

Term Information

Effective Term Summer 2021
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

Enhancing the delivery mode for this course offers an opportunity to vastly expand the potential student enrollment base beyond what has been typical in this class. Students will be able to take this class regardless of their campus affiliation and those who are not resident in Ohio will also have access to it. This change to permit full online delivery is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | History |
| Fiscal Unit/Academic Org | History - D0557 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3013 |
| Course Title | Civil War and Reconstruction |
| Transcript Abbreviation | Civil War Reconstr |
| Course Description | The causes, character, and consequences of America's inter-sectional war and the post-war settlement. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|---|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week |
| 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 |
| <i>Previous Value</i> | <i>Yes, Greater or equal to 50% at a distance</i> |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture |
| Grade Roster Component | Lecture |
| Credit Available by Exam | No |

| | |
|-----------------------------------|---|
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark |

Prerequisites and Exclusions

| | |
|---------------------------------------|---|
| Prerequisites/Corequisites | Prereq: English 1110.xx, or permission of instructor. |
| Exclusions | |
| Previous Value | Not open to students with credit for 557.03. |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|-------------------------|---------------------------|
| Subject/CIP Code | 54.0102 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Sophomore, Junior, Senior |

Requirement/Elective Designation

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

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

| | |
|---|---|
| Course goals or learning objectives/outcomes | <ul style="list-style-type: none">• Students will explore and understand the social, economic, cultural, political, diplomatic, and military history of the Civil War and Reconstruction Era.• Students will explore and understand regional transformations in the postwar era.• Students will explore and understand the experiences of Northerners, Southerners, and Westerners, including soldiers, slaves, ex-slaves, doctors, nurses and spies, as well as famous historical figures. |
|---|---|

| | |
|---------------------------|--|
| Content Topic List | <ul style="list-style-type: none">• Causes of the war• Conduct of the war• Destruction of slavery• Genesis of free labor• Wartime and Reconstruction politics• Civil War as an engine of societal change• Reconstruction violence• Public memory of the Civil War era• Carpetbaggers• Emancipation Proclamation |
|---------------------------|--|

COURSE CHANGE REQUEST
3013 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/03/2021

Sought Concurrence

No

Attachments

- History 3013 Syllabus online.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hist 3013.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3013 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Heikes, Jacklyn Celeste | 01/20/2021 01:59 PM | Submitted for Approval |
| Approved | Elmore, Bartow J | 01/20/2021 02:00 PM | Unit Approval |
| Approved | Haddad, Deborah Moore | 01/20/2021 02:14 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal | 01/20/2021 02:14 PM | ASCCAO Approval |



HISTORY 3013

The Civil War and Reconstruction Eras

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Professor Joan E. Cashin

Email address: cashin.2@osu.edu

Phone number:

Email Office hours: Tuesday and Thursday, 11.00 a.m. to 12.00 noon.

Because this course is offered online, there will not be face-to-face office hours in Dulles Hall.

Prerequisites

None

Course description

This course explores the social, economic, cultural, political, diplomatic, and military history of the Civil War and Reconstruction eras. We will discuss the origins of the War, which side won and why, and the War's conclusion. We will describe the experiences of Northerners, Southerners, and Westerners, including ordinary people, such as soldiers, slaves, and spies, as well as famous names. The course includes military history, but that is not the primary focus.

This course will be conducted entirely online, via zoom, email, and Carmen. The professor will record all of the lectures on zoom in asynchronous fashion, and she will post them weekly, except when the class is reading a primary source, discussing a primary source, watching a documentary or film, or examining a museum artifact online. Each lecture will last about an hour and twenty minutes.

Students will also write short papers on what they learned from that week's lecture, primary source, documentary, film, or museum artifact. That too will be done in asynchronous fashion. Three times

during the semester, the class will hold synchronous meetings on zoom in which we discuss a scholarly book.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Students should learn to construct an integrated perspective on history and the factors that shape human activity.
- Students should learn to describe and analyze the origins and nature of contemporary issues.
- Students should learn to speak and write critically about primary and secondary historical sources, to understand different interpretations of events, and to understand historical contexts.

General education goals and expected learning outcomes

Goals: Students will recognize how past events are studied and how they influence today's society, and, more generally, the human condition.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

- **Participating in discussion forums: 2+ TIMES PER WEEK**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Three required monographs:

Earl Hess, **The Union Soldier in Battle**

Lori Ginzberg, **Elizabeth Cady Stanton**

Margaret Storey, **Loyalty and Loss**

These monographs are available in paperback at OSU Barnes and Noble.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

Descriptions of major course assignments

This course is designed for undergraduates. They are expected to listen to each of the recorded lectures and write a paper of one or two paragraphs on what they learned from the lecture. They should turn in these lecture responses at the end of every week.

