

## Term Information

Effective Term Summer 2022  
*Previous Value* Spring 2017

## Course Change Information

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

Seeking full approval to offer course at 100% distance learning

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

n/a

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	Art Education
Fiscal Unit/Academic Org	Arts Admin, Education & Policy - D0225
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6998
Course Title	Research for Non-thesis
Transcript Abbreviation	Research
Course Description	Research for non-thesis purposes only.
Semester Credit Hours/Units	Variable: Min 1 Max 9

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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 Less than 50% at a distance
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	27
Max Completions Allowed	99
Course Components	Independent Study
Grade Roster Component	Independent Study
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

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Campus of Offering Columbus, Lima, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Permission of instructor  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

## Course Details

Course goals or learning objectives/outcomes

- Research for non thesis projects

Content Topic List

- Research for non thesis projects
- Research from practice
- Research
- Classrooms
- Application
- Current topics
- Community
- Teaching strategies

Sought Concurrence No

## Attachments

- 6998 approval.pdf: ASC ODE cover sheet and approval  
*(Other Supporting Documentation. Owner: Pace, Lauren Kate)*
- 6998 syllabus.pdf  
*(Syllabus. Owner: Pace, Lauren Kate)*

## Comments

- This course is offered in-person as well but runs as an independent study. As such, there is not an in-person syllabus as goals and assignments are set between the student and faculty/instructor. *(by Pace, Lauren Kate on 01/25/2022 12:53 PM)*

**COURSE CHANGE REQUEST**  
6998 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/07/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	01/25/2022 12:53 PM	Submitted for Approval
Approved	Savage, Shari L	01/25/2022 01:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/07/2022 10:33 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/07/2022 10:33 AM	ASCCAO Approval



# SYLLABUS

# ARTEDU 6998

Non-Thesis Research Hours (Online Master's)

Updated Spring 2022

1-3 credit hours

Online

## COURSE OVERVIEW

### Instructor

Instructor: Ruth M. Smith, PhD (she/her/hers)

Email address: [smith.7768@osu.edu](mailto:smith.7768@osu.edu) (preferred contact method)

Phone number: (419) 706-8506 (personal)

Office hours: by request through Canvas, email or cell phone

### Course description

This is a series of credits to supplement your coursework in the Online Master's in Art Education program. These required credits are taken in conjunction with your other courses over the course of 6 semesters. The primary goal of these credits is to document your journey in the master's program through the creation of an online learning portfolio that includes a blog, cultivate critical reflective practice through exercises that supplement your coursework, and develop your research skills as practitioner-researchers in an art teacher's classroom, a museum setting, or a community arts space. Each semester you will be posting 3-4 times on your blog and complete weekly check-ins. The blog assignments culminate in your Final Reflective Practice Portfolio, the final paper required in the Online Master's in Art Education program. The weekly check-ins present an opportunity to reflect on your learning, provide feedback, ask questions, and connect with your cohort.

### Course learning outcomes

This course focuses on developing discipline specific learning and research skills and critical reflective practice. The specific learning and research skills include:

- Reading and analyzing research in the field of art education

- Observation, analysis and reflection; using analysis to revise practice
- Keeping an annotated bibliography and writing literature reviews
- Understanding and working with concepts in the field of art education

We define Critical Reflective Practice as an ongoing cycle of reflection, learning/acquiring new knowledge, engaging with others, different experiences, and then revisiting one's practices and again reflecting. Critical reflective practices help us to understand ourselves, our practice, our communities, and our students towards creating more equitable and just forms of education.

