Course Name: Disease and Society

Course Number: MB 330

Credits: 3

Credits: 3 (This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.)

Prerequisites: None

Instructor name: Dr. Jan Spitsbergen, DVM, Ph.D.

Instructor email: jan.spitsbergen@oregonstate.edu

Instructor phone: cell 541-905-6808

Link to instructor bio or website: [Microbiology Science Oregon State](http://microbiology.science.oregonstate.edu/jan-spitsbergen)

[ZFIN PERS](http://zfin.org/cgi-bin/webdriver?MVal=aa-persview.apg&OID=ZDB-PERS-971201-1)

[ResearchGate](https://www.researchgate.net/profile/Jan_Spitsbergen)

[LinkedIn](https://www.linkedin.com/profile/view?id=82188879&trk=nav_responsive_tab_profile_pic)

Course Description

This course examines interactions between race, gender, economic status and social class and disease in the U.S. and worldwide. We will consider both historical patterns of disease and current disease problems.

This class relies on student-centered, student-directed Socratic learning. The professor provides a detailed roadmap in Canvas to guide the students’ exploration of specific focus areas of their choice within the framework of general topics. This class is not recommended for students who prefer lecture-based learning or traditional multiple choice exams. Evaluation of students is based on projects including short essays,
Powerpoint presentation, News Reports and web-based discussion with other students. Students must enjoy researching topics using relevant book chapters, scientific manuscripts and high quality news reports, not just Wikipedia and Google searches.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

Required Textbook
Reimagining Global Health: An Introduction by Paul Farmer, 2013 [electronic resource, OSU library]. U. of California Press. First 4 chapters are required reading. The remaining chapters are a resource for specific interest areas of individual students.

Additional Textbooks

Podcasts
- Paul Farmer podcast Poverty and Disease; http://www.youtube.com/watch?v=dEr1WlYJm3s
- Paul Farmer podcast Dr. Paul Farmer on Foreign Aid (https://www.youtube.com/watch?v=2SQdGm08JFc)
- Defeating Global Poverty and Disease; Podcast by Ross Buckley; http://www.youtube.com/watch?v=l9UtHbzvX6g

Resources for Writing Short Essays
Online Writing Suite (http://writingcenter.oregonstate.edu/online-writing-lab) as part of the Oregon State University Writing Center which will give students online feedback on a work in progress.

Pointers for Writing a Short Essay

http://homeworktips.about.com/od/essaywriting/a/fiveparagraph.htm

Example of a Short Essay on Health Disparities

Iglehart JK. 2014. The ACA Opens The Door For Two Vulnerable Populations. Health Aff (Millwood) 33: (3)358. http://content.healthaffairs.org/content/33/3/358

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/ or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas. This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
Overall Difference, Power and Discrimination Learning Objectives

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Learning Objectives, Unit 1 (Weeks 1 and 2), Historical Perspectives on Disease and Epidemiology

1. Explain the germ theory of disease
2. Analyze the history of epidemiologic studies and the documentation of factors contributing to disease outbreaks
3. Explain host factors which influence disease susceptibility including social and economic status, age, gender, nutrition, genetic background, concurrent infections
4. Explain the role of zoonoses in emerging infectious diseases

Learning Objectives, Unit 2 (Weeks 3 and 4), Poverty and Disease, Global and Domestic
1. Critically evaluate the influence of social class and economic status on patterns of disease globally and in the U.S.
2. Analyze the factors which would be most practical and effective to change in order to reduce selected diseases

Learning Objectives, Unit 3 (Weeks 5 and 6), Gender and Disease

1. Define the effects of gender on disease patterns in the U.S. and other countries
2. Provide examples of the influence of education and social and economic status of women on disease patterns

Learning Objectives, Unit 4 (Weeks 7 and 8), Ethnicity and Disease

1. Provide examples from the U.S. and other cultures illustrating the adverse effects of low social status of ethnic minorities on health status

Learning Objectives, Unit 5, (Week 9), Factors Influencing Emergence of Antimicrobial Drug Resistance

1. Explain the role of low socioeconomic status on patterns of treatment and prevention of infectious diseases
2. Explain the factors influencing emergence of multiply resistant TB in prison populations

Learning Objectives, Unit 6 (Week 10), Strategies for Improving Public Health Status in Disadvantaged Groups, Cultures and Countries

1. Discuss the pros and cons of disease eradication efforts when they culminate in ceasing vaccination against the target disease
2. Critically evaluate innovative, proactive approaches for intervention to improve public health in the U.S. and globally
3. Suggest best practices for publically and privately funded programs targeting global public health problems

