Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

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

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, 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.

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

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

Additional comments (optional):

Instructor Presence

For more on instructor presence: About 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.

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☐ 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):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: 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 (optional):

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.)

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

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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.

☐ 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:

☐ 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 for the College of Arts and Sciences. 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.

☐ 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.

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Additional comments (optional):

Academic Integrity

For more information: 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 (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

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.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: 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):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

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.

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☐ 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):

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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I have completed and signed off on the preliminary distance learning review for the ***SPHHRNG 4540: Introduction to Audiology (8 week offering)*** course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations.

I have a few *recommendations* to improve your syllabus that I hope will be helpful:

- At the top of the first page, the syllabus states "Spring 2023". I evaluated it as a summer 8-week syllabus because it was submitted with another syllabus for the 14-week offering. If this is used as a summer syllabus, I recommend changing this.

- When describing the weekly required synchronous meeting, I recommend avoid using "office hour" to describe it as it can be confused with the nonmandatory instructor office hours. I recommend clearly describing what this time will be used for (discussion?) and consistently calling it something like "synchronous discussion hour" to avoid confusion.

- On page 3 of the syllabus, under credit hours and work expectations, this has not been adjusted to reflect the accelerated pace and increased weekly workload of an 8-week course. I recommend substituting this statement:

    > This is a **3-credit-hour, 8-week course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.25 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 10.5 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average (15.75 total hours per week).

- It is clear looking at the 8-week and 14-week syllabi for this course that the course design and content are very similar. I wonder why the volume of weekly synchronous sessions for the 8-week course was not increased to match the total for that of the 14-week course? While the 14-week syllabus describes a course plan that has adequate duration of direct instruction for a 3-credit course, the 8-week version does not describe how the direct instruction and workload estimation are ramped up to meet the accelerated pacing of an 8-week offering. This should be clearly stated in the "How This Online Course Works" section of the syllabus for transparency of student expectations. I think the easiest way to do this is to summarize your response to the workload estimation section of the DL Cover Sheet (which does suggest an increased weekly workload).

- In the quiz section of Assignment Information, there is a thorough explanation of the time limit to complete these assessments. Under examinations, it says, "You will have more than enough time to complete the exams". I recommend stating this time limit to clarify student expectations and help students know what to request in the case of SLDS accommodation requests.

- Relating to the 1 hour weekly synchronous meeting and the point values assigned for attending these sessions, I recommend some further elaboration or restructuring of this part of the course. There are a few different ways to approach this, but some sort of clarification about expectations for the required weekly session and the ways in which students will interact with classmates would improve the syllabus. Since these weekly sessions are the only opportunity for students to interact with one another, they are vital for facilitating a community of learners. Rather than merely allotting points for attendance, perhaps a weekly discussion forum post leading into the topic for the week or reflecting on the discussion from prior the synchronous

session would provide a further opportunity for this kind of student interaction asynchronously. Another way of approaching this would be to divide the points for this graded component into 1) participation in the live session 2) follow up posts/comments on the discussion forum.

- On page 4 of the syllabus, the statement under necessary equipment is outdated, here is the current recommended statement:

Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the DL course review process, hosting ASC Teaching Forums, and developing an ever-expanding catalog of instructor support resources, we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to meet with one of our instructional designers to discuss how we can provide advice, assistance, and support, please do let me know.