

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2018

Course Change Information

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

Sustainability GE approval and Service-learning 4 credit integrative practice proposals.

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

This course is already 4 credits and students take it to fulfill a number of requirements including technical electives, project work in the humanitarian engineering minor, and as part of the global option in engineering. As a GE sustainability theme and integrative practice, more students will be included to participate in this course.

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)?

This course is already 4 credits and students take it to fulfill a number of requirements including technical electives, project work in the humanitarian engineering minor, and as part of the global option in engineering. As a GE sustainability theme and integrative practice, more students will be included to participate in this course.

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 Engineering
Fiscal Unit/Academic Org Engineering Administration - D1400
College/Academic Group Engineering
Level/Career Graduate, Undergraduate
Course Number/Catalog 5797.17S
Course Title Engineering Service-Learning Ghana In Country
Transcript Abbreviation ENGR Ser in Ghana
Course Description The Engineering Service-Learning in Ghana course takes place during autumn semester in preparation for winter break travel; Travel and service will be conducted during the break between autumn and spring semesters.
Semester Credit Hours/Units Fixed: 4

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? No
Grading Basis Letter Grade
Repeatable No
Previous Value Yes
Previous Allow Multiple Enrollments in Term No
Previous Max Credit Hours/Units Allowed 12
Previous Max Completions Allowed 3

Course Components	Lecture, Field Experience
Grade Roster Component	Field Experience
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
<i>Previous Value</i>	<i>Prereq: Enrollment in the College of Engineering, or permission of instructor.</i>
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	14.9999
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Sustainability

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	<ul style="list-style-type: none">• Identify and analysis the impact of sustainable technology on a developing country in terms of, but not limited to, the environment, public discourse, economy, education, cultural attitudes, socioeconomics, and public health.• Learn key aspects of the human centered design process to devise practical and sustainable engineering solutions that involve partnerships with local partners including the community at large.• Further develop an understanding and appreciation of global diversity.• Participate in a study abroad experience/service-learning experience that may be outside their comfort zone and experience, in order to implement team-based engineering/technical projects and to document and present lessons learned.• Synthesize the theory and practice of human centered design within the local and global community.
Content Topic List	<ul style="list-style-type: none">• Implementation, evaluation and testing of sustainable technologies in a developing country.
Sought Concurrence	No

Attachments

- ENGR5797.17 Syllabus AU22.pdf: syllabus
(Syllabus. Owner: Roberts,Leslie Ann)
- service-learning-inventory Ghana 2-22.pdf: Integrative practice theme
(Other Supporting Documentation. Owner: Roberts,Leslie Ann)
- submission-sustainability.pdf: sustainability theme
(Other Supporting Documentation. Owner: Roberts,Leslie Ann)
- Credit hour rationale - ENGR 5797.17S.docx: Credit hour rationale
(Other Supporting Documentation. Owner: Vankeerbergen,Bernadette Chantal)
- service-learning-inventory Ghana 2-22.pdf: new upload 10/25
(Other Supporting Documentation. Owner: Roberts,Leslie Ann)
- submission-sustainability theme ghana ge.pdf: new upload 10/25
(Other Supporting Documentation. Owner: Roberts,Leslie Ann)

Comments

- GE Form blank, see email sent to department 10-24-2022 RLS *(by Steele,Rachel Lea on 10/24/2022 12:35 PM)*
- - Will class meet for 3 credits during the semester and then the 4th credit is the SL part abroad? Please explain how the credit hours are distributed over the whole course (Columbus + abroad)
- For the study abroad component, please provide a credit hour rationale <https://ascas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs> (For example, see how in this course, pdf pp. 15-18 provide credit hour explanation of that course abroad
https://ascnet.osu.edu/storage/request_documents/4070/Social%20Work%205798.04%20Revised%2012-10-18.pdf
.) *(by Vankeerbergen,Bernadette Chantal on 09/14/2022 11:51 AM)*
- No changes made to curriculum portal form. Sending back for revision. *(by Reed,Kathryn Marie on 03/04/2022 04:27 PM)*

