

## **Term Information**

Effective Term Spring 2026

## **General Information**

Course Bulletin Listing/Subject Area Consumer Sci: Con&Fam Fin Serv  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 3000  
Course Title Women & Money: Citizenship in a Modern World  
Transcript Abbreviation Women and Money  
Course Description Students will explore the concept of citizenship in today's society and how it relates to financial citizenship and personal financial participation, building a foundational understanding of citizenship to help them examine economic policies, trends, and key financial issues. This exploration will also consider societal norms and their impact, particularly through the lens of women's experiences.  
Semester Credit Hours/Units Fixed: 4

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 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  
Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 19.0403  
Subsidy Level Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World; Research Seminar

## **Course Details**

**Course goals or learning objectives/outcomes**

- Articulate the role of citizenship in today's society.
- Understand the role of financial regulations, economic policy, and societal norms for citizenship.
- Evaluate social, psychological, career-related implications related to financial citizenship.
- Research and analyze current citizenship issues.
- Critically assess capacity for civic engagement in relation to current financial regulation, economic policy, and societal norm, especially for women.

**Content Topic List**

- Democratic Citizenship
- Our Changing Economy
- Civil Rights and Justice in the 21st century
- Social Mobility, Rights and Opportunities
- Work and Taxation
- Consumer Rights and Digital Identity
- Economic Opportunity and Identity Development
- Domestic Partnerships vs Citizenship
- Public Health, Well-being, and Citizenship
- Fair Wages and Equal Pay
- Saving Capitalism in the Current Economy
- Labor Market Access and Citizenship
- Philanthropy, Shaping an Egalitarian Citizenry
- Civic Engagement and Personal Accountability

**Sought Concurrence**

Yes

## Attachments

- CSCFFS 3000 LOS.pdf: 4.13.25 Letter of Support  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 CL.pdf: 4.13.25  
*(Cover Letter. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Syllabus.pdf: 4.13.25  
*(Syllabus. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 GE Submission Form.pdf: 4.13.25 GEN Theme Form  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Research Creative Inquiry Inventory.pdf: 4.13.25 GEN Research Inq  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Course Assurance.pdf: 4.13.25 Course Assurance  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Concurrence - Fisher.pdf: 7.7.25 Fisher College of Bus  
*(Concurrence. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Concurrence - Econ.pdf: 7.22.25 Econ  
*(Concurrence. Owner: Tackett, Kimberly Ann)*
- CSCFFS 3000 Concurrence - WGSS.pdf: 7.22.25 WGSS  
*(Concurrence. Owner: Tackett, Kimberly Ann)*

## Comments

- Please request concurrences from the Dept of Women's, Gender, and Sexuality Studies as well as the Dept of Economics. It might also be a good idea to request a concurrence from the Fisher college of business. *(by Vankeerbergen, Bernadette Chantal on 07/03/2025 10:14 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	04/13/2025 01:42 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	04/13/2025 01:43 PM	Unit Approval
Approved	Locascio, Peter J.	04/22/2025 01:25 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/03/2025 10:14 AM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	07/22/2025 02:01 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	07/22/2025 02:01 PM	Unit Approval
Approved	Locascio, Peter J.	07/22/2025 03:23 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	07/22/2025 03:23 PM	ASCCAO Approval



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and Family Science**  
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**Human Nutrition**  
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**Kinesiology**  
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February 27, 2025

Dr. Sue Sutherland  
Chair, Undergraduate Studies Committee  
Department of Human Sciences, College of Education and Human Ecology  
A266 PAES Building, 305 Annie & John Glenn Avenue  
Columbus, OH 43210

Dear Sue,

The CFFS faculty would like to add a new course “CSCFFS 3000 Women & Money: Citizenship in a Modern World” to the CFFS Program sheet under Other Group A Choices. The attached syllabus is prepared by a team led by Dr. Loibl. This course will be submitted to be considered as a GE course under Citizenship for a Diverse and Just World Course theme. The course has gone through the Course Assurance process.

The proposal was reviewed and approved by the CS faculty on February 26, 2025. If you have any questions or comments, please don't hesitate to contact me at [yilmazer.2@osu.edu](mailto:yilmazer.2@osu.edu). Thank you for your time and consideration.

Sincerely,

Tansel Yilmazer  
Professor  
CFFS Undergraduate Curriculum Chair

# **CSCFFS 3000 Women & Money: Citizenship in a Modern World**

Autumn/ Spring/ Summer 202X, 4 credit hours  
Asynchronous Online

## **Instructors:**

Căzilia Loibl Ph.D., CERTIFIED FINANCIAL PLANNER®, Professor & Chair of  
Consumer Sciences Program, EHE Department of Human Sciences  
Email address: loibl.3@osu.edu  
Office hours: by appointment

Wendy McBroom M.S., Lecturer, Certified Financial Counselor by the National  
Association of Certified Credit Counselors (NACCC), Licensed REALTOR®  
Email address: mcbroom.59@osu.edu  
Office hours: by appointment

## **Research support:**

Sarah Murphy, M.L.S., M.B.A., Professor of University Libraries Research & Education  
Data Literacy and Data Visualization Librarian, OSU University Libraries  
Email address: murphy.465@osu.edu  
Office hours: by appointment

## **Course Information**

**Course times and location:** No required scheduled meetings; course instruction occurs asynchronously in Carmen

## **Mode of delivery:** Distance Education

This course is 100% online and asynchronous. There are no required sessions when students must be logged in to Carmen at a scheduled time. Each week, students will be presented with integrative content and dialogue between instructors of diverse professional backgrounds covering citizenship and research training. Students will complete activities that require them to integrate information from multiple perspectives, perform activities, deliver feedback, engage in discussion with classmates, utilize feedback from instructors, and apply research methods to identify positive financial behaviors and civic participation opportunities.

**Acknowledgement:** This course was made possible by a generous \$100,000 donation from the Peggy Ruhlin Fund for Financial Empowerment.

# Course Overview

## Description / Rationale

In this research-intensive course, we explore three interconnected concepts of citizenship that build upon one another. Each week, you will engage with concepts related to citizenship in today's society and apply it to financial citizenship and personal financial participation. We begin by establishing a foundation in citizenship, which provides the necessary context for deeper exploration into financial citizenship, where you will analyze economic policies, trends, key financial issues, and explore societal norms that impact both individuals and society at large. You will learn how finance-informed citizens engage with financial markets and how citizen-informed finance can empower individuals and foster broader economic participation. We will specifically explore financial citizenship through the lens of women's experiences.

We then look inward at your own personal finances, as financial competency is the foundation for engaged citizenship, advocating for policy change, and advancing financial citizenship. Overall, the course will equip you with an understanding of the systems shaping financial opportunities and the essential skills to manage your finances with confidence.

As a 4-credit hour, research-focused course, you will undertake a field survey project to investigate opinions and attitudes toward engaged citizenship among college-aged young adults, gaining hands-on experience with survey research and data analytics software. Through engaging lectures, readings, practical life skills activities, and thought-provoking discussions, you will develop a comprehensive understanding of citizenship in today's society, the socio-economic systems that influence economic participation, and personal financial management. This course aims to prepare and empower you to take on leadership roles in your own civic and financial life.

Citizenship, citizen-informed finance, and personal finances go hand-in-hand and impact everyone in our society. Citizenry and financial skills are essential for nearly all individuals. Each person plays a role in our financial, economic, and political system, which we refer to as financial citizenship. This course specifically highlights the role of women as finance-informed citizens in our society.

## Course Learning Objectives

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

1. Articulate the role of citizenship in today's society.
2. Understand the role of financial regulations, economic policy, and societal norms for citizenship.
3. Evaluate social, psychological, career-related implications related to financial citizenship.
4. Research and analyze current citizenship issues.
5. Critically assess capacity for civic engagement in relation to current financial regulation, economic policy, and societal norm, especially for women.

## Goals GEN Theme: Citizenship for a Diverse and Just World

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
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.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### Expected Learning Outcomes

Successful students are able to:

ELO 1.1 Engage in critical and logical thinking.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

### Relation to Other Courses

This course is an introductory course in the “Financial Planning” track of the Consumer and Family Financial Services undergraduate program.

**Prerequisites and Prerequisite Knowledge:** None.

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

**Credit hours and work expectations:** This is a 4-credit-hour course. According to Ohio State policy, students should expect to spend around 4 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours per week on homework (reading and assignment preparation, for example) to receive a grade of (C) average.

### How This Course Meets ELOs for Citizenship in a Just and Diverse World

#### Goal 1 - Advanced Analysis of an Important Topic:

You will engage in an in-depth exploration of citizenship in today's society and financial citizenship, integrating financial and economic policy analysis, historic cultural and societal perspectives, and personal finance strategies. Our lens is the role of women as finance-informed citizens.

You will critically assess the foundations of citizenship, financial regulations, economic policies, and societal norms, applying logical reasoning to evaluate fairness, efficiency, and cultural implications. Through lectures, original research, discussions, and life-skills training, you will deepen your understanding of financial citizenship and its role in shaping economic opportunities, especially for women.

#### Goal 2 - Integration of Academic and Real-World Experiences:

The course integrates advanced academic training in the economic, financial, and sociological concepts of citizen's access and participation in today's society, financial markets, and the economy with hands-on, active learning-focused financial literacy training. In lectures and a field survey project, you will learn to link and synthesize financial regulations, economic policy, and societal norms that define citizenship and apply it to the case of women's lives.

In weekly Life Skills Activities, you will complete hands-on activities that directly relate to personal finances. Our lens is women's financial decision-making. In weekly discussions, you will review cutting-edge research, current events, new or proposed economic policies, and national trends to react and respond to financial citizenship issues that matter for both the individual and the society. You will complete training in survey and data analytics softwares Qualtrics and Tableau, with the opportunity to complete a certificate demonstrating Tableau proficiency (optional).



### Goal 3 - Exploration of Citizenship and Social Perceptiveness:

By analyzing how the foundations of citizenship as well as financial regulations, economic policies, and societal norms impact citizens' economic opportunities in the U.S., you will develop a nuanced understanding of citizenship.

You will explore how these policies and regulations, such as credit access and pay parity, matter for both the individual and the society and shape economic participation, especially for women. The field survey project and weekly discussions will critically assess how background, and economic status influence financial citizenship, fostering intercultural awareness.

### Goal 4 - Social Change and Financial Opportunities:

This course examines justice by critiquing economic policies that support or mitigate today's citizens' financial opportunities. We will explore how demographic group, socioeconomic status, and historical discrimination relate to financial participation.

By analyzing case studies of financial inequities from the women's perspective, you will evaluate policies designed to address systemic barriers and propose solutions for a more equitable financial system. Through readings and discussions, students will explore strategies for advocating financial fairness and policy reform to support economic empowerment and a finance-informed citizenry.

## Course Materials

All required, supplemental/optional readings will be available free of charge through Carmen.

## Course Requirements/Evaluation

*Grades -- See course schedule below for due dates.*

Assignment Category	Details	Points	Percentage
Exams	100 points per exam, 3 exams	300	30%
Field Survey Project: Weekly tasks	10 points per week, 15 weeks	150	15%
Field Survey Project: Infographic	70 points	70	7%
Field Survey Project: Extended Abstract	100 points	100	10%
Weekly Citizenship Discussion posts	10 points per week, 15 weeks	150	15%
Weekly Life Skills Assignments	10 points per week, 15 weeks	150	15%
Weekly Module Quizzes	5 points per week, 13 weeks	65	7%
Syllabus Quiz in Week 1	5 points	5	1%
Required Office Hours	5 points, 2 Sessions	10	1%
<b>Total</b>		<b>1,000</b>	<b>100%</b>

## Assignment Descriptions

This course will provide a variety of graded opportunities, for a total of 1,000 points.

