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Spring 4-3-2020

Alignment of online Health & Human Ecology course

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CSUSB Q2S Enhanced Pedagogy

ONLINE COURSE ALIGNMENT THROUGH COURSE DESIGN/DEVELOPMENT USING QLT/QM INSTRUMENT

Abstract

Project: To Design, Develop and align my Online Course, to meet CSUSB General Learning Outcomes (GLOs), Program (Department) Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Module Learning Outcomes (MLOs) for meeting our Student learning Outcomes (SLOs).

Resources used, Academic Technologies & Innovations' (ATI's) Course Alignment and Development Worksheet, and Cal State University's' (CSU's), Quality Learning & Teaching (QLT) and Quality Matters (QM) Objectives (Instrument/table).

Product: My NSCI 351, Health & Human Ecology, was designed for both the Quarter and Semester Systems; using Modules (MLOs), aligned with the Course (CLO), and Student Learning Outcomes (SLOs) for each of my ten (10) modules.

The Activities were aligned with GLOs, CLOs, MLOs and SLOs, to be integrative, meaningful, stimulating students' thoughtful analysis, which is relevant to each student's learning experience.

My goal for teaching effectiveness; to design each module that build on learning, using many pedagogies which lead to student's growth and understanding of our place in the World. My teaching strategies are student-centered, culturally aware, and globally minded.

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By Scott Rose CSUSB Adjunct Faculty

Participation in a two year e-Academy (2019-2020) by ATI & TRC, allowed participants, to Design, Develop and Align Online Courses for meeting CSUSB General Learning Outcomes(GLOs), Program (Departments) Learning Outcomes (PLOs), Course Learning Outcomes(CLOs), Module Learning Outcomes (MLOs) with our Student Learning Outcomes(SLOs) or objectives.

During the first year, Design was framed using ATI's Course Alignment and Development Worksheet, and CSU's, Quality Learning & Teaching (QLT) and Quality Matters (QM) Objectives (Instrument/table).

Integration of CSU Conceptual framework for General Education was integrated throughout the Design and Development of participant's Online Courses.

My NSCI 351, Health & Human Ecology, was designed for both the Quarter and Semester Systems; using Modules (MLOs), aligned with the Course (CLO), and Student Learning Outcomes (SLOs) for each module (10 modules).

Learning Activities for assessment of student learning, was facilitated by a Learning Management System (LMS), Blackboard (BB). Moodle or Canvas LMS can also be used. My assignments were aligned with MLOs using Discussion Questions (DQs), Reflective Essays (RE), and Quizzes (Qs). Also, a Term Paper is assigned for students to reflect on their learning goals. Students encouraged to choose topics (Approved) that inspire their growth, personally and/or professionally (disciplinary). Students must applying research skills, integrating course concepts, and making connections with other disciplines and to their personal lives.

The Activities were aligned with GLOs, CLOs, MLOs and SLOs, to be integrative, meaningful, and stimulating for thoughtful analysis (critical thinking), to be relevant to each student's learning experience.

My goal for teaching effectiveness, is to design each module that builds on learning, with many pedagogies to which student's grow, understand and contemplate their place in our World.

My teaching strategies are student-centered, culturally aware, and globally minded.

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The second year of the e-Academy was to complete an Online “Quality Learning & Teaching (QLT) Instrument Review Course” (March 2020). Online participants applied the QLT instrument to their online course design, development and delivery. CSU QLT/QM was also used for course self-evaluation* and/or peer review certification. We applied CSU online rubrics, to assess how our course meets the QLT/QM Instrument’s 26 objectives, and 8 core elements. “QM Rubric applies the Concept of Alignment of critical course components as follows;

Course Overview & Introduction (Objectives 1.1, 1.2, and 1.4)

Learning Objectives (Competencies) (Objectives 2.1, 2.2, and 2.3),

Assessment and Measurement (Objectives 3.1, 3.3, and 3.4),

Instructional Materials (Objectives 4.1, 4.2, and 4.5),

Learning Activities and **Learner Interaction** (Objectives 5.1, and 5.2),

Course Technology (Objectives 6.1, 6.2, and 6.3)

Learner Support (Objectives 7.1 and 7.4)

Accessibility & Usability (Objectives 8.1, 8.2, 8.3, 8.4 and 8.5)

Which work together to ensure students achieve desired learning outcomes”.

*Completing the online course (Certificate of Completion 3/28/20), helped improve my NSCI 351 Health & Human Ecology for the Spring Quarter Courses (2020).

