

## **Term Information**

Effective Term Spring 2026

## **General Information**

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2001  
Course Title Not Your High School Sex Ed: Safer Sex and Transformative Sexuality Education  
Transcript Abbreviation TransformSexEd  
Course Description As an introduction to inclusive, transformative sexuality education, this course will provide students with the skills to make their own informed decisions. This course refocuses sex ed through a feminist lens that addresses how sex—and our conversations about it—are influenced by gender, sexuality, race, disability, geography, culture, class, religion, and more.  
Semester Credit Hours/Units Fixed: 1

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites NO  
Exclusions NO  
Electronically Enforced No

## **Cross-Listings**

Cross-Listings None

## **Subject/CIP Code**

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

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

- 1. Understand the intervention of a more holistic, intersectional Transformative Sexuality Education & the concept of Safer Sex
- 2. Demonstrate a developing sense of self as a learner through reflection and self-assessment of normative sexual education's gaps, failures, and successes
- 3. Consider how sex ed addresses how sex—and our conversations about it—are influenced by gender, sexuality, race, disability, geography, culture, class, religion, and more
- 4. Recognize how categories of "normal" and "deviant" sex are constructed through broader power structures, as well as gain an understanding about how educational practices that suppress information about "deviant" sex have different social impacts

### Content Topic List

- Sexual Education
- Transformative Sexuality
- Intersectionality
- Sexual Wellbeing

### Sought Concurrence

Yes

## Attachments

- ASC-distance-approval-cover-sheet-WGSST2001\_10.11.24.pdf: Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Alkhalifa, Ali M)*
- Revised\_WGSST 2001 Sex Ed Syllabus\_04.14.25.docx: Revised Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali Mufeed)*
- Concurrence Request for WGSST 2001.pdf: Concurrence  
*(Concurrence. Owner: Alkhalifa, Ali Mufeed)*
- Concurrence Request 2001 Pt2.pdf: Concurrence  
*(Concurrence. Owner: Alkhalifa, Ali Mufeed)*
- WGSS Curriculum Map as of 2025.04.22.25.AA.xlsx: Curriculum Map  
*(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)*
- WGSST 2001 Cover Letter 04.14.25 (2).pdf: Cover Letter  
*(Cover Letter. Owner: Alkhalifa, Ali Mufeed)*

## Comments

- Please see feedback email sent to department 11-20-2024 RLS *(by Steele, Rachel Lea on 11/20/2024 12:49 PM)*
- Here too parts of the schedule in the syllabus cannot be fully read. Please obtain an updated syllabus that can be read from the instructor. *(by Vankeerbergen, Bernadette Chantal on 10/26/2024 09:40 AM)*

**COURSE REQUEST**  
2001 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/01/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	10/25/2024 11:05 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/25/2024 04:15 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2024 09:40 AM	College Approval
Submitted	Alkhalifa, Ali Mufeed	10/28/2024 09:38 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/28/2024 03:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2024 11:56 AM	College Approval
Revision Requested	Steele, Rachel Lea	11/20/2024 12:49 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	04/28/2025 01:52 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/28/2025 05:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2025 01:16 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/01/2025 01:16 PM	ASCCAO Approval



Hello, thank you for your committee's feedback on our previous submission for WGSST 2001: Not Your High School Sex Ed: Safer Sex and Transformative Sexuality Education. I have included the committee's feedback below, along with our revisions to the syllabus. I have also highlighted the changes on the uploaded syllabus for the committee's convenience.

Ali Alkhalifa

Education Program Specialist

Department of Women's, Gender & Sexuality Studies

1. **Contingency:** The Subcommittee asks that the department obtain a concurrence from the College of Education and Human Ecology for this course.
  - a. Reached out on April 14th, 2025.
2. **Contingency:** The Subcommittee asks that the department revise the course ELOs in [curriculum.osu.edu](http://curriculum.osu.edu) (under Course Details: Course goals or learning objectives/outcomes) and on the syllabus (p. 3 under "Course Expected Learning Outcomes"), as the current course ELOs are taken from the GEN Theme: Health and Wellbeing goals and ELOs, and this course is not a part of that GEN category.
  - a. ELOs have been updated to be more relevant to the course and to not be taken from the Health & Wellbeing Theme on page 2.
3. **Contingency:** As the submission included a curriculum map, the Subcommittee assumes that this course (as well as WGSS 2002 and 2003) will count toward the major and requests a cover letter that explains the function of these courses in the WGSS undergraduate curriculum. Given that all other major courses are 3 credit hours and the major requires 30 credit hours, will students be encouraged to take all three courses (in lieu of another 3 credit-hour course)?
4. **Contingency:** If the courses are *not* to be included in the major, the Subcommittee requests that the department revise their curriculum map to exclude those courses. The Subcommittee offers a friendly reminder to the department that a curriculum map should only include courses that may count towards the unit's major(s). Note: Any future submissions for courses that are **not** eligible to count toward the major need not include the department's curriculum map as a part of the submission. However, **in this case**, the committee asks that the curriculum map be re-submitted given the concerns above.