Bacc Core / Slash Course /

- **Baccalaureate Core**
  - This course emphasizes **Writing Skills** and **Perspectives** in the areas of history, medicine, anthropology and public health which are key goals of the Baccalaureate Core.
  - MB 330, Disease and Society, fulfills the **Difference, Power, and Discrimination (DPD)** requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution...
is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

**Evaluation of Student Performance**
 Short Essays 2 short essays X 100 possible points = 200
 Online Discussion 10 essays or projects and participation in Discussion Forum X 50 possible points per essay/project with discussion = 500 points

Total Possible Points=700

**Grading**

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<thead>
<tr>
<th>Grade</th>
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<td>A</td>
<td>658-687</td>
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<td>B</td>
<td>560-587</td>
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<td>C+</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
<td>420-447</td>
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<td>C-</td>
<td>490-517</td>
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**Course Content**

Please note that there is much published information about health disparities and domestic and global public health. The Reading Assignment List provides reference material for students. **Students are expected to choose 2 or 3 key content references** to study for short essays, projects or Discussion Forums each week. **STUDENTS ARE NOT EXPECTED TO READ ALL OF THE REFERENCES PROVIDED.** They are expected to choose areas that interest them and pursue those focus areas. **Note that in Canvas hot links to text for all references are available. Also the newest references are only in Canvas and not on the syllabus!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
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This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
<table>
<thead>
<tr>
<th>1</th>
<th><strong>Historical Perspectives on Disease and Epidemiology</strong></th>
<th><strong>A. Basic information about Koch’s Postulates and the germ theory</strong></th>
</tr>
</thead>
</table>
2. Koch’s Postulates to Identify the Causative Agent of an Infectious Disease  
3. In Search of a Germ Theory Equivalent for Chronic Disease  
[http://www.cdc.gov/pcd/issues/2012/11_0301.htm](http://www.cdc.gov/pcd/issues/2012/11_0301.htm)  
4. Contagion: Historical Views of Diseases and Epidemics  
[http://ocp.hul.harvard.edu/contagion/germtheory.html](http://ocp.hul.harvard.edu/contagion/germtheory.html)  
**B. References for Assignment 1**  
[http://www.ph.ucla.edu/epi/snow/cholera_haiti.html](http://www.ph.ucla.edu/epi/snow/cholera_haiti.html)  
**C. Suggested References for Discussion Forum**  
Harvard Global Health Institute Website.  
[http://globalhealth.harvard.edu/curricula-slides-reading#DV](http://globalhealth.harvard.edu/curricula-slides-reading#DV)  
WHO Global Burden of Disease Powerpoint.  
[http://globalhealth.harvard.edu/curricula-slides-reading#DV](http://globalhealth.harvard.edu/curricula-slides-reading#DV)  
CDC Teacher’s Tools for Epidemiology.  
[http://dsc.discovery.com/tv-shows/curiosity/topics/10-worst-epidemics.htm](http://dsc.discovery.com/tv-shows/curiosity/topics/10-worst-epidemics.htm)  
Plague in the United States, CDC.  
Pertussis (Whooping Cough) Outbreaks, CDC.  
[http://www.cdc.gov/pertussis/outbreaks/about.html](http://www.cdc.gov/pertussis/outbreaks/about.html)  
Goal: to critically evaluate conflicting data and to decide on a resolution to the conflict. Discuss two competing theories for the source of cholera bacteria which sparked the 2010-2013 outbreak in Haiti. Choose which point of view you support and explain why. The discussion should be a 500 (approximately) word essay. Submit the document as an attachment under the Assignment 1 heading in Canvas by 11 PM Monday the second week of class.  
**B. Week 1 Discussion Forum**  
Choose a disease outbreak and document the agencies that investigated the outbreak, the methods they used in the investigation, and the conclusions they drew regarding causation. Students may choose a problem from history or a recent investigation to illustrate historical or current approaches to epidemiological investigations. For example the life and work of Ignaz Semmelweis is a classic example of early resistance to the germ theory in the scientific community. Write a 200-400 word essay and post it to the Discussion Board. |

Please post your essay by Wed of week 1 at 5 PM. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of Week 2 at 11 PM.

### Assignment 2--Student Investigation of Zoonotic Diseases

#### Option 1: Emerging Diseases
- Describe the role of specific animal species and their ecological niches in the outbreaks of SARS, Tioman, or Sin Nombre epidemics.

