

Term Information

Effective Term Spring 2026
[Previous Value](#) [Summer 2018](#)

Course Change Information

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

This course is being proposed for GE consideration.

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

As a GE course, it will have broader appeal for students.

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

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

There are no significant programmatic implications with this change.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Counselor Education
Fiscal Unit/Academic Org	EHE Educational Studies - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5271
Course Title	Wellness: Achieving a Healthy Lifestyle
Transcript Abbreviation	Wellness
Course Description	Study and application of a holistic approach to understanding and implementing individual wellness for healthy lifestyles.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 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 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
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.1101
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Health and Well-being

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

[Previous Value](#)

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

Course Details

Course goals or learning objectives/outcomes

- Course Obj. 1: Critically think about and evaluate wellness as a paradigm for healthcare
- Course Obj. 2: Analyze the various domains that influence our wellness
- Course Obj. 3: Incorporate and apply wellness tools in their own lives
- Course Obj. 4: Students will explore and analyze wellness as a healthcare paradigm
- Course Obj. 5: Inculcate and apply effective ways to enhance their own well-being
- *Demonstrate understanding of holistic model of wellness, including psychological and social mediators for health*
- *Comprehend the various domains that influence our wellness*
- *Strive towards incorporating wellness tools in their own lives*
- *Recognize more effective ways to enhance their own well-being*

[Previous Value](#)

Content Topic List

- Evolution of Wellness
- Wellness Models
- Setting Good Goals for Intentional Change
- Cognitive Wellness
- Emotional Regulation
- Physical Activity and Nutrition/Preventative Self-Care
- Career and Financial Wellness
- Spirituality and Meaning
- Cultural and Environmental Context
- Social Relationships
- Creativity and Wellness

Previous Value

- *Wellness: Healthcare for the 21st Century*
- *Evolution of Wellness*
- *Wellness Models*
- *Setting Good Goals for Intentional Change*
- *Cognitive Wellness*
- *Emotional Regulation*
- *Physical Activity and Nutrition/Preventative Self-Care*
- *Career and Financial Wellness*
- *Spirituality and Meaning*
- *Cultural and Environmental Context*
- *Social Relationships*
- *Creativity and Wellness*

Sought Concurrence

No

Attachments

- REVIEWED_GEC Formatted 5271 Syllabus Final.docx: Updated Syllabus
(Syllabus. Owner: Miller, Dustin Wade)
- Course Assurance 5271.pdf: Course Assurance
(Other Supporting Documentation. Owner: Miller, Dustin Wade)
- Granello GEC- Wellness Course PDF 03 04 2025.pdf: GE Theme Worksheet
(Other Supporting Documentation. Owner: Miller, Dustin Wade)
- 5271 Undergrad Studies Approval (030425).pdf: UG Studies Approval
(Other Supporting Documentation. Owner: Miller, Dustin Wade)

Comments

COURSE CHANGE REQUEST
5271 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/02/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Dustin Wade	04/18/2025 09:57 AM	Submitted for Approval
Approved	Miller,Dustin Wade	04/18/2025 09:57 AM	Unit Approval
Approved	Locascio,Peter J.	05/22/2025 11:44 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/22/2025 11:44 AM	ASCCAO Approval



Outlook

Approval of GEC Wellness Course

From Gilson, Carly <gilson.78@osu.edu>
Date Tue 3/4/2025 12:05 PM
To Miller, Dustin <miller.1534@osu.edu>
Cc Granello, Paul <granello.2@osu.edu>

 2 attachments (358 KB)

GEC Formatted 5271 Syllabus approved 03 04 2025.docx; Granello GEC- Wellness Course PDF 03 04 2025.pdf;

Hi Dusty,

The ES Undergraduate Studies Curriculum Committee met today and voted to approve the following course for consideration as a GE course: *Wellness: Achieving a Healthy Lifestyle*, as proposed by Dr. Paul Granello. I am attaching the approved version of the syllabus and GE worksheet with some clarifying questions and recommendations for minor revisions from the committee. We recommend addressing these comments before the course moves up to the EHE Curriculum Committee.

Paul, congratulations! Thanks for your hard work in revising this interesting and meaningful course. We are looking forward to it moving through the curricular approval process so it can be offered to students soon. Please let me know if you have any questions.

Thanks!
Carly



THE OHIO STATE UNIVERSITY

Carly B. Gilson, Ph.D.

