Work Around the World: Latin America <ul style="list-style-type: none"> <li>○ Persistent inequality</li> <li>○ Environmental changes</li> <li>○ Increasing violence</li> <li>○ Case studies</li> </ul> </li> <li>● Participate in Discussion Board</li> <li>● Complete readings and modules in Carmen</li> <li>● Work on your final paper!</li> </ul>
-------------------	---



Week 13 (date)	<ul style="list-style-type: none"> <li>• Criminal justice and immigration <ul style="list-style-type: none"> <li>○ Immigration and refugee law</li> <li>○ Deportation</li> <li>○ Detention facilities</li> <li>○ Border control and policing</li> <li>○ Case studies</li> </ul> </li> <li>• Participate in Discussion Board</li> <li>• Complete readings and modules in Carmen</li> <li>• Work on your final paper!</li> </ul>
-------------------	--

Week 14 (date)	<ul style="list-style-type: none"> <li>• Reflection and self-assessment of learning</li> <li>• Set up time to meet with the instructor (optional)</li> <li>• International Social Issue Paper Due Finals Week</li> </ul>
-------------------	--

Readings (all are available in Carmen modules):

Aas, Katja Franko, and Bosworth, Mary (2013) *The borders of punishment: migration, citizenship, and social exclusion*. Oxford: Oxford University Press.

Androff, D. (2012). Deaths in the desert: The human rights crisis on the U.S.-Mexico border. *Social Work*, 52(2), 165-173.

Blake, J. (2010). Commentary, Welcoming women: Recent changes in U.S. Asylum Law, *Michigan Law Review First Impressions*, 109(58), 71-75.

Center for Gender & Refugee Studies. (n.d.). *Background on gender and asylum issues*. Retrieved from: <http://cgrs.uchastings.edu/background.php>

Center for Gender & Refugee Studies (n.d.). *Fauziya Kassindja & the struggle for gender asylum*. Retrieved from: <http://cgrs.uchastings.edu/about/kasinga.php>

Cook, Maria L. (2010). The advocate's dilemma: Framing migrant rights in national settings. *Studies in Social Justice*, 4(2), 145-164.

Duarte, F. (2016, June). (Building) a political agenda for social work. *Social Dialogue Magazine*, 14, 18-20. Retrieved from <http://social-dialogue.com/SDpdf/VOL.14.pdf>

Heller, P. (2009). Challenges facing LGBT asylum-seekers: The role of social work in correcting oppressive immigration processes. *Journal of Gay & Lesbian Social Sciences* 21, 294-308.

Howard, A. (2014, September 26). UN passes resolution on behalf of LGBT citizens around the world. Retrieved from <http://www.msnbc.com/msnbc/un-passes-resolution-behalf-lgbt-citizens-around-the-globe>

International Lesbian, Gay, Bisexual, Trans and Intersex Association. (2016, June). *Sexual orientation laws in the world: Criminalisation*. Retrieved from [http://ilga.org/downloads/04\\_ILGA\\_WorldMap\\_ENGLISH\\_Crime\\_May2016.pdf](http://ilga.org/downloads/04_ILGA_WorldMap_ENGLISH_Crime_May2016.pdf)

Midgley, J. (2017). *Social welfare for a global era: International perspectives on policy and practice*. Thousand Oaks, CA: Sage.

Morales, E. (2013). Latino lesbian, gay, bisexual, and transgender immigrants in the United States. *Journal of LGBT Issues in Counseling*, 7, 172-184.

Oghenechoja Dennis Veta & Hugh McLaughlin (2022) Social work education and practice in Africa: the problems and prospects, *Social Work Education*, DOI: [10.1080/02615479.2022.2029393](https://doi.org/10.1080/02615479.2022.2029393)

Philip, D., & Reisch, M. (2015). Rethinking social work's interpretation of 'environmental justice': From local to global. *Social Work Education*, 34(5), 471-483.

Poulin, B. (2005). Civil Society and Post-Conflict Peacebuilding: Ambiguities of International Programmes Aimed at Building 'New' Societies. *Security Dialogue* 36 (6) 495-510.

Razack, N. (2005). Bodies on the Move: Spatialized Locations, Identities, and Nationality in International Work. *Social Justice*, 32(4), 871-904.

Reichert, E. (2012) Women and the human rights framework. In L.M. Healy & R.J. Link (Eds.) *Handbook of international social work: Human rights, development and the global profession* (pp. 447-451). New York: Oxford University Press.