- 1) **Exams** earn 300 points or 30% of the course grade and cover the content presented in recorded faculty lectures. The three exams are non-cumulative. They are administered closed book and represent a blend of conceptual and theory-based questions and synthesizing questions. Exams will use Ohio State's Carmen-integrated Honorlock system and other university proctoring in-person options, as needed (ELO 2.2).
- 2) **Field Survey Project** earns 320 points or 32% of the grade. 10 points per week from weekly tasks for a total of 150 points or 15% of the course grade. The Field Survey infographic earns 70 points, or 7% of the course grade and the Field Survey Extended Abstract is worth 100 points, or 10% of the course grade. The project investigates current financial citizenship issues of women. You will conduct original research from beginning to end, including weekly deadlines for project proposal, questionnaire development, data collection, Tableau Desktop training, data analysis, interpretation and presentation (ELO 3.2, 4.1, 4.2).
- 3) **Citizenship Discussion posts** earn 10 points per week or 150 points total, 15% of the course grade. The posts include an initial post and a reply post per week, and serve as a space for critically assessing the concepts of the weekly lectures. Hypothes.is, a social annotation tool will be used to facilitate engagement. You will debate workable solutions to challenges to women's financial citizenship; engage in structured reflection and writing about course content as it relates to self, others, and larger society; connect and combine new knowledge/experiences; and assess their own knowledge development with a personal reflection (ELO 1.1, 2.1, 4.1, 4.2).
- 4) **Life Skills Assignments** earn 10 points per week or 150 points total, 15% of the course grade. They apply personal finance concepts to real-life by asking you to experience structured hands-on activities related key personal finance skills of women. You will also reflect upon your experience by combining your existing knowledge/experiences with new knowledge gained from this course (General ELO 1.1, 2.1, 2.2, 3.1, 3.2).
- 5) **Weekly Module Quizzes** earn 5 points per week or 65 points total, 7% of the course grade. You will complete an open-note quiz on the content covered in the lectures (General ELO 2.1, 3.1). An additional **syllabus quiz** will be conducted in Week 1.
- 6) **Two required office hour check-ins**, one in each semester half, will earn 10 points. It is an opportunity to connect with instructors and TAs about the course.

## Late Assignments

Assignment deadlines will only be adjusted with pre-approval from the instructor (and only for approved reasons such as religious accommodations or University-approved activities), or, in rare cases, emergency situations that cannot be foreseen.

### Late Work:

Late Field Survey Project Assignments, Life Skills Assignment, and Discussion posts will have points deducted at a rate of 10% of points lost for each day (24 hours) of lateness.

First deduction begins 48 hours after time assignment is due. This 2-day grace period is being extended to account for life and health challenges that many students experience. After the grace period, additional 24-hour periods compound and the late penalty grows for each additional day late.

No Field Survey Project Assignments, Life Skills Assignment, and Discussion posts can be turned in more than 12 days after the due date, without prior approval from the instructor. Note that exams and quizzes cannot be completed late. Exams and quizzes will not be available after 11:59 p.m. on the dates when they are due.

To account for life challenges, illness and technical difficulties, a student's 2 lowest quiz scores will be dropped.

## Grading Scale

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

## Weekly Course Schedule

The course schedule outlines the course topics, readings, and weekly assignments. On Carmen, the course is also divided into weekly modules, with each module containing all content for the week.

## How to Read this Course Schedule

- **Start date of the week is Monday.** Course objectives associated with learning opportunities are indicated in the header for each week.
- **[12345]** Helps you find each reading in the “List of Readings in This Course” references list at the end of the syllabus.
- **References to books:** The instructors will provide you with instructions in the course lectures which paper sections and book chapters are required reading. We will not ask you to read all papers and books in this syllabus from beginning to end! We want you to focus on the most relevant text pieces.

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 1: DEMOCRATIC CITIZENSHIP</p> <p>What is Citizenship? Why Financial Citizenship?</p> <p>What Do You Need To Know About Personal Finances?</p> <p>Course Objectives: CO1, CO2</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century Lesson:</u> "Ask Not What Your Country Can Do For You – Ask What You Can Do For Your Country" The Definitions of Citizenship</p> <p><u>Financial Citizenship Lesson:</u> Define Financial Citizenship In A Diverse And Just World</p> <p><u>Personal Finance Lesson:</u> Personal Finance As An Application Of Financial Citizenship</p> <p><u>Field Survey Project Lesson:</u> Discover The Knowledge Gap &amp; Ethics In Survey Research (IRB)</p>	<p><u>Citizenship:</u> Gorman A. The Hill We Climb. 2021. [1] (Review: [2])</p> <p>Willis L. Finance-Informed Citizens, Citizen-Informed Finance. Journal Of Social Science Education. 2017. [3]</p> <p><u>Financial Citizenship:</u> Lusardi A, Mitchell OS. Planning and Financial Literacy: How Do Women Fare? American Economic Review. 2008. [4]</p> <p>Khalil M. Financial Citizenship As A Broader Democratic Context Of Financial Literacy. Citizenship, Social And Economics Education. 2021. [5]</p> <p><u>Personal Finances:</u> Steinberg A. Worth It: Your Life, Your Money, Your Terms. 2017. Intro &amp; Chapter 1: What Is a Woman's Worth? Hit the Reset Button [6]</p> <p><u>Field Survey Project:</u> Gonçalves V, Ponchio M, Basílio R. Women's Financial Well-Being. International Journal Of Consumer Studies. 2021. [7]</p>	<p><u>Week 1 Citizenship Discussion:</u> Introductions And Financial Citizenship Self-Evaluation</p> <p><u>Week 1 Life Skills Assignment:</u> Personal Finance Checklist</p> <p><u>Week 1 Field Survey Project:</u> Develop Your Research Topic</p> <p>Week 1 Module Quiz</p> <p>Syllabus Quiz In Honorlock</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 2: OUR CHANGING ECONOMY: FROM A MEN'S WORLD TO A WOMEN'S WORLD</p> <p>How Has Financial Citizenship Evolved Over Time?</p> <p>What Is Your Personal Financial Citizenship Journey?</p> <p>Course Objectives: CO1, CO2, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century: A New Era For Opportunity</u></p> <p><u>Financial Citizenship Lesson: History Of Citizens' Participation In Financial Markets</u></p> <p><u>Personal Finance Lesson: Your Money Story</u></p> <p><u>Field Survey Project Lesson: Literature Review &amp; Components Of A Proposal For A Field Survey Project</u></p>	<p><u>Citizenship:</u> Wilkerson I. The Warmth of Other Suns: The Epic Story of America's Great Migration. 2011. [8] (Review: [9])</p> <p><u>Financial Citizenship:</u> Willis LE. The Financial Education Fallacy. American Economic Review. 2011. [10]</p> <p>Sousa JD. The Nobel Journey of an Economics Detective: Finding Gold in Gender Data. 2024. [11]</p> <p><u>Personal Finances:</u> Mcgee S, Moore H. Women's Rights And Their Money: A Timeline From Cleopatra To Lilly Ledbetter. 2014. [12]</p> <p><u>Field Survey Project:</u> Gebreegziabher, Y. How To Write A Research Proposal As An Undergrad. 2021 [13]</p>	<p><u>Week 2 Citizenship Discussion: Equal Credit Opportunity Act Of 1974: Today's Challenges?</u></p> <p><u>Week 2 Life Skills Assignment: Rewrite Your Financial Story</u></p> <p><u>Week 2 Field Survey Project: Write A 100-Word Proposal For Survey Research Project</u></p> <p>Week 2 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 3: CIVIL RIGHTS AND JUSTICE IN THE 21<sup>ST</sup> CENTURY</p> <p>How Do Banks Work? Who Do Banks Work For?</p> <p>Are You In Control Of Your Money?</p> <p>Course Objectives: CO1, CO2, CO4, CO5</p>		
<p><u>Citizenship in 21<sup>st</sup> Century:</u> Justice in the American Legal System</p> <p><u>Financial Citizenship Lesson:</u> Unbanked And Underbanked - How Banks Operate And Who They Serve</p> <p><u>Personal Finance Lesson:</u> Understanding Bank Accounts</p> <p><u>Field Survey Project Lesson:</u> How To Evaluate Project Proposals</p>	<p><u>Citizenship:</u> Baradaran M. The Color of Money. 2019. [14] (Review: [15])</p> <p><u>Financial Citizenship:</u> Flitter, E. The White Wall: How Big Finance Bankrupts Black America. 2022. Chapter 1 Banking While Black [16]</p> <p>Servon L. The Unbanking Of America. 2017. Chapter 7 borrowing and saving under the radar [17]</p> <p><u>Personal Finances:</u> Sethi, R. I Will Teach You To Be Rich. 2019. Chapter 2: Beat the Banks [18]</p> <p>Orman S. Women &amp; Money. 2018. Chapter 6: The Save Yourself Plan [19]</p> <p><u>Field Survey Project:</u> Dillman, D. A., Smyth, J. D., &amp; Christian, L. M. Internet, Phone, Mail, And Mixed-Mode Surveys: The Tailored Design Method. 2014. Chapter 3 [20]</p>	<p><u>Week 3 Citizenship Discussion:</u> Annotate Blog “Overdraft Fees Overhauled” How Will This Legal Rule Change Impact Lower-Income Black Women?</p> <p><u>Week 3 Life Skills Assignment:</u> Fine Print: Checking Account Agreement (<a href="#">NGPF</a>)</p> <p><u>Week 3 Field Survey Project:</u> Peer Review Of Field Survey Project Proposals In Carmen &amp; Personal Reflection On Role As Researcher</p> <p>Week 3 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 4: SOCIAL MOBILITY: RIGHTS AND OPPORTUNITIES</p> <p>Are Credit Scores Fair? Do We Have Access To Credit?</p> <p>Why Is Credit Important? How Can You Build Good Credit?</p> <p>Course Objectives: CO1, CO4, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century</u>: How Access Shapes Rights and Opportunities</p> <p><u>Financial Citizenship Lesson</u>: The Law That Changed Citizens' Financial Power: Equal Credit Opportunity Act</p> <p><u>Personal Finance Lesson</u>: How To Build Good Credit</p> <p><u>Field Survey Project Lesson</u>: Fundamentals Of Writing Questions &amp; Ethics In Survey Research</p>	<p><u>Citizenship</u>: Desmond M. Evicted: Poverty and Profit in the American City. 2017. [21] (Review: [22])</p> <p>Bergman P, Chetty R, DeLuca S, Hendren N, Katz LF, Palmer C. Creating Moves to Opportunity. American Economic Review. 2024 [23]</p> <p><u>Financial Citizenship</u>: Wilson, B., J. The Equal Credit Opportunity Act Became Law 50 Years Ago. Here Are 6 Ways It Makes America Better Today. 2024. [24]</p> <p>Ballance, J., Clifford, R., &amp; Shoag, D. "No More Credit Score": Employer Credit Check Bans And Signal Substitution. Labour Economics. 2020 [25]</p> <p><u>Personal Finances</u>: Steinberg, Chapter 5: Fund Your Future [6]</p> <p><u>Field Survey Project</u>: Dillman, Chapter 4 [20]</p>	<p><u>Week 4 Citizenship Discussion</u>: Should Women Use Alternative Credit-Scoring Systems?</p> <p><u>Week 4 Life Skills Assignment</u>: Calculate: Impact Of Credit Score On Loans (<a href="#">NGPF</a>)</p> <p><u>Week 4 Field Survey Project</u>: Draft Of 5 Survey Questions For Top-Rated Field Survey Project Themes</p> <p>Week 4 Module Quiz</p> <p><u>Semester Date to Know</u>: Before 4<sup>th</sup> Friday of the semester: Drop course without a "W" on your transcript</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 5: SOCIAL RESPONSIBILITY IN ECONOMICS</p> <p>How To Participate In The Stock Market Responsibly?</p> <p>What Does It Look Like To Invest For Your Future?</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Practicing Social Responsibility</p> <p><u>Financial Citizenship Lesson:</u> Participation In The Stock Market</p> <p><u>Personal Finances Lesson:</u> Kiss - Keep It Simple, Sweetheart!</p> <p><u>Field Survey Project Lesson:</u> How To Write Open- And Closed-Ended Questions</p>	<p><u>Citizenship:</u> Piketty T. Capital in the Twenty First Century. 2014. [26] (Review: [27])</p> <p>Buffett WE. Shareholder Letters. Selected Years [28]</p> <p><u>Financial Citizenship:</u> Bajtelsmit V. The Implications of Gender Differences in Retirement Plan Investment Patterns. The Wharton School. 2024. [29]</p> <p>Bucher-Koenen T, Alessie RJ, Lusardi A, Rooij Mv. Financial literacy and stock market participation. National Bureau of Economic Research. 2021. [30]</p> <p><u>Personal Finances:</u> Malkiel, B. G., &amp; Ellis, C. D. The Elements Of Investing. 2009. Chapter 5 [31]</p> <p><u>Field Survey Project:</u> Dillman, Chapter 5 [20]</p>	<p><u>Week 5 Citizenship Discussion:</u> Women Investors: Shaping A Better Future</p> <p><u>Week 5 Life Skills Assignment:</u> Analyze: Inequalities In Investing (<a href="#">NGPF</a>)</p> <p><u>Week 5 Field Survey Project:</u> Final Version Of 5 Survey Questions</p> <p>Week 5 Module Quiz</p> <p>Exam 1 In Honorlock (Week 1-5)</p>



TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 6: WORK &amp; TAXATION: A CORE ASPECT OF CITIZENSHIP</p> <p>Is The Tax Code Fair to Everyone?</p> <p>How Am I Taxed?</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century</u>: How Financial Precarity Limits Effective Citizenship</p> <p><u>Financial Citizenship Lesson</u>: Tax Brackets And Government Spending</p> <p><u>Personal Finance Lesson</u>: Where Do My Taxes Go?</p> <p><u>Field Survey Project Lesson</u>: Ordering Questions &amp; Survey Implementation</p>	<p><u>Citizenship</u>: Ehrenreich B. Nickel and Dime: On (Not) Getting By in America. 2001. [32] (Review: [33])</p> <p><u>Financial Citizenship</u>: Lincoln B, Snowe O. The Tax Code Disadvantages Women Taxpayers. Chicago Tribune. 2024. [34]</p> <p>Neumark D, Shirley P. The Long-Run Effects Of The Earned Income Tax Credit On Women's Labor Market Outcomes. Labour Economics. 2020. [35]</p> <p><u>Personal Finances</u>: CFPB. Guide To Filing Your Taxes. Consumer Financial Protection Bureau. 2024 [36]</p> <p><u>Field Survey Project</u>: Dillman, Chapter 7 [20]</p>	<p><u>Week 6 Citizenship Discussion</u>: Would Higher Taxes And Using The Revenue For Paid Parental Leave, Childcare, And Education Transform Women's Lives?</p> <p><u>Week 6 Life Skills Assignment</u>: Calculate: Your Salary, State, And Taxes (<a href="#">NGPF</a>)</p> <p><u>Week 6 Field Survey Project</u>: Complete Your Online Survey Proposal</p> <p>Week 6 Module Quiz</p> <p><u>Extra Credit</u>: Exam Reflection</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 7: CONSUMER RIGHTS AND DIGITAL IDENTITY</p> <p>Why Do Consumer Protection Laws Fail? How Do Scams Target Women?</p> <p>How Can You Protect Yourself From Financial Scams?</p> <p>Course Objectives: CO1, CO2, CO4, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century</u>: Watch Out! Consumer Protection Laws</p> <p><u>Financial Citizenship Lesson</u>: How Scams Target Everyone</p> <p><u>Personal Finance Lesson</u>: How To Protect Yourself - Know The Signs!</p> <p><u>Field Survey Project Lesson</u>: Online Survey Implementation In Qualtrics</p>	<p><u>Citizenship</u>: Chayka K. Filterworld: How Algorithms Flattened Culture. 2024. [37] (Review: [38])</p> <p>Thaler RH, Sunstein CR. Nudge: The Final Edition. 2021 [39]</p> <p><u>Financial Citizenship</u>: Bilz, A., Shepherd, L. A., &amp; Johnson, G. I. Tainted Love: A Systematic Literature Review Of Online Romance Scam Research. Interacting With Computers. 2023. [40]</p> <p><u>Personal Finances</u>: Hanoch, Y., &amp; Wood, S. The Scams Among Us: Who Falls Prey And Why. Current Directions In Psychological Science. 2021. [41]</p> <p><u>Field Survey Project</u>: Dillman, Chapter 9 [20]</p>	<p><u>Week 7 Citizenship Discussion</u>: What Are The Limits Of Consumer Protection Laws? The Wall Street Journal's Romance Scams Quiz</p> <p><u>Week 7 Life Skills Assignment</u>: Check Your Credit Report For Identity Theft</p> <p><u>Week 7 Field Survey Project</u>: Code Your Online Survey Proposal In Qualtrics</p> <p>Week 7 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 8: ECONOMIC OPPORTUNITY AND IDENTITY DEVELOPMENT</p> <p>How Can Behavioral Sciences Increase Economic Opportunities?</p> <p>What Is The Psychology Of Money?</p> <p>Course Objectives: CO2, CO3, CO4</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> How Identity Shapes our Opportunity</p> <p><u>Financial Citizenship:</u> Behavioral Lens To Increase Economic Opportunity</p> <p><u>Personal Finance:</u> Money Mindset And Habits</p> <p><u>Field Survey Project Lesson:</u> How To Evaluate The Scientific Value Of A Qualtrics Survey</p>	<p><u>Citizenship:</u> Kahneman D. Thinking, Fast and Slow. 2011. [42]</p> <p>Lewis M. The Undoing Project: A Friendship That Changed Our Minds. 2016. [43]</p> <p>Jeter UA. mmiGRIT: How Immigrant Leadership Drives Business Success. 2024. [44]</p> <p><u>Financial Citizenship:</u> Walsh, C., Rojas Mendez, A. M., &amp; Dalton, A. How To Apply A Behavioral Lens To Increase Women's Economic Opportunity. The World Bank. 2022 [45]</p> <p>Willis LE. Against financial-literacy education. Iowa Law Review. 2008. [46]</p> <p><u>Personal Finance:</u> Housel, M. The Psychology Of Money: Timeless Lessons On Wealth, Greed, And Happiness. 2020 [47]</p> <p><u>Field Survey Project:</u> Dillman, Chapter 1 [20]</p>	<p><u>Week 8 Citizenship Discussion:</u> Case Study: Which Behavioral Insights Can Increase Women's Economic Participation?</p> <p><u>Week 8 Life Skills Assignment:</u> Your Money-type Assessment</p> <p><u>Week 8 Field Survey Project:</u> Carmen Peer Review Of Qualtrics Surveys Proposals &amp; Personal Reflection On Role As Researcher</p> <p>Week 8 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 9: DOMESTIC PARTNERSHIPS VS CITIZENSHIP?</p> <p>How Is A Romantic Partnership Linked To Finances?</p> <p>How Do You Approach Money In Relationships?</p> <p>Course Objectives: CO1, CO3, CO4</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Marriage and Social Standing</p> <p><u>Financial Citizenship Lesson:</u> Identity And Financial Access</p> <p><u>Personal Finance Lesson:</u> Talk About Money Within A Partnership &amp; Prenups</p> <p><u>Field Survey Project Lesson With OSU Data Literacy And Visualization Librarian:</u> Connecting To &amp; Preparing Data Of The Field Survey Project</p>	<p><u>Citizenship:</u> Austen J. Pride and Prejudice. 1813. [48]</p> <p>Kwan K. Crazy Rich Asians. 2014. [49]</p> <p><u>Financial Citizenship:</u> Guiso, L., &amp; Zaccaria, L. From Patriarchy To Partnership: Gender Equality And Household Finance. Journal Of Financial Economics. 2023. [50]</p> <p>Stevenson B. The Impact Of Divorce Laws On Marriage-Specific Capital. Journal Of Labor Economics. 2007. [51]</p> <p><u>Personal Finances:</u> Sethi R. Money For Couples: No More Stress. No More Fights. 2024. [52]</p> <p><u>Field Survey Project:</u> Lang E. Statistical Tableau. 2024. [53] Sleeper R. Innovative Tableau. 2020. [54]</p>	<p><u>Week 9 Citizenship Discussion:</u> Your Take On The “Trad Wife” Trend</p> <p><u>Week 9 Life Skills Assignment:</u> The Real Relationship Test (<a href="#">NGPF</a>)</p> <p><u>Week 9 Field Survey Project:</u> Collect Data From 15-20 Young Adults</p> <p>Tableau Student Program Modules On Connecting To And Preparing Data (Extract Data, Create And Manage Data Model, Manage Data Properties)</p> <p>Week 9 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 10: PUBLIC HEALTH, MENTAL WELLBEING, AND CITIZENSHIP</p> <p>How Is Health An Economic Issue?</p> <p>How Can Finances Impact Your Health And Mood?</p> <p>Course Objectives: CO3, CO4, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Mental Health Crisis</p> <p><u>Financial Citizenship Lesson:</u> Health, Debt, And The Economy</p> <p><u>Personal Finance Lesson:</u> Money Worries And Mental Health Cycle</p> <p><u>Field Survey Project Lesson With OSU Data Literacy And Visualization Librarian:</u> Exploring &amp; Analyzing Data Of The Field Survey Project</p>	<p><u>Citizenship:</u> Quinones S. Dreamland: The True Tale of America's Opiate Epidemic. 2015. [55] (Review: [56])</p> <p>Vance JD. Hillbilly Elegy: A Memoir of a Family and Culture in Crisis. 2016. [57]</p> <p><u>Financial Citizenship:</u> Dunn, L. F., &amp; Mirzaie, I. A. Gender Differences In Consumer Debt Stress. Journal Of Family And Economic Issues. 2023. [58]</p> <p>Jones LE, Wang G, Yilmazer T. The Long-Term Effect Of The Earned Income Tax Credit On Women's Physical And Mental Health. Health Economics. 2022. [59]</p> <p><u>Personal Finances:</u> Sokunbi B, Munagwagwa C, Brancato K. Clever Girl Finance. 2022 [60]</p> <p><u>Field Survey Project:</u> Lang 2024 &amp; Sleeper 2020. [53] [54]</p>	<p><u>Week 10 Citizenship Discussion:</u> Why Are Reproductive Rights An Economic Issue?</p> <p><u>Week 10 Life Skills Assignment:</u> Financial &amp; Emotional Awareness Journal</p> <p><u>Week 10 Field Survey Project:</u> Collect Data From 15-20 Young Adults</p> <p>Tableau Student Program Modules On Exploring &amp; Analyzing Data (Create Basic Charts, Organize Data And Apply Filters, Apply Analytics To A Worksheet)</p> <p>Week 10 Module Quiz</p> <p>Exam 2 In Honorlock (Weeks 6-10)</p> <p><u>Semester Date to Know:</u> Before 10<sup>th</sup> Friday of the semester: Drop course with a "W" on your transcript</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 11: FAIR WAGES AND EQUAL PAY</p> <p>Does The Pay Gap Still Exist?</p> <p>How To Negotiate To Get Paid What You Are Worth</p> <p>Course Objectives: CO1, CO2, CO3, CO4</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Career and Family</p> <p><u>Financial Citizenship Lesson:</u> Negotiation In Financial Matters</p> <p><u>Personal Finance Lesson:</u> Confidence And Negotiation Skills</p> <p><u>Field Survey Project Lesson With Osu Data Literacy And Visualization Librarian:</u> Sharing The Field Survey Project Data</p>	<p><u>Citizenship:</u> Goldin C. Career and Family. 2021. [61]</p> <p>Cahn N, Carbone J, Levit N. Fair Shake: Women and the Fight to Build a Just Economy. 2024 [62]</p> <p><u>Financial Citizenship:</u> Morduch J, Schneider R. The Financial Diaries: How American Families Cope in a World of Uncertainty. 2017. [63]</p> <p>Babcock, L., &amp; Laschever, S. Women Don't Ask: Negotiation And The Gender Divide. 2021. [64]</p> <p><u>Personal Finances:</u> Babcock L, Laschever S. Ask For It. 2009. [65]</p> <p>Sandberg, S. Lean In For Graduates. 2014. [66]</p> <p><u>Field Survey Project:</u> Lang 2024 &amp; Sleeper 2020. [53] [54]</p>	<p><u>Week 11 Citizenship Discussion:</u> Paid Family Leave And Careers</p> <p><u>Week 11 Life Skills Assignment:</u> Mock Salary Negotiation</p> <p><u>Week 11 Field Survey Project:</u> Tableau Student Program Modules On Sharing Insights (Format View For Presentation, Create And Modify A Dashboard, View And Share Workbook Data)</p> <p>Week 11 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 12: SAVING CAPITALISM IN THE CURRENT ECONOMY</p> <p>How To Close The Wealth Gap?</p> <p>Generational Wealth - Will You Leave A Legacy?</p> <p>Course Objectives: CO1, CO2, CO4, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century</u>: Where Does Wealth Come From?</p> <p><u>Financial Citizenship Lesson</u>: The "Taylor Swift Effect" and Its Financial Lessons</p> <p><u>Personal Finance Lesson</u>: Long-term Financial Planning: Dynastic Thinking</p> <p><u>Field Survey Project Lesson with OSU Data Literacy and Visualization Librarian</u>: Understanding Tableau Concepts for the Field Survey Project Data</p>	<p><u>Citizenship</u>: Reich RB. Saving Capitalism. 2016. [67] (Review: [68])</p> <p>Cohen JD. For a Dollar and a Dream: State Lotteries in Modern America. [69]</p> <p><u>Financial Citizenship</u>: Kent, A. H. Gender Wealth Gaps in the U.S. And Benefits of Closing Them. Federal Reserve Bank of St. Louis. 2021 [70]</p> <p>Cardella, G. M., Hernández-Sánchez, B. R., &amp; Sánchez-García, J. C. Women Entrepreneurship. Frontiers in Psychology. 2020. [71]</p> <p><u>Personal Finances</u>: Tu V. Rich AF: The Winning Money Mindset That Will Change Your Life. 2023 [72]</p> <p><u>Field Survey Project</u>: Lang 2024 &amp; Sleeper 2020. [53] [54]</p>	<p><u>Week 12 Citizenship Discussion</u>: How Do Women Build Wealth? Role Models</p> <p><u>Week 12 Life Skills Assignment</u>: Make Your Own Values-Based Budget!</p> <p><u>Week 12 Field Survey Project</u>: Tableau Student Program Modules on Understanding Tableau Concepts (Understand Dimensions and Measures, Discrete and Continuous Fields, Aggregations)</p> <p>Week 12 Module Quiz</p>