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College of Education and Human Ecology

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Pronouns: she/her/hers



ESCE #5271- Wellness: Achieving A Healthy Lifestyle

Autumn 2025, 3 Credit Hours, U/G

Instructor: Dr. Paul Granello, PhD, LPCC-S, CWC

Email: granello.2@osu.edu

Office Hours: By appointment

- Preferred means of communication:
 - My preferred method of communication for questions is **email**. Emails are typically answered within 48 hours. *If you do not receive a response, please send me another email!*

Course Information

- **Course times and location:** Asynchronous
- **Credit hours:** 3
- **Mode of delivery:** OSU Carmen / Distance Learning
 - This course is completely asynchronous and there are no in-person meetings.

Course Overview

Description / Rationale

This course is designed to fit with the theme of Health and Wellbeing. In it students will critically examine multiple domains of health and wellbeing. They will reflect on readings and activities and self-assess their own wellbeing and develop an individual wellness plan that they will critically analyze and receive feedback. The purpose of this course is to provide students with the opportunity to become familiar with the current Wellness Paradigm and to explore various facets of wellness. The emphasis of this course is on the psychological and social mediators of well-being, and students will consider paths toward their own wellness throughout the semester. This course allows students to reflect on and infuse the tenants of wellness into their everyday life during and beyond their time in the course.

Relation to Other Courses

This course is the first/foundational course for the OSU Wellness Certificate program.

Prerequisites: None

Prerequisite Knowledge: None

[Type here]

Learning Objectives

Expected Learning Outcomes (ELOs) & Related Course Objectives

ELO 1.1 Engage in critical and logical thinking.

The course challenges the student to critically examine and think about Wellness as a paradigm for individual health. Examination of the context of Wellness in our current health care system and its history are presented.

Course Obj. 1: Critically think about and evaluate wellness as a paradigm for healthcare by recognizing past and present approaches to health, explaining the basic tenets of wellness as a health-enhancing methodology, differentiating wellness from the current healthcare paradigm.

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

Students will engage in eight learning modules focused on the domains of Wellness with emphasis on psychological and social mediators of individual Wellness. Students are evaluated through weekly quizzes and final exam.

Course Obj. 2: Analyze the various domains that influence our wellness by describing each domain found to influence our wellness, contrasting each domain from one another and recognizing tenets of these domains in their own lives and the interconnectivity of these domains.

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.

The development of personal wellness goals expressed in the Individual Wellness plan is a key aspect of this course. The student is taught how to make relevant goals and encouraged and supported by faculty and peers to implement them in their lived experience.

Course Obj. 3: Incorporate and apply wellness tools in their own lives by reflecting on the results of a self-completed wellness assessment, crafting a personal wellness plan in a way that is comprehensive and thorough, assessing methods for evaluating progress towards improving wellness and incorporating

biofeedback to examine the interaction of different wellness domains.

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

The history of Wellness is presented as well as the theory of Wellness models as a healthcare paradigm. In addition, eight areas of Wellness are presented for the students' learning.

Course Obj. 4: Students will explore and analyze Wellness as a healthcare paradigm, from a historical, social, economic, cultural and personal perspective through reading, self-assessment, goal development, and reflection journaling,

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Students develop, discuss, and receive feedback on their own individual Wellness plan. They are encouraged to apply Wellness plan goals in their daily lives.

Course Obj. 5: Inculcate and apply effective ways to enhance their own well-being by describing multiple goal-setting approaches, reflecting on efficacy with specific goal-setting structures, and identifying effective strategies for personalized Wellness planning and goal setting.

Course Materials

Required

Granello, P. F. (2013). ***Wellness: A guide for achieving a healthy lifestyle***. (This will be provided to the students via PDF). Pearson, Inc.

Granello, P. F. & Fleming, M. S. (2022). ***Student resiliency: The subtle art of wellness***. Cognella Academic Press.

Benson, H. & Stuart, E. M. (1993). ***The Wellness Book: the comprehensive guide to maintaining health and treating stress-related illness***. Fireside, Simon & Shuster.

Additional readings are assigned as outlined in the course schedule.

Each week there will be a reading or activity posted in each module. Please read and react to these readings or activities in your weekly reflection journal.

Supplemental / Optional

Optional Readings and videos will be posted in Carmen for your enrichment.

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Wellness Assessment	5%
Individual Wellness Plan (IWP)	15%
Weekly Reflection Journals	20%
IWP Progress and Feedback	5%
Weekly Module Quiz	20%
IWP Final Progress	15%
Final Exam	15%
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments

If you anticipate any significant barriers to submitting assignments on time, please notify me as soon as possible so that accommodation can be made – excepting module Quizzes which cannot be accessed after the due date.