Students will also write short papers of one or two paragraphs about each week's second assignment: a primary source (meaning a document generated by historical figures), documentary, film, or museum artifact. Most of these sources can be found easily online; the professor may send some of the other

sources to class members via email or Carmen. Students should turn in these short papers at the end of every week.

We will discuss the three monographs listed above on zoom meetings at one-month intervals, and the dates will be announced in advance. We will organize our discussion around the argument, the evidence, and the persuasiveness of each book. Students are expected to participate in these zoom discussions.

Undergraduates will take a final exam during exam week, December 10 and 16. The exam will include essay questions, and those questions will be drawn entirely from study guides handed out in advance; the professor will hold a review session on zoom before the exam. The completed essay should be sent to Professor Cashin as an email attachment.

To summarize:

| | |
|-------------------|------------------|
| Lecture Responses | 25% of the grade |
| Short Papers | 25% of the grade |
| Zoom Discussions | 25% of the grade |
| Final Exam | 25% of the grade |

Students must fulfill each of the class requirements—the lecture responses, short papers, zoom discussions, and final exam—in order to pass the course. Incomplete grades will be handled according to university regulations.

Late assignments

Late assignments will be accepted in certain circumstances, such as illness, according to the professor's judgment.

Grading scale

For those students who complete the course requirements, the highest grade a student can receive for each component is 100 points. So if a student completes all the assignments in a satisfactory way, the highest point total he or she will receive is 400 points.

The student's final letter grade will follow the typical scale times four, that is, an A/A- equals 400 to 360 points, and so on. If a student's point total falls on the boundary between two grades, the professor's judgment of the student's performance will determine the final grade.

The professor is allowed to discuss the student's grade only with the student, according to the Family Education Rights and Privacy Act (FERPA).

Students who are graduating this term should inform the professor at the start of the term.

Instructor feedback and response time

The professor will check email every day, Monday through Saturday, and she will strive to answer posts and acknowledge papers from students within twenty-four hours.

OTHER COURSE POLICIES

Discussion and communication guidelines

Students are expected to be civil to each other and to the professor at all times, in conversation and in written communication.

Academic integrity policy

Enrolling on time is the student's responsibility. Students who are waitlisted for the class will be admitted according to their places on the waitlist, which is History Department policy. Students are not permitted to audit the course without enrolling.

Cheating and plagiarism are unethical, and they both violate university regulations. The class will not involve any group work, and students may not use past work from other courses in this class. Students will be allowed to consult their class notes when writing the essays on the final exam. Instances of cheating, plagiarism, and disruptive behavior will be dealt with by the Committee on Academic Misconduct.

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://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any

individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To

establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|------------|--|
| 1 | 8/24-8/30 | Origins of the Conflict |
| 2 | 8/31-9/6 | The Winter of 1860-1861 |
| 3 | 9/7-9/13 | Preparing for War |
| 4 | 9/14-9/20 | The Amateur War [Discussion of first monograph] |
| 5 | 9/21-9/27 | Military Advances and Retreats |
| 6 | 9/28-10/4 | Homefronts, North and South |
| 7 | 10/5-10/11 | The Professional War |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|-------------|--------------------|--|
| 8 | 10/12-10/18 | The Struggle for Resources [Discussion of second monograph] |
| 9 | 10/19-10/25 | Fight to the Finish |
| 10 | 10/26-11/1 | Victories and Losses |
| 11 | 11/2-11/8 | Exiles |
| 12 | 11/9-11/15 | Reconstruction [Discussion of third monograph] |
| 13 | 11/16-11/22 | Resistance |
| 14 | 11/23-11/29 | Reconciliation |

History 3013: The Civil War and Reconstruction Eras

Spring Term 2013
Professor Joan E. Cashin
Department of History
cashin.2@osu.edu

Course Description

This course explores the social, economic, cultural, political, diplomatic, and military history of the Civil War and Reconstruction eras. We will discuss the origins of the War, which side won and why, and the War's conclusion; we will then explore transformations in the different regions in the postwar era. We will describe the experiences of Northerners, Southerners, and Westerners, including ordinary people, such as privates in the armies, slaves, ex-slaves, doctors, nurses, and spies, as well as famous historical figures such as U. S. Grant, Robert E. Lee, and Abraham Lincoln. The course includes military history, but the primary focus is not military history.

