

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: PUBHEHS3310 Current Issues in Global Environmental 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>

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

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**

Syllabus contains class communication and late policies, and a detailed description of the course "flipped" classroom structure.

Instructor Presence

For more on 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 synchronous sessions

Instructor regular office hours or by appointment provides opportunities for students to receive personal instructor feedback on assignments

Two interactive synchronous sessions are held each week by the instructor. Students also participate in interactive synchronous learning experiences weekly. Virtual office hours are also offered by appointment.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <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:

OSU Digital Flagship is a required course technology and is used for Creative Elements Activities

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.)

Synchronous: Creative Learning Activities and Projects, Group Active Learning Sessions, Instructor Interactive Sessions

Asynchronous: Learning Materials including pre-recorded lectures, Knowledge Checks, Homework Assignments, Creative Elements Assignments, Reflective Journals

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

Workload Estimation

For more information about calculating online instruction time: [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. **Select**

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

MOD #	TOPICS	MONDAY SYNCHRONOUS	TUES	WED SYNCHRONOUS	THUR	FRI	SAT	SUN
X	Topics:	CREATIVE ELEMENT WEEK (first week of module)						

<p>(1) (2) (3) (4)</p> <p>Topics open on the first day of module. There are Learning Materials (LM) pages for each topic as well as Knowledge Checks (KCs). KCs are not graded but required. You have unlimited attempts but you must score 90% on all KCs.</p> <p>Earning 90% or more is a requirement for completing the module and you cannot move on to the next module until. You "complete" the current module.</p> <p>See Schedule of Topics below to see dates for Module opening. Modules open on Mondays at 12:01am</p>	<p>SYNC SESSION: Required Log into Zoom</p> <p>During this time, I will be providing an overview of topics and introduction of this modules Creative Element</p>	<p>SYNC SESSION: GROUP WORK SESSION 1: Required Log into your Group's Teams Channel</p> <p>Creative Element – Group work day. All members of the group are required to log into Teams and work on the Group's Creative Element during this time.</p>				
ACTIVE LEARNING WEEK (second week of module)						
	<p>SYNC SESSION: GROUP WORK SESSION 2: Required Log into your Group's Teams Channel.</p> <p>You will use this time just as you did Session 1.</p>	<p>SYNC SESSION: Required Log into Zoom</p> <p>During this time, I will be providing case studies, stories, activities, etc...to connect the topics you have learned in this module to the real world.</p>				<p>ALL ASSIGNMENTS DUE 11:59PM</p> <ul style="list-style-type: none"> • Homework (HW) • Reflective Journal (RJ) • All Knowledge Checks (KC) • Creative Element (CE)

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](#)

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. **YES**

Attendance Deadline Modifications (ADM): Approved SLDS students will inform the instructor of the need for deadline modifications asap before or after the event, and then the instructor and the student will negotiate an acceptable time frame for new deadline. Attendance: Approved SLDS students will inform the instructor of the need for Deadline modifications asap before or after the event and the instructor will give an excused absence for non-attendance. Exam time modifications: Do not apply

Additional comments:

Students with disabilities or with flexibility needs will feel welcome in this course.

Academic Integrity

For more information: <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:

Instructor includes a Course Introduction Lecture/Video and stresses the importance of Academic Integrity and the consequences for non-compliance.

Frequent, Varied Assignments/Assessments

For more information: <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, lectures, and videos; 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):

The course contains 8 two-week modules. Each module contains two synchronous classes of creative activities and two synchronous classes of learning activities involving instructor/student interactions, a Reflective Journal Assignment, a Creative Element Assignment, and a Homework Assignment.

Community Building

For more information: <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):

The course requires group activities using the Teams communication platform. During synchronous classes in Zoom, videos must be turned on to promote and enhance the classroom as a learning community. The course will include two additional community-building communication platforms: 1. a Discussion Board where students can post a question or concern about course policies, contents, or assignments; and 2) a Discussion Board for group project leaders.

Transparency and Metacognitive Explanations

For more information: <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):

Students are provided with a Suggested Workflow document to guide them through the management of their time for each Module. The group Creative Element Activities provide opportunities for leadership experiences, as each group must select a leader. Detailed and targeted resources are made available to students to successfully complete their assignments. Each module and its topics are introduced in prose by the instructor and connected to past and future modules and their topics.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

As mentioned briefly, this course uses a “flipped” classroom delivery method, in which students learn the materials on their own time and are tested using a low-stakes quiz, and actively engage with the topics and concepts covered by these learning materials during synchronous sessions with the instructor.