- a. A new Curriculum map without 2001, 2002, and 2003 included will be submitted alongside this cover letter and revised course syllabus. To further elaborate, the WGSS Department is experimenting with new 1 credit hour offerings and this was my first curriculum submission since starting at OSU last year. So, the curriculum map should not have been submitted as these 3 offerings will be non-required courses for the major that can be taken for elective credit by any undergraduate student.
5. *Recommendation:* The Subcommittee recommends that the department reconsider the course title, as it may imply to students that the course's purpose is to train health and sex educators who intend to teach at the K-12 level.
  - a. The course title has been changed to "Not Your High School Sex Ed: Safer Sex and Transformative Sexuality Education" on page 1
6. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Diversity Statement (syllabus, pg. 15), which was updated in August 2024 to include additional protected groups. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
  - a. Added the most recent version of the Diversity Statement on page 12
7. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 16-17), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
  - a. Added the most up to date Student Life Disability Services Statement on page 13
8. *Comment:* The Subcommittee offers the friendly suggestion that the department consider adding a trigger warning to the syllabus given the nature of several of the course topics.
  - a. Trigger Warning added on page 11
9. *Comment:* The Subcommittee observed that the format of the chart combined with the large font size made the course schedule (pg. 18-35) difficult to read and comprehend.
  - a. Fixed the chart on pages 14-22
10. *Comment:* While they are appreciative of the benefits of group work for both pedagogy and community building, the Subcommittee would like to pass on their concerns about "group work" in an online asynchronous course. Committee members who have taught in this setting have found it difficult for students and instructors to construct groups that have common meeting times available
  - a. Added the option to complete the group project individually on page 8



# Syllabus

## WGSST 2001

Not Your High School Sex Ed: Safer Sex and Transformative Sexuality Education

Spring 202x

1 Credit Hour

Online, Asynchronous

### **Course overview**

#### ***Instructor***

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
  - Zoom Link

**Note:** My preferred method of contact is [indicate this information here].

### **Course description**

How do I know if I'm ready to have sex with someone? Can I get pregnant on my period? How do I know what my partner wants to do in bed? Is sex supposed to hurt? Does everyone like sex?

These are just a few of the many questions people often have about sex. And sex education programs (particularly in U.S. public schools) often fail to answer these questions, or don't provide a safe and judgment-free space for students to ask them. This course fills that gap. Whether you know the answers to the questions above or you have absolutely no clue about any of them, this course will provide you with the sex education's "basics" and research skills to answer all of your own questions. Each student will walk away from this course with an understanding of transformative sexuality education and safer sex; context for how sex-related discourse and knowledge are shaped by systems of power; and the skills and confidence to make informed, agential decisions about your own life.



As an introduction to inclusive, transformative sexuality education, this course will provide students with the skills to make their own informed decisions. This course refocuses sex ed through a feminist lens that addresses how sex—and our conversations about it—are influenced by gender, sexuality, race, disability, geography, culture, class, religion, and more. Students will also learn how categories of "normal" and "deviant" sex are constructed through broader power structures, as well as gain an understanding about how educational practices that suppress information about supposedly "deviant" sex have concrete impacts on communities.

The materials included in this syllabus encourage interdisciplinary and multimodal interactions with sexuality education. Students will engage with scholarly articles in fields like Women's, Gender, & Sexuality Studies and Education Studies, journalism written for "popular" audiences, open-access resources designed by sex educators, performance art, and much more. Such a variety of materials will provide students with the skills to evaluate information no matter where it comes from. And, for a field as contested and censored as sexuality education, these skills are invaluable for informed decision-making. Students will also develop these interdisciplinary research skills through a group project that encourages them to find inclusive, accurate safer sex information about a topic not included in the syllabus.

## ***Course expected learning outcomes***

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

1. Understand the intervention of a more holistic, intersectional Transformative Sexuality Education & the concept of Safer Sex
2. Demonstrate a developing sense of self as a learner through reflection and self-assessment of normative sexual education's gaps, failures, and successes
3. Consider how sex ed addresses how sex—and our conversations about it—are influenced by gender, sexuality, race, disability, geography, culture, class, religion, and more
4. Recognize how categories of "normal" and "deviant" sex are constructed through broader power structures, as well as gain an understanding about how educational practices that suppress information about supposedly "deviant" sex have concrete impacts on communities



## ***How this online course works***

### ***Mode of delivery***

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

HOWEVER, due to the nature of the group project, students will need to schedule synchronous meetings outside of scheduled class times with their groupmates to complete this assignment on time.

Also, PLEASE keep in mind that you are expected to meet at least once with your professor synchronously to discuss their group's project topic.

### ***Pace of online activities***

Weekly activities will include readings, recorded lectures, and Carmen assignments. Students should complete the weekly readings, then watch the recorded lectures, then complete the Carmen activities by Friday. Responses to peer posts on Carmen (when required) will be due by the following Monday.

