

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ 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 and 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).

Examples of possible information to include:

There will not be any synchronous sessions in this course.

The synchronous sessions in this course will be optional and recorded for all students to view.

There are required weekly synchronous sessions held on Zoom (55 minutes in length at the same time each week) with instructions and zoom link included in the syllabus.



Instructor Presence

For more on instructor presence: [About Online Instructor Presence.](#)

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

Examples of possible types of information to include:

Students will complete various weekly assignments and written reflections regarding content for each week of the course that will be graded and assessed for learning.

Feedback will be solicited weekly regarding each module and discussion forums will be monitored for recurring questions or concerns.

Live weekly office hours will be provided, or students can schedule an individual one-on-one meeting.

- ☐ 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).

Examples of possible types of information to include:

I will maintain regular communication through weekly announcements about the class, summarizing expectations and learning outcomes for each week. Students will be able to ask questions via email, discussion boards, or by attending live office hours or scheduling an individual meeting.

Personalized comments and feedback including additional information or resources will be provided to students on a regular weekly basis regarding assignments and reflections.

Two recorded lectures will be provided each week, and each lecture will be approximately 1 – 1 ½ hours in length.

Students will interact with each other by completing at least two required discussion board posts based on assignments and lectures. Peer responses will also be required. I will monitor the discussion posts, provide comments and these will be graded.

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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Examples of possible types of information to include:

Course lectures will be recorded and made available in Carmen. The lectures will be divided into small 10–15-minute videos by an ODE instructional designer with short assessments included to ensure learning outcomes are being achieved.

All tools for this course have been vetted by OSU for accessibility and security.

Hypothesis will be used in the course and is approved by OSU and the syllabus includes the standard language about accessibility, ensuring students that if they have trouble accessing Hypothesis to contact the instructor and the Office of Distance Education (ODE).

I have consulted with an instructional designer from ODE who has assisted in finding the appropriate tools to use in the delivery of this online course and will help optimize learning.

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)

Examples of possible types of information to include:

All components of the course will be delivered asynchronously.

There will be one weekly synchronous session per week for class discussion and group work. This information is explained in the syllabus and noted in the class schedule.

There are no in-person meetings or requirements.

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 estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

Examples of information to include:

This is a full-term, 3 cr. hr. course, so students should expect at least 9 hours of engagement with the class each week that includes direct and indirect instruction. A typical week will include:

Monday - Tuesday	Read weekly Carmen announcements and instructions	~ .5 hours
	View weekly recorded lecture videos	~ 2.5 hours
Wednesday – Friday	Complete weekly reading assignments	~ 2.0 hours
	Complete weekly writing assignments	~ 2.0 hours
	Complete weekly reflection quiz	~ .5 hours
Saturday - Sunday	Complete posts to discussion boards	~ 1.0 hours
	Complete peer responses to discussion boards	~ 1.0 hours

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

Accessibility

See [Creating an Accessible Course](#) for more information. 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.

Examples of information to include:

Recorded lectures include captioning and transcripts. All visual elements include alt-text.

Accessible versions of all documents will be provided in CarmenCanvas.

Information is included in the syllabus and will be included in Carmen explaining to students how to ask for accommodations.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting 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):

Examples of information to include:

The syllabus and Carmen course includes required academic integrity policy statements.

Expectations and the use of AI in the course is explained including with each assignment.

The administration of the mid-term and final exam will both require proctoring and Honorlock will be used in Carmen.

Turnitin will be used in the course to detect plagiarism.

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.

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

Examples of information to include:

The course consists of a wide variety of assignments including: written responses to reading assignments; discussion posts regarding lectures, assignments, and readings; Hypothesis annotations for close reading and analysis; a scaffolded final project that includes a process narrative; short quizzes after lectures; weekly written reflections.

Course reading assignments will include a variety of journal articles, book chapters, news articles, scientific data, and podcasts.

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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)

Examples of information to include:

Students will have the opportunity each week to interact with each other multiple times in discussion board posts, social annotation activities, and peer responses.

Students will work in small groups to complete three projects during the course.

Students will have the opportunity to interact each week in the live synchronous sessions.

A Q & A forum will be used in Carmen.

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

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):

Examples of information to include:

The learning goals of the entire course are articulated in the syllabus which also explains the purpose and goals of each individual assignment.

FAQ's and instructions will be available in the Carmen course including details for using Hypothesis, Carmen, Library resources, etc.

The TILT framework is used to design all major assignment descriptions and provided within the Carmen pages.

A pre-course and mid-term check-in will be used in addition to end-of-term SEIs and course -specific evaluative surveys.

Students will complete three learning assessments in the course. In the first week, they complete a learning assessment where they provide personal learning goals for themselves, reflect on learning strategies that work for them, challenges to their learning that they anticipate in the course, and plans to help counteract those challenges. The mid-term assessment also includes a brief survey to provide feedback on the course in ways that can be adjusted for the rest of the course.

Additional Considerations

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

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.