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

Course Number and Title: FDSCTE 2300 Role of Food in Health

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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.

If 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.

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 an 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):
There are no required synchronous sessions (Syllabus Page 5)

## 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):
Class wide communications will be via announcements and there will be regular weekly check-ins. Office hours will be by prior appointment to provide indidvidual attention. All videos, lecture slides that correspond to the video, other readings will be posted on Carmen. The course requires the students to interact in a small group setting and have a meaningful discussions related to a particular topic. In a given week, the students are required to post at least 3 times and ask questions within the group. While the discussions may start out as their opinions,they are expected to evolve with time to incorporate peer reviewed research.

## 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:
The course mainly uses CarmenCanvas to host the course material and manage course discussions. While the lectures may be recorded using mediasite, they will be available to view within the modules of the course. CarmenZoom will be used for one-on-one meetings for office hours and Proctorio will be used for administering the exams.

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.)
There are no components planned for synchronous delivery. All aspects of course are delivered asynchronously.

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:A typical week would involve watching a few short video lectures. It involves taking extensive notes on the videos. These videos would also be accompanied by readings. (This would take up to 2.5 hrs per week) The students are required to post to discussion boards. While the actual posts would take ½ hour, sometimes the background literature search can easily take 2-3 hours. A reflection is due every other week. The literature search to come to an informed conclusion will take anywhere between 1-2 hrs. The students need to study the course material to take quizzes and that will take at least 2 hours/ week. The individual project is very comprehensive and will take up to 20 hours or more to complete, which would be an average of a little over an hour a week. All the background work which involves thinking on the part of the student to do the homework will take more time than the homework itself and this will vary from student to student.

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. Accommodation requests will be addressed on an individual basis paying attention to the student’s needs to them thrive in the class.

Additional comments:
There are no third party tools being used.

## 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:
The discussion topics change every semester and this will deter cheating. The quizzes will use Proctorio which will record the test taking environment and therefore deter cheating. The individual project pertains to an individual’s diet and physical activity and is very personalized which prevents cheating.

## 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):

The course uses discussion boards, reflections, individual projects, and quizzes to give students different opportunities to demonstrate learning. There is no better way to learn than to apply the information to our own lives, which is the goal of a course that teaches the role food plays in an individual’s health.

## 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):The small group settings for discussions give students a chance to interact personally in a large class. As the groups change through the semester, they interact with more members of the class but still in a way that keeps the interaction manageable. The course also gives the students a chance to step back and reflect, thus giving them a chance to observe their own growth.

## 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

[ ]  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):A video will be provided on how to conduct a library search of peer reviewed research. It is important to be able to understand the research and not be intimidated by the science. This is particularly important for having meaningful discussions. Applying the knowledge learned in the course to their own diet is a meaningful way to synthesize what they have learned. A mid-semester feebdack will be sought to make necessary adjustments.

## Additional Considerations

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