Furthermore, there is a scaffolded group presentation project with various checkpoints throughout the semester. Please refer to the course schedule & Group Project description below for exact due dates & expectations.

### ***Credit hours and work expectations***

This is a **1-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 2 hours of engagement with the class per 1 hour of indirect or direct instruction to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

### ***Attendance and participation requirements***

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.





- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.

## **Course materials and technologies**

### **Course Materials**

**All required texts will be uploaded to Carmen—no purchases are necessary :)**

### **Course technology**

#### **Technology support**

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

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

#### **Technology skills needed for this course**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording videos over the Computer

#### **Required Equipment**

- Computer: current 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. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

#### **Carmen Access**

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
  - Download the Duo Mobile application to all 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, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Turnitin Statement

*Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of Ohio State's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the similarity Report following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the Ohio State database.*

## How your grade is calculated

Assignment Category	Points and/or Percentage
Checkpoint Quizzes	25%
Weekly Carmen Discussion Board	25%
Group Project	25%
Individual Reflection on Course	25%
<b>Total</b>	<b>100%</b>



## **Description of major course assignments**

### **Checkpoint Quizzes**

- **Description**

For every lecture, there will also be a very brief quiz assignment (usually 5 very short, factual questions) which you must take just to show that you have “attended” each one. Since there is one recorded lecture per week, there will typically be one quiz a week, unless noted otherwise on the course schedule. The checkpoint quiz will be available on Monday at noon when the module opens, and will be due by Sunday at 11:59pm. There is no time limit for completing the quiz once started. Keep in mind: Some weeks we will be working on our group projects, so on these weeks there will not be a weekly checkpoint quiz. There will be 10 quizzes, each worth 10 points this semester. You are not able to make this assignment up if missed as you will have the entire week to complete this short checkpoint quiz.

- **Academic integrity and collaboration guidelines**

- You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-book and open-note, so you may consult your materials during the quiz.

### **Weekly Discussion Board Post**

- **Description**

Weekly discussion boards will be graded based on completion. Submitting a discussion post of appropriate length and content as described in the prompt will earn the student full points each week. Specific prompts can be found on Carmen, but reminders and topic overviews can be found in the syllabus. Students must also respond to at least two of their peers' discussion posts to earn full points on this assignment. Discussion boards will be worth a total of 20 points (out of 100 total points in the course), which will be divided evenly among the weeks that require discussion posts. For discussion, I will post a number of discussion questions based on the material for (almost) every week. You must post 2 messages every week. The first post should be in response to one of the instructor's prompts and is due on Tuesday at 11:59pm. The second post must be in response to one of your classmates and is due Friday at 11:59pm. Posts should be about 150 words. There will be 11 discussion board prompts, and you will be only graded for 10, each worth 10 points to your final grade. This means that you are able to miss one discussion board post during the semester to still earn full points in this assignment category.

*To access the discussion board:*

- Open “Discussion” from the menu on the left of our home page, or click on the “DISCUSS” link in the assigned module.



- Then open the discussion board for that unit.
- Students must post an initial response before they will be able to view peers' posts.
- To reply to someone else's post, scroll down to the bottom of the discussion thread and click "Reply." An open textbox will open.
- Paste or compose your comments or responses into the place holder and click "Post Reply"
  - \*\*If you would like to subscribe to the discussion so that you are notified by email when new comments are posted, please click the "Subscribe" button on the bar above the "Reply" button.

*Assessment:*

- Assessment of this assignment will be based on completion of both an original response post and responses to one peers' posts. Responses must be clear and thoughtful. The aim is to prompt discussion. Stating that one agrees with someone's statement without explaining why is not enough to earn credit for the response portion of the discussion. Discussion board assignments are graded complete/incomplete. No partial credit will be assigned.
- These discussion boards are a space to foster our classroom community, so I encourage you to consider checking in on the discussion board before the day it's due. Completing responses during the final hour does not contribute much to a vibrant discussion, and most colleagues in the course will not have the opportunity to read, learn, and comment on posts from the final hour.
- The purpose of the discussion board exercise is to encourage intellectual exchange between students, to learn from your peers as they learn from you. It is also a place where I will be able to encourage, facilitate, and respond to conversation, but you should be looking to your fellow students as well as the instructor in terms of engaging in dialogue.

- ***Academic integrity and collaboration guidelines***

- This is an open-note, open-book assignment. Students may refer to the assigned course materials or to their own notes while posting in the discussion board.
- *Discussion and Communication Guidelines:*
  - a. The following are my expectations of how we should communicate as a class. Above all, please remember to be respectful and thoughtful:
    - *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.

- *Tone and civility*: Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources*: When we have academic discussions, please cite your sources to back up what you say. (For the course materials, list at least the title and page numbers. For assigned 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 Canvas discussion. Please use accessible word processing software.
- *Communication with your instructor*: You should feel free to communicate directly with the instructor concerning your grade, your performance in the course, etc.