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

Assignment Descriptions

OSU Wellness Assessment (5%)

During the first week of the course, you will take OSU's Wellness Assessment online. Once you've completed the assessment, you'll upload a copy of your report and enter the average score for each domain. This is a pass/fail assignment- if you complete it, you get 100%, if you do not, you get a 0%.

Individual Wellness Plan (15%)

The Individual Wellness Plan (IWP) is the application of the course material. To complete the IWP, you will develop two goals with three separate objectives to implement over the semester. Your IWP will be reviewed by peers in your virtual group. You will indicate your progress on these goals by participating in your virtual group. The instructor will also review your IWP for you – giving individualized feedback.

IWP Progress and Feedback Discussion Posts (5%)

You will have one opportunity to reflect on what has been challenging, and what has been going well. You will also receive feedback from other members in your virtual group and may make changes to your goals based on the feedback you receive. To receive credit, you must give feedback to two other group members. Please refer to the assignment rubrics on Carmen for additional instructions.

Weekly Modules

There are 14 modules for the course consisting of a PowerPoint narrated lecture, a corresponding Granello Wellness - Chapter in the required text, and additional readings posted on the course website. You will have one week to complete each learning module. Modules will be accessible from every Monday to Sunday.

You cannot access the Module after the due date.

Upon completing the learning module, you will take a Knowledge Quiz on that module's content.

Module Weekly Reflection Journal (20%)

Each week there will be a reflection journal to complete. The journal will be based on that week's readings or activities. The journal entry should be 3-4 paragraphs in length. Prompts will be provided each week in Carmen for the journal. Journals will be graded as pass/fail.

Weekly Quizzes (25%)

Every week there will be a knowledge Quiz to complete. Quizzes consist of 10 multiple-choice and True/False questions chosen at random. The Quiz is based on material that comes directly from the textbooks, readings, and lecture. Everyone will get two attempts to complete each Weekly Quiz. Your highest calculated score will be kept as your grade for that module.

IWP Final Progress (15%)

This last assignment is an opportunity to share the progress you have made this semester, reflecting on both the accomplishments and the areas for growth you have identified throughout your wellness journey. You will create a 3 to 5-minute video sharing your experiences, accomplishments, and overall takeaways from this semester. This can include a PowerPoint, Prezi, or Google Slides presentation. Please use Carmen Zoom when recording your presentation. Utilizing one platform makes all the videos accessible for everyone, and it allows us to utilize the transcription service. Presentations will be posted on Carmen to be shared with both instructors and your peers.

Final Exam (15%)

This exam will be cumulative and draw from all the material presented in the course. The exam consists of 50 multiple-choice and True/False questions randomly drawn from a group of about 100 questions. The final exam will be automatically graded (A-F). Carmen automatically grades these and puts your score in the grade book.

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, keeps conversations focused, increases trust, and creates 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.

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 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**.

Disclaimer

Your level of self-disclosure on assignments like the IWP, Journals, and Progress feedback is voluntary and left to your own discretion and responsibility.

Everything Else

Additional optional readings, videos, and extra credit opportunities will be posted on Carmen throughout the semester.

Course Assignments and Academic Integrity

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

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
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

Students in this course must be able to use CARMEN: discussion boards, record and upload a video, take on-line quizzes, please use an up-to-date browser.

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

Course Schedule

Week/ Date	Course Obj.	ELO	Topic	Required Readings & Assignment s
1	OBJ: 3	ELO1.1 ELO 2.2	Module 0: Introduction Wellness Assessment	Wellness Assessment
2	OBJ:1,4	ELO1.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 1: Wellness – Healthcare for the 21st Century	Granello Wellness- Chapter 1 Benson – Chapter: 1,2 Reading: Multicultural Wellness Competencies (2021) Weekly Reflection Journal and Quiz

3	OBJ: 1,4	ELO1.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 2: Evolution of Wellness No classes September 4th	Extra Credit Opens Granello Wellness- Chapter 2 Benson – Chapter: 3 Reading: Wellness Decolonized (2021) Weekly Reflection Journal and Quiz
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	OBJ: 1,4	ELO1.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 3: Wellness Models	Granello Wellness- Chapter 3 Resiliency – Chapter 1 Benson – Chapter: 4,5 Reading: Wellness In the Helping Professions (2020) Weekly Reflection Journal and Quiz
5	OBJ: 3,5	ELO1.1 ELO2.1 ELO 3.1 ELO 3.2	Module 4: Creating Good Goals	Individualized Wellness Plan (IWP) Granello Wellness- Chapter 4 Reading: How to Write SMART goals. (2017). Weekly Reflection Journal and Quiz
6	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 5: Cognitive Wellness	Introduction in Groups Granello Wellness- Chapter 5 Resiliency – Chapter 2 Reading: Cognitive Stimulation in Older Adults (2023) Weekly Reflection Journal and Quiz