COURSE CHANGE REQUEST
5797.17S - Status: PENDING

Last Updated: Quinzon-Bonello,Rosario
10/25/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roberts,Leslie Ann	02/07/2022 04:02 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	02/24/2022 08:34 AM	Unit Approval
Approved	Quinzon-Bonello,Rosario	02/24/2022 08:34 AM	College Approval
Approved	Simmons,Jeannie Bonner	02/24/2022 10:12 AM	OIA Approval
Approved	Carpenter,Thomas J	02/25/2022 09:32 AM	GradSchool Approval
Revision Requested	Reed,Kathryn Marie	03/04/2022 04:27 PM	OAA Approval
Submitted	Roberts,Leslie Ann	03/04/2022 04:30 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	03/05/2022 10:52 AM	Unit Approval
Approved	Quinzon-Bonello,Rosario	03/05/2022 10:53 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/28/2022 12:31 PM	ASCCAO Approval
Submitted	Quinzon-Bonello,Rosario	05/09/2022 10:58 AM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	05/09/2022 10:59 AM	Unit Approval
Approved	Quinzon-Bonello,Rosario	05/09/2022 11:03 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/28/2022 01:18 PM	ASCCAO Approval
Submitted	Roberts,Leslie Ann	08/30/2022 12:38 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	08/30/2022 12:53 PM	Unit Approval
Approved	Quinzon-Bonello,Rosario	08/30/2022 12:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/14/2022 11:53 AM	ASCCAO Approval
Submitted	Quinzon-Bonello,Rosario	09/14/2022 12:24 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	09/14/2022 12:25 PM	Unit Approval
Approved	Quinzon-Bonello,Rosario	09/19/2022 11:20 AM	College Approval
Revision Requested	Steele,Rachel Lea	10/24/2022 12:35 PM	ASCCAO Approval
Submitted	Roberts,Leslie Ann	10/25/2022 03:25 PM	Submitted for Approval
Approved	Quinzon-Bonello,Rosario	10/25/2022 03:27 PM	Unit Approval
Approved	Quinzon-Bonello,Rosario	10/25/2022 03:27 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/25/2022 03:27 PM	ASCCAO Approval

Engineering Service-Learning in Ghana Course Syllabus

ENGR5797.17, Autumn 2022

Course Information

- **Course times:** T and Th 9:35am-10:55am
- **Credit hours:** 4
- **Mode of delivery:** In-person

Instructor

- **Name:** Kristen Conroy
- **Email:** conroy.137@osu.edu
- **Office hours:** By appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Co-Instructor

- **Name:** Patrick Sours
- **Email:** sours.17@osu.edu
- **Office hours:** By appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

ENGR 5797.17S (IESL Ghana) is an international engineering service-learning program based in the College of Engineering. The semester course is followed by a ten-day in-country experience in Ghana, when possible given university/governmental travel restrictions.

IESL Ghana is designed to introduce and teach students the concepts of humanitarian engineering through a practical, meaningful, authentic international engineering service-learning

experience. Humanitarian Engineering is defined as the application of science and technology to directly improve the wellbeing of marginalized or under-served people, families and communities. IESL Ghana students collaborate with an established in-country partner to bring useful, sustainable technologies to the Ghanaian people in a three-year cycle.

Depending on the nature of the project, and timing in the product development process, students will have a primary focus on one of three areas: Inspiration, Ideation, and Implementation. Each student team will complete one or more of the steps and provide valuable information for future teams to continue the project.

While working with the in-country partner, students will evaluate various aspects such as the cost, sustainability and local ownership of the projects, garner feedback on design and ideas from the community and potentially identify the entrepreneurial opportunities that could be developed for the local community as a result of the projects. The students document their accomplishments and deliver in-depth final reports, videos, etc. for use by future student teams.