## Group Project

### ○ *Description*

Students will be asked to complete a project in groups assigned by the instructor. Groups will sign up for a sex or sex-related topic not included in the syllabus, and create a presentation approximately 5-10 minutes in length (length of presentations may change depending on course size, and may be recorded or live depending on class scheduling). These presentations should provide a definition/overview of the topic, safer sex information about the topic (i.e., how to engage in the activity safely), and should describe how students found and evaluated the accuracy and inclusivity of their sources. Groups must meet with the instructor before the assignment is due to discuss how they intend to approach the topic and ensure that group work is equally/equitably divided among group members. Instructor will provide an example of presentation format and a rubric of grading criteria when the assignment is introduced in class.

NOTE: If working in a group is untenable for you this semester due to your busy schedule, you can develop your own presentation using the same project timeline below. So, in other words, I would prefer that you work in groups, but you may do this work individually.

### Project Timeline:

There are various due dates a part of this scaffolded group presentation project.

1. Slang words discussion board response due by January 19<sup>th</sup> before 11:59 PM to introduce presentation groups & begin collaborating (5 points)



2. Meet with groups and sign up for presentation topics on Carmen. Please do not sign up for a topic that another group has already chosen (week of Feb 24<sup>th</sup>)
  3. Sign up for group meeting with instructor to check-in about project topics and labor division on Carmen (week of March 17<sup>th</sup>). During this week, you will also be asked to submit a draft of your presentation for instructor feedback (20 points). Also, you will be tasked to complete a self-evaluation of your group's
  4. Upload presentation (slides AND recording of presentation) to Carmen discussion page (Due on of Apr 14<sup>th</sup> before 11:59 PM) (70 points)
  5. Also, you will be tasked to complete a self-evaluation of your group's performance after submitting your final project. This small assignment is worth 5 points and will be due before April 21<sup>st</sup> at 11:59 PM.
- ***Academic integrity and collaboration guidelines***
    - Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Instructions for video capturing for the group presentation:

**<https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/record-submit-video-assignments>**

## Individual Reflection on Course

- ***Description***

Students must complete a final reflection on the course. This reflection should address what the student learned, how this course changed the ways they think about sex and safer sex, and what skills they learned for finding information about sex-related topics on their own. Individual reflections should be approximately 3-5 pages long and will be due during finals week on April 21<sup>st</sup> before 11:59 PM. Worth 25 points of your final grade.

- ***Academic integrity and collaboration guidelines***



This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the course; however, you **MUST** cite your sources (MLA or APA). The written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

## ***Grading Scale***

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

## ***Instructor feedback and response time***

### **Grading and feedback**

**Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10-14 days**.

### **Preferred contact method**

**Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

## ***Academic policies***

### ***Academic integrity policy***

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (**Faculty Rule**





**3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.**

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

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 web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

**Trigger warning**

Our readings include material that may be triggering to some students due to descriptions of sex, violence, and sexual assault. If needed, please take care of yourself while reading this material. Expectations are that we all will be respectful of our classmates and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## ***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.

## ***Statement on title IX***

*Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you*





or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

*The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.*

## **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## **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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of*



*the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.*

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state



legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: **Religious Holidays, Holy Days and Observances**)

### **Course Schedule**

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	Jan. 6th	<b>Introduction</b>	
		Readings: Audre Lorde, "The Uses of the Erotic" Adrienne Rich, "Claiming an Education"  Viewings: Weekly Lecture Material on Carmen	



Week	Date	Topics/Readings/Assignments	Assessments Due
		No assignment this week :)	Checkpoint Quiz #1 due Sunday at 11:59pm (Jan 12 <sup>th</sup> )
2	Jan 13th	<b>Why Transformative Sexuality Education?</b>	
		Readings: "Chapter 5: Intimate Communication Guidelines for Transformative Sexual Education" in <i>Communicating Intimate Health</i>  "Federally Funded Abstinence-Only Programs: Harmful and Ineffective," Guttmacher Institute, <a href="https://www.guttmacher.org/fact-sheet/abstinence-only-programs">https://www.guttmacher.org/fact-sheet/abstinence-only-programs</a>  Viewings: Weekly Lecture Material on Carmen	
		Assignment:  Carmen discussion board: Reflect on previous experiences with sex ed as they compare with the models in the articles. What were you taught about? Was it an enjoyable experience, or was it less than awesome?  Don't forget to respond to at least one of your peers' posts, as well!!	First Response due Tuesday January 14 <sup>th</sup>  Peer Response due by January 17 <sup>th</sup> at 11:59 PM Checkpoint Quiz #2 due Sunday at 11:59pm (Jan 19 <sup>th</sup> )
3	Jan 20th	<b>Anatomy and Body Literacy</b>	
		Readings: "Anatomy," Learn Body Literacy, <a href="https://www.learnbodyliteracy.com/anatomy/">https://www.learnbodyliteracy.com/anatomy/</a>  "What's intersex?," Planned Parenthood, <a href="https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/whats-intersex">https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/whats-intersex</a>  Viewings: Weekly Lecture Material on Carmen	
		Assignment:  Carmen discussion board: Reflect on previous experiences with sex ed as they compare with the models in the articles. What were you taught about?	First Response due Tuesday January 21 <sup>st</sup> before 11:59 PM  Peer Response due by