7	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 6: Emotional Wellness	Granello Wellness- Chapter 6 Resiliency – Chapter 3 Activity: Emotions Wheel (2025) Weekly Reflection Journal and Quiz
8	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 7: Physical Activity & Preventative Self- Care	IWP Progress Report Granello Wellness- Chapters 7 & 9 Resiliency – Chapter 8 Benson – Chapter:6,7 Activity: Stretching Exercises (2025) Weekly Reflection Journal and Quiz
9	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2	Module 8: Career & Financial Wellness	IWP Group Feedback Mid-Semester Feedback
		ELO 3.1 ELO 3.2		Granello Wellness - Chapter 8 Resiliency – Chapter 5 Reading: Financial Wellness: The Basics https://sfs.harvard.edu/financial-fitness-basics Weekly Reflection Journal and Quiz
10	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 9: Spirituality & Wellness	Granello Wellness- Chapter 10 Resiliency – Chapter 6 Benson – Chapter: 10,11 Activity: Finger Labyrinth (2025) Weekly Reflection Journal and Quiz

11	OBJ: 2,4	ELO1.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 10: Cultural & Environmental Wellness	Granello Wellness- Chapter 11 Resiliency – Chapter 7 Reading: Promoting Identity Wellness in LGBTGEQIAP (2020). Weekly Reflection Journal and Quiz
12	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 11: Social Relationships & Wellness	IWP Final Progress Granello Wellness- Chapter 12 Resiliency – Chapter 4 Reading: Social Wellness Checklist Weekly Reflection Journal and Quiz
13	OBJ: 2,4	ELO1.1 ELO2.1 ELO 2.2 ELO 3.1 ELO 3.2	Module 12: Creativity & Wellness	Presentation Feedback Granello Wellness- Chapter 13 <ul style="list-style-type: none"> • Reading: Creative wellness: A missing link in boosting well-being • https://www.myamericannurse.co m/creative-wellness-boosting- wellbeing/ Weekly Reflection Journal and Quiz
14			No assignments! Enjoy your break!	Final Exam Study Guide & Details
15		ELO1.1 ELO 2.2	Module 13: Final Exam	Wellness Final Exam Extra Credit closes

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).

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)

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 make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.* **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

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. 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.

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 or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower.

You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Content Warning: Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and

contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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

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

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

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

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McKinney, R., Desposito, M., & Yoon, E. (2020). Promoting identity wellness in LGBTGEQIAP+ adolescents through affirmative therapy. *Journal of LGBT Issues in Counseling*, 14(3), 176-190.

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<https://nationalwellness.org/>

GE Theme course submission worksheet: Health & Wellbeing

Overview

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 (Health & Wellbeing)

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.

(enter text here)

Wellness: Achieving a Healthy Lifestyle presents wellness as a paradigm for healthcare. The course introduces the student to seven domains of wellness. The student learns about Wellness models, theory, wellness history, and seven domains of wellness. The course covers both mental and physical health topics.

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
ELO 1.1 Engage in critical and logical thinking.	Student will analyze their wellness assessment and create meaningful goals and objectives for their wellness plan. (Assignments 1, 2,3,5,7)
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will complete eight learning modules and post discussion reflections. They will also be quizzed weekly on this material which includes readings, videos, and activities. (Assignments: 4,5,6)
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Student will complete journal and reflection exercises that will allow them to synthesize learning in wellness modules. (Assignments: 2,3,5,7)
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.	Students will complete a wellness self-assessment and use the results to formulate an individualized wellness plan (IWP). Further, they complete weekly journals and reflection exercised concerning the IWP. Students have a summative reflection on their progress over the semester. (Assignments: 1,2,3,5,7)

Goals and ELOs unique to Health & Wellbeing

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Student will study the history or wellness, wellness theory and history of wellness as a healthcare paradigm. Student will submit weekly reflection journals and complete IWP progress and feedback discussions. (Assignments: 3,4,7)
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	Students will create and receive feedback on their IWP. They will have opportunities to refine their plan and share it with others for feedback. (Assignments: 2,3,7)

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:

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](#).