My course alignment adheres (meets) to the above objectives; and my course sequencing, helps student learning outcomes (SLOs). Aligning SLOs with CLOs, and MLOs. I used “Fink’s Taxonomy of Significant Learning”, which expands on Bloom’s Taxonomy cogitative learning.

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Fink's six (6) kinds of significant learning;

1) **Foundational knowledge** (understanding concepts and concept mapping to describe and recognize connections)

2) **Application** (using Critical Thinking analysis of complex issues, and Creative Thinking for developing problem oriented solutions)

3) **Integration** (Interdisciplinary perspectives and ideas for connecting concepts, knowledge and skills that are relevant to everyday life)

4) **Human dimension** (comparing environmental ethics, with human worldviews and environmental responsibilities, and compare and contrast cultural and socioeconomic conditions globally)

5) **Caring** (apply our passion for improving our health, protecting our environment, and develop our values toward others and the environment)

6) **Learning How to Learn** (engaging in deep learning and understanding, using research and apply what we know, and develop our critical thinking to challenge our own beliefs, values, and bias)

Applying these learning methods, and teaching strategies or pedagogies; I used course activities and assessments that engage and motivate student learning. The online delivery of my NSCI 351-Health & Human Ecology, allows students to work at their own pace (asynchronously); and manage their time to help students create and develop a learning plan. The module alignments help students focus on the weekly assignments and activities. A weekly online lecture is delivered for each Module, focused on the key concepts, and their alignment to CLOs and MLOs. Each Module, has course materials (text chap-PowerPoints, handouts-concept maps, and supplemental resources) to read, review, analyze to answer quizzes, and discussion questions. My course alignment works to help students navigate and build on their knowledge, reflect on and understand the course concepts. Modules are built around the important concepts I want them to remember and important take- away.

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These modules are aligned and sequenced to make connections and build on knowledge and understand how concepts are related.

Module 1 –Key Concept “Environmental and Human Sustainability and Interactions”

Module 2-Key Concept “Population Dynamics and Environmental Consequences”

Module 3-Key Concept-“Human Health and Emerging Disease Influences”

Module 4-Key Concept-“Toxicology and Human (Immune) Responses and Outcomes”

Module 5-Key Concept-“Environmental Influences on Human Diseases”

Module 6-Key Concept-“Human Health Risk, Hazard Assessment and Risk Management strategies”

Module 7-Key Concept-“Human Pollution Consequences on Environmental Health and Human Well-Being”

Module 8-Key Concept-“Food Diseases effects on Human Health”

Module 9-Key Concept-“Air Pollution effects Human Health and Environment”

Module 10-Key Concept-“Disaster Preparedness both Human and Natural; and Planning, Response, Recovery and Mitigations”

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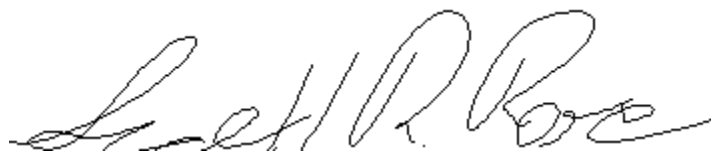
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I improved my course alignment tools in my Syllabus and Blackboard delivery using Modules. I will assess and evaluate my teaching effectiveness and measure positive changes to student learning outcomes after the Spring Quarter ends.

Student success is measured with many types of assessments, activities and modalities to accommodate various student learning styles. My course grading criteria, and expectations are clearly written, and audio/visually link imbedded in the LMS, in BB under Announcements and Descriptive Tabs. The online BB Course design helps the course organization and alignment for students to easily access all course materials, resources and support for successfully completing my NSCI 351 course. Course surveys are taken to help improve areas students felt it meet their learning expectations and areas that did meet or exceed their expectations. Course Student Observations and Teaching Effectiveness (SOTE), are a general gauge of student feedback, and many students, take the course for Upper Division Science (B5) category, to meet graduation requirements.

Attached Spring Quarter Syllabus for NSCI 351-Health & Human Ecology for online delivery.