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Was it an enjoyable experience, or was it less than awesome?</p> <p>Meet with assigned groups (over zoom or in person) and complete the Anatomy Slang activity on Carmen. Have one group member post your lists of slang words to the Carmen discussion board titled "Anatomy Slang Words."</p>	<p>January 24<sup>th</sup> before 11:59 PM</p> <p>Slang words discussion board response due by January 19<sup>th</sup> before 11:59 PM</p>
4	Jan 27th	<b>Sexual and Gender Identity</b>	
		<p>Readings: "PFLAG National Glossary," <a href="https://pflag.org/glossary/">https://pflag.org/glossary/</a> -- explore any unfamiliar terms, or refresh your memory on terms you may have seen before!</p> <p>"Gender Unicorn," Trans Student Educational Resources, <a href="https://transstudent.org/gender/">https://transstudent.org/gender/</a></p> <p>"Asexuality: Sexual Empowerment Isn't for Everyone, and That's Okay," National Organization for Women, <a href="https://now.org/issue-advisory-asexuality-sexual-empowerment-isnt-for-everyone-and-thats-okay/">https://now.org/issue-advisory-asexuality-sexual-empowerment-isnt-for-everyone-and-thats-okay/</a></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Were any of these terms or topics new to you? And, were you surprised to see an article about asexuality in a sex ed class?</p>	Checkpoint Quiz #3 due Sunday at 11:59pm (Feb. 2nd)
5	Feb 3rd	<b>What are "sex" and "safer sex"?</b>	
		<p>Readings: Karen B.K. Chan, "Jam," <a href="https://www.youtube.com/watch?v=bgd3m-x46JU">https://www.youtube.com/watch?v=bgd3m-x46JU</a></p> <p>"Safer Sex: Part 1," Planned Parenthood, <a href="https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex">https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex</a></p> <p>"The Difference Between Safe Sex And Safer Sex," Lovability, <a href="https://lovabilityinc.com/blogs/babe-">https://lovabilityinc.com/blogs/babe-</a></p>	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p><u><a href="#">with-the-power/the-difference-between-safe-sex-and-safer-sex</a></u></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Are you convinced about the sex as jam metaphor? Why or why not? If not, how would you change it?</p>	<p>First Response due Tuesday February 4<sup>th</sup> before 11:59 PM</p> <p>Peer Response due by February 7<sup>th</sup> before 11:59 PM</p> <p>Checkpoint Quiz #3 due Sunday at 11:59pm (Feb. 9th)</p>
6	Feb 10th	<b>Safer Sex Continued</b>	
		<p>Readings:</p> <p>“Safe, Sound, and Sexy: A Safer Sex How-To,” Scarleteen, <a href="https://www.scarleteen.com/read/sexual-health/safe-sound-sexy-safer-sex-how">https://www.scarleteen.com/read/sexual-health/safe-sound-sexy-safer-sex-how</a></p> <p>“Safer Sex: Parts 2-4,” Planned Parenthood, <a href="https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex">https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex</a></p> <p>“A Beginners Guide to Different Kinds of Sex Toys,” The Body, <a href="https://www.thebody.com/article/sex-toys-beginners-guide">https://www.thebody.com/article/sex-toys-beginners-guide</a></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Do you like the shift from “safe sex” to “safer sex”? (i.e., Does it feel more accurate and comforting, or does it feel scarier to you?) Brainstorm ideas for different names, and suggest at least one. Why did you choose that term?</p>	<p>Checkpoint Quiz #4 due Sunday at 11:59pm (Feb. 16th)</p>
7	Feb 17th	<b>Enthusiastic Consent</b>	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Readings:</p> <p>“Tea Consent,” Blue Seat Studies, <a href="https://www.youtube.com/watch?v=oQbei5JGiT8">https://www.youtube.com/watch?v=oQbei5JGiT8</a></p> <p>“#ConsentRULES,” RAINN, <a href="https://www.rainn.org/articles/consentrules">https://www.rainn.org/articles/consentrules</a></p> <p>Viewings:</p> <p>Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: How do you and your peers talk about consent socially? (Is consent “sexy” to you, or is asking for consent seen as “embarrassing”?) Have you noticed any shifts during your lifetime in the way you or your peers talk about consent?</p>	<p>First Response due Tuesday February 18<sup>th</sup> before 11:59 PM</p> <p>Peer Response due by February 21<sup>st</sup> before 11:59 PM</p> <p>Checkpoint Quiz #5 due Sunday at 11:59pm (Feb. 23rd)</p>
8	Feb 24th	<b>Periods and Period Sex</b>	
		<p>Readings:</p> <p>“Menstruation,” Planned Parenthood, <a href="https://www.plannedparenthood.org/learn/health-and-wellness/menstruation">https://www.plannedparenthood.org/learn/health-and-wellness/menstruation</a> (Part 1 required, other parts optional)</p> <p>“Period sex: 5 things you should know about it,” Bellesa, <a href="https://www.bboutique.co/blog/863/period-sex-5-things-you-should-know-about-it-hint-its-good-for-you?gclid=Cj0KCQjw1qO0BhDwARIsANfnkv-Denx5qqZcBwykhz8e8sFmDS1UpVKIHbw2B3DHdmT0mg5tok-l3kUaAmCGEALw_wcB">https://www.bboutique.co/blog/863/period-sex-5-things-you-should-know-about-it-hint-its-good-for-you?gclid=Cj0KCQjw1qO0BhDwARIsANfnkv-Denx5qqZcBwykhz8e8sFmDS1UpVKIHbw2B3DHdmT0mg5tok-l3kUaAmCGEALw_wcB</a></p> <p>“Bloodbath,” performed by Andrea Gibson and Sonya Renee, <a href="https://www.youtube.com/watch?v=kVK_pBNIGg4">https://www.youtube.com/watch?v=kVK_pBNIGg4</a></p> <p>Viewings:</p> <p>Weekly Lecture Material on Carmen</p>	
		Assignment:	