#### Option 2: Longstanding Epidemic Diseases
- Compare the patterns of epidemics in rich and poor countries. Suggested topics include rabies, hemolytic uremic E. Coli infection. Feel free to choose a topic that interests you.

### Method for Option 1 and 2
- Post a 500 word essay under Assignment 2 of the Canvas Site by 11 PM Monday of

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### References, Assignment 2

- **Guns, Germs and Steel** by Jared Diamond (Chapter 11—Lethal Gift of Livestock; about zoonoses)
- **Rabid** by Bill Wasik and Monica Murphy (Chapter 8—Island of the Mad Dogs; about rabies outbreak on Bali)
- Bats are reservoir of Ebola in Bangladesh. 
  - [http://www.sciencedaily.com/releases/2013/01/130116163819.htm](http://www.sciencedaily.com/releases/2013/01/130116163819.htm)

### Resources, Discussion Forum Week 2


http://oasis.oregonstate.edu/search/?searchtype=t&searcharg=Reimagining+Global+Health%3AAn+Introduction&searchscope=13&SORT=D


Paul Farmer podcast Poverty and Disease
http://www.youtube.com/watch?v=dEr1WiYjm3s;
Defeating Global Poverty and Disease
Podcast by Ross Buckley
http://www.youtube.com/watch?v=I9UtHbzyX6q

Genetic Background and Disease
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC24291/

(Populations that evolved to have genetic resistance to African sleeping sickness are predisposed to develop more kidney disease in modern societies.)
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3710747/

http://qjmed.oxfordjournals.org/content/99/8/497.full.pdf+html

Health Disparities in the U.S.
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Resources</th>
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Manuscripts on Social Epidemiology:  
Additional Textbooks  
Case Western Reserve Center for Reducing Health Disparities  
Week 3 Discussion Forum  By Wednesday of week 3 at 5 PM please post a commentary of 200-400 words evaluating the ways in which poverty increases a disease of your choice. Sometimes in the global health community stakeholders argue which comes first, poverty or increased risk of a specific disease. Certainly poverty can predispose populations to disease and specific diseases can lead to or exacerbate poverty. Students will provide constructive suggestions to improve 2 of their classmate’s presentations by Monday of week 4 at 11 PM  
Discussion Forum, Week 4  Choose a specific public health problem related to poverty and propose an intervention to mitigate the problem. Pretend that you... |
### References on Community Health Worker Model


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<th>5</th>
<th><strong>Gender and Disease</strong></th>
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http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3847538/  
Cohen J. 2014. Kidney disease is killing poor male sugar cane workers in Central and South America (Links to an external site.). Science 344: 143-147.  

**Discussion Forum Week 5**  
Choose a disease (can be infectious or noninfectious) in which there is a differential prevalence based on gender in a setting of your choice. Analyze the contribution of biological aspects of gender as well as the social context of gender on this disease in this situation. Post a 400-500 word discussion of the topic in the form of a News and Analysis article from the journal Science on the Discussion Board by Wed 5PM. Please respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 6 at 11 PM.
| 6 | Gender and Disease |


**Preparing a News Article**

**Example News and Analysis Article on Public Health from the journal Science**
http://www.sciencemag.org/content/342/6159/679

Discussion Forum Week 6
Choose a disease (can be infectious or noninfectious) in which there is a differential prevalence based on gender in a setting of your choice. Suggest a meaningful intervention to mitigate the disease burden. Post a 400-500 word discussion of the topic on the Discussion Board by Wed 5PM. Please give constructive
<table>
<thead>
<tr>
<th></th>
<th>Ethnicity and Disease</th>
<th>Historical Examples of Health Disparities Based on Race and Racial Discrimination in Health Care Systems</th>
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<tbody>
<tr>
<td></td>
<td>U tube video on Tuskegee Study <a href="http://www.youtube.com/watch?v=x-YMdaEdbcg">http://www.youtube.com/watch?v=x-YMdaEdbcg</a></td>
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<tr>
<td>8</td>
<td>Remember that references on Community Health Care Workers are presented in Unit 2 (weeks 3 and 4).</td>
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<td></td>
<td>Current Examples of Health Disparities Based on Race</td>
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Discussion Forum Week 7
What lessons can we learn from the legacy of colonial medicine, the Tuskegee Syphilis study, and the Kalaupapa leper colony in Hawaii? How can we work respectfully and effectively as partners with disadvantaged populations in the U.S. and worldwide? Submit a 400-500 word essay on the Discussion Board by Wed 5 PM. Please comment on the content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 8 at 11 PM.

