Term Information

Effective Term	Autumn 2025
Previous Value	*Spring 2013*

Course Change Information

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

change mode of instruction to include: in person, hybrid and on-line

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

Flexibility for both instructors and students

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)?

None

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	Adv Computing Cntr Arts&Design
Fiscal Unit/Academic Org	Advanced Computing Center/Arts - D0210
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7893
Course Title	Collaborative Interdisciplinary Research Studio Experience
Transcript Abbreviation	Research Studio
Course Description	Creative research by multi-disciplinary teams integrating information, data, techniques, tools, perspectives, concepts, &/or theories from two or more bodies of specialized knowledge to advance fundamental understanding or solve problems whose solutions are evolving.
Previous Value	*Creative research by teams integrating information, data, techniques, tools, perspectives, concepts, &/or theories from two or more bodies of specialized knowledge to advance fundamental understanding or solve problems whose solutions are evolving.*
Semester Credit Hours/Units	Variable: Min 1 Max 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
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Previous Allow Multiple Enrollments in Term	*No*

Max Credit Hours/Units Allowed	10
Max Completions Allowed	4
Course Components	Laboratory, Seminar
Previous Value	*Laboratory*
Grade Roster Component	Laboratory
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing.
Previous Value	*Prereq: Grad standing, or permission of instructor.*
Exclusions	
Electronically Enforced	Yes
Previous Value	**No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0499
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

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

- • Engage practices in interdisciplinary research and collaboration.
  - • Develop daily practices to support creativity and well-being.
- • Make significant progress on independent or collaborative projects with peer and faculty support and feedback.
  - • Devise and refine creative research methods that integrate theory and practice.
- • Enhance communication and feedback skills in interdisciplinary and other diverse contexts.
  - • Build community connections and access resources on and off-campus for innovative research and creativity.
- • Understand audiences for your work, synthesize, and present for invited public.

Previous Value

Content Topic List

- Interdisciplinary skills; preparing and developing the questions and methods for our projects, gathering resources, and learning how to access a broader range of materials and perspectives.
- Creative research: continue working on individual or collaborative practices and projects
- Synthesis: During this phase we begin to consider audiences for our work and plan for synthesizing and sharing something from the processes of the course.
- Specialized technology and interactive and intermedia tools.

Previous Value

- *Interdisciplinary skills*
- *Creative research*
- *Synthesis*
- *Graphics*

Sought Concurrence   No

Attachments

- ACCAD 7893_2024_exampleOfInPersonCourse.pdf: example of in person

  (Syllabus. Owner: Smith,Mary Elaine)

- ACCAD7893_OnlineDLTemplateReviewedRevised.pdf: example of on line /distance

  (Syllabus. Owner: Smith,Mary Elaine)

- ACCAD7893_ASC-distance-approval-cover-sheet-fillable Updated 2-1-24 [37].pdf: DL review / cover

  (Other Supporting Documentation. Owner: Smith,Mary Elaine)

- ACCAD7893_OnlineDLTemplateReviewedUpdatedAddressingCommitteeInput.docx: 01/21/25 Updated Syllabus

  (Syllabus. Owner: Smith,Mary Elaine)

Comments

- Updated syllabus uploaded today from Prof. Norah Zuniga-Shaw *(by Smith,Mary Elaine on 01/21/2025 12:41 PM)*
- Please see feedback email sent to the department 01-17-2025 RLS *(by Steele,Rachel Lea on 01/17/2025 02:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Mary Elaine	12/12/2024 01:38 PM	Submitted for Approval
Approved	Coleman,Christopher Douglas	12/13/2024 01:48 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/03/2025 04:02 PM	College Approval
Revision Requested	Steele,Rachel Lea	01/17/2025 02:24 PM	ASCCAO Approval
Submitted	Smith,Mary Elaine	01/21/2025 12:41 PM	Submitted for Approval
Approved	Coleman,Christopher Douglas	04/29/2025 07:52 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/29/2025 08:27 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/29/2025 08:27 PM	ASCCAO Approval

Syllabus

ACCAD 7893: Interdisciplinary Research Studio

Summer 2026   3 Credit Hours   Online

reviewed by DL and revised 11/26/24

updated 1/18/25 to address committee contingencies and recommendations

Course overview

Instructor

- Norah Zuniga Shaw
- Zuniga-Shaw.1
- 614.596.1425
- Course Zoom Link
  https://osu.zoom.us/j/6962725356?pwd=aGx1cUhwYTVTR2lEUzJZbHVjN1o5QT09
- Office Hours: Fridays 9am-11am or by appointment, same link as above
- **Note**: My preferred method of contact is Carmen Inbox.