Week	Date	Topics/Readings/Assignments	Assessments Due
		Meet with groups and sign up for presentation topics on Carmen. Please do not sign up for a topic that another group has already chosen.	
9	March 3rd	<b>Birth Control and Reproductive Justice</b>	
		<p>Readings:            "Birth Control," Planned Parenthood,  <a href="https://www.plannedparenthood.org/learn/birth-control">https://www.plannedparenthood.org/learn/birth-control</a> -- explore at least 5 forms of birth control, and choose at least 1 you aren't familiar with (if any)</p> <p>Dorothy Roberts, "Reproductive Justice, Not Just Rights," Dissent Magazine,  <a href="https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights/">https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights/</a></p> <p>Viewings:            Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Note how many birth control options are designed for people with uteruses, and how many are designed for people with penises. Why do you think this is? Do you think there are other inequities in birth control that need to be addressed by reproductive justice frameworks? (i.e., race, class, geography, etc.)</p>	<p>SPRING BREAK            March 10<sup>th</sup>, Happy week off! Plan to reconvene March 17<sup>th</sup> ☺</p> <p>First Response due March 4<sup>th</sup> before 11:59 PM</p> <p>Peer Response due by March 7<sup>th</sup> before 11:59 PM</p>
10	March 17th	<b>Models of Desire and Pleasure</b>	
		<p>Readings:</p> <p>Kevan Wylie, "Masters and Johnson – their unique contribution to sexology,"  <a href="https://www.cambridge.org/core/journals/bjpsych-advances/article/masters-johnson-their-unique-contribution-to-sexology/7D0F859B47D0EB589C21E37EFFABD597">https://www.cambridge.org/core/journals/bjpsych-advances/article/masters-johnson-their-unique-contribution-to-sexology/7D0F859B47D0EB589C21E37EFFABD597</a></p>	





Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>“Chapter 2: The New Sexual Mantra” in <i>Sex Made Simple</i></p> <p>“Yes, No, Maybe So Checklist,” Autostraddle, <a href="https://www.autostraddle.com/wp-content/uploads/2014/06/sexapalooza-handout-branded.pdf">https://www.autostraddle.com/wp-content/uploads/2014/06/sexapalooza-handout-branded.pdf</a></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Sign up for group meeting with instructor to check-in about project topics and labor division on Carmen.</p>	Checkpoint Quiz #6 due Sunday at 11:59pm (March 16th)
11	March 24th	<b>BDSM, Kink, and “Nonnormative” Sex</b>	
		<p>Readings: Justin Hancock, “What is Kink?,” BISH, <a href="https://www.bishuk.com/sex/kink/">https://www.bishuk.com/sex/kink/</a></p> <p>“When You Want To be Into BDSM But It’s Too Soon Because You’re Black,” Splinter, <a href="https://www.splinter.com/when-you-want-to-be-into-bdsm-but-its-too-soon-because-1793855556">https://www.splinter.com/when-you-want-to-be-into-bdsm-but-its-too-soon-because-1793855556</a></p> <p>Excerpt from: Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”</p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: We’ve been in this course for a few months now. Reflect on how you felt during lectures at the beginning of the course versus now. Does it still feel weird to talk about things like BDSM and kink so openly, or have you gotten used to the types of conversations we have?</p>	<p>First Response due March 25<sup>th</sup> before 11:59 PM</p> <p>Peer Response due by March 28<sup>th</sup> before 11:59 PM</p> <p>Checkpoint Quiz #7 due Sunday at 11:59pm (March 23rd)</p>
12	March 31st	<b>Ethical Non-Monogamy</b>	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Readings: Excerpt from: Tristan Taormino, <i>Opening Up</i></p> <p>“What Is Ethical Non-Monogamy? Intro to ENM Relationships,” The Attachment Project, <a href="https://www.attachmentproject.com/enm/">https://www.attachmentproject.com/enm/</a></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Have you ever heard of ethical non-monogamy? How have those around you (peers, community, etc.) spoken about non-monogamy, if at all?</p>	Checkpoint Quiz #8 due Sunday at 11:59pm (March 30th)
13	Apr. 7th	<b>Disability, Pain, and Sex</b>	
		<p>Readings: Kari Rusnak, “Talking to Your Partner about Sex When You Suffer from Chronic Pain,” <a href="https://www.gottman.com/blog/talking-to-your-partner-about-sex-when-you-suffer-from-chronic-pain/">https://www.gottman.com/blog/talking-to-your-partner-about-sex-when-you-suffer-from-chronic-pain/</a></p> <p>“Chapter 1: Myths About Disability and Sexuality” in <i>The Ultimate Guide to Sex and Disability</i></p> <p>Viewings: Weekly Lecture Material on Carmen</p>	
		<p>Assignment:</p> <p>Carmen discussion board: Have you ever heard any of these myths about disability and sexuality? Are there different myths you’ve heard? Did this week alter the way you think about people with disabilities and their relationships to sex/sexuality?</p>	<p>First Response due April 8<sup>th</sup> before 11:59 PM</p> <p>Peer Response due by April 11<sup>th</sup> before 11:59 PM</p> <p>Checkpoint Quiz #9 due Sunday at 11:59pm (Apr 6th)</p>
14	Apr. 14th	<b>Group Presentations</b>	
		No readings this week :)	
		Assignment:	