Roby, Jini L., and Shaw, Stacey A. (2006). The African orphan crisis and international adoption. *Social Work*, 51(3), 199-210.

Smolin, D.M. (2005). *Child laundering: How the intercountry adoption system legitimizes and incentivizes the practices of buying, trafficking, kidnapping and stealing children*. CA: Berkeley Electronic Press, As retrieved August 29, 2008 from <http://law.bepress.com/expreso/eps/749>.

Spitzer, Helmut (2017) *Social work in East Africa: A mzungu perspective*, International Social Work:

Staniforth, B., Fouche, C., & O'Brien, M. (2011). Still doing what we do: Defining social work in the 21st century. *Journal of Social Work*, 11(2), 191-208.

Steen, J. (2006). Roots of human rights advocacy and a call to action. *Social Work*, 51(1), 101-105.

Thurow, Roger and Kiman, Scott (2009). *Enough: Why the World's Poorest Starve in an Age of Plenty*. Chapter 12. New York: Public Affairs, pp. 165-188

UN News Centre. (2017, January 13). *UN rights chief urges executives gathering in Davos to stand up for human rights*. Retrieved from <http://www.un.org/apps/news/story.asp?NewsID=55959#.WHk5XvkrL4Z>

Vongkhampra, E.G., Davis, C., & Adem, N. (2010). The resettling process: A case study of a Bantu refugee's journey to the USA. *International Social Work*, 54(2), 246-257.

Wheeler, D. P., & McClain, A. (2015). International policy on human rights. In *Social work speaks* (10<sup>th</sup> ed.) (pp. 182-187). Washington, DC: National Association of Social Workers.

Recommended Readings: Relevant international treaties

International Labor Organization. (1998). *Declaration on fundamental principles and rights at work*. Retrieved from <http://www.ilo.org/declaration/thedeclaration/textdeclaration/lang--en/index.htm>

United Nations. (1948). *Universal declaration of human rights*. Retrieved from <http://www.un.org/en/documents/udhr/>

United Nations. (1951; 1967). *Convention and protocol relating to the status of refugees*. Retrieved from <http://www.unhcr.org/3b66c2aa10.html>

United Nations. (1990). *International convention on the protection of the rights of all migrant workers and members of their families*. Retrieved from <http://www2.ohchr.org/english/bodies/cmw/cmw.htm>

United Nations. (1965). *International convention on the elimination of all forms of racial discrimination*. Retrieved from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx>

United Nations. (1966). *International covenant on civil and political rights*. Retrieved from <http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

United Nations. (1979). *Convention on the elimination of all forms of discrimination against women*. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

United Nations. (1993). *Declaration on the elimination of all forms of violence against women*. Retrieved from <http://www.un.org/documents/ga/res/48/a48r104.htm>

# GE Theme course submission documents: Migration, Mobility, and Immobility

## Social Work 5004: International Social Work

### Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

### Goals and ELOs shared by *all* Themes

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

**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.

**For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	This course develops students' critical and logical thinking as they examine a variety of international social issues through a multi-cultural lens. Students engage in: <ul style="list-style-type: none"><li>• critical examination of global policies and social ideologies as they relate to identified issues such as human trafficking, refugee resettlement and immigration, natural disasters and</li></ul>
---	---

	<p>displacement, conflict and post-conflict displacement and restructuring, international adoption and surrogacy, and human rights violations;</p> <ul style="list-style-type: none"> <li>• analysis of country-specific perspectives on responses to these identified social issues by reading online course materials, international policy and scholarly sources, watching films and video clips, analyzing case scenarios, and listening to guest speakers with expertise in international social issues;</li> <li>• weekly discussion posts and responses to classmates on the covered topics;</li> <li>• writing assignments that require students to reflect on and synthesize covered material in order to develop critical and logical written presentation skills.</li> </ul>
<p><b>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.</b></p>	<p>This class engages in an advanced, in-depth examination of international social issues by exploring:</p> <ul style="list-style-type: none"> <li>• the impact of globalization (social and economic), how it has changed the nature of social problems and how various countries have responded</li> <li>• the historical and cultural context in which social services are provided in various countries, including the role of religion and culture in social welfare policy</li> <li>• the impact of international policy on a variety of international social issues</li> <li>• the efficacy of social work responses to international social issues</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• read multiple scholarly interpretations of international social issues</li> <li>• participate in weekly class discussions, reflection and case analyses</li> <li>• complete advanced writing assignments, to include two critical thinking papers and three newspaper article reflection papers on current international issues</li> </ul>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>Students engage in advanced exploration of each weekly topic through a combination of lectures, readings, videos, discussions, case analyses and written assignments.</p> <ul style="list-style-type: none"> <li>• Online modules and case analyses expose students to various international social issues and interventions</li> <li>• Readings, films, podcasts, and recorded interviews with international social justice experts are diverse in nature</li> <li>• Discussions posts on Carmen ask students to describe context and content of sources and synthesize arguments and conflicting positions regarding how to address international social issues</li> <li>• Written assignments are critical in nature</li> </ul>

