**Distance Approval Cover Sheet** For Permanent DL/DH Approval

Course Number and Title: EDUTL 5005: Equity and Diversity in Education

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## Carmen Use

*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. YES

If no: Also, a master Carmen course exists to assist any new instructors in building and facilitating the course.

## Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), 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. YES

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

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

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

Additional comments (optional):   
Enter any additional comments about syllabus...

## 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):   
The course is organized in modules that include a variety of instructional content (readings, audio, video, etc.). Students post reading notes and extensions to a Carmen discussion board each week and response to a class mate. The instructor can also utilize tools such as Hypothesis to include visible, interactive opportunities for students to engage in content and with one another. Students will receive regular feedback on their assignments and have opportunities to meet one-on-one to discuss progress on final projects.

## 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. YES

Course tools promote learner engagement and active learning. YES

Technologies required in the course are current and readily obtainable. YES

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

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.)  
Modules, discussion boards, and Hypothesis readings are planned for asynchronous delivery. Zoom meetings and a virtual educator panel are planned for synchronous delivery. Students will present their final project via video asynchronously or schedule a time to present synchronously—this will be at the discretion of the instructor. For DH, students will engage in discussions and present their group projects and final projects in-person.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:   
For the Current Event Analysis group assignment, there will be a group page created for each group so that students will have space to dialogue, post, and create together.

## 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. YES

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

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:For Synchronous meetings:

* Preparation for course meeting (readings and assignments): 6 hours
* Meeting time during planned course time (one-on-one check-in, group work and virtual instruction): 2.5 hours

For asynchronous instruction:

* Preparation for course meeting (readings and assignments): 6 hours
* Crafting and posting discussion posts: 1 hour
* Responding to class mates: 30 minutes
* Reading checks or interactive recorded lectures: 30 minutes

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

## Accessibility

*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. YES

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. YES

Description of any anticipated accommodation requests and how they have been/will be addressed. Students may need accomodations due to access to technology, disabilities, and/or mental/emotional health needs. These needs will be addressed on a case by case basis and in conjunction with any advocates or resources the students already have established. Instructors will work with SLDS, OIT, and academic advisors to ensure students’ diverse needs are being met.

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: YES

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: YES

Additional comments:   
Enter additional comments about academic integrity...

## 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):Students will receive course information through the required textbook, scholary articles, videos (TED Talks and podcasts), recorded lectures, and live panels. If in a field placement, students will also be able to draw on those experiences and apply the course concepts to their reflections on their placements. Students can demonstrate their learning in a variety of ways (videos, essays, postings, class discussions. They will have the opportunity to apply course knowledge and skills to authentic real-workd tasks with the Current Event Analysis assignment and the final project, in which they create a real world artifact (teacher development workshop, lesson plan, teacher direct action plan, policy creation/change proposal, or creative work).

## 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):Through regular discussions via Zoom and discussion posts, students will have the opportunities to interact with one another. With the first assignment, Who Are We paper, they will share personal stories with one another to learn from and bulid community amongst one another. The instructor will also hold office hours once a week to address any questions or issues that may arise.

## 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):Enter comments, 1-3 sentences...

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above:   
Enter any additional considerations...