Week	Date	Topics/Readings/Assignments	Assessments Due
		Upload presentation (slides or recording, depending on instructor's chosen format) to Carmen page.  Final Paper Prompt Opens	
15	Apr 21st	<b>Let's Wrap It Up!</b>	
		Readings: Re-read Audre Lorde's "Uses of the Erotic" and  Adrienne Rich's "Claiming an Education"  Viewings: Weekly Lecture Material on Carmen	
		Assignment:  Carmen discussion board: Did these readings feel different at the end of the course than they did at the beginning? What shifted for you when you returned to them?	First Response due April 22 <sup>nd</sup> before 11:59 PM  No Response is necessary this week!  Checkpoint Quiz #10 due Sunday at 11:59pm (Apr 20th)
Finals		Submit individual reflection assignments on Carmen, <b>Due Apr 21st</b>	

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

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

If no, why not?

## Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, 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.

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

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

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

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

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ 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.
- ☐ 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).



## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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



## Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

## Accessibility

See [Creating an Accessible Course](#) for more information. 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.
- ☐ 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.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [\*Promoting Academic Integrity\*](#).

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

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [\*Designing Assessments for Students\*](#).

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 (**required**):

## Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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)

## Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

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):

## **Additional Considerations**

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

Syllabus and cover sheet reviewed by *Bob Mick* on *10/18/24*

**Reviewer Comments:**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.




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**Re: Concurrence Request**

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**From** Subedi, Binaya <subedi.1@osu.edu>  
**Date** Thu 4/24/2025 8:04 AM  
**To** Alkhalifa, Ali <alkhalifa.2@osu.edu>; Locascio, Pete <locascio.7@osu.edu>

The department of Teaching and Learning grants concurrence for the below noted course

 The Ohio State University  
Binaya Subedi, Ph.D. (he/his)  
Professor & Associate Chair, Department of Teaching and Learning  
College of Education and Human Ecology  
329 Arps Hall  
1945 N High Street  
Columbus, OH 43210  
[subedi.1@osu.edu](mailto:subedi.1@osu.edu)

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**From:** Alkhalifa, Ali <alkhalifa.2@osu.edu>  
**Date:** Tuesday, April 8, 2025 at 10:43 AM  
**To:** Bernth, Jena <bernth.3@osu.edu>, Boone, Victoria <boone.246@osu.edu>  
**Subject:** Concurrence Request

Hello Jena & Victoria,

My name is Ali Alkhalifa, the Education Program Specialist for the Women's, Gender & Sexuality Studies Department. I am reaching out to you both, apologies if neither of you are the ideal contact for this, because WGSS is developing a new course about transformative sexuality education. WGSST 2001: Not Your High School Sex Ed: An Introduction to Safer & Transformative Sexuality Education is an online, 1 credit hour offering our Department hopes to launch next Spring. Below, I am sharing the abridged description submitted to the curriculum office as well as attaching the Sex Ed Syllabus above for your reviewing.

**Brief Description:**

As an introduction to inclusive, transformative sexuality education, this course will provide students with the skills to make their own informed decisions. This course refocuses sex ed through a feminist lens that addresses how sex—and our conversations about it—are influenced by gender, sexuality, race, disability, geography, culture, class, religion, and more.