Course description

This interdisciplinary research studio is tailored for makers and researchers from various disciplines. Participants bring project ideas and questions, fostering interdisciplinary exchange and community. Using intersectional feminist methods, we build a supportive risk-taking creative community together, addressing discomfort as an opportunity for growth, and engaging with generosity, curiosity, and personal responsibility. Explore interdisciplinary alignments with your work, find new approaches and territory, and develop your voice in community. Together we will make significant progress on individual or collaborative projects or processes and share them in innovative ways with each other and invited public. Synchronous class meetings are twice a week: Wednesdays as the full group online for instructor and student-led experiences, and once a week in small co-work groups online or in person (student preference). Additional asynchronous workshops and supplemental readings / viewings are provided weekly in Modules as resources to deepen and extend the work. We use Carmen discussion boards extensively to "leave a trace" of our processes and progress and exchange regular feedback among the cohort. Discussion boards can include written, audio or visual posts and contributions. Plenty of space is made to enjoy the online connecting time without getting zoom fatigue including experiential exercises completed off camera, workshops, screenings, mindfulness activities, time to reflect and work in small groups/ break out rooms, and effective use of jam boards and whiteboards to improve online discussion.

Course expected learning outcomes

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

- Engage practices in interdisciplinary research and collaboration.
- Develop daily practices to support creativity and well-being.
- Make significant progress on independent or collaborative projects with peer and faculty support and feedback.
- Devise and refine creative research methods that integrate theory and practice.
- Enhance communication and feedback skills in interdisciplinary and other diverse contexts.
- Build community connections and access resources on and off-campus for innovative research and creativity.
- Understand audiences for your work, synthesize, and present for invited public.

How this online course works

Mode of Delivery and Pace of Online Activities

This course is 100% online with the opportunity for students to add some in person options if desired. There are twice weekly required sessions when you must be logged in to Carmen at a scheduled time. See details below:

Daily (asynchronous)
- Practice Daily Actions for creative flourishing and self-care.
- Commit to Daily Flow Sessions, minimum 10 minutes of focused work on your project. See the magic of regular commitment and micro habits at work.
- Evening journal reflecting on progress and finishing with gratitude.

Weekly
Wednesday Workshop (synchronous)
- Synchronous Weekly Workshop Online. Advance collaborative work through three primary modes:
    o Facilitated Discussion with Instructor or guest artists, researchers, and scholars re: shared themes, texts, or events. (schedule determined in response to specific student interests and projects in the cohort)
    o Sandbox or Speakeasy Sessions, student-led sharing of individual work
    o Collaboration Pop-Up workshops, led by instructor.
    o Quick Collabs, student group work.
    o There will be readings/viewings due weekly for Wednesday workshop weeks 1-10 (during Groundwork these are faculty determined, during Delving these are student determined)

Co-Work Groups (synchronous):

- Establish and maintain accountability and support with a co-working group, either in person at ACCAD labs, elsewhere, or on Zoom.
- Formed at the beginning of the semester and self-maintained by students with instructor check-ins periodically.
- Invent something that works for you! Or use the Create Now framework:
  - Create Now co-working sessions are an hour-long sprint with the community on Zoom – a place to get the work done, together. <u>Here's how it works:</u>
    - Welcome and lightning intros (ie. say a word or phrase for how you feel or…)
    - Two-minute warm up exercise (what do you want to work on today? Intentions)
    - 25 minutes of quiet individual work
      - Break (say hello and check-in)
    - 25ish minutes of work of quiet individual work and then
    - Wrap up (how'd it go? share something you're proud of or what you plan for next steps)

Collaboration Opportunities (synchronous)
- Identify and act on intriguing collaboration possibilities throughout the course.
- Co-work sessions weekly.
  - Create quick collabs together
  - Share on Carmen and during Wednesday Workshops

Leave a Trace (asynchronous)
- Share your ideas, seeds, goals, evolving processes, or interests and document your it all through words, images, or video on Carmen.
- Reflect on and enjoy the accumulating archive of your creative journey.
- Share your goals/commitments for the next steps and ask for support from the group for accountability and celebrating your successes.
- Respond to others (3 is the magic number) to learn from their practices and share generously.