TOPICS	READINGS	ASSIGNMENTS
<p>Week 13: LABOR MARKET ACCESS AND CITIZENSHIP</p> <p>Why Aren't More Women Working In Finance And Economics Careers?</p> <p>What Does A Career In Personal Financial Planning Look Like?</p> <p>Course Objectives: CO1, CO4, CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Lean in!</p> <p><u>Financial Citizenship Lesson:</u> "I'm Looking For A Woman In Finance"</p> <p><u>Personal Finance Lesson:</u> Explore Different Career Options In Finance (Guest Speaker Panel)</p> <p><u>Field Survey Project Lesson:</u> Create Highlights Of Survey Research Results</p>	<p><u>Citizenship:</u> Grant A. Originals: How Non-Conformists Move the World. 2016. [73] (Review: [74])</p> <p><u>Financial Citizenship:</u> Ruhlin, P. Wealth Is Women's Work. 2022. Chapter 1: We need more women [75]</p> <p>Bertrand M, Goldin C, Katz LF. Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors. American Economic Journal: Applied Economics. 2010. [76]</p> <p><u>Personal Finances:</u> Lowry, Chapter 17: I'm not rich enough to hire a financial planner [77]</p> <p>Reiter M, Seay M, Loving A. Diversity in financial planning: Race, gender, and the likelihood to trust a financial planner. Financial Planning Review. 2022. [78]</p> <p><u>Field Survey Project:</u> Lang 2024 &amp; Sleeper 2020. [53] [54]</p>	<p><u>Week 13 Citizenship Discussion:</u> Building Women's Participation And Confidence In Finance And Economics Fields</p> <p><u>Week 13 Life Skills Assignment:</u> Career Exploration</p> <p><u>Week 13 Field Survey Project:</u> Infographic And Extended Abstract Of Your Field Survey Results (Combined In 1 PDF)</p> <p>Week 13 Module Quiz</p>



TOPICS	READINGS	ASSIGNMENTS
<p>WEEK 14: PHILANTHROPY: SHAPING AN EGALITARIAN CITIZENRY</p> <p>How Does Crowdfunding Make A Difference In Society?</p> <p>How Can You Give?</p> <p>Course Objectives: CO5</p>		
<p><u>Citizenship in the 21<sup>st</sup> Century:</u> Giving back and practicing social solidarity</p> <p><u>Financial Citizenship Lesson:</u> Crowdfunding Basics</p> <p><u>Personal Finance Lesson:</u> Volunteering, Donating, And Advocating</p> <p><u>Field Survey Project:</u> Theoretical And Practical Implications In Survey Research</p>	<p><u>Citizenship:</u> Yunus M. Banker to the Poor. 2008. [79] (Review: [80])</p> <p>Yunus M. A History of Microfinance. 2012 [81]</p> <p><u>Financial Citizenship:</u> Shaw-Hardy S, Taylor Ma, Beaudoin-Schwartz B. Women And Philanthropy: Boldly Shaping A Better World. 2010. Chapter 1 [82]</p> <p>Mesch D, Osili U, Ackerman J, Bergdoll J, Skidmore T, Sager J. Gender and Crowdfunding. Women's Philanthropy Institute. 2021. [83]</p> <p><u>Personal Finances:</u> Ellevest. How To Fit Donations Into Your Budget. New York 2020. [84]</p> <p><u>Field Survey Project:</u> None.</p>	<p><u>Week 14 Citizenship Discussion:</u> Meet The High-Net Worth Female Philanthropist (WPI)</p> <p><u>Week 14 Life Skills Activity:</u> Research Crowdfunding (NGPF) and how crowdfunding works, e.g., <a href="http://www.kiva.org">www.kiva.org</a></p> <p><u>Assignment:</u> SEI (Student Evaluation Of Instruction)</p> <p><u>Week 14 Field Survey Project:</u> Carmen Peer Review Of Infographic And Extended Abstract &amp; Personal Reflection On Role As Researcher (Combined In 1 PDF)</p>

TOPICS	READINGS	ASSIGNMENTS
<b>WEEK 15: CIVIC ENGAGEMENT AND PERSONAL ACCOUNTABILITY</b> Finance-Informed Citizens, Citizen-Informed Finance? Field Survey Project - Reflections Course Objectives: CO2, CO3, CO5		
<u>Citizenship in the 21<sup>st</sup> Century:</u> Course Reflection And Resources  <u>Financial Citizenship Lesson:</u> Finance-Informed Citizens, Citizen-Informed Finance  <u>Personal Finance Lesson:</u> This Is Just The Beginning: The Learning Doesn't Stop Here  <u>Field Survey Project:</u> Reflection On Process And Results	<u>Citizenship:</u> Alexander E. Praise Song for the Day. 2009. [85] (Review: [86])  <u>Financial Citizenship:</u> List Of Recommended Apps & Resources  <u>Personal Finances:</u> List Of Recommended Apps & Resources  <u>Field Survey Project:</u> List Of Recommended Professional Certificates	<u>Week 15 Citizenship Discussion:</u> Field Survey Project Results-What Did You Learn?  <u>Week 15 Life Skills Activity:</u> Field Survey Project Results-Reflect And Plan Your Financial Future As A Finance-Informed Citizen  <u>Week 15 Field Survey Project:</u> Video Or Voice Recording Project Reflection  Exam 3 In Honorlock (Week 11-14)

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

## Course Policies

### Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keep conversations focused, increase trust, and create a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm

or humor, a remark meant to be humorous could come across as offensive or hurtful especially in written form.

- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.
- **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. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- **Citing your sources:** When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. During most weeks you will log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.
- **Participating in discussion forums: ABOUT 1 TIME PER WEEK**  
Instructors will present a class discussion topic and engage in dialogue related to the interaction of disciplines. As part of your participation, you can expect to post once a week as part of our substantive class discussion on the week's topics.
- **Office hours and drop-in sessions: TWO REQUIRED MEETINGS**  
You are required to attend two office-hour sessions to check in with instructors and/or Teaching Assistants, with the first in weeks 1 to 8 and the second in weeks 9 to 16 (5 points each). Instructors and Teaching Assistants will offer drop-in hours every weekday. The times will be posted on Carmen.

- **Participation in peer group: ABOUT 1 TIME PER WEEK**  
You will be randomly assigned to a small peer group of 15 students at semester start that is led by a Teaching Assistant. Your peer group will support you throughout the semester for check-ins, to voice questions and concerns, and share updates. Your TA leader will reach out and support you if you miss assignments or have below average grades.

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

- **Discussion Boards:** Interactive discussions on weekly assigned topic brings opportunity to interact with instructors in a variety of ways
- **Daily Drop-in Hours:** Every weekday you can attend online drop-in hours with instructors and teaching assistants via Zoom and in person. Participation in two sessions is required.
- **Individual Zoom meetings:** Available with instructors and teaching assistants upon request
- **Your Peer Group:** You will be assigned to a peer group of 15 students and a TA leader. This peer group stays in touch at least weekly to discuss any course related questions. Your TA leader will provide support if you fall behind on assignments or have lower grades.
- **Assignment Comment Section:** We will utilize this feedback feature on CarmenCanvas. This is especially important for when an assignment has not been completed as expected. Feedback will be provided to increase student awareness of the issues at hand.
- **Email Correspondence:** We encourage contact by email and students should reach out to instructors and teaching assistants to engage in questions/concerns related to course content
- **Weekly Announcements:** Are shared via email and on homepage on CarmenCanvas

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

- Exams: You must complete the exams yourself, without any external help or communication.
- Artificial Intelligence (AI): AI is only allowed when clearly stated in the assignment. Please reference the AI specific policy below.
- 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.
- Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- Collaboration and informal peer-review: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### **Baseline technical skills necessary for online/hybrid courses:**

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas) for questions about specific functionality, see the [Canvas Student Guide](#).

### **Technology necessary for this course:**

- Qualtrics survey software account (free via <https://osu.qualtrics.com>)
- Tableau data analysis software account (free via <https://www.tableau.com/academic/students>)
- CarmenZoom virtual meetings
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

- Using discussion boards (posting and replying to peers) with Hypothes.is
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help)

## Carmen Access

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

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

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

## Student Resources

### Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

### Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

### Student Life:

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

# Institutional Policies

## Academic Integrity

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

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

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

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

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

## Artificial Intelligence and Academic Integrity

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards

found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### Accessibility 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](http://slds.osu.edu).

### Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and [EHE-Accessibility@osu.edu](mailto:EHE-Accessibility@osu.edu). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

### Grievances

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific



procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### Off-Campus Field Experiences

None.

### Copyright Disclaimer

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

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### Mental Health Statement

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### Diversity Statement

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. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbssc.osu.edu>)

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

To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu) or visit [odi.osu.edu/ccampis](https://odi.osu.edu/ccampis)

## 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 **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**)

### **Weather or other short-term closing**

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the [Weather or Other Short-Term Closings website](#) to learn more about preparing for potential closings and planning ahead for winter weather.

# Appendix

## FIELD SURVEY PROJECT

### Overview

The Field Survey Project is original research to assess young adults' opinions and attitudes about current topics in citizenship. Students will conduct this research project from beginning to end and will obtain training and, if interested, certification in survey research and data analytical software.

The Field Survey Project surveys young adults about their opinions. Collecting data from people usually requires approval by Ohio State's Institutional Review Board, to make sure ethical standards are met. The Field Survey Project does not require review from Ohio State's Institutional Review Board because it is for educational purposes only.

### Overarching Themes of Field Survey Project

Students must address each of the three themes in their field survey project proposal, questionnaire, data analysis, and results presentation.