<p><b>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.</b></p>	<p>Students taking this class</p> <ul style="list-style-type: none"> <li>• read approximately 1 or 2 chapters &amp; 2-3 primary sources for each class</li> <li>• engage in discussion and debate through the Carmen discussion board</li> <li>• engage with and analyze case studies</li> <li>• write routinely</li> <li>• complete a final paper to that requires demonstration of understanding of the key issues covered by this class.</li> </ul> <p>At the conclusion of the class, students will gain a critical and self-aware understanding of international social issues; have engaged in critical interrogation of global policies and social ideologies as they relate to these issues; understand how various countries have defined and addressed social issues; and have awareness of the historical and cultural context in which social services are provided in various countries.</p>
---	---

## Goals and ELOs of “Migration, Mobility, and Immobility”

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>This class examines migration, mobility, and immobility (thereafter MMI) as central concepts in the understanding of a variety of international social issues and the nature of transnational solutions. Students will engage with content such as:</p> <ol style="list-style-type: none"> <li>1) Understanding refugee and immigration issues from environmental, political, economic, social and cultural perspectives (see Week 3);</li> <li>2) Economic, social and cultural factors that contribute to the incidence and global flow of human trafficking (see Week 4);</li> <li>3) Displacement and migration due to political, economic, social and cultural instability, violence and conflict (Week 5)</li> <li>4) Environmental/natural disasters and their impact on MMI (Week 7)</li> </ol>
---	--

	<ol style="list-style-type: none"> <li>5) Continent/country-specific examination of environmental, political, economic, social or cultural causes of MMI (see Weeks 9 - 12).</li> <li>6) Criminal justice implications for MMI (see week 13)</li> </ol>
<p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>As evident from the topics described under ELO 1.1., the class covers <u>diverse experiences</u> of MMI such as:</p> <ol style="list-style-type: none"> <li>1) People on the move due to political or cultural violence and warfare</li> <li>2) How immigration and refugee law, deportation, detention facilities, border control and policing impact MMI</li> <li>3) Environment and climate change and the impact on MMI</li> <li>4) Labor and sexual exploitation and the incidence and flow of human trafficking</li> <li>5) International adoption and global reproductive tourism</li> <li>6) Poverty, unemployment and socioeconomic status and MMI</li> </ol> <p>Students thus learn that people living in different parts of the world experience mobility or limitations on their movement differently due to socioeconomic, cultural, political and environmental phenomena.</p> <p>The effects of and responses to these phenomena are explored and analyzed in class discussions and in writing:</p> <ol style="list-style-type: none"> <li>1) Weeks 1&amp; 2 look at recent trends and critical international social issues; and the role of the United Nations, global social work organizations and NGOs and their contributions to international social change. Students will engage in discussion posts and a newspaper reading and reflection on current global social issue and the responses/lack of responses to the selected issue.</li> <li>2) Weeks 3, 4, 5, 6 &amp; 7 look at the concept of MMI due to violence and conflict, poverty, labor and sexual exploitation, natural disaster, international adoption and global reproductive tourism. Students engage in weekly discussion posts, newspaper reading and reflection on a current global social issue and the response to the issue, and analyses of case studies.</li> <li>3) Week 8 provides opportunity for summary and reflection of the covered social issues, with MMI as a central theme. Students engage in analysis of case studies and view, critique and write an analysis of one of a selected movie it relates to current international social issues.</li> <li>4) Weeks 9 - 12 examine the identified international social issues from a continent/country specific perspective and students engage in weekly discussion posts and case study analyses, complete a newspaper article review and written reflection of a current international social issue and response, and begin work on their capstone assignment, an international social issue paper.</li> <li>5) Weeks 13 &amp; 14 examine the role of criminal justice and MMI, addressing immigration and refugee law and its impact</li> </ol>

