

## Term Information

Effective Term Summer 2016

## General Information

Course Bulletin Listing/Subject Area Art Education  
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7708  
Course Title Universal Design for Learning: Disability Studies and Art Education  
Transcript Abbreviation UDL Disability Std  
Course Description This course explores Universal Design for Learning in Art Education for the purposes of enhancing the learning experiences of students with disabilities and all learners and makes practical applications to classroom experiences.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 13.1302  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### **Course goals or learning objectives/outcomes**

- Learn and apply the foundations of learning theory to providing the best learning experience for all learners in the art classroom.
- Identify different classroom, teaching, and learning strategies that provide multiple means of engagement, multiple means of representation, and multiple means of action and expression for students in the art classroom.
- Identify needs in their own classroom related to disabled and non-disabled learners and brainstorm Universal Design for Learning teaching strategies to address these needs.
- Apply Universal Design for Learning teaching strategies to developing curricular goals and assessment strategies.
- Develop a Universal Design for Learning Action Plan based on research and best practices that addresses identified needs to best serve disabled and non-disabled learners in their art classrooms.
- Read research related to different disabilities that teachers encounter in the art classroom and develop Universal Design for Learning teaching approaches to teach to these students' strengths.

### **Content Topic List**

- University Design for Learning
- Disability Studies
- Disability
- Curriculum and Instruction

## Attachments

- UDL Disability Studies Tech Review.pdf: Tech Review  
*(Other Supporting Documentation. Owner: Thomas, Kirsten Rae)*
- UDL syllabus\_Revised (4).pdf: Revised Syllabus  
*(Syllabus. Owner: Thomas, Kirsten Rae)*
- Concurrence 7708.pdf: Concurrence Form  
*(Concurrence. Owner: Thomas, Kirsten Rae)*

## Comments

- Added new syllabus and concurrence form from Disability Studies *(by Thomas, Kirsten Rae on 12/08/2015 08:34 AM)*
- Returned per dept. req.

Syllabus is for 7 weeks and is marked to be offered for 7, 12 or 14 so I assume that a 7 week syllabus is acceptable.

An indication of where texts may be obtained is required *(by Heysel, Garrett Robert on 12/08/2015 08:25 AM)*

- See 10-8-15 e-mail to K Hutzler and J Sanders *(by Vankeerbergen, Bernadette Chantal on 10/08/2015 11:44 AM)*

**COURSE REQUEST**  
7708 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/22/2015

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Thomas, Kirsten Rae	03/11/2015 08:11 AM	Submitted for Approval
Approved	Thomas, Kirsten Rae	03/11/2015 08:12 AM	Unit Approval
Approved	Heysel, Garrett Robert	03/19/2015 01:09 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/20/2015 01:14 PM	ASCCAO Approval
Submitted	Thomas, Kirsten Rae	05/12/2015 01:30 PM	Submitted for Approval
Approved	Thomas, Kirsten Rae	05/12/2015 01:30 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/05/2015 07:06 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/08/2015 11:44 AM	ASCCAO Approval
Submitted	Thomas, Kirsten Rae	11/09/2015 01:38 PM	Submitted for Approval
Approved	Thomas, Kirsten Rae	11/09/2015 01:38 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	12/08/2015 08:25 AM	College Approval
Submitted	Thomas, Kirsten Rae	12/08/2015 08:34 AM	Submitted for Approval
Approved	Savage, Shari L	12/08/2015 08:37 AM	Unit Approval
Approved	Heysel, Garrett Robert	12/21/2015 11:14 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/21/2015 11:14 PM	ASCCAO Approval

# Universal Design for Learning: Disability Studies and Art Education (Online class)

Dr. Jennifer Richardson  
[Richardson.865@osu.edu](mailto:Richardson.865@osu.edu)