Discussion Forum Week 8
Critically evaluate the role of Community Health Care Workers in efforts to reduce health disparities related to race and ethnicity. Submit a 400-500 word essay on the Discussion Board by Wed 5 PM.
<table>
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<th>References</th>
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</table>

**Ethnicity and Suicide**


**Mitigation of Health Disparities Between Ethnic and Racial Groups Following the Affordable Care Act**

Affordable Care Act has reduced racial/ethnic health disparities. Science Daily. [https://www.sciencedaily.com/releases/2015/12/151203081922.htm](https://www.sciencedaily.com/releases/2015/12/151203081922.htm)

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<tr>
<th>9</th>
<th><strong>Role of Poverty and Low Economic Status in Emergence of Drug Resistance</strong></th>
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<tbody>
<tr>
<td><strong><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3262386/pdf/cpaa-3-051.pdf">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3262386/pdf/cpaa-3-051.pdf</a></strong></td>
<td></td>
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<tr>
<td><strong>Allen T, Parker M. 2011. The &quot;other diseases&quot; of the Millennium Development Goals: rhetoric and reality of free drug distribution to cure the poor's parasites. Third World Q 32: 91-117.</strong></td>
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<tr>
<td><strong>Campbell S. 2007. The need for a global response to antimicrobial resistance. Nurs Stand 21: 35-40.</strong></td>
<td></td>
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<tr>
<td><strong>Kupferschmidt, K. 2016. Resistance fighters--evolutionary biologists are challenging old dogmas about the way antibiotics should be used. Science 352: 758-761.</strong></td>
<td></td>
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<tr>
<td><strong>Roberts, L. 2016. Malaria wars--can malaria be eliminated from the Mekong region before multiple-drug resistance makes its untreatable? Science 352:398.</strong></td>
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**Discussion Forum Week 9**
Prepare a short essay discussing approaches to reduce drug resistance in the U.S. or globally. Post a 400-500 word discussion of the topic on the Discussion Board by Wed 5PM. Please give constructive suggestions or praise to at least 2 of your peers by Monday of week 10 at 11 PM.
<table>
<thead>
<tr>
<th>10</th>
<th>Strategies for Improving Public Health Status in Disadvantaged Cultures and Countries</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Podcast of Larry Brilliant, president and CEO of the Skoll Global Threats Fund, regarding his experiences during the campaign to eradicate smallpox <a href="http://www.ted.com/talks/larry_brilliant_wants_to_stop_pandemics.html">http://www.ted.com/talks/larry_brilliant_wants_to_stop_pandemics.html</a></td>
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<td></td>
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<td><strong>Could Monkeypox Take Over Where Smallpox Left Off?</strong></td>
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<td>Smallpox may be gone, but its viral cousins—monkeypox and cowpox—are staging a comeback</td>
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<td></td>
<td></td>
<td>5. Manuscripts on recent zoonotic infections with poxvirus</td>
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<td></td>
<td>6. Some surprising findings in the global effort to eradicate polio</td>
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<tr>
<td></td>
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<td>A recent outbreak of polio in the wealthy, highly sophisticated nation of Israel shows that even high vaccination rates may not prevent a disease outbreak when we do not clearly understand the factors which make the most effective vaccines.</td>
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**Discussion Forum Week 10**

**Goal**
To consider the pros and cons of disease eradication especially if it involves ceasing vaccination against a disease for which genetically similar pathogens are present in domestic and/or wild animal species or in the case of wealthy countries with subcultures with very low living standards.

**Assessment Method**
Post a 400-500 word essay by Wed of week 10 at 5 PM discussing the wisdom of ceasing vaccination for diseases like smallpox which are eradicated but which have closely related viruses present in domestic or wild animal species. Do you think that the cause of improving public health and minimizing risk to world human populations is best served by ceasing vaccination when diseases are eradicated? In

7. Risks from Thawing Tundra Associated with Global Climate Change
   a. News Report: Climate Threat: Thawing Tundra Releases Infected Corpses
      Livescience, March 26, 2008, Kristin Elise Phillips


   c. News Report: Ancient Giant Virus Revived


Course Policies

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second post or constructive peer review for classmates by the following Monday at 11 PM.

Incomplete
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty and *Disability Access Services (DAS)* with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: Information and Regulations.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit http://ecampus.oregonstate.edu/services/proctoring/academichonesty.htm; http://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/policies/student_conduct_2-25-15_576-15.pdf, or contact the office of Student Conduct and Community Standards at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.