Students select a citizenship topic from the weekly course schedule and identify a current news item related to the citizenship topic of choice.

In your field survey, you are tasked with addressing the following themes:

- Theme #1: Which attitudes and opinions do college-aged young adults have toward recent news reports about the citizenship topic of choice?
- Theme #2: How does the current news about the citizenship topic affect the lives, communities, and the larger environment of college-aged young adults?
- Theme #3: How can college-aged young adults actively influence the discourse about the citizenship topic and make a difference?

### Syllabus Citizenship Topics to Choose From For Field Survey Project

Week 1: Democratic citizenship

Week 2: Our changing economy: From a men's world to a women's world

Week 3: Civil rights and justice in the 21<sup>st</sup> century

Week 4: Social mobility: Rights and opportunities

Week 5: Social responsibility in economics

Week 6: Work & Taxation: A core aspect of citizenship

Week 7: Consumer rights and digital identity

Week 8: Economic opportunity and identity development

Week 9: Domestic partnerships vs citizenship?

Week 10: Public health, mental wellbeing, and citizenship  
Week 11: Fair wages and equal pay  
Week 12: Saving capitalism in the current economy  
Week 13: Labor market access and citizenship  
Week 14: Philanthropy: Shaping an egalitarian citizenry  
Week 15: Civic engagement and personal accountability

### Timeline of Field Survey Project

1. Week 1 & 2: Research topic selection
  1. Student votes on the syllabus topics, see below list
  2. Instructors select 3 to 5 most popular topics for the semester's Field Survey Project
  3. Student selects 1 topic of choice among the final list of 3 to 5 topics
2. Weeks 2 to 4: Field Survey Motivation and Aims
  1. Student reviews primary literature of the 1 topic of their choice based on the literature, starting with the literature listed in the topic's "Citizenship in the 21<sup>st</sup> Century" and "Financial Citizenship Lesson" and review news reports in the media.
  2. Student formulates 3 to 4 research questions for their topic of choice and current news reports, aligned with the 3 overarching themes of the course, see above.
  3. Student drafts 100-word research field survey proposal
  4. Student reviews and rank-orders 8 to 10 peer proposals across the 3 to 5 topics plus brief comment
  5. Instructors debrief students in each of the 3 to 5 topics about scope of field survey project based on rank-ordering results
3. Weeks 4 to 9: Field Survey Methods: Questionnaire
  1. Student reviews primary literature on survey methodology
  2. Student completes Qualtrics training
  3. Student formulates 8 to 10 survey questions and drafts questionnaire for topic of choice and approved scope, aligned with debriefing
  4. Student programs individual survey proposal in Qualtrics
  5. Student reviews and rank-orders 10 to 15 peer proposals plus brief comment
  6. Instructors debriefs students in each topic group about 15 to 20 top-rated questions; instructors program the final questionnaire in Qualtrics for each topic

4. Weeks 9 to 13: Field Survey Data Analysis
  1. Student collects survey data of 15 to 20 Ohio State students (depending on group size)
  2. Student completes, over 4 weeks, a series of selected Tableau modules, about 1 hour/week, within the Tableau for Students Program, with a focus on basic data management and analysis.
  3. OSU Data Literacy and Visualization Librarian provides Tableau co-instruction and student support
  4. Student analyzes survey data and prepares a one-page extended abstract, summarizing motivation, methods, results, and conclusions, including references to original literature, a data table, and a graph with results. Extended abstract instructions are below.
  5. Student reviews and rank-orders 10 to 15 peer papers plus brief comment
  6. Optional: Students receive information on how to complete the optional Tableau Desktop Specialist Certification Exam (not required)
5. Weeks 14 to 16: Field Survey Results and Interpretation
  - o Student prepares a 1-page info graphic for personal reflection of the Field Survey Project as a video or voice recording in Canva, as taught in GENED 1201 GE Launch Seminar. Infographic instructions are below.
  - o Student reviews and rank-order 10 to 15 peer info graphics plus brief comment

### Instructions for Infographic Assignment

Open Canva and search for "Infographics":

- Open a "Canva Free" account here: <https://www.canva.com>
- Start by logging into your Canva account and search for "Infographics" in the search bar to access pre-designed templates.

Select a template:

Browse through the class-approved infographic templates and select one of the class-approved templates.

Add your content:

Title:

- Concise and specific to your Field Survey Project topic.
- Use the same title as in the Extended Abstract

Text:

- Draft short text pieces that summarize motivation, methods, results, and conclusions in about 100 words total from the Field Survey Project.
- Input your key points and information directly into the text boxes, adjusting fonts and colors to enhance readability.

Data visualization:

- Utilize Canva's built-in chart and graph tools to visually represent the Field Survey Project's motivation, methods, results, and conclusions.

Images and icons:

- Search for relevant icons and images from Canva's library or upload your own to support your information.

Customize design elements:

- Colors: Choose a color palette that aligns with your theme.
- Layout: Arrange elements strategically to create a clear visual flow.
- Typography: Select fonts that are easy to read and visually appealing.

Download your infographic:

Once satisfied with your design, click the "Download" button to save your infographic as a PDF and upload it into the course Carmen assignment page.

## Instructions for Extended Abstract Assignment

The goal is to present the essential elements of the Field Survey Project clearly and concisely while providing enough detail to understand motivation, methods, results, and conclusions.

Formatting guidelines: 1 page, 8.5x11 letter page, 12 point Arial font, 1-inch margin, single spaced; Total length: 500 to 550 words

Structure of extended research abstract

### 1. Title

Use same title as in the infographic

Concise and specific to your Field Survey Project topic

### 2. Motivation for Field Survey Project topic (3-4 sentences)

- Describe the 3 overarching themes of the Field Survey Project and how they apply to your topic.
- Provide more than 3 references to primary literature about the themes and topic to be considered critically. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals in the literature and lessons are questioned thoroughly.
- Literature review is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- State 3 specific research questions aligned with the 3 overarching themes and topic.

### 3. Data and Survey Methods (4-5 sentences)

- Describe the survey questionnaire, survey distribution method and timeframe
- Specify sample size using numbers.
- Outline sampling method using technical terms.
- Describe at least 8 survey questions, including 5 content and 3 sociodemographic questions.

### 4. Results (4-5 sentences)

- Describe of means and standard deviations from at least 8 survey questions, including 5 content and 3 sociodemographic questions.
- Create 2 crosstabs of 5 content questions with 2 different sociodemographic questions and provide 2 charts illustrating the means differences.
- Highlight 3 or more major patterns in the crosstabs referring to 2 to 3 data points or percentages.

### 5. Discussion (3-4 sentences)

- Interpret 3 or more main findings correctly. Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- Connect results back to 3 or more research questions with critical evaluation.
- Address any unexpected findings with explanations.
- Note limitations of the data, the survey method, and the data analysis using technical terms throughout.

### 6. Conclusions (2-3 sentences)

- Summarize 3 or more main takeaways by articulating a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which students are living.
- State 2 or more implications for future research by connecting, analyzing, and extending knowledge (facts, theories, etc.) from course content to research.
- State 2 or more practical implications by thoroughly evaluating the impacts of the research on themselves, the organization, and also considers the long-term impact of the Field Survey Project.



## Assessment Rubric for Infographic and Extended Abstract Assignments

Please note that this rubric is an example rubric. The final rubric will be provided in the course at the time of the assignment.

4 pts.		3 pts.	2 pts.	1 pt.	0 pts
<b><u>Infographic</u></b>					
Title				Title is provided	No title
Template			One of the suggested templates is used	Template, but not the suggested ones is used	No template used
Content	All 4 design elements included (title, text, data visualization, images)	3 of the 4 design elements included	2 of the 4 design elements included	1 of the 4 design elements included	No title, text, data visualization, images
Customization		All 3 customization elements adjusted	2 of 3 customization elements adjusted	1 of 3 customization elements adjusted	No adjustments
<b><u>Extended Abstract</u></b>					
Title		Title is concise and specific to topic	Title is not concise but specific to topic	Title is not concise and not specific to topic	No title
Motivation	*Describes the three overarching themes and how they apply to your topic *Provides more than 3 references to primary literature *States 3 specific research questions aligned with the 3 overarching themes and topic.	*Describes some overarching themes and how they apply to your topic *Provides 3 references to primary literature *States specific research questions that are not fully aligned with themes and topic.	*Describes the topic but does not link it to the 3 overarching themes *Provides 2 references to primary literature *States specific research questions that are not aligned with themes and topic.	*Describes the topic but not the 3 overarching themes *Provides 1 reference to primary literature *States specific research questions that are not aligned with themes and topic.	Does not provide a motivation
Data and Survey Methods	*Describes the survey questionnaire, survey distribution method and timeframe using numbers. *Specifies sample size with numbers *Outlines sampling method using technical terms. *Describes at least 8 survey questions.	*Describes the survey questionnaire, survey distribution method and timeframe without numbers. *Specifies sample size *Outlines sampling method without using technical terms. *Describes 5 survey questions.	*Describes two of the three items (survey questionnaire, survey distribution method and timeframe). *Specifies sample size without numbers. *Outlines sampling method vaguely. *Describes 3 survey questions.	*Describes one of the three items (survey questionnaire, survey distribution method and timeframe). *Specifies sample size without numbers. *Outlines sampling method vaguely. *Describes 1 survey question.	Does not provide data and survey methods

Results	<p>*Describes means and standard deviations from at least 8 survey questions.</p> <p>*Creates two crosstabs of 5 content questions with 2 different sociodemographic questions and provides 2 charts.</p> <p>*Highlights three or more major patterns in the crosstabs referring to 2 to 3 data points or percentages.</p>	<p>*Describes means and standard deviations from 5 survey questions.</p> <p>*Creates two crosstabs of 3 content questions with 1 sociodemographic question and provides 1 chart.</p> <p>*Highlights two patterns in the crosstabs referring to 1 data point or percentage.</p>	<p>*Describes means and standard deviations from 3 survey questions.</p> <p>*Creates 1 crosstab of 1 content question with 1 sociodemographic question and provides 1 chart.</p> <p>*Highlights one pattern in the crosstabs; does not reference data points or percentages.</p>	<p>*Describes mean and standard deviation from 1 survey question.</p> <p>*Creates no crosstab, no chart.</p> <p>*Does not reference data points or percentages.</p>	Does not provide results section
Discussion	<p>*Interprets 3 or more main findings correctly</p> <p>*Connects results back to 3 or more research questions, with critical evaluation.</p> <p>*Addresses any unexpected findings with explanations.</p> <p>*Notes limitations using technical terms throughout.</p>	<p>*Interprets 2 main findings correctly</p> <p>*Connects results back to 2 research questions, with critical evaluation.</p> <p>*Addresses any unexpected findings without explanations.</p> <p>*Notes limitations using some technical terms.</p>	<p>*Interprets 1 main finding correctly</p> <p>*Connects results back to 1 research question with critical evaluation.</p> <p>*Does not address unexpected findings.</p> <p>*Notes limitations without technical terms.</p>	<p>*Does not interpret main finding correctly</p> <p>*Connects results back to research questions without evaluation.</p> <p>*Does not address unexpected findings.</p> <p>*Notes limitations without technical terms.</p>	Does not provide discussion section
Conclusions		<p>*Summarizes 3 or more main takeaways.</p> <p>*States 2 or more implications for future research.</p> <p>*States 2 or more practical implications.</p>	<p>*Summarizes 2 main takeaways.</p> <p>*States 1 implication for future research.</p> <p>*States 1 practical implication.</p>	<p>*Summarizes 1 main takeaways.</p> <p>*Does not state implication for future research.</p> <p>*Does not state practical implications.</p>	Does not provide conclusion section

## List of Readings in This Course

### WEEK 1: DEMOCRATIC CITIZENSHIP

1. Gorman A. The Hill We Climb: An Inaugural Poem for the Country. New York: Viking Books; 2021.
2. Armenti P. "For there is always light": Amanda Gorman's Inaugural Poem "The Hill We Climb" Delivers Message of Unity. Washington: U.S. Library of Congress; 2021.
3. Willis LE. Finance-informed citizens, Citizen-informed finance: An essay occasioned by the International Handbook of Financial Literacy. Journal of Social Science Education. 2017;16(4):16-27. <https://doi.org/10.4119/UNIBI/jsse-v16-i4-1761>.