Office Hours:  
245H Sullivant Hall

The Ohio State University

## **Course Description:**

The term “universal design” was used by architect, Ronald Mace, to reference the concept of designing products and the built environment to be usable by everyone regardless of age, ability, or status in life. Similarly, Universal Design for Learning (UDL) aims to create a learning environment that is accessible to the greatest number of learners. Universal Design for Learning (UDL) aims to provide all students in the art classroom with the best learning experience. In this class we will explore three key learning foundations of Universal Design for Learning 1) affective networks (the why of learning) 2) recognition networks (the what of learning) and 3) strategic networks (the how of learning). This foundation of learning is applied to make the best learning environment for *all* students through providing 1) multiple means of engagement 2) multiple means of representation and 3) multiple means of action and expression. We will also learn about different types of disabled students in art classrooms and how Universal Design for Learning can be applied to providing the best learning experience for these students by focusing on student strengths. In this class a Universal Design for Learning approach will be supported by a Disability Studies approach to education. In this class students will:

- 1) Learn and apply the foundations of learning theory to providing the best learning experience for all learners in the art classroom.
- 2) Identify different classroom, teaching, and learning strategies that provide multiple means of engagement, multiple means of representation, and multiple means of action and expression for students in the art classroom.

- 3) Identify needs in their own classroom related to disabled and non-disabled learners and brainstorm Universal Design for Learning teaching strategies to address these needs.
- 4) Apply Universal Design for Learning teaching strategies to developing curricular goals and assessment strategies.
- 5) Develop a Universal Design for Learning Action Plan based on research and best practices that addresses identified needs to best serve disabled and non-disabled learners in their art classrooms.
- 6) Form an understanding of Disability Studies through scholarship in Art Education and Education to challenge a functional limitations approach to disability in the classroom.
- 7) Read research related to different disabilities that teachers encounter in the art classroom and develop Universal Design for Learning teaching approaches to teach to these students' strengths.

### **Required Texts and Class Resources:**

Course books can be purchased at The Ohio State University Bookstore (Barnes and Nobles). 1598 N. High Street Columbus, OH 43201

Gabel, S. (2005). *Disability studies in education: Readings in theory and method*. New York: P. Lang.

Gordon, D., Meyer, A. and Rose, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST, Inc.

Wexler, A. (2011). *Art and disability: The social and political struggles facing education*. New York: Palgrave.

Articles will be provided in PDF format on Carmen.

### **Assignments:**

#### **1. Reading Responses**

- a. Each week you will write a reading response and submit it to dropbox for your professor's feedback. You will utilize your reading response to formulate your discussion board posting. In your reading response first summarize the key points from all of the readings. After summarizing these key points, write a reflection that encapsulates your response to these key ideas. What ideas were most meaningful to

you? What ideas did you find most challenging? What ideas would you extend into your own teaching practice? These are guiding questions. Your response to the reading may encompass other points. Reading responses should be 3-5 pages in length.

## **2. Weekly Discussion Board Postings**

For each week's assigned reading you will complete a discussion post with the following components and respond to other discussion posts by your classmates. Your professor also responds to posts on the discussion board.

### **a. Discussion Board Post Part A.**

Part A of your response is about discussing the key ideas presented in the research from the reading. In response to your reading from the texts and assigned articles make a post about the following:

What ideas made an impression on you that were new or what are familiar ideas that resonated in a new way? Your post should be at least two paragraphs in length.

### **b. Discussion Board Post Part B.**

Part B of your response is about applying the ideas from the research presented to your teaching practice. Watch at least two of the videos in the margins of the *Universal Design for Learning* text and select at least two best practices from the texts and assigned articles.

Summarize the content of what you viewed and read for your classmates and discuss how you would apply these ideas in your teaching context. Make a post to the discussion board that is at least two paragraphs in length.

### **c. Discussion Board Responses**

Respond to at least two posts by your classmates on the discussion board. Provide meaningful feedback to the content of her/his post. Avoid short posts such as "good job" etc. Engage the person to whom you are responding in a conversation about the content of his/her post. Responses are assessed in your weekly online participation score.

### **d. Due: Response due Friday by 11:59 pm, Responses to peers due by Wed, the following week by 11:59 pm. See calendar for specific due dates.**

## **3. Live Classroom Discussions** We will have three real time/live classroom discussions using CarmenConnect during the course of the semester at the beginning, middle and end of the semester. The details of what to prepare for these discussions will be provided in class. The final discussion will be a presentation of your final project. CarmenConnect can be located at

[www.carmenconnect.osu.edu](http://www.carmenconnect.osu.edu). You should purchase a headset with mic and have a camera on your computer for these discussions.

