**Distance Approval Cover Sheet** For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title: HTHRHSC 3400 Introduction to Health Promotion and Disease Prevention

Faculty Preparer Name and Email: Marcia Nahikian-Nelms, PhD, RDN,LD, FAND

nahikian-nelms.1@osu.edu

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

## 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. NA

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:

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

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

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

X 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):
Enter comments, 1-3 sentences... Participating in online activities for attendance: at least once per week
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

Zoom meetings and office hours: optional
All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

Participating in discussion forums: two or more times per week
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## 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.)
Enter details about synchronous and asychronous components... yes Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be found in Carmen and can be completed around your own schedule each week.

Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week’s module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credit hours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success.

## 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**  (see above)

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

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:Enter details... Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week’s module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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

## 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. Enter comments... **Yes**

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:

X[ ]  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

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

X[ ]  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): **Individual Health Behavior Change Assignment (70 pts)** – Students will go through the process of analyzing an individual’s health behaviors through a theoretical lens. They will then identify priority areas and address the individual’s health across multiple dimensions of wellness. This is an individual assignment.

**Health Promotion Project (submitted in steps, 210 pts total)** – Students will work in groups of 3-4 to complete the Health Promotion Project. This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. Each project will be posted for others to see on the Carmen course site. Each step will be graded separately, while the final submission will be graded based on revision to the five steps and the inclusion of the reflection. Each student will submit a brief evaluation of the project, including an assessment of their group members. Any student who is reported as not fully participating will receive a separate score, including a possible score of 0 on one, some, or all parts of the project.

## 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:

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

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

X[ ]  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):Enter comments, 1-3 sentences...

## 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:

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

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

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

X[ ]  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

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

X[ ]  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...