During the semester, the students learn about the human centered design process, as well as the history, culture, politics, socioeconomics, language, healthcare system, educational system and specific needs of Ghana and its people. Readings and discussions surrounding the larger context of international development and humanitarian intervention will also be completed.

Students develop their assessment, research, problem-solving, project management, time management, critical thinking, communications and teaming skills in a real-world international service-learning environment. Students develop their ability to work collaboratively and successfully in a multidisciplinary, multicultural setting that includes the College of Engineering and in-country partners to impact and improve the wellbeing of the Ghanaian people. Students learn how to work in an environment that has different and often limited resources.

Learning Outcomes

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

- Identify and analyze the impact of sustainable technology on a developing country in terms of, but not limited to, the environment, public discourse, economy, education, cultural attitudes, socioeconomics and public health;
- Discuss key aspects of the human centered design process to devise practical and sustainable engineering solutions that involve partnerships with the local partners, including the local community at large.
- Ensure that the project
 - 1) addresses high priority needs, 2) enlists local help and feedback on the project to overcome cultural divides and to ensure successful project ownership and 3) develop local ownership of the proposed solution in order to assure sustainability;
- Synthesize the theory and practice of human centered design within the local and global community;
- Conduct thorough reviews of the literature, patents, etc. and apply engineering principals to develop appropriate prototype designs
- Further develop an understanding of international development and appreciation of global diversity;
- Participate in a service-learning experience that may be outside their comfort zone and

experience, in order to further team-based engineering/technical projects and to document and present the lessons learned.

- A. Students will develop a broad understanding for the cultural context of the community they are serving and how the mission of the partner fits into that context.
 - 1. Students will be able to provide a high-level overview of the community's history and how that history affects today's challenges.
 - 2. Students will be able to pinpoint specific challenges to the community's ability to provide sustainable, healthy, and safe living conditions.
 - i. If said challenge relates specifically to their design project, then they will be able to discuss the historical, political, and economic context surrounding the challenge.
 - ii. If said challenge relates specifically to their design project, then they will be able to discuss the alternative solutions designed, tested and/or used globally surrounding the challenge.
 - 3. Students will be able to pinpoint major differences between their own background and the community in terms of economics, demographics, technology, and government.
 - 4. Students will be able to discuss and ask intelligent questions about current events in the partner's community.
- B. Students will understand challenges, pitfalls, and best practices for development work.
 - 1. Students will be able to define the concept of paternalism in development work and state problems that can arise from it.
 - 2. Students will be able to explain the difference between a true need felt by the community and a need perceived by an "outsider"
 - 3. Students will be able to articulate the need to understand cultural context before and during the problem solving process.
 - 4. Students will understand the importance of support mechanisms for implemented solutions (supply chains, education, available inputs, etc.).
- C. Students will gain insight into the process of creating and nurturing a relationship with a partner and/or client.
 - 1. Students will be able to define the partner's mission, the need it fulfills within a community, and its constraints.
 - 2. Students will be able to articulate in detail their expected deliverable.
 - 3. Students will be able to assess the development of the relationship between the partner and the program at large.
 - 4. Students will be able to demonstrate flexibility in coming to a solution for the felt need.
- D. Students will develop skills toward carrying out team-based design projects.
 - 1. Students will be able to demonstrate resourcefulness in seeking out information.
 - 2. Students will be able to combine a partner's needs with their own technical experience to help in the process of providing a sustainable solution.
 - 3. Students will be able to demonstrate effective teamwork processes implemented.
 - 4. Students will learn to overcome unfamiliar constraints (language, culture, time, budgetary, etc.)
- E. Students will develop a detailed understanding of the particular challenge
 - 1. Students will have developed new hands-on, real-world skills (this will vary widely with type of project).

2. Students will be able to explain their research and findings in detail to a variety of audiences.
3. Students will be able to assess the efficacy of a given technology in any scenario given to them.