4. **Midterm Essay Exam/Paper (5-8 pages):** For this exam you will receive questions related to the reading from the first half of the semester. You will select three questions from a list of five questions as the focus for your paper. The completed midterm essay should be 5-8 pages in length.
  
5. **Final Paper: Universal Design for Learning Action Plan (10-15 pages)**
  - a. For the final assignment in the course we will be building off of what you have learned in the course, completing additional research, reflecting on your own teaching practice and creating a Universal Design for Learning action plan that you can take into your future practice. Additional information about the final assignment will be provided in class. What follows is a general outline for this assignment.
  - b. **Discuss** how a disability studies/sociopolitical approach to disability informs your approach to disability in the classroom. This part of your paper should be supported by outside research and in class reading.
  - c. **Identify at least 3 Overarching Themes** that are integral to your Universal Design for Learning in the art classroom action plan. These should be research-based principles rather than specific teaching strategies.
  - d. **Identify at least 3 Current Needs:** Discuss your teaching context and how a Universal Design for Learning approach could benefit all learners. Identify at least 3 areas that would benefit from a Universal Design for Learning approach.
  - e. **Identify Specific Teaching Strategies:** Once you have identified your themes/principles and needs, you will identify two specific teaching strategies that you can utilize for each need area.
  - f. **Include a bibliography** in APA style of all in class and outside research used in writing your paper.
  - g. **Post to dropbox**
  
6. **Final Paper Presentation (15 minutes)**
  - a. In your final presentation, you will present your final paper/action plan to the class using CarmenConnect.

## **Grading:**

Online Participation: 28 points (each week 4 points)

Midterm Paper: 30 points

Reading Responses: 35 points (5 points each)

Final Paper and Presentation: 45 points

Course Total: 138 points

Grade: points earned/138 points

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77 % - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

### Course Policies:

1. **Instructor Communication:** Students should communicate with their professor via email ([Richardson.865@osu.edu](mailto:Richardson.865@osu.edu)). You can anticipate a response to your email in 48 hours or less.
2. **Late Assignments:** Assignment grades are reduced by 25% for every weekday an assignment has not been handed in after the assigned due date. “My computer ate my assignment” is not a valid excuse for incomplete work.
3. **Academic Integrity**
  - a. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).
  - b. **Plagiarism:** The Ohio State University defines plagiarism as “the representation of another’s work or ideas as one’s own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas” (Prohibited conduct 3335-23-04). A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious



consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

- c. **Academic Dishonesty** also includes 1) providing and/or receiving unauthorized information/materials during examinations. 2) Providing or using assistance for assignments not approved by your instructor 3) submitting substantially the same work done in a previous course to satisfy the requirements for a current course without the permission of your current instructor. (Prohibited conduct 3335-23-04).
- d. **Further information:** Please visit the Committee of Academic Misconduct website for additional information on academic integrity including suggestions for ways you can preserve academic integrity at your university. <http://oaa.osu.edu/coam/faq.html>.

**4. Students with Disabilities:** If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307, TDD 292-0901 or [slds@osu.edu](mailto:slds@osu.edu) <http://www.ods.ohio-state.edu/>. Alternative means of access to course information on Carmen is available to accommodate students with disabilities. Please contact your instructor for further information. For further information on accessibility and Carmen visit <http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible>.