By the end of this two-year series, students should successfully be able to:

1. Construct a personal teaching philosophy that embeds a theoretical framework. This includes identifying and exploring issues, points of view, personal and philosophic stances and biases
2. Define current classroom research practices, analyze those practices and demonstrate those approaches to their teaching and curriculum development.
3. Recognize the curricula possibilities for their classrooms and develop curriculum that is applicable and relevant for their students based on reflective practices.
4. Identify self-reflective practices and determine the best course for change.
5. Develop research practices that are guided by self-assessment and communicate those ideas orally and in a written format that is suitable for their time, place, and audience, including:
  - a. Clearly communicate, conduct, and write critical responses that will begin to prepare students for their final reflective practice portfolio and for publication.
  - b. Initiate the development of one's research topics.
  - c. Develop an annotated bibliography that demonstrates critical examination of current research trends and personal applications
6. Identify coursework that has impacted their thinking and practice and assess personal growth.
7. Construct a Final Reflective Practice Portfolio that includes your biography and teaching philosophy, research project (including a literature review based on your annotated bibliography), and a synthesis of your experience in the program.

## 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**. 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 **1-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 1 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example).

**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*. Each week, you can expect to complete a weekly check-in quiz, submit a blog post assignment, or participate in a discussion forum. You will be expected to post at least twice as part of our substantive class discussion on the weeks they are assigned.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Commenting on Blogs:** Although responses to your classmates' blogs are not required, they are encouraged.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

There are no required textbooks for this class. All assigned readings will be posted to Carmen.

### Course Resources

- APA Guidelines: <https://owl.purdue.edu/>
- Art21: <http://www.pbs.org/art21/artists>
- Creative Time: <http://creativetime.org/projects/>
- Viewfinder: <https://medium.com/viewfinder-reflecting-on-museum-education>

## 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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](https://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

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Check-Ins	25%
Blog Post Assignments	75%
Total	<b>100%</b>

See course schedule below for due dates.

## Descriptions of major course assignments

In this course, you will be posting a variety of blogs, compiling an annotated bibliography, and creating a final reflective practice portfolio. Throughout the program, you will also respond to weekly check-in questions that serve as your opportunity to reflect on what you're learning, ask questions about the program, or generally tell me how you're doing. Below are specifics on each assignment.

### Online Learning Portfolio

You will create an online learning portfolio. Set up a website with blog capabilities. This may be adding a blog feature to an existing professional website or creating a new one. You will be posting assignments on this blog throughout the 6998 credit-hour series and may be asked to post selected assignments for your other courses. You may keep your blog password protected if desired. The goal of this is two-fold: 1) to document your thinking and growth throughout the program, utilizing the blog as a research journal of sorts and 2) to develop usable elements of a professional website such as teaching philosophy, lesson plans, and resource lists. You will also be expected to set up and maintain a system for tagging or categorizing your blog posts.

### Blogs

You will be keeping a personal blog as part of your online learning portfolio for your journey in the Online Master's in Art Education. You will be posting three to four times per semester when enrolled in 6998 non-thesis research hours. I encourage you to read and post on your classmate's blogs, but this is not a requirement nor will affect your final grade.

The blog post assignments are designed to build on the concepts presented in the program coursework. They also give you an opportunity to develop critical reflective practice and research skills such as: concept mapping, keeping an annotated bibliography, practicing



observations and intentional reflections, identifying key themes and questions, and utilizing alternative research methods. Ultimately, the work completed in these blog post assignments will work towards your Final Reflective Practice Portfolio.

**\*\*Do not include pictures of students or interview data on your blog as you have not obtained consent according to IRB standards of ethics.**

## Annotated Bibliographies

At least one of the blog post assignments each semester is an annotated bibliography of significant readings from your coursework. Keeping an annotated bibliography is an important aspect of developing a reflective practice. In addition, it is an important research practice. The annotated bibliography entries will contribute directly to the literature review of your Final Reflective Practice Portfolio. The annotated bibliography is meant to be a space for you to record what you find significant about the readings and viewings, including, but not limited to, quotes, concepts, ideas, and questions. They should also include reflection of how your own thinking and practice has been informed by the readings and viewings. These entries should be as specific as possible, so feel free to include examples, quotes, links, and more. For more specific instructions on how to annotate something, please see the assignment guidelines.