4. Lusardi A, Mitchell OS. Planning and Financial Literacy: How Do Women Fare? *American Economic Review*. 2008;98(2):413-7. doi: 10.1257/aer.98.2.413.
5. Khalil M. Financial citizenship as a broader democratic context of financial literacy. *Citizenship, Social and Economics Education*. 2021;20(1):3-16. <https://doi.org/10.1177/204717342094841>.
6. Steinberg A. *Worth It: Your Life, Your Money, Your Terms*. New York: Gallery Books; 2017.
7. Gonçalves VN, Ponchio MC, Basílio RG. Women's financial well-being: A systematic literature review and directions for future research. *International Journal of Consumer Studies*. 2021;45:824-43. <https://doi.org/10.1111/ijcs.12673>.

## WEEK 2: OUR CHANGING ECONOMY: FROM A MEN'S WORLD TO A WOMEN'S WORLD

8. Wilkerson I. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage Books; 2011.
9. Wilkerson I. *Author Interview: The Warmth of Other Suns*. New York: Penguin Random House; 2010.
10. Willis LE. The Financial Education Fallacy. *American Economic Review*. 2011;101(3):429-34. <https://doi.org/10.1257/aer.101.3.429>
11. Sousa JD. *The Nobel Journey of an Economics Detective: Finding Gold in Gender Data*. Paris: Université Paris-Panthéon-Assas; 2024.
12. McGee S, Moore H. *Women's rights and their money: A timeline from Cleopatra to Lilly Ledbetter*. New York: The Guardian; 2014.
13. Gebreegziabher Y. *How to Write a Research Proposal as an Undergrad*. Princeton: Princeton University; 2021.

## WEEK 3: CIVIL RIGHTS AND JUSTICE IN THE 21<sup>ST</sup> CENTURY

14. Baradaran M. *The Color of Money*. Cambridge: Harvard University Press; 2019.
15. Kyron B, Winford L. Review: *The Color of Money: Black Banks and the Racial Wealth Gap*. *Enterprise & Society*. 2019;20(3):743-6. doi: 10.1017/eso.2018.64
16. Flitter E. *The White Wall: How Big Finance Bankrupts Black America*. New York: Atria/One Signal Publishers; 2022.
17. Servon L. *The Unbanking of America: How the New Middle Class Survives*. New York: Houghton Mifflin Harcourt; 2017.
18. Sethi R. *I Will Teach You to Be Rich: No Guilt. No Excuses. Just a 6-Week Program That Works*: Workman Publishing Company; 2019.
19. Orman S. *Women & Money*. New York: Spiegel & Grau; 2018.
20. Dillman DA, Smyth JD, Christian LM. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 4 ed: Wiley; 2014.

#### WEEK 4: SOCIAL MOBILITY: RIGHTS AND OPPORTUNITIES

21. Desmond M. *Evicted: Poverty and Profit in the American City*. New York: Crown; 2017.
22. Wilson C. Markets and Players: Plotting Poverty and Citizenship in Matthew Desmond's *Evicted*. *Journal of American Studies*. 2022;56(1):167-90. doi: 10.1017/S0021875821000281
23. Bergman P, Chetty R, DeLuca S, Hendren N, Katz LF, Palmer C. Creating Moves to Opportunity: Experimental Evidence on Barriers to Neighborhood Choice. *American Economic Review*. 2024;114(5):1281-337. doi: 10.1257/aer.20200407.
24. Wilson B, J. The Equal Credit Opportunity Act became law 50 years ago. Here are 6 ways it makes America better today Bankrate.com; 2024.
25. Ballance J, Clifford R, Shoag D. "No more credit score": Employer credit check bans and signal substitution. *Labour Economics*. 2020;63. <https://doi.org/10.1016/j.labeco.2019.101769>.

#### WEEK 5: SOCIAL RESPONSIBILITY IN ECONOMICS

26. Piketty T. *Capital in the Twenty First Century*. Cambridge: Harvard University Press; 2014.
27. Pearlstein S. 'Capital in the Twenty-first Century' by Thomas Piketty: Income inequality is the normal and future state of capitalism, argues the economist Thomas Piketty. Washington: The Washington Post; 2014.
28. Buffett WE. Shareholder Letters. Omaha: Berkshire Hathaway LLC; 2024.
29. Bajtelsmit V. *The Implications of Gender Differences in Retirement Plan Investment Patterns*. Philadelphia: Pension Research Council, The Wharton School, University of Pennsylvania; 2024.
30. Bucher-Koenen T, Alessie RJ, Lusardi A, Rooij Mv. *Financial literacy and stock market participation*. Washington: National Bureau of Economic Research; 2021.
31. Malkiel BG, Ellis CD. *The Elements of Investing*. New York: John Wiley & Sons; 2009.

#### WEEK 6: WORK & TAXATION: A CORE ASPECT OF CITIZENSHIP

32. Ehrenreich B. *Nickel and Dimed: On (Not) Getting By in America*. New York: Metropolitan Books; 2001.
33. O'Neill B. Nickel and Dimed - On (Not) Getting By in America. *Journal of Financial Counseling and Planning*. 2002;13(1):97-8.
34. Lincoln B, Snowe O. The tax code disadvantages women taxpayers. *Chicago Tribune*. 2024;April 09.

35. Neumark D, Shirley P. The Long-Run Effects of the Earned Income Tax Credit on Women's Labor Market Outcomes. *Labour Economics*. 2020;66(October):101878. <https://doi.org/10.1016/j.labeco.2020.101878>.
36. CFPB. Guide to filing your taxes. Washington: Consumer Financial Protection Bureau; 2024.

#### WEEK 7: CONSUMER RIGHTS AND DIGITAL IDENTITY

37. Chayka K. *Filterworld: How Algorithms Flattened Culture*. New York: Doubleday; 2024.
38. Holterman C. *Eclectic Grandpa, Coastal Grandma, Mob Wife? Fast Fads Are Tiring Out Gen Z*. New York: New York Times; 2025.
39. Thaler RH, Sunstein CR. *Nudge: The Final Edition*. New York: Penguin Books; 2021.
40. Bilz A, Shepherd LA, Johnson GI. Tainted Love: A systematic literature review of online romance scam research. *Interacting with Computers*. 2023;35(6):773–88. <https://doi.org/10.1093/iwc/iwad048>.
41. Hanoch Y, Wood S. The Scams Among Us: Who Falls Prey and Why. *Current Directions in Psychological Science*. 2021;30(3):260-6. <https://doi.org/10.1177/0963721421995>.

#### WEEK 8: ECONOMIC OPPORTUNITY AND IDENTITY DEVELOPMENT

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## WEEK 13: LABOR MARKET ACCESS AND CITIZENSHIP

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## WEEK 14: PHILANTHROPY: SHAPING AN EGALITARIAN CITIZENRY

79. Yunus M. *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*. New York: PublicAffairs; 2008.
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#### WEEK 15: CIVIC ENGAGEMENT AND PERSONAL ACCOUNTABILITY

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# GE Theme course submission worksheet: Citizenship for a Diverse and Just World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

## Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

In this research-intensive course, students explore three interconnected concepts of citizenship that build upon one another: citizenship in today’s society, financial citizenship, and personal financial participation. We establish a foundation in citizenship, which provides the core for deeper exploration of financial regulations, economic policy, and societal norms for citizenry in the 21<sup>st</sup> century. The course will provide students with an understanding of the dimensions of citizenship in today’s society and the systems that shape financial opportunities. Our particular lens will be women’s financial citizenship. As a 4-credit hour, research-focused course, students will undertake a field survey project to investigate an array of citizenship concepts, gaining hands-on experience with survey research and data analytics software. Through engaging lectures, readings, practical life skills activities, and thought-provoking discussions, students will develop a comprehensive understanding of citizenship and civic engagement, and the socio-economic systems that influence economic participation and personal financial management.

Specifically, through this course, students will be able to:

1. Articulate the role of citizenship in today’s society.
2. Understand the role of financial regulations, economic policy, and societal norms for citizenship.
3. Evaluate social, psychological, career-related implications related to financial citizenship.
4. Research and analyze current citizenship issues.
5. Critically assess capacity for civic engagement in relation to current financial regulation, economic policy, and societal norm, especially for women.

## Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	<p>This course will build skills needed to engage in critical and logical thinking about citizenship and civic engagement through:</p> <ul style="list-style-type: none"> <li> <b>Four weekly class lessons</b> will be built as Carmen “pages” to teach students <ol style="list-style-type: none"> <li>Foundation of citizenship,</li> <li>Key themes in financial citizenship,</li> <li>Personal finance skills, and</li> <li>Research skills for the field survey project.</li> </ol> <p>Each of the four lessons will include podcasts or videos of the instructors introducing in an engaging way, with guest speakers, the required readings of:</p> <ul style="list-style-type: none"> <li>Highly-regarded texts on citizenship, including poems, bestselling novels and non-fiction, plus their interpretation in written reviews, author videos, podcasts, websites; examples include writing from Amanda Gorman (Week 1), Isabel Wilkerson (Week 2), and Matthew Desmond (Week 4).</li> <li>Key academic writing addressing financial citizenship from diverse perspectives, including writing of Lauren Willis (Week 1, 2), Jonathan Morduch (Week 12), Nobel prize laureates Richard Thaler (Week 7) and Claudia Goldin (Week 11, 13)</li> <li>Bestselling personal finance books, established podcasts, and high-quality videos to build personal finance skills, including authors Amanda Steinberg (Week 1), Ramit Sethi (Weeks 3, 9), Burton Malkiel (Week 5)</li> <li>Hands-on training on basic research skills using well-established textbooks on survey research and data analysis, in collaboration with the data librarian</li> </ul> <p>Each lesson “page” will also provide students with background resources (readings, websites, videos, podcasts, apps) and connect students to regularly-updated current events and to spark research ideas for the Field Survey Project.</p> </li> <li> <b>Weekly readings</b> requiring students to synthesize and critically evaluate relevant readings and research on citizenship, citizen-informed finance, and personal finances. </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Engagement in class discussions</b> where students use evidence-based logical reasoning to assess current citizenship topics and apply these insights to financial citizenship and women's financial participation (week 4, 5, 6, 10, 14).</li> <li>• <b>Research training</b> for the Field Survey Project will teach students how to gather, analyze, and interpret empirical data on current citizenship topics.</li> <li>• <b>Completion of life skills activities</b> that build individual financial skills and knowledge and connect students in an hands-on way with broader economic and societal patterns.</li> <li>• <b>Completion of weekly quizzes</b>, assessing students' comprehension of course readings on citizenship, economic structures, and financial decision-making.</li> </ul>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>This course will facilitate advanced, in-depth scholarly exploration of citizenship through:</p> <ul style="list-style-type: none"> <li>• <b>A semester-long research project, the "Field Survey Project"</b>, where students will be trained in all stages of a survey research project. The Field Survey Project teaches students, by using a scaffolding approach, how to develop research questions, create and program an online survey using Qualtrics, collect and analyze survey data using Tableau, and summarize key findings in a short research paper. The focus will be on selected, current citizenship topics, as proposed and voted-on by the students in the course.</li> <li>• <b>Engaging with a variety of sources</b>, including <ul style="list-style-type: none"> <li>– Citizenship literature in the form of poems, bestselling novels, non-fiction writing plus their interpretation in social media and traditional media;</li> <li>– Economic research in the form of academic studies and popular-press books from Nobel laureates plus their interpretation in videos and podcasts;</li> <li>– Bestselling personal finance books and activities that teach hands-on money-management skills for young adults; and</li> <li>– Technical, research-focused writing for the Field Survey Project, including lectures with a data librarian from the Ohio State Libraries,</li> </ul> <p>in order to deepen students' understanding of citizenship in our society and assess opportunities for civic engagement.</p> </li> <li>• <b>Critical evaluation of citizenship and opportunity for civic engagement</b>, including both the fundamentals of citizenship and the lens of financial regulations, economic policies, and societal norms, assessing their effectiveness and impact on finance-informed citizenship and upward mobility, especially for women. For example, in Week 2, we present students with the historical perspective on the changing economy through a chapter on Black Americans leaving the hardship of the Jim Crow Laws in the U.S. South in Wilkerson's book, a critical reflection on financial education in Willis' famous study in the American Economic Review, and a historical assessment of women's financial participation in Mcgee's paper on "Women's Rights And Their Money."</li> </ul>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p>This course will identify, describe, and synthesize academic knowledge, research training, and real-world experiences through:</p> <ul style="list-style-type: none"> <li>• <b>Weekly access to writing and media resources across academic, business, and popular press</b> to provide students with diverse perspectives that help students understand and synthesize citizenship in relation to current financial, economic, and societal systemic settings. For example, we will set-up the 4 weekly lessons as Carmen pages that include, for each lesson, a well-structured approach to each week with the lecturers podcast/video first, required readings, links, and apps next, and optional background readings, links, and apps.</li> <li>• <b>Thorough vetting process</b> of resources used in the course to convey to students an understanding of quality resources. It is a scaffolding approach that will, for example, enable students at semester-end to select high quality resources for their research paper themselves.</li> <li>• <b>Field Survey Project</b> for hands-on training of students to apply the course lessons to the analysis of selected current citizenship topics. Students will gain sufficient skills to engage in original research that deepens young adults' understanding of the knowledge provided in the course lessons. We will use a scaffolding approach that starts with intensive instruction and guidance on the research process and methods and will end the semester with the students independently completing a short research brief.</li> <li>• <b>Weekly guest speakers</b> will be invited to the citizenship or financial citizenship lessons to provide high-quality and real-world expertise across the important citizenship topics covered in this course. For example, we have the commitment of Ukeme Jeter, JD, the major of</li> </ul>