## 5. Course Technology

- a. This course utilizes the online course management system, Carmen. Within Carmen we will be using discussion boards and dropbox.
  - i. The baseline technical skills necessary for this online course are as follows:
    - 1. Successful students will possess basic computer and web-browsing skills
    - 2. Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen:  
<http://odee.osu.edu/resourcecenter/carmen>)
    - 3. Students will need to be proficient with the MS Office Suite
  - ii. Technology skills necessary for this specific course:
    - 1. Wordprocessing skills, web-browsing, email, and utilizing Carmen for dropbox, discussion boards and to check your grades. If you need technical assistance, either call 8-HELP, or refer to the online instructions:  
<http://resourcecenter.odee.osu.edu/carmenconnect>.
  - iii. Necessary equipment and technology:
    - 1. Computer: current Mac or PC
      - a. Mac minimum requirements for JMP: OSX 10.6 or later, 1GB RAM, 500MB free hard disk space
      - b. PC minimum requirements for JMP: Pentium 4 or higher, Windows XP or later (Home Basic Editions not supported), 1GB RAM, 500MB free hard disk space, and True (24bit+) color with resolution 1024x768 or greater.
    - 2. Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website  
<http://resourcecenter.odee.osu.edu/carmenconnect>)
    - 3. Headset with microphone, computer camera for CarmenConnect.
  - iv. Robust high-speed internet connection
  - v. It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/> ) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

## 6. Academic Resources

“There are many resources to help you successfully transition to Ohio State, find your way around the campus, get involved, succeed in your classes, explore

opportunities in and out of the classroom, address personal concerns, and stay healthy. Selected resources are listed below with a sampling of their services. For a complete listing of offerings, please visit the linked web page:

<http://artsandsciences.osu.edu/current-students/university-resources>.

### 7. Student Services

To pay tuition and fees, track financial aid, register for classes, view your grades, get important updates and more, log in to your personalized **Student Center** at [buckeyelink.osu.edu](http://buckeyelink.osu.edu).

For assistance with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other issues visit <http://ssc.osu.edu>

### 8. Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Course Calendar:

Week 1	
Reading	<p><i>Universal Design For Learning: Theory and Practice</i>, Chapter 1  “Re-Envisioning Education through UDL” pp. 1-20</p> <p>Two videos from <i>Universal Design For Learning: Theory and Practice</i>, Chapter 1</p> <p><i>Art and Disability</i>, Chapter 1, “Overview”</p> <p><i>Disability Studies in Education</i>, Chapter 1, “Introduction: Disability Studies in Education”</p> <p>Article: Blandy, D. (1991). Conceptions of disability: Toward a sociopolitical orientation to disability for art education. <i>Studies in</i></p>

	<i>Art Education</i> , 32(3), 131-144.
Activities	Review Dr. Richardson's PowerPoint
Assignments	Part A and Part B Discussion Post Due Friday, (Date) Reading Response due Friday
<b>Week 2</b>	
Reading	<i>Universal Design For Learning: Theory and Practice</i> , Chapter 2 "Expert Learning" pp. 21-48  Two videos from <i>Universal Design For Learning: Theory and Practice</i> , Chapter 2  <i>Art and Disability</i> , Chapter 2, "Autism Spectrum Disorder"  <i>Disability Studies in Education</i> , Chapter 2, "An Aesthetic of Disability"  Derby, J. (2011). Disability studies and art education. <i>Studies in Art Education</i> , 52(2), 94-111.
Activities	Review Dr. Richardson's PowerPoint  Live Discussion (CarmenConnect): (Date and time)
Assignments	Discussion Posts to Peers for Week 1 due Wednesday (Date) Part A and Part B Discussion Post Week 2 Due Friday, (Date)  Reading Response due Friday
<b>Week 3</b>	
Reading	<i>Universal Design For Learning: Theory and Practice</i> , Chapter 3 "The Variability of Learners" pp. 49-82  Two videos from <i>Universal Design For Learning: Theory and Practice</i> , Chapter 3  <i>Art and Disability</i> , Chapter 3, "ADHD"  <i>Disability Studies in Education</i> , Chapter 3, "Disability Arts and the Performance of Disability"