We are still readying our re-submission, but we were asked by ASCCAO to retrieve concurrence from the College of Education and Human Ecology for this course. Please let me know your college's thoughts on this course :)

Thank you for your consideration,  
Ali

**Ali Alkhalifa, MA**

**Pronouns:** he/him or they/them

**Education Program Specialist**

**The Ohio State University**

College of Arts and Sciences

Women's, Gender and Sexuality Studies

**Office:** 286 University Hall, 230 N Oval Mall

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**Email:** [alkhalifa.2@osu.edu](mailto:alkhalifa.2@osu.edu)




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**Re: Concurrence Request (WGSST 2001)**

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**From** Chen, Jian <chen.982@osu.edu>  
**Date** Wed 4/16/2025 5:52 PM  
**To** Locascio, Pete <locascio.7@osu.edu>  
**Cc** Alkhalifa, Ali <alkhalifa.2@osu.edu>

 1 attachment (774 KB)  
WGSST 2001 Sex Ed Syllabus\_04.14.25 .docx;

Thanks, Pete. Please find attached!  
Look forward to hearing back from you all.  
All best, Neo

[Jian Neo Chen](#), PhD (he/they)  
Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies  
Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts  
The Ohio State University (Columbus)

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**From:** Locascio, Pete <locascio.7@osu.edu>  
**Date:** Wednesday, April 16, 2025 at 3:25 PM  
**To:** Chen, Jian <chen.982@osu.edu>  
**Cc:** Alkhalifa, Ali <alkhalifa.2@osu.edu>  
**Subject:** RE: Concurrence Request (WGSST 2001)

Hi Dr. Chen,

Could you resend the course syllabus attachment? I'll share with our department leads.

Thanks!

**Pete Locascio**  
Executive Director of Undergraduate Education  
**The Ohio State University**  
College of Education and Human Ecology  
EHE Office of Undergraduate Education  
A100 PAES Building  
305 Annie and John Glenn Ave, Columbus, OH 43210  
614-292-9261  
[locascio.7@osu.edu](mailto:locascio.7@osu.edu) / [ehe.osu.edu](http://ehe.osu.edu)

Pronouns: he/him/his

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**From:** Dugan, Nancy <dugan.2@osu.edu>  
**Sent:** Wednesday, April 16, 2025 7:29 AM  
**To:** Chen, Jian <chen.982@osu.edu>; Cabral, Kelly <cabral.48@osu.edu>; Locascio, Pete <locascio.7@osu.edu>

**Cc:** Alkhalifa, Ali <alkhalifa.2@osu.edu>  
**Subject:** RE: Concurrence Request (WGSST 2001)

Thanks, Dr. Chen.

I have cc'd our Executive Director of Undergraduate Education, Pete Locascio, in this email. He will be able to help you.

Best,  
Nancy



**Nancy Dugan, M.Ed.**

**Director of Career Development, Education and Human Ecology**, Office of Undergraduate Education  
**GE Bookends Lecturer**, The Ohio State University

A100 PAES, 305 Annie and John Glenn Ave, Columbus, OH 43210

[dugan.2@osu.edu](mailto:dugan.2@osu.edu) / [ehe.osu.edu/career-development](http://ehe.osu.edu/career-development)

Pronouns: she/her/hers

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**From:** Chen, Jian <[chen.982@osu.edu](mailto:chen.982@osu.edu)>  
**Sent:** Wednesday, April 16, 2025 7:14 AM  
**To:** Dugan, Nancy <[dugan.2@osu.edu](mailto:dugan.2@osu.edu)>; Cabral, Kelly <[cabral.48@osu.edu](mailto:cabral.48@osu.edu)>  
**Cc:** Alkhalifa, Ali <[alkhalifa.2@osu.edu](mailto:alkhalifa.2@osu.edu)>  
**Subject:** Concurrence Request (WGSST 2001)

Greetings Nancy and Kelly (if I may),  
I wish you both well.

On behalf of the Department of Women's, Gender & Sexuality Studies, I am writing to request concurrence from the College of Education and Human Ecology for the new 1 credit hour course, **WGSST 2001 - Not Your High School Sex Ed: Safer Sex and Transformative Sexuality Education**. Attached you will find the syllabus for this new class.

We ask that you respond to our request within **14 days** (though an earlier response would be much appreciated). If I do not receive word from your unit by then, I will assume concurrence has been granted. I have cc'ed Ali Alkhalifa, Education Program Specialist in WGSS, here for their reference.

Thank you for your attention and consideration.  
Best regards, Jian Neo Chen  
(in my capacity as Director of Undergraduate Studies in WGSS)

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

Author, [\*Trans Exploits: Trans of Color Cultures and Technologies in Movement\*](#) (Duke University Press ANIMA, 2019; Association of Asian American Studies Book Award Winner 2021; Lambda Literary Award Finalist in LGBTQ Studies 2020)

Co-editor, [ASTERISK](#) Duke University Press book series

\*I would like to acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land seized through the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.\*