

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **PHR 2367.02 Drug Use in American Culture**

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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.** The Carmen site for this course is extensive and includes a syllabus and course calendar, information resources, lessons, and assignments.

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 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. **There are no required synchronous sessions**

Additional comments (optional):

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 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):

Instructors will communicate with students each week through a weekly announcement that is either written or a recorded video to communicate all material covered that week. Additionally, videos in the form of recorded lectures and/or additional content and interactive lessons are required viewing in Carmen each week. Students will participate in discussions almost every week (13 weeks total) to simulate a classroom environment, and they will receive detailed feedback and comments from the instructor on all discussion posts and assignments through Carmen.

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:

Required course technology is minimal and includes a computer with web navigation and audio/video recording capability, the ability to watch/listen to recorded lectures, and access to the Microsoft office suite of programs through Office365. These requirements are outlined in the syllabus, the Carmen site, and the welcome videos.

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 course has 100% asynchronous delivery.

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

This course was approved for distance learning under the legacy GE curriculum.

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. **Yes**

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

Monday-Tuesday: Read through weekly content (drug-related content and writing guides) and view narrated lectures; complete any included practices for that week (2-3 hours)

Wednesday-Thursday: Complete the weekly discussion post and provide a thoughtful response to a peer (2 hours)

Due by Sunday: Complete any assignments due this week. These assignments may include a module quiz through Carmen, a short response writing assignment, or a final research paper checkpoint. Estimated time to completion each week is 2-4 hours depending on the assignment due.

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

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. For each course, a flex plan is put on file with SLDS to prepare for student requests as needed. The instructor will reach out to each student to discuss the nature of the request and set expectations as soon as possible after receiving the request (i.e., request notification of extensions needs as soon as possible, time windows for completion, extensions on quizzes, etc.).

Additional comments:

Any requests for accommodations that require more in-depth planning than normal (i.e., inability to participate easily in an assignment due to an accommodation, such as a recorded presentation) will be discussed on a case-by-case basis. If necessary, SLDS and instructional designers within the College of Pharmacy will be enlisted to help fulfill the request.

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:

Academic integrity, especially pertaining to plagiarism and the need to attribute the work of others, is discussed in the course syllabus, Carmen site, and introductory videos. Students complete a statement acknowledging their understanding of these materials in Reflection #1. Students are advised that all assignments are scanned against Turnitin and are provided a link to iThenticate through the university to check their own work. The instructions for each assignment include information on what is and is not permitted (i.e., seeking help, working with others, open book, etc.).

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 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):

Lessons are delivered in a variety of formats, including written presentation and lecture videos through Carmen and assigned outside reading. Assignments are often writing-based, since the course has a focus on science communication. However, students have freedom of expression in many discussion posts, and the format of the writing assignments varies. Additionally, students can choose the form of their final presentation as long as it aligns with the assignment objectives (e.g., infographic, Twitter campaign, images, video, etc.).

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):

Students interact with their peers weekly through discussion assignments. Additionally, students have access to a course Q&A forum through Carmen and are encouraged to visit their instructor's office hours or reach out over email. Finally, students participate in peer reviews and responses and have the opportunity to participate in extra credit discussion boards on other topics (e.g., what is one thing that you wish people knew about your hometown or current city of residence?) and are encouraged to interact freely with their peers' posts to stimulate discussion.

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:

- 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
- X 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):

Students have freedom to choose topics for every assignment within the parameters outlined in the instructions and are encouraged to pick topics that spark their interest. Students have chances for reflection in each discussion post and an opportunity to provide feedback in the mid-course survey administered through Carmen (which counts as one discussion post). Finally, TILT objectives are applied to the instructions and introduction for each assignment in an effort to increase transparency and student involvement in the learning process, and guidance is provided for necessary skills (such as how to perform searches in PubMed or Web of Science) whenever a bottleneck or point of confusion is identified.

Additional Considerations

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

NA