	Eisenhauer, J. (2007). Just looking and staring back: Challenging ableism through disability performance art. <i>Studies in Art Education</i> , 49(1), 7-22.
Activities	Review Dr. Richardson's PowerPoint
Assignments	Discussion Posts to Peers for Week 2 due Wednesday (Date) Part A and Part B Discussion Post Week 3 Due Friday, (Date)  Reading Response due Friday
<b>Week 4</b>	
Reading	<i>Universal Design For Learning: Theory and Practice</i> , Chapter 4 "Universal Design for Learning" pp. 83-108  Two videos from <i>Universal Design For Learning: Theory and Practice</i> , Chapter 4  <i>Art and Disability</i> , Chapter 4, "Learning Disabilities"  <i>Disability Studies in Education</i> , Chapter 4, "Seeing is/not Believing: Visibility, Invisibility, and Disability Studies in Education"
Activities	Review Dr. Richardson's PowerPoint  Midterm Paper (Date) Post to dropbox
Assignments	Discussion Posts to Peers for Week 3 due Wednesday (Date) Part A and Part B Discussion Post Week 4 Due Friday, (Date)  Reading Response due Friday
<b>Week 5</b>	
Reading	<i>Universal Design For Learning: Theory and Practice</i> , Chapter 5 "The UDL Guidelines: A Framework for Implementation" pp. 109-126  Two videos from <i>Universal Design For Learning: Theory and Practice</i> , Chapter 5

	<p><i>Art and Disability</i>, Chapter 5, “Emotional Disturbance and Behavioral Disorders”</p> <p><i>Disability Studies in Education</i>, Chapter 6, “Compliance as Alienated Labor: A Critical Analysis of Public School Programs for Students Considered to have Emotional/Behavioral Disorders”</p> <p>Penketh, C. (2014). Putting disability studies to work in art education. <i>International Journal of Art and Design Education</i>, 33(3), 291-300.</p>
Activities	<p>Review Dr. Richardson’s PowerPoint</p> <p>Live Discussion (CarmenConnect): (Date and time)</p>
Assignments	<p>Discussion Posts to Peers for Week 4 due Wednesday (Date) Part A and Part B Discussion Post Week 5 Due Friday, (Date)</p> <p>Reading Response due Friday</p>
<b>Week 6</b>	
Reading	<p><i>Universal Design For Learning: Theory and Practice</i>, Chapter 6 “Designing for All: What is a UDL Curriculum?” pp. 127-156</p> <p>Two videos from <i>Universal Design For Learning: Theory and Practice</i>, Chapter 6</p> <p><i>Art and Disability</i>, Chapter 6, “The Blind and Visually Impaired”</p> <p><i>Disability Studies in Education</i>, Chapter 5, “Rewriting Critical Pedagogy from the Periphery: Materiality, Disability and the Politics of Schooling!”</p>
Activities	Review Dr. Richardson’s PowerPoint
Assignments	<p>Discussion Posts to Peers for Week f5 due Wednesday (Date) Part A and Part B Discussion Post Week 6 Due Friday, (Date)</p> <p>Reading Response due Friday</p>
<b>Week 7</b>	
Reading	<i>Universal Design For Learning: Theory and Practice</i> , Chapter 7

	<p>“Learning through Practice: Voices from the Field” pp. 157-176</p> <p>Two videos from <i>Universal Design For Learning: Theory and Practice</i>, Chapter 7</p> <p><i>Art and Disability</i>, Chapter 9, “Lesson Plans”</p> <p>Derby, J. and Wexler, A. (2015). Art in institutions: The emergence of (disabled) outsiders. <i>Studies in Art Education</i>, 56(2), 127-141.</p>
Activities	Review Dr. Richardson’s PowerPoint
Assignments	<p>Discussion Posts to Peers for Week 6 due Wednesday (Date) Part A and Part B Discussion Post Week 7 Due Friday, (Date)</p> <p>Reading Response due Friday</p>
<b>Final’s Week</b>	
Assignments	Final Paper Due (Date) Post to dropbox
Activities	Live discussion/presentations (CarmenConnect) date and time

## Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

**Course: Universal Design for Learning: Disability Studies and Art Education**

**Instructor: Dr. Jennifer Richardson**

**Summary: Online Course**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.		✓		The tools being used for the course are not clearly described in the syllabus. For instance, discussion boards are mentioned in the syllabus for activities but Carmen is not explicitly listed as the primary learning management system. Recommend that the instructor add a "Course Technology Section" to address these recommendations. Please see example provided in comments section below.
6.2 Course tools promote learner engagement and active learning.	✓			Learner engagement and active learning are promoted through the use of weekly readings, discussion board posts and discussion board responses.
6.3 Technologies required in the course are readily obtainable.		✓		Discussion boards are clearly defined in the syllabus as a part of the course technologies, but the tool set the discussion board are a part of is not defined. No other course technologies are outlined in the syllabus.
6.4 The course technologies are current.	✓			The course technology included in the syllabus, discussion boards, are current.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			As long as the discussion board tool being used is in the Carmen LMS, no external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		Recommendation: Add a "Course Technology" section to your syllabus to explain required technology and support. Please see example in comments section.



