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

Course Number and Title: ENR/AEDE 2501E – Introduction to Sustainability

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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. YES

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:

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):   
Students will have regular interactions with classmates and their instructors during synchronous lab sessions. Instructors will also create weekly “introduction” videos in which they synthesize what has been covered in the class and introduce the material that will be presented during the coming week. In addition, instructors and TAs will provide personal feedback on assignments and discussion prompts

## 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.)  
The lecture material will be asynchronous and the lab sections will be synchronous

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:Each week, students will:

**LECTURE -**  view or listen to approximately **3 hours** of video lecture content that has been broken up into 7-10 minute segments (roughly 18-20 segments total). This video content will largely be created by instructors but may also include videos, films, podcasts, etc. that have been created by others. Students will work through this material each week. Students will have the opportunity to complete practice quizzes and respond to discussion prompts before completing a graded quiz at the end of most weeks.

**LAB SESSIONS –** participate in synchronous, online lab sessions that will involve individual work (e.g. responding to additional prompts, sharing data and analyses in videos or with posts), small group discussions, and discussions as a full lab section. These components of the lab will require an additional **2 hours** of work.

**READING and ASSIGNMENTS -** Throughout the week, students will also be required to read assigned materials that align with and complement that topics covered in lecture, take quizzes, and complete assigned homeworks. This work is expected to take about **3-4 hours** each week.

**LAB PREPARATION -** In addition, students will prepare for lab in a variety of ways (e.g. analyzing data, reading materials and developing discussion questions, watching a video and responding to questions) and will be ready to contribute to discussions during their synchronous lab sections. Preparation for the lab (reading or watching materials, developing questions, linking lab material with lecture material, collecting and/or analyzing data) will require students to engage in **3-4** hours of work each week.

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. 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:

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):The weekly labs that we have designed (see syllabus) involve a variety of assignments including video posts, discussions, data analysis, and personal reflections. The materials we assign for each lab also include a variety of media, such as podcasts, videos, popular articles, scholarly articles, etc. In all cases, the labs link concepts from the course to real-world, often personal, challenges and perspectives.

## 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 attend synchronous lab sections and will therefore have an opportunity to interact with their fellow classmates through small-group and full-class discussions. Students will be randomly placed into peer groups for lab periods and will remain in those groups for the semester. This will allow them to build a peer network with 3-4 other students throughout the semester.

## 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):Instructors provide a description of the underlying logic of the course and learning objectives and how those relate to how the course is designed. Homework assignments include learning objecives specific to those assignments. Some homework assignments allow students to identify the topic (technology or innovation) that they will focus on. Students will fill out mid-semester surveys and will have opportunities to provide weekly feedback at the end of each lab section

## Additional Considerations

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