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California State University San Bernardino

In Class at Main Campus

Department of Health Science and Human Ecology

Spring Quarter 2020

NSCI 351: Health and Human Ecology

SYLLABUS

Professor: Scott R. Rose REHS, MURP
Classroom: Physical Science Room PS 10
Zoom Lecture: Mon or Wed.-6:00pm-7:00pm
Online: Quizzes (10), Discussion Questions (10), Midterm & Final Exam
Telephone/email: (909) 383-3052 or srose@dph.sbcounty.gov or srose@csusb.edu
Office Hours: Email for appointment or call me

COURSE DESCRIPTION:

A survey of the impact of physical, social, and biological environments on health related issues such as population & poverty, environmental degradation, radiation and pesticide exposure, food quality, noise, air and water resources and their relation to human settlements. (4 quarter units)

COURSE LEARNING OBJECTIVE (CLO):

CLO 1.0: Analyze environmental systems and their interactions with human systems, and compare the Natural Dynamic Equilibrium with the Human Homeostasis

CLO 2.0: Integrate our understanding of ecological principles and the inter-relationships between human and environmental factors of living and non-living for our human health, well-being and survival,

CLO 3.0: Evaluate risks and risk management methods to prevent environmental degradation and human health outcome disparities.

CLO 4.0: Apply public health principles of epidemiology to promoting and protecting various population segments from disease and death. Analyzing the social factors of housing and living conditions, which may lead to crime, drug abuse and juvenile delinquency

CLO 5.0: Compare and explain the various types of hazards from both natural and human associated causes; and their risks to morbidity and mortality (biological, chemical, physical, radiological, and cultural).

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CLO 6.0: Investigate and determine the sustainable uses of resources of land, water, food, and wastes, for population growth, migration and urbanization.

CLO 7.0: Evaluate and compare population dynamics of growth, migration, distribution, and reproductive controls used to manage them for food security and sustainability.

CLO 8.0 Interpret and evaluate environmental laws, regulation and policies used for protecting the environment and human health. Understanding the law-making process as well as enforcement and compliance strategies applied.

TEXTBOOK*:

1) Moore, Gary, “Living with the Earth”, 3rd Ed. 2007, 4th Ed. 2019 CRC Press, Lewis Publishers (ISBN 0-8493-7998-9). <http://www-unix.oit.umass.edu/~envhl565/>

Student User Name: ulearn

Student Password: mar99

*2 Copies will be on reserve in the library (4 hours); e-book available

2) Posted articles as current topics

3) Web sites will be used as well as text resource links

4) Handouts as appropriate for lecture

EXPECTATIONS/ASSIGNMENTS:

1. **Quizzes;** there will be 10 weekly Online Quizzes of short answer, fill-in, matching and true/false (based on assigned reading, and lectures)
2. **Midterm Exam;** comprehensive of material covered using short answer, definitions, multiple-choice, matching, fill-in and true/false.- **Online May 11th, 2020 (until Sunday-midnight May 17th, 2020)**
3. **Final Exam;** comprehensive of material covered using definitions, multiple-choice, short answer, fill-in, matching, and true/false- **Online June 8th 2020 (until Sunday midnight-June 14th, 2020)**

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4. **Term paper;** 6-8 pages typed with double space (12-14 point font) cover page and reference page, minimum 3 references (scholarly MLA, APA or Scientific Style) not counted (topic approved by instructor);Late submittal will be graded down-**Due by Wednesday May 20th, 2020 (6:00pm)**-Guidelines available in Blackboard TERM PAPER TAB.-Post topic for approval on Wakils.
5. ***Discussion Questions** will be used for participation; weekly questions in class and available on Blackboard under Course Materials. Answers must be 250-500 word count. And will be related to course materials covered in lecture. Reading Reflective credit for each chapter, 1 point each, up to 10 points.
6. **Attendance/participation- “Zoom lecture”-Each week 10 points.**

EVALUATION AND GRADING:

1. Quizzes (10)	100 points
2. Mid-Term Examination	100 points
3. Final Examination	100 points
4. Term Paper **	100 points
5. Discussion Questions	100 points
6. Attendance & Participation	<u>100points</u>
TOTAL	600 POINTS

Final Grades:

A	94-100%	564 – 600 points
A-	90-93%	540 – 563 points
B+	87-89%	522 – 539 points
B	84-86%	504 – 521 points
B-	80-83%	480 – 503 points
C+	77-79%	462 – 479 points
C	74-76%	444 – 461 points
C-	70-73%	420 – 443 points
D+	67-69%	402 – 419 points
D	64-67%	384 – 401 points
D-	60-63%	360 – 383 points
F	Below 60%	0 – 359 points

Students are expected to read the text DO NOT MISS THE MID-TERM OR FINAL EXAM. No make-ups will be given unless the instructor gives PRIOR APPROVAL for a VALID reason. "If you need accommodation for a disability in order to participate in this class, please let me know ASAP. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Rosie Garza in Services to Students with Disabilities at the Palm

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Desert Campus in RG-209, 760-341-2883 extension 78117, or at the San Bernardino Campus in UH-183, 909-537-5238, ssd@csusb.edu .