Required Reading

You will need to purchase/acquire a copy of the book *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* by Abhijit V. Banerjee and Esther Duflo

Banerjee, A.V., and Duflo, E. (2011) *Poor economics: a radical rethinking of the way to fight global poverty*. PublicAffairs, New York.

Anonymous (2015), *The Field Guide to Human Centered Design*, 1st ed., IDEO.org, Canada.

“Why Projects Fail” by Margareth Hammer.

Sachs, Jeffrey. *The End of Poverty*. Penguin Books, 2006. (Summaries)

Easterly, William. *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much And So Little Good*. Penguin Books, 2006

Cruikshank, Jane. “THE OUTSIDER: An Uneasy Role in Community Development.” *Canadian Social Work Review / Revue Canadienne De Service Social*, vol. 7, no. 2, 1990, pp. 245–259.

Required readings, with the exception of *Poor Economics*, are available through the course CARMEN site. Reading due dates are also on Carmen. Readings are to be completed by the date for which they are listed. Students will be responsible for obtaining a copy of *Poor Economics* and downloading the free PDF version of the *Field Guide to Human Centered Design* or purchasing the hardcopy if desired, both found here:

<http://www.designkit.org/resources/1>

Course Content and Delivery

Mode of delivery: This course is in-person. Attendance during scheduled class times is required and, in conjunction with participation during these sessions, constitutes a portion of the course grade.

Credit hours and work expectations: This is a 4 credit-hour course. Students should expect approximately 4 hours per week spent on direct instruction in addition to 8 hours of homework. There will be teamwork and interaction with the partner university and NGO that fall outside the scheduled class times. On occasion, some of these sessions may be required and substitute for a scheduled class time. The instructor will notify students in advance of this substitution.

Attendance and participation requirements: The following is a summary of students’ expected participation:

- **Participating in activities**

You are expected to participate during each scheduled class time. A significant portion of the course will require team-work and it is important to your learning that you attend each class.

- **Office hours**

Attendance at office hours (via Zoom) are optional and must be arranged at least 2 days in advance.

Course Components:

Read, Review and Reflect: These sessions involve a reading that is assigned in advance in Carmen and students submit responses to questions which are **due before class** on the listed due date. The instructors will facilitate a discussion during class on the due date. Topics will focus on issues related to poverty, models of community development, the role of dialog in technological innovation, sustainability considerations, etc... Both the written submission and in-class participation are portions of the final grade. It is acceptable to compose Read, Reflect and Reflect written assignments with a more conversational tone, however, you should remember to use good grammar, spelling, and punctuation.

Task Team Work: Student teams will have some dedicated in-class time to work together on project tasks and associated planning. The instructors and classroom assistant will be actively engaging teams and assisting them with team formation, proposal development and project work during this time. Outside technical and non-technical facilitators and consultants will be incorporated into these sessions as project scope dictates. Significant team work will need to be arranged outside of scheduled class time due to coordination with students at the partner university.

Community and NGO Engagement: There will be opportunities to learn from and engage in dialog with collaborating community(ies) and the in-country NGO staff. This communication will take the form of live (remote) sessions via WhatsApp or Zoom, “video snippet” exchanges with identified community stakeholders or liaisons for specific Q&A and NGO-prepared video segments and instructional modules. In general, this dialog will be in Spanish and while the classroom assistant and partner university students may help, the primary interpretation/translation responsibility will rest on OSU students. Note: There are times when these sessions will require meeting outside scheduled class times to accommodate the schedules of partner communities and the NGO.

Course Materials and Technologies

Required Equipment

- **Computer:** Mac (MacOS) or PC (Windows 10) 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) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Grading

How Your Grade is Calculated

Project updates – 30%

This course is based primarily on group project work. This will include secondary research, contacting in- country partners, producing effective participatory community development plans, creating a work breakdown structure and more, as a team. This information will be reported to the class at various points throughout the semester.