Assigned Books

Earl Hess, *The Union Soldier in Battle*
Stephen Ash, *When the Yankees Came*
Margaret Storey, *Loyalty and Loss*

All of these books are available in paperback at SBX.

Academic Objectives

1. Students should increase their factual knowledge of the period.
2. Students should learn how to discuss ideas in a classroom setting
3. Students should develop their abilities to think critically and systematically.

Weekly Schedule

Week One: Origins of the Conflict
Week Two: The Winter of 1860-1861
Week Three: Preparing for War
Week Four: Learning How to Fight
Week Five: The Amateur War
Week Six: Advances and Retreats
Week Seven: Homefronts: the South
Week Eight: Homefronts: the North
Week Nine: The Professional War
Week Ten: The Struggle for Resources
Week Eleven: Fight to the Finish
Week Twelve: Victories and Losses
Week Thirteen: Exiles
Week Fourteen: Reconstruction
Week Fifteen: Resistance
Week Sixteen: Reconciliation

Course Requirements and Grading

This course is designed for undergraduates. Graduate students may take the course only with the

professor's permission, and their requirements are different from those of the other students. Undergraduates will discuss the three monographs by Hess, Ash, and Storey in class; participation in each of these discussions will count for twenty percent of the grade, for a total of sixty percent. We will focus on the argument, the evidence, and the persuasiveness of each book. The professor will announce the dates for the discussions in class, at least one week before each discussion.

Students will choose and print out five different historical documents, one for each calendar year of the War (1861-1865), from the **Official Records of the War**. This collection of documents is available online at such websites as Cornell University's **Making of America**. At least one of the five documents must concern emancipation; the other four may focus on any aspect of the War. Students will write five one-page double-spaced papers, one paper per document, about why they find these documents interesting. This assignment is due on the last day of class; it counts for twenty percent of the grade.

Undergraduates will take a final exam during exam week in June, which is scheduled by the Registrar's Office. The exam will include fill-in-the-blanks, essays, and a map, and it will be drawn from study guides handed out in advance. A review session will be held before the exam. There are no open-book or take-home exams. The final exam will count for twenty percent of the grade.

To summarize:

| | |
|---------------------------|------------------|
| Discussion of Hess book | 20% of the grade |
| Discussion of Ash book | 20% of the grade |
| Discussion of Storey book | 20% of the grade |
| Papers | 20% of the grade |
| Final exam | 20% of the grade |

Students are expected to attend class on a regular basis, which demonstrates maturity and responsibility. Attendance will be taken at every class meeting, either by taking roll or by sign-up sheets. If a student comes to class late, he or she should enter the room quietly without disrupting the class. Furthermore, members of the class must be civil to each other and to the professor at all times. No cell phones or similar electronic devices may be used in class; the class may not be recorded; no laptops may be used during the monograph discussions.

Students must fulfill each of the class requirements—the monograph discussions, the papers, and the exam—in order to pass the course. Neglecting to take notes during lecture will probably hurt the student's grade. Grades are determined by the professor's judgment of student performance. The professor is allowed to discuss the student's grade only with the student, according to the Family Education Rights and Privacy Act (FERPA).

Enrolling on time is the student's responsibility. Students who are waitlisted for the class will be admitted according to their places on the waitlist, which is History Department policy. Students are not permitted to audit the course without enrolling.

Cheating and plagiarism are unethical, and they both violate university regulations. Instances of cheating and plagiarism will be dealt with by the Committee on Academic Misconduct. Incomplete grades will be handled according to university regulations.

Students with disabilities certified by the Office of Disability Services will be appropriately accommodated, and they should inform the professor of their status when the course begins.

Statement on Academic Misconduct

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://studentlife.osu.edu/csc/>.

Statement on Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3013

Instructor:Joan Cashin

Summary: The Civil War and Reconstruction Eras

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/Recomm. |
|---|-----|--------------------|----|--|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> Office 365 Carmen |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> Zoom Asynchronous sessions. |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All tech is available for free via OSU site license. |
| 6.4 The course technologies are current. | X | | | The majority of the tech is web based and updated regularly. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No 3 rd party utilities are used. |
| 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. | X | | | Links to 8HELP are provided. |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | 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. | X | | | b |
| 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. | X | | | c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | X | | | No 3 rd party tech is used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. |
| 8.4 The course design facilitates readability | X | | | Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user |

| | | | | |
|---|---|--|--|---|
| | | | | experience in terms of navigation and access to course content. |
| 8.5 Course multimedia facilitate ease of use. | X | | | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser. |

Reviewer Information

- Date reviewed: 1/19/21
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>