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

Course Number and Title: ENTMGLY 2102

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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: 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 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. N/A

Additional comments (optional):   
Weekly lab modules with the lab report turn in as the conclusion of each week’s activity.

## 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):   
Instructor will create online videos and outlines of assignments, will participate as possible in discussions (although a TA will be assigned primarily to do this) and will utilize video feedback on lab reports, on either an individual or lab group basis.

## 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:   
Students will use the Microsoft 365 suite primarily to complete most tasks. Occasionally they will use internet based programs (no downloads needed) and in this case I have linked directly to the application so students can access relevant information for these web based programs from the syllabus.

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 is no synchronous or in person component planned- all activities are asynchronous including student discussions.

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. 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:Direct : Students will first access the carmen Module and view short overview videos (1-2 at 10 min max, depending upon week) (20 min)

Direct: They will then need to pass a brief online quiz to access the materials/data for the lab (10 min)

Direct/IndirectEach lab activity is meant to take students approximately 60-90 minutes to complete, whether over short interludes of time (twelve 5 min observations, etc.) or in one chunk. Supporting instruction and carmen pages will be available to assist students in completing these activities, which students can engage with at any time.

Indirect: Students will fill out and complete the lab report for turn in (20-30 min)

Direct: Students will interact about their experience via online discussion or other interactive program (10 min)

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

## 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. 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. Some students may have issues interacting or accessing live insects for some of the activities. This can include students with limitations to the outdoor environment or mobility. In all activities in which a student may not be able to complete, there will be the option of accessing live recorded video of the activity as performed by the instructor or TA and students can gain data via this route if requested.

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:   
Students will be turning in original laboratory work that will include unique images/drawings/descriptions. This uniqueness will alert the instructor in the event students are turning in the same work. In addition, random Google image searches may be utilized to ensure students are not plagarizing images from the internet, and a specific video will address they types of activities that would be considered 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:

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):This lab will encompass three types of activities- student observations of digital or real life insects which will allow students to observe their natural world (or in the case of the media project, their social world) and reflect upon this; data driven assignments where students can utilize and manipulate data and research and synthesis assignments in which students will investigate topics and communicate their findings to their peers. We will utilize direct primary literatur in some cases and full written experimental procedures will be provided in addition to instructional videos.

## 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 interact with their virtual lab groups on a weekly basis. The smaller lab groups will generate camaraderie and the students will share their results with each other each week. Students will be required to reflect upon this interaction.

## 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):Module content will include learning objectives specific to the lab and clear links to course objectives. In cases in which student may need additional assistance in some skills such as searching primary scientific literature, data manipulation and analysis standalone videos or additional module sections will be available to allow them to access information easily.

Several of the experiments in this lab (media experiment, insect behavor, fly trap) will allow the students guided individuality in selecting variable and designs of their own interest. In addition, insect observations can reflect each student’s unique location.

Students will have access to quarterly anonymous Carmen feedback quizzes to allow for input into the course. In addition, the instructor and the TA will be available weekly for students to synchronously communicate with if needed.

## Additional Considerations

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