Culture Assignments- 20%

Throughout the semester students will present on various topics related to Ghanaian culture. A final paper about a specific topic of interest as it relates to Ghana and a brief presentation on the findings of the paper will be due towards the end of the semester.

Readings and Discussions – 20%

Throughout the semester readings will be required on topics of human centered design and work within the field of development. Students are expected to complete all readings and come to class prepared for discussions, including preparing reflections on the readings prior to class. Students will participate in various discussion and reflection activities about topics in and beyond the readings, both before and during the trip.

Final Project documentation – 30%

Final Project documentation is crucial to the success of these multi-year projects. Providing detailed documents of information found before and during the trip in a formal, easily-transferable format is required.

Academic integrity and collaboration: Your written work should reflect your ideas and those of your teammates. In all written assignments/presentations, you should be sure to properly cite ideas and contributions from other sources. While you are encouraged to ask a trusted person to proofread your assignments before you turn them in, no one else should revise or rewrite your work.

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my



Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments, you can generally expect feedback within **seven day**



Grading Scale

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

Course Schedule*

Week	In-Class Topics/Activities
1	
	Introduce partner organization, past/current projects and semester projects
2	
	Introduce Human Centered Design process and current project phases
3	
	Present on previous years reports/videos and learnings
4	
	Review of research articles; IDI
5	
	Review of research articles
6	
	Cultural awareness in community-engaged projects
7	
	Work breakdown structure and project planning
8	
	Expert meetings
9	
	Project work
10	
	Project work
11	
	Importance of professional communication in multi-year projects
12	
	Project work
13	
	Project Work
14	
	Review draft reports
15	
	Final reports and individual presentations

*schedule is subject to change

Other Course Policies

Discussion and Communication Guidelines

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and have your camera on as often as possible, as this will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://studentconduct.osu.edu) (studentconduct.osu.edu), 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.

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

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)
-

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations 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 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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

GE THEME COURSES

Overview

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

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

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

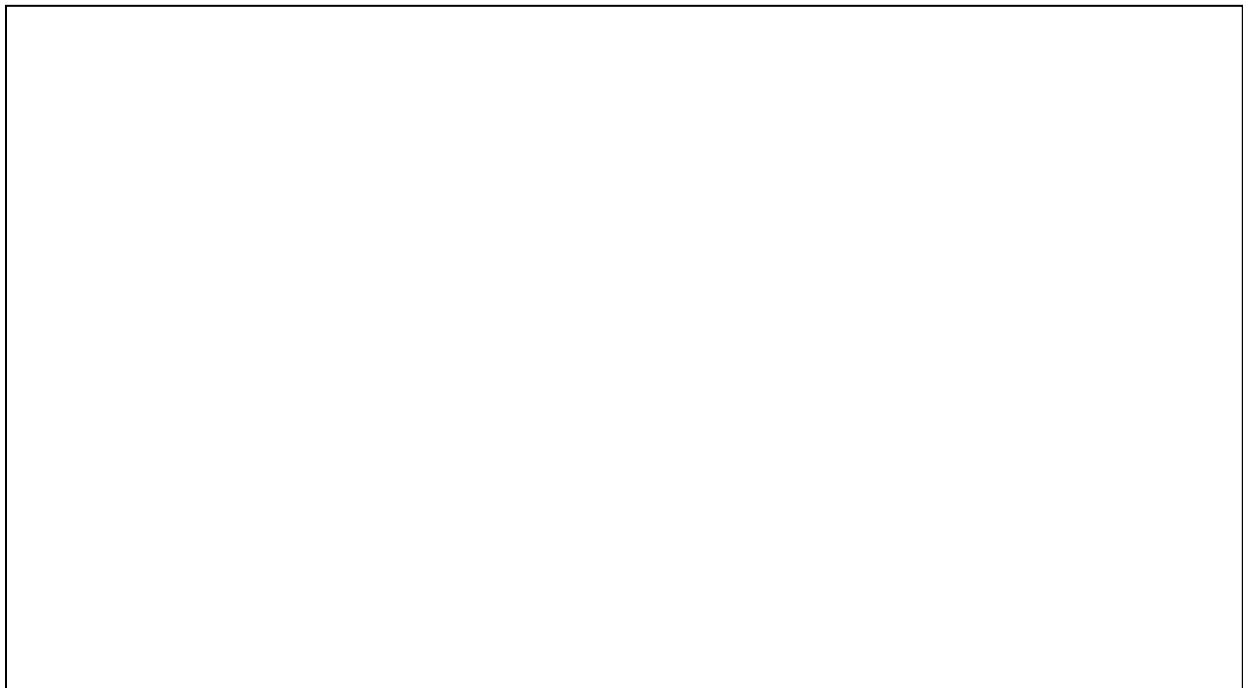
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