## Weekly Check-ins

Each week, you will submit an answer to a check-in question or post a response on a discussion board meant to track your progress in the program, alert me to any troubles you encounter, reflect on your learning, and converse with your peers about your work and your practice.

## Final Reflective Practice Portfolio

The FRPP is a culmination of your work in the Online Master's in Art Education and will be evaluated by the online faculty. It is the final requirement of the program and will be completed the final semester of 6998. The Final Reflective Practice Portfolio is intended to demonstrate critical reflective practice, "an ongoing cycle of reflection, learning/acquiring new knowledge, engaging with others, different experiences, and then revisiting one's practices and again reflecting" (Ballengee Morris & Smith, draft). The Final Practice Portfolio includes the following sections: Teaching Identity and Philosophy, Curated Reading List, Research Project, Transformative Classes, and Program Synthesis. Additional guidelines will be provided on Carmen.

## Academic integrity and collaboration

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [APA style](#) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person

to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Late assignments

All work must be submitted by the deadlines posted on Carmen. Late submission is at the instructor's discretion.

## Grading scale

This course is graded pass/fail. All points are assigned on the basis of completion. If you complete the required assignments, you will pass. If you do not complete the required assignments, your final grade will be up to the instructor's discretion.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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/>

## 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

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 at [titleix@osu.edu](mailto:titleix@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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE (SPRING 2022 FOR SP22 ADMITTED STUDENTS)

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/10-16	<b>Blog Post: Introduction: Set up online learning portfolio and introduce yourself</b>
2	1/17-23	<b>Check-In Quiz: Technology</b>
3	1/24-30	<b>Check-In Quiz: Reading Strategies</b>
4	1/31-2/6	<b>Blog Post: Teacher Identity:</b> Write 2-3 double-spaced pages about your identity as a teacher, reflecting on your background, values, and general teaching philosophy. Who have been your influences (artists, thinkers, theorists, teachers, others)? How have your experiences influenced your philosophy of [art] education? [This can be an edited version of your teacher identity assignment from 7000.3]
5	2/7-13	<b>Check-In Discussion: Blog Post Feedback</b>
6	2/14-20	<b>Check-In Quiz: Learning Moments</b>
7	2/21-27	<b>Check-In Quiz: Feeling</b>
8	2/28-3/6	<b>Blog Post: Teaching/Research Context:</b> This assignment asks you to pay close attention to the space in which you practice, in order to notice sensory information, situations, relationships, and interactions in addition to the physical space. It's an opportunity to use arts-based teaching research to learn more about how your space informs your teaching practice.
9	3/7-13	<b>Check-In Quiz: Reflect on Instructor Feedback</b>
10	3/14-20	<b>Spring Break</b>
11	3/21-27	<b>Check-In Quiz: Searching the Library</b>
12	3/28-4/3	<b>Read:</b> Hochtritt (2013) Questioning What to Research (on Carmen) and NAEA Research Agenda (link on Carmen)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<b>Blog Post: Research Questions:</b> Write 2-3 paragraphs about something that you're interested in finding out about. Next, write a paragraph about what you already know about this topic. Then, search in the library for 3-5 studies related to this topic in art education, annotate each article or book. Finally, craft 2-3 potential research questions and reflect on what you want to do with your research, who you want to work with and what the specific focus will be.
13	4/4-10	<b>Check-In Quiz:</b> Trying Something New
14	4/11-17	<b>Check-In Quiz:</b> Muddy Concepts
15	4/18-24 <b>Last Day of Class 4/25</b>	<b>Blog Post: Annotated Bibliography:</b> Add to your annotated bibliography of transformative readings and class reflections. Details on Carmen.

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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):

### Instructor Presence

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

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

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.





- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **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 are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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.)

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

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

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

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. 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.

Additional comments (optional):

## Academic Integrity

For more information: [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):

## 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):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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):

## **Additional Considerations**

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

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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