7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 16pt font. <a href="http://ada.osu.edu/resources/Links.htm">http://ada.osu.edu/resources/Links.htm</a>
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		✓		The below link with an overview and contact information for the student academic services offered on the Main campus should be included in the syllabus. <a href="http://artsandsciences.osu.edu/current-students/university-resources">http://artsandsciences.osu.edu/current-students/university-resources</a>
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		✓		The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend that the course design be structured around the course syllabus assignments calendar. In addition, strongly recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes.
8.2 Information is provided about the accessibility of all technologies required in the course.		✓		Recommend that the discussion board tool in Carmen be used to ensure accessibility of course technologies. Recommend including the following link: <a href="http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible">http://resourcecenter.odee.osu.edu/accessibility/making-your-carmen-course-content-accessible</a>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.		✓		Within the syllabus, it is not clear if alternative means of access to course materials will be available in formats that meet the needs of diverse learners. Recommend including a statements in the syllabus that encourages students to contact the instructor if alternative means of access to course materials is needed. Recommend including this statement in the ADA section of the syllabus.

8.4 The course design facilitates readability	✓			All required texts and class resources are academic publication (textbooks) which facilitate readability.
8.5 Course multimedia facilitate ease of use.	✓			The syllabus does not indicate the use of Multimedia in the course.

### Reviewer Information

- Date Reviewed: 4/16/15
- Reviewed By: Mike Kaylor and Allen Coleman
- Comments:
  - Course appears to be asynchronous. Would like to confirm.
  - Recommend that communication between students and the professor be clearly defined (e.g., what is the preferred method of communication for students to contact the instructor and what kind of response time can they expect).
  - **Course Technology Example** (It is important to be as descriptive as possible to cover information students may need but do not have the opportunity to ask)
    - The baseline technical skills necessary for this online course are as follows:
      - Successful students will possess basic computer and web-browsing skills
      - Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
      - Students will need to be proficient with the MS Office Suite
    - Technology skills necessary for this specific course:
      - CarmenConnect text, audio, and video chat. If you need technical assistance, either call 8-HELP, or refer to the online instructions: <http://resourcecenter.odee.osu.edu/carmenconnect>.
    - Necessary equipment and technology:
      - Computer: current Mac or PC
        - Mac minimum requirements for JMP: OSX 10.6 or later, 1GB RAM, 500MB free hard disk space
        - PC minimum requirements for JMP: Pentium 4 or higher, Windows XP or later (Home Basic Editions not supported), 1GB RAM, 500MB free hard disk space, and True (24bit+) color with resolution 1024x768 or greater.

- Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website <http://resourcecenter.odee.osu.edu/carmenconnect>)
  - Robust high-speed internet connection
  - Webcam: built-in or external webcam, fully installed
  - Microphone: built-in laptop or tablet mic or external microphone
  - It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/> ) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).
- Carmen Distance Learning Course Shell
  - If you would like to see or learn more about how to use or gain access to the Carmen Distance Learning Course Shell, please email me ([coleman.153@osu.edu](mailto:coleman.153@osu.edu)) we would be happy to meet with you and assist you in implementing the shell.

**The Ohio State University**  
**College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Initiating Academic Unit: Arts Administration, Education and Policy Course Number: Art Educ 7708 Course Title: Universal Design for Learning: Disability Studies and Art Education

<u>New Course</u>	<u>10-31-15</u>
Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
<u>Disability Studies</u>	<u>11-14-15</u>
Academic Unit Asked to Review	Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

This course will make a good contribution to Disability Studies offerings.

**Signatures**

1. Name	<u>Amy Ahum</u>	Position	Unit	Date
2. Name		Position	Unit	Date
3. Name		Position	Unit	Date