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

Course subject & number

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

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

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Rationale for number of credit hours

This 4-credit course has the following contact hours:

- On-campus formal instruction: 40.02 hours
 - Lecture sessions: 11.67 hours
 - Individual or group activities in classroom: 20.68
 - Reflections on campus and in-country: 7.67 hours
- In-country Hours: 22 hours
 - Structured activities in-country include community project work, community interviews, cultural excursions, and collaboration with the NGO: 17.5
 - In-country reflections: 4.5 Hours
- **Total Contact Hours: 52.02**

Week	In-Class Topics/Activities	Contact Hours
1		
	Introduce partner organization, past/current projects and semester projects	2.67 lecture
2		
	Introduce Human Centered Design process and current project phases	2.67 lecture
3		
	Present on previous years reports/videos and learnings	1.33 lecture/ 1.33 activity
4		
	Review of research articles; IDI	1.0 lecture/ 1.0 activity/ .67 reflection
5		
	Review of research articles	1.33 reflection/ 1.33 activity
6		
	Cultural awareness in community-engaged projects	1.0 activity/ 1.67 reflection
7		
	Work breakdown structure and project planning	2.67 team activity
8		
	Expert meetings	2.67 team activity
9		
	Project work	2.67 team activity
10		
	Project work	2.67 team activity
11		
	Importance of professional communication in multi-year projects	2.67 lecture
12		

	Project work	2.67 team activity
13		
	Project Work	2.67 team activity
14		
	Review draft reports	1.33 reflection/ 1.33 lecture
15		
	Final reports and individual presentations	2.67 reflection
	Total on-campus contact hours	40.02 hours
Date	Activities in country	Hours
12/27-12/28	Travel from Columbus, arrive in Ghana; purchase supplies; travel to community; settle into accommodations; onsite orientation with NGO partner (1.5)	.75 activity
12/29	Work in community on team projects (6.0); evening reflection (1.0)	3.0 activity/ 1.0 reflection
12/30	Visit West African Waterfall Wli (3.0)	1.5 activity
12/31	Work in community on team projects (6.0)	3.0 activity
1/1	Work in community on team projects (6.0); evening reflection (1.0)	3.0 activity/ 1.0 reflection
1/2	Work in community on team projects (6.0)	3.0 activity
1/3	Work in community on team projects (3.0); present to community (1.5); reflection/discussions with community (1.5)	1.5 activity/ .75 activity/ 1.5 reflection
1/4	Wrap up community projects (2.0); travel to Accra; Visit Accra market(1.0); travel to airport; depart Ghana	1.0 reflection/ 1.0 activity
	Total in-country contact hours	22 hours

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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 or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). 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)

Service-Learning Course Inventory

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). 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)

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. 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)

Service-Learning Course Inventory

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. 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)

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). 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)

Service-Learning Course Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). 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)

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. 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)

Service-Learning Course Inventory

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)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. 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)

Service-Learning Course Inventory

Clear plan to promote this course to get a wider enrollment of typically underserved populations. 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)