	<p>Upper Arlington, to talk about her new book on immigration in “Week 8: Economic opportunity and identify development” and have a contact to Sam Quinones to talk about his book “Dreamland” in “Week 10: Public Health, Mental Wellbeing, Citizenship”.</p> <ul style="list-style-type: none"> <li>• <b>Weekly Life Skills Assignments</b>, where students will apply financial concepts to their own lives, for example, by assessing financial behaviors and setting financial goals (Week 2), examining their checking account agreements (Week 3), analyzing their credit score (Week 4), etc. At the end of the course, students will have completed a full analysis of their current financial situation and will have created a realistic, successful financial plan for their future.</li> </ul>
<p><b>ELO 2.2</b> 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.</p>	<p>This course will foster self-reflection on citizenship, citizen-informed finance, and personal financial growth through:</p> <ul style="list-style-type: none"> <li>• <b>Weekly citizenship discussion posts</b> requiring deep analysis and critiques of a current event or economic topic related to the foundations of citizenship. We will use Hypothes.is, a newer app through Ohio State, that allows students to collaborate and engage directly with course content through social annotation of a wide range of media, such PDFs, websites, videos. This interactive, non-linear approach is fun and engaging and will make discussion posts a highlight of each week.</li> <li>• <b>Weekly Life Skills Assignments</b> will enable financial life self-assessments and reflections as well as encouraging students to take action and take responsibility for financial lives. Our goal is to have finance-informed citizens at the end of the semester, by providing students not only with financial management skills, but explaining and discussing financial issues that matter for individuals and society. Students will understand their finances in relation to current financial economic and societal systemic settings in the U.S. and learn to use critical perspectives when discussing these settings. For example, in Week 9, we will discuss marriage and social standing by reading current papers on gender equality, household finance, and divorce laws and reflect on this knowledge by having students assess their own (or their parents) romantic relationship in the Life Skills Assessment. Another example is a Life Skills Assignment in Week 10 that uses journaling to help students analyze their financial experiences, behaviors, and attitudes over time.</li> <li>• <b>Comprehensive, guided reflections</b> on the course learning in in the final semester Week 14 where students will assess their learning, citizenry, progress toward finance-informed citizenship, financial confidence, and the broader implications of financial literacy for economic empowerment. We will ask students to create a voice or video recording to reflect also on the learnings from the Field Survey Project. Voice and video recordings are best able to transport emotions and provide clues about the actual value of this semester-long activity compared to written submissions.</li> </ul>

## Goals and ELOs unique to Citizenship for a Diverse and Just World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	<p>Throughout the course, students will teach students the foundations of citizenship in the current society. The course will address the following citizenship topics:</p> <ul style="list-style-type: none"><li>Week 1: Democratic citizenship</li><li>Week 2: Our changing economy: From a men’s world to a women’s world</li><li>Week 3: Civil rights and justice in the 21<sup>st</sup> century</li><li>Week 4: Social mobility: Rights and opportunities</li><li>Week 5: Social responsibility in economics</li><li>Week 6: Work &amp; Taxation: A core aspect of citizenship</li><li>Week 7: Consumer rights and digital identity</li><li>Week 8: Economic opportunity and identity development</li><li>Week 9: Domestic partnerships vs citizenship?</li><li>Week 10: Public health, mental wellbeing, and citizenship</li><li>Week 11: Fair wages and equal pay</li><li>Week 12: Saving capitalism in the current economy</li><li>Week 13: Labor market access and citizenship</li><li>Week 14: Philanthropy: Shaping an egalitarian citizenry</li><li>Week 15: Civic engagement and personal accountability</li></ul> <p>The course applies the knowledge of citizenship to the assessment of financial citizenship and personal financial wellbeing, especially for women. The lens of women’s civic and financial participation enables students to examine diversity and justice for this particular political, cultural, national community.</p> <p>For example, in Week 7, students learn about consumer-focused legislation from the perspective of consumer protection laws. Students will listen to a podcast of the instructors and a guest speaker from the legal profession introducing the range of consumer protection laws, examine its relevance for today’s citizenry, and discuss a selected chapter of a newly published book on social media algorithm and of Nobel prize laureate Richard Thaler’s bestselling book “Nudge” that address public policy in response to market failures, which are the required citizenship reading of Week 7. In the Week 17 Citizenship Discussion, students will critically discuss the limits of consumer protection from the perspective of romance scams. Using social annotation software, students will examine the a recent quiz in the Wall Street Journal that tests students’ understanding of the society scope romance scams.</p> <p>We will take a similar approach to all weekly citizenship lessons.</p>

<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>This course provides extensive training in intercultural competence as a global citizen by examining citizenship from its key dimensions. Every week is devoted to teaching a dimension of citizenship that is at the core of citizenship in today's society. This course achieves intercultural competence by laying the foundation that allows students to effectively communicate, understand, and interact with people from different cultural backgrounds.</p> <p>For example, students learn about the Black community in Week 2 by examining migration from the U.S. South and in Week 3 by learning about and reflecting on banking while Black, with a particular focus on Black women's situation. Another example concerns women living in poverty. Students will learn, reflect about, and apply their knowledge in Week 4 by examining low-income housing and eviction, in Week 5 by investigating wealth disparities, and in Week 6 by reading and critically discussing low-income employment and how financial precarity limits effective citizenship, especially for women.</p> <p>Students will apply the knowledge, skills, and dispositions acquired each week to the financial management skills that are of particular importance for women citizens in the United States. This semester-long process has students apply their knowledge and skills to understand citizenship and engage in financial citizenship, both in their personal lives and in broader social contexts in the United States and globally.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>This course provides extensive opportunities for students to examine, critique, and evaluate expressions and implications of diversity, equity, and inclusion.</p> <p>Expressions of diversity include students' examining, critiquing and evaluating:</p> <ul style="list-style-type: none"> <li>– Women in the Black community, for example, in "Week 3: Civil rights and justice in the 21st century" and "Week 4: Social mobility: Rights and opportunities".</li> <li>– Women in low-income communities, for example in "Week 5: Social responsibility in economics" and "Week 6: Work &amp; Taxation: A core aspect of citizenship."</li> <li>– Women immigrants in "Week 8: Economic opportunity and identity development"</li> </ul> <p>Expressions of equity include students' examining, critiquing and evaluating, for example:</p> <ul style="list-style-type: none"> <li>– The Equal Opportunity Act of 1974 in "Week 2: Our changing economy"</li> <li>– Consumer rights in "Week 7: Consumer rights and digital identity"</li> <li>– Gender equity in "Week 10: Domestic partnerships vs citizenship?"</li> </ul> <p>Expressions of inclusion include students' examining, critiquing and evaluating, for example:</p> <ul style="list-style-type: none"> <li>– Concerns about mental health in "Week 10: Public health, mental wellbeing, and citizenship"</li> <li>– Careers and family in "Week 11: Fair wages and equal pay"</li> <li>– Social solidarity in "Week 14: Philanthropy: Shaping an egalitarian citizenry"</li> </ul> <p>Through these multifaceted lessons, students understand the foundations of citizenship, critique financial systems, assess their impact on diverse communities, and reflect on their role in advocating for equality in the civic and financial contexts. By analyzing different cultural, economic, and gendered approaches to finance, students deepen their understanding of inequities in our society, in financial systems, and how advocacy for change can emerge from individual and collective experiences.</p>
<p><b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>The course analyzes and critiques the intersection of concepts of justice, difference, and citizenship in the following ways. We would like to present two examples from our course.</p> <ul style="list-style-type: none"> <li>– "Week 3: Civil rights and justice in the 21st century" starts with the definition of justice in the American legal system. Students analyze selected chapters of law professor Baradaran's bestselling, Harvard University Press book "The color of money" about the racial wealth gap and how housing segregation, racism, and Jim</li> </ul>

	<p>Crow credit policies created an economic disadvantage for black communities and their banks. Students will apply the knowledge to examine how newly proposed regulation to banking overdraft fees may impact lower-income Black women.</p> <ul style="list-style-type: none"> <li>– “Week 4: Social mobility: Rights and opportunities” starts with the definition and importance of access in our society, to enforce citizen rights and take advantage of opportunities. Students analyze selected chapters of the Princeton sociologist Desmond’s Pulitzer Prize winning book “Evicted” about poverty and economic exploitation from the lens of housing and social justice. Students will apply this knowledge to critically investigate the concept and role of alternative credit-scoring systems for individuals outside the financial mainstream services.</li> </ul> <p>The course analyzes and critiques how justice, difference, citizenship interact with cultural traditions, structures of power and/or advocacy for social change in the following ways, based on two examples:</p> <ul style="list-style-type: none"> <li>– “Week 10: Public health, mental wellbeing, and citizenship” addresses cultural traditions and structures of power with an in-depth analysis of the topic of careers and family. Students will analyze chapters in Nobel prize laureate Goldin’s book on “Careers and Family” to understand the concept of equal pay and Morduch and Schneider’s book on “Financial Diaries” to understand the implications of exploitation and unfair wages. Students will apply this knowledge to practicing mock salary negotiations, using the hands-on guidelines in the excellent book by Carnegie Mellon professor Babcock on “Women don’t ask.”</li> <li>– “Week 14: Philanthropy: Shaping an egalitarian citizenry” addresses structures of power and advocacy from the lens of philanthropy. Students will analyze the concept of social solidarity through chapters of Nobel Peace Prize winner Yunus’ bestselling book “Banker to the Poor” to use the model of Yunus’ Grameen Banks for the assessment of structures of power and advocacy to overcome these structures. Students will apply this knowledge by critically examining crowdfunding in today’s society.</li> </ul> <p>Overall, this course enables students to connect citizenship and advocacy for systemic change, prompting students to reflect on how power structures, cultural traditions, and financial policies influence financial citizenship and economic justice, for all and for women in particular.</p>
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# Research and Creative Inquiry 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 Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your 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](mailto:daly.66@osu.edu) or call 614-247-8412.

## **Pedagogical Practices for Research and Creative Inquiry Courses**

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.



Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

**1. Disciplinary expectations and norms:** Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

**2. Teaching methods and practices:** Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

**3. Implementing:** Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

**4. Demonstration of competence:** Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

**5. Scaffolding and mentoring:** Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

**6. Reflection:** Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)



# Distance Course Assurance Review Form

For Permanent DL/DH/HY Approval | College of Education and Human Ecology

Instructor Name:

Email:

Department:

Course Number and Title:

*Directions: The following form is an instructor's self-review of the proposed distance (DL, DH, HY) course. The instructor should complete the form with their syllabus, making changes or adjustments to the syllabus along the way.*

## Syllabus

Proposed syllabus uses the [EHE Distance Learning Syllabus Template](#), includes boilerplate language where required (e.g. course and institutional policies) as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

Course format/modality is clearly outlined, including if any *synchronous* sessions will be required and how learners will access live sessions. Note: students often expect online classes to be completely *asynchronous*, therefore it is essential to clearly list any required synchronous sessions in the syllabus and class schedule.

## CarmenCanvas

*When building your course, we recommend meeting with an [EHE Instructional Designer](#) who can develop a custom course template for CarmenCanvas. For additional guidance, see [Carmen Common Sense: Best Practices](#).*

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

- Please describe how you will organize course materials and activities for a fluid learning experience. Best practices include using Carmen Modules.

## Instructor Presence

*A challenge to teaching online is creating opportunities for students to interact with their instructors. One solution is through online instructor presence. For resources check out the Teaching & Learning Resource Center's [Online Instructor Presence](#) page and EHE's Distance Education resource on [Creating Instructor Presence through Video](#). Your EHE Distance Education team is here to help, meeting with an [EHE Instructional Designer](#) to get started.*

- Please describe ways you intend to develop instructor presence in your online course. Examples may include recorded video introductions, video module overviews or weekly wrap-ups, weekly announcements, feedback (video and/or text based), and facilitating online discussions.

## Regular and Substantive Interaction

*The US Department of Education's requirement to ensure [Regular and Substantive Interaction in Online and Distance Learning](#) expects course interactions to be initiated by the instructor, occur regularly and frequently (weekly or more often), and focus on academics. Further, student participation is critical in online courses, see [OSU's resource on Student Attendance and Participation in Online Classes](#) to learn more.*

- What are examples of regularly scheduled interactions (weekly, at minimum) that are initiated by you for students in your course? Examples may include facilitating online Carmen discussions, Carmen announcements/email, office hours, zoom sessions.
- Describe weekly participation activities students will have in your course. Examples may include discussion response, assignment submission, peer feedback, engaging in an interactive tutorial.

## Assessment is Frequent and Varied

*Student success online is amplified when there are frequent and varied learning activities/assignments. For more information check out the Teaching & Learning Resource Center's article on [Designing Assessments for Student Learning](#).*

- How does your course provide a variety of assignment formats to demonstrate learning. Examples may include formative (reflections, knowledge checks, games, discussions) and summative assessments (papers, exams, portfolios, presentations).
- List different formats/modalities available for students to access and engage with course content. Examples may include video, scholarly books or articles, podcasts, field observation, textbooks, carmen text pages, interactive games, or lectures.
- Please describe opportunities in your course where students can apply course knowledge and skills to real-world tasks (i.e. authentic assessment):

## Workload Estimation

*For more information about calculating online instruction time, see [ODTI's Credit Hour Estimation](#). For any course modality, university policy calls for an average of 1 hour "direct instruction" plus 2 hours "out-of-class" time per week for each 1 credit hour. Thus, a 3 credit hour course should average 3 hours "direct instruction" and 6 hours "out-of-class" time each week.*

- Please describe "direct instruction" for a typical week in your course (e.g., class discussions, lectures, course content pages, active learning activities, synchronous zoom sessions):
- Please describe "out-of-class" time for a typical week in your course (e.g., homework and assignments, readings, assignment prep):



## Technology and Tools

*For information about approved learning technologies visit [OSU's Toolsets](#). Technology questions are adapted from the [SUNY OSCQR rubric](#) and [Quality Matters](#).*

The tools selected for the course support the learning outcomes and competencies.  
Course tools are used in a way to promote learner engagement and active learning.  
Technologies required in the course are current and easily obtainable.  
Links are provided to privacy policies for all external tools required in the course.  
Tools selected for the course meet OSU accessibility standards.

- Will you require students to purchase additional technology (account/subscription, equipment, etc.) to equally engage in the course? If so, please explain and provide a copy of the syllabus statement that notifies students of this requirement:

## Accessibility

*For more information or questions on accessibility, contact EHE's [accessibility coordinator](#). For tools and training on accessibility visit OSU's [Digital Accessibility Services](#) and the Teaching & Learning Resource Center's guide on [Five Ways to Improve Accessibility in your Carmen Course](#).*

Information about the accessibility of technologies used in the course is provided.  
Any external tool used in the course has been evaluated for accessibility by OSU or is already approved (i.e. listed on the [OSU Toolsets](#) page).  
Accessibility statements for third party tools are provided on the syllabus.

- How are you planning for accessibility in the design and delivery of your online course:

## Academic Integrity

For more information visit [Strategies and Tools for Academic Integrity in Online Environments](#) and [Teaching Online: Effective Practices](#)

In addition to the university's academic integrity policy, your syllabus includes online-specific course policies, including specific parameters for each major assignment.

- How have assignments been designed to deter cheating and/or plagiarism:

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## Reviewer Feedback

### Instructional Designer Comments:

Syllabus and Form reviewed by \_\_\_\_\_ on \_\_\_\_\_

Was the EHE Syllabus Template Used?      Yes      No      Partially

### Curriculum Committee Reviewer Comments:

- Course structure and learning objectives
- Instructor presence
- Active learning and student engagement
- Assessments
- eLearning Tools

Adapted from [ODTI Keep Teaching](#) Online Temporary Course Assurance and College of Arts and Sciences [Distance Approval Cover Sheet](#).

**From:** Croxton, Keely [croxton.4@osu.edu](mailto:croxton.4@osu.edu)  
**Sent:** Sunday, July 6, 2025 12:07 PM  
**To:** Tackett, Kimberly <tackett.209@osu.edu>  
**Subject:** Re: Request for Concurrence – CSCFFS 3000

**CONCURRENCE: Fisher College of Business**

Kim,

Fisher can offer concurrence for this course. I don't see substantial overlap with anything that we teach. Thanks for checking!

Keely



**Keely L. Croxton, PhD**  
Associate Dean of Academic Programs  
Prof. of Logistics  
Fisher College of Business  
[croxton.4@osu.edu](mailto:croxton.4@osu.edu)

**From:** Tackett, Kimberly <tackett.209@osu.edu>  
**Date:** Thursday, July 3, 2025 at 10:45 AM  
**To:** Croxton, Keely <croxton.4@osu.edu>  
**Subject:** Request for Concurrence – CSCFFS 3000

Good afternoon Dr. Croxton,

I hope this message finds you well. Faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Fisher College of Business for a proposed new course:

**CSCFFS 3000: Women & Money – Citizenship in a Modern World**

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Citizenship" theme and the Consumer and Family Financial Services major.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, including the curriculum entry from [curriculum.osu.edu](http://curriculum.osu.edu) and the course syllabus. We kindly ask that you provide your response by **July 18**, in alignment with the university's ten-business-day guideline. We've included a few additional days in consideration of the holiday. If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!  
Tackett



**Kim Tackett, M.Ed. [She/Her]**  
College of Education and Human Ecology  
Department of Human Sciences  
Office of Academic Program Services and Innovation (OAPSI)  
Senior Curriculum Coordinator



April 10, 2025  
Pete Locascio  
Executive Director of Undergraduate Education  
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed new course, **effective Spring 2026:**

1. **CSCFFS 3000 Women & Money: Citizenship in a Modern World (4cr)**  
Proposal: new course, add GEN Theme: Citizenship, add distance learning component

Attached you will find the necessary documentation outlining proposal details. This new course has been approved by the Consumer Sciences faculty. Review of and approval from members of the Department of Human Sciences Undergraduate Curriculum Committee has also been obtained.

There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this new course. Thus, I am in support of this proposal as outlined in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

**Sue Sutherland, PhD**

*Pronouns: she/her/hers*

Professor, Associate Department Chair

College of Education and Human Ecology



**From:** Sreenivas, Mytheli [sreenivas.2@osu.edu](mailto:sreenivas.2@osu.edu)  
**Sent:** Monday, July 14, 2025 5:52 PM  
**To:** Tackett, Kimberly <tackett.209@osu.edu>  
**Subject:** RE: Request for Concurrence – CSCFFS 3000

CONCURRENCE: Department of Women's, Gender, and Sexuality Studies

Hello,  
WGSS offers concurrence for this course. Thank you!

Best,  
Mytheli



THE OHIO STATE UNIVERSITY

**Mytheli Sreenivas, PhD**

Designated Professor and Chair, Department of Women's, Gender and Sexuality Studies  
Professor, Department of History  
286 University Hall  
230 North Oval Mall, Columbus , OH 43210

**From:** Tackett, Kimberly <[tackett.209@osu.edu](mailto:tackett.209@osu.edu)>  
**Sent:** Thursday, July 3, 2025 10:32 AM  
**To:** Sreenivas, Mytheli <[sreenivas.2@osu.edu](mailto:sreenivas.2@osu.edu)>  
**Subject:** Request for Concurrence – CSCFFS 3000

Good afternoon Dr. Sreenivas,

I hope this message finds you well.

Faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Women's, Gender, and Sexuality Studies for a proposed new course:

**CSCFFS 3000: Women & Money – Citizenship in a Modern World**

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Citizenship" theme and the Consumer and Family Financial Services major.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, including the curriculum entry from [curriculum.osu.edu](http://curriculum.osu.edu) and the course syllabus. We kindly ask that you provide your response by **July 18**, in alignment with the university's ten-business-day guideline. We've included a few additional days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!  
Tackett



THE OHIO STATE UNIVERSITY

**Kim Tackett, M.Ed. [She/Her]**  
College of Education and Human Ecology



**From:** Abito, Mike [abito.1@osu.edu](mailto:abito.1@osu.edu)  
**Sent:** Monday, July 14, 2025 9:00 AM  
**To:** Tackett, Kimberly <tackett.209@osu.edu>  
**Subject:** Re: Request for Concurrence – CSCFFS 3000

CONURRENCE: Department of Economics

Hi Kimberly,

The department is happy to give our concurrence for CSCFFS 3000.

Best,  
Mike



THE OHIO STATE UNIVERSITY

**Jose Miguel Abito**

Associate Professor and Director of Undergraduate Studies  
Department of Economics  
421 Arps Hall  
1945 N. High St  
Columbus, OH 43210  
[abito.1@osu.edu](mailto:abito.1@osu.edu)

**From:** Tackett, Kimberly <tackett.209@osu.edu>  
**Sent:** Thursday, July 3, 2025 10:38:45 AM  
**To:** Abito, Mike <abito.1@osu.edu>  
**Subject:** Request for Concurrence – CSCFFS 3000

Good afternoon Dr. Abito,

I hope this message finds you well.

Faculty in the Department of Human Sciences (College of Education and Human Ecology) are seeking concurrence from the Department of Economics for a proposed new course: **CSCFFS 3000: Women & Money – Citizenship in a Modern World**

This course is intended for inclusion in both the General Education (GEN) curriculum under the "Citizenship" theme and the Consumer and Family Financial Services major.

As required by the College of Arts and Sciences, we are requesting your department's review and confirmation of concurrence. Please find the relevant documents attached, including the curriculum entry from [curriculum.osu.edu](http://curriculum.osu.edu) and the course syllabus. We kindly ask that you provide your response by **July 18**, in alignment with the university's ten-business-day guideline. We've included a few additional days in consideration of the holiday.

If you are not the appropriate contact for this request, I would appreciate your assistance in directing me to the correct individual. Please don't hesitate to reach out with any questions or concerns.

Make it a great day!  
Tackett

**Kim Tackett, M.Ed. [She/Her]**

College of Education and Human Ecology  
Department of Human Sciences