	<p>and provide time for reflection and self-assessment of learning. Students participate in discussion posts and continue work on their final paper on an international social issue, which requires a review of the literature, analysis and critique of the issue, and evidence-based interventions to address the issue.</p>
<p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Included in this class is content on how MMI has shaped <u>attitudes, beliefs, behaviors, and values</u> regarding:</p> <ol style="list-style-type: none"> <li>1) Immigration laws, border patrols and policing, deportation, undocumented people, and citizenship</li> <li>2) The rise of “anti-immigration” and xenophobia</li> <li>3) Children’s rights and separation of families</li> <li>4) The ethics of international adoptions</li> <li>5) Inequalities rooted in gender, race, ethnicity, nationality, and class</li> </ol> <p>Students reflect on law, ethics, values and belief systems in their study of international social issues and MMI through case study analyses, newspaper article review and reflection, discussion posts, a movie review and critique, and an international social issue research paper.</p>
<p><b>ELO 2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>How people perceive or represent MMI and the analysis and critique of conventions, theories, and ideologies related to MMI is central to this class.</p> <ol style="list-style-type: none"> <li>1) Students read and view sources that assist them in developing an understanding of the historical responses to international social issues, as well as scholarship that includes the experiences, efforts and approaches of international social workers, international organizations, politicians, regular citizens, etc. Students address these sources in their discussion posts, newspaper article reviews and reflections, case study analyses, and two written assignments (movie review and critique and international social issue analysis).</li> <li>2) Students read and write about three newspaper articles and one movie, having to discuss the value, impact and accuracy of these representations as sources on MMI issues.</li> <li>3) Students analyze readings, video clips, case studies, and policies in weekly class discussion posts.</li> </ol>



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval

Course Number and Title: **SWK 5004: International Social Work**

Faculty Preparer Name and Email:

### Carmen Use

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

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

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

### Syllabus

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

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

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

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes: Currently there are no synchronous sessions**

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

### Instructor Presence

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

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

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

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

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

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

Please comment on this dimension of the proposed course (or select/explain methods above):  
 This course is designed to provide students with lecture content via text and video, multiple class discussions for community building and practice, and multiple assignment opportunities with expectations of robust feedback from instructors. Instructors are also advised to complete weekly class announcements to promote engagement in their courses.

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

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

Course tools promote learner engagement and active learning. Yes

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

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

Additional technology comments:

This course is designed to use university approved tools (e.g. Carmen Canvas, mediasite, library multimedia) and has an instructor resource area for instructor directions for support.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This course is asynchronous

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

This course uses announcements and discussions to provide engagement opportunities.

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

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

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

This course is set up weekly with multiple components. Introduction area provides overview and required readings for students. Coursework area provides lecture content which includes written content and videos. Class discussions are included for student engagement, practice opportunities, and community building. Each week also provides information regarding current and upcoming assignments throughout the course.

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

## Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

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

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

Description of any anticipated accommodation requests and how they have been/will be addressed. **Any** accommodation requests are received and reviewed individually. This course has been set up in a universal design with accessibility in the forefront. Any needs for the students are reviewed and provided at that time if needed.

Additional comments:

Enter any additional comments about accessibility...

## Academic Integrity

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

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

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes, if needed.**

Additional comments:

Enter additional comments about academic integrity...

## Frequent, Varied Assignments/Assessments

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

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

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

This course provides almost weekly opportunity for class discussions to practice and engage with other students. There are also video review assignment as well as individual reflections. Multiple grading opportunities are provided throughout the semester for the students.

## Community Building

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

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

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students have multiple class discussions throughout the course. There are engagement pieces with the instructor through weekly class announcements. Although there are no required live class sessions, students still have the opportunities to engage through zoom within the navigation of the course if needed.

## Transparency and Metacognitive Explanations

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

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

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The course syllabus has explanations regarding course goals, competencies, and course assignments. Full and detailed assignment directions are within the course within the first week of the course and throughout located in the checkpoint areas. A Getting Started area is provided with robust information regarding college and university resources that may be needed for the course. This course is designed for students to provide individual reflections which provide ownership in their learning. The feedback provided by instructors also provide students with the opportunity to reflection on their progress. Finally, this course has a final course survey for feedback, as well as information to complete the SEI.

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

