**Distance Approval Cover Sheet** For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Sociology 3410, Criminology

## Carmen Use

*Please consider using* [*ASC’s distance learning course template*](https://asctech.osu.edu/teams/academic-technology/instructor-elearning-resources/pedagogy/asc-distance-learning-course)*. For more on use of Carmen:* [*https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices*](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices)

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

If no: Enter additional details if you responded no...

## Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

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

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

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

Additional comments (optional):   
This class is completely asynchronous

## Instructor Presence

*For more on instructor presence:* [*https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence*](https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence)

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

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):   
While this course is completely asynchronous, there are many opportunities for students to hear from and interact with the instructor. The instructor will upload weekly videos, as well as do weekly check ins over Canvas. Additionally, the instructor is available over zoom office hours, and email.

## Delivery Well-Suited to DL/DH Environment

*Technology questions adapted from the* [*Quality Matters*](https://www.qualitymatters.org/) *rubric. For information about Ohio State learning technologies:* [*https://teaching.resources.osu.edu/toolsets*](https://teaching.resources.osu.edu/toolsets)

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:   
Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)  
This course will be completely asynchronous, with optional synchronous office hours

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

## Workload Estimation

*For more information about calculating online instruction time:*[*ODEE Credit Hour Estimation*](https://resourcecenter.odee.osu.edu/course-design-and-pedagogy/odee-credit-hour-estimation)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class)” instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:The typical course week will include watching lecture videos uploaded by the instructor (1-2 hours), complete readings (2-3 hours), complete any other assignments (2-4 hours, depending on the week).

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

## Accessibility

*For more information or a further conversation, contact the* [*accessibility coordinator*](http://asc-accessibility@osu.edu) *for the College of Arts and Sciences. For tools and training on accessibility:*[*Digital Accessibility Services*](https://das.osu.edu/)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed. The key anticipation requests will likely be for time extensions on quizzes and exams. All requests for that will be accommodated. Any other accommodations will be fulfilled, and if the instructor has any questions about how best to do that, they will contact the SLDS office.

Additional comments:   
Enter any additional comments about accessibility...

## Academic Integrity

*For more information:* [*https://go.osu.edu/teaching-resources-academic-integrity*](https://go.osu.edu/teaching-resources-academic-integrity)

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

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:   
Assignments include details on how to avoid plagiarism, as well as written assignments will be ran through Turnitin, which is stated in the syllabi as well.

## Frequent, Varied Assignments/Assessments

*For more information:* [*https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student*](https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student)

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):Studens will learn through a variety of methods, including lecture videos, readings, assigned films, and written assignments.

## Community Building

*For more information:* [*https://teaching.resources.osu.edu/teaching-topics/student-interaction-online*](https://teaching.resources.osu.edu/teaching-topics/student-interaction-online)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):Students will have the option to interact with each other through course Q and A and introductory boards.

## Transparency and Metacognitive Explanations

*For more information:* [*https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your*](https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):Written assignments will provide opportunities for students to connect course learning with their own experiences. Additionally, all assignments will provide relevant information about how the assignment connects with course goals.

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above:   
***The course syllabus is clear and contains all required syllabus elements. However, the course does not appear to require student interaction or facilitate a community of learners. The course instructor should consider adjustments to the course to better address peer interaction and community building. – Jeremie Smith (Distance Education Coordinator)***

Syllabus and cover sheet reviewed by \_\_\_\_\_\_\_**Jeremie Smith**\_\_\_\_\_\_\_\_\_\_\_\_ on **7/27/21**

Additional resources and examples can be found on [ASC’s Office of Distance Education](https://ascode.osu.edu) website.