*Academic Honesty will be expected and strictly enforced based on CSU policies and standards; for plagiarism, cheating, submission of other's work or submission of prior course assignments (2012Catalog pg55).

<https://www.csusb.edu/student-conduct/student-academic-dishonesty-form>

** CSUSB Writing Center College of Ed room 310, ext 75232 or <https://csusb.mywconline.com>

California State University San Bernardino
Department of Health Science and Human Ecology
NSCI 351: Health and Human Ecology
Spring Quarter 2020

CLASS SCHEDULE

DAY	DATE	TOPIC
Monday	4/6/2020	Environmental Health & Human Ecology Concepts *Discussion 1-Zoom Lecture#1-Module 1-Chap 1 & 3-HO 1 & 2
Wednesday	4/8/2020	Chap 1 Ecosystems and Energy- Chap 3 Environmental Degradation
Monday	4/13/2020	Human Ecology*Quiz #1 (covers chap 1 & 3) *Discussion 2
Wednesday	4/15/2020	Human Impacts, Environmental Degradation- Chap 3 *Discussion 3-Zoom Lecture#2 -Module 2-Chap 2 & 3-HO 3 & 4
Monday	4/20/2020	Population Dynamics & Control Strategies- Chap 2 population related topics: Homeless/Poverty/Crime Hans Rosling's Pop Forecast as summary of chap 2*Quiz #2,*Discussion 4 https://www.youtube.com/watch?v=FACK2knC08E
Wednesday	4/22/2020	

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		Human Health & Emerging Diseases - Chap 7 Quiz #3 (covers chap 7)- Zoom Lecture#3-Module 3-(Chap 7-HO 5 & 6A)	Q2, DQ4
Monday	4/27/2020	Toxicity and Toxins- Chap 5 (www.cdc.gov/ATSDR) *Discussion 5*Quiz #4 (covers chap 5)-related topics; Drugs/Diet – Zoom Lecture#4-Module 4-Chap 5 –HO 6B	Q2, DQ4
Wednesday	4/29/2020	Pests Control- Chap 6 , crop loss, disease transmission, controls	DQ 5, Q4
Monday	5/4/2020	Environmental Disease- Chap 4 Chronic Diseases, *Quiz #5 (covers chap 4 & 6) Zoom Lecture#5-Module 5-Chap 4-HO 6B	
Wednesday	5/6/2020	MID-TERM EXAMINATION (covers chap 1-7) (open until 12pm-Midnight-Sunday 5/17/20)	Q5, Midterm
Monday	5/11/2020	Assessing Human Risk- Chap 12, *Discussion 6	
Wednesday	5/13/2020	Environmental Laws & Regulations- Chap 13 *Quiz #6(covers chap 12 & 13)-related topic: Zoom Lecture#6-Module 6-Chap 12 & 13-HO 7 & 7B	
Monday	5/18/2020	Solid & Hazardous Wastes-Chap 11,	Q6, DQ6,
Wednesday	5/13/2020	Water & Wastewater- Chap 9 *Discussion 7 Zoom Lecture#7 –Module 7 –Chap 11 & 9-HO 8 & 9	
Monday	5/18/2020	Continued Chap 9-Water Reports(CCRs)- https://sdwis.waterboards.ca.gov/PDWW/	

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Wednesday	5/20/2020	Foodborne Illness- Chap 8*Discussion 8 Zoom Lecture#8-Chap 8 Digital Inspector	
Monday	5/25/2020	(Memorial Day)-Campus Closed	
Wednesday	5/27/2020	Air Pollution & Noise Control- Chap 10-Zoom lecture#9-Chap 10,HO 10 http://pdc.csusb.edu/writingtutor.htm (Term Paper Due)	Q8, DQ8 Term Paper
Monday	6/1/2020	Continued Chap 10-Noise and Radiation	
Wednesday	6/3/2020	Emergency Preparedness & Disaster Response- Chap 14-Zoom Lecture#10-Module 10(Chap 10-HO 11) *Quiz #9 (covers chap 10)*Discussion 9 *Quiz #10(covers chap 14)*Discussion 10	Q9, DQ9
Monday	6/8/2020	<u>FINAL EXAMINATION</u>(covers all chapters 1-14) (Open until Sunday 6/14/20 12pm-midnight)	Q10, DQ10, Final Exam
Monday	6/15/20	Grades posted 6/15/2020-Monday 12pm	

Note: This is a tentative course schedule. Topics may be changed pursuant to the discretion