Throughout the Course:
Explore Resources (asynchronous)
- Engage with Mini-Workshops online and browse through extensive library of optional readings and viewings and other supplemental materials in the Modules (5 of the 10 workshops from the semester required).

Credit hours and work expectations

This is a **3-credit-hour graduate course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

We spend 4 hours per week in synchronous online experiences, the remaining 5 hours minimum is devoted to doing, documenting and sharing individual projects, giving feedback to peers, and reading/viewings assigned materials.

A "Week in the Life" student workload summary on average:

- **Attend Wednesday synchronous workshop** on zoom. (2 hours)
- **Attend weekly synchronous co-work** session with small group at self-determined time. (2 hours)
- **Completing Daily Actions**, 15 min practices / day determined and tracked by students with mid-semester and end of semester check-ins
- Making progress on **individual or collaborative projects** – first groundwork for the projects, then methods and delving into the work, then outwarding and sharing. How these hours are used is asynchronous and specific to student interests and practices and could include reading, writing, painting, rehearsing, library research, interviews, exploring new methods, any kind of creative or scholarly inquiry. (1-3 hours minimum)
  - The workload for these goes up considerably on the week that the student leads the Sandbox of Speakeasy because it requires a summary intro post, leading class, and reflecting afterward. The same is true of the Final Project / Outwarding which often involves an additional workload push toward completion.
- **Reflecting, synthesizing and "Leaving a Trace" on Carmen** discussions about your work on your projects, your process and evolving practices, any aha moments or insights or questions (posting at least 1 time weekly but ideally more often, 1 hour minimum)
- **Community building and learning exchange with others** by replying to the "Leave a Trace" discussion posts by others. (1 hour per week, aim to reply at least once a week to about 3 people, students usually often average 4 reply posts per week, and engagements with 3-5 others through more informal affirmations such as "liking" or a quick affirmation)
- **Completing Mini-Workshops**, (5 of the 10 required over the full course period), these take 30 minutes to do/watch and usually have 15-30 min additional reflection / sharing component with potential for more engagement as desired.

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

Attending our weekly synchronous workshops and co-work groups is a must although everyone is allowed two absences without any explanation needed. Posting weekly progress on Carmen discussions and leaving at least three comments for others is essential to making progress and building community in this course. The online mini-workshops are a valuable resource that you can work into your time as suits you best, 5 of the 10 workshops are required. Office hours are encouraged but entirely optional.

Course communication guidelines

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

We will take time at the beginning of the course to establish individual intentions and goals, and shared community agreements.

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Course materials and technologies

Required "Texts":

- "Emergent Strategy" by adrienne maree brown (available as eBook at OSU library).
- Livable Futures Newsletter and Podcast available for free on Apple, Spotify, Amazon, Stitcher, Google or on Substack: livablefutures.substack.com.
- Readings suggested by students for Sandbox or Speakeasy.
- Personal Journal or notebook.
- Shared Events at the Wexner Center for the Arts, Two Dollar Radio, Urban Arts Space for those in Columbus, and online for others.

Instructor / Facilitator:

Norah Zuniga Shaw's (ZShaw) work centers on choreographic ideas as a locus for interdisciplinary and intercultural creativity. As a creative director for large digital projects, she collaborates with artists and scientists across diverse fields, including design, engineering, animation, dance, architecture, computer science, film, electronic music, and geography. Her dance data visualization collaboration, *Synchronous Objects* (2009), with William Forsythe and Maria Palazzi, garnered widespread acclaim, amassing millions of online visitors and continues to tour globally, including a recent exhibition at the Centre Pompidou in Paris. *Motion Bank TWO* (2013) another dance data visualization project commissioned by The Forsythe Company focuses on improvisation practices and the role of cognition in creative practice with the Bebe Miller Company. Norah is a sought-after presenter, sharing her work at esteemed interdisciplinary venues such as SIGGRAPH, TEDx Columbus, the Chicago Humanities Festival, Communication Arts, Taipei Arts Festival, Princeton's Evnin Lecture, and Sadler's Wells London. Since 2015, ZShaw has directed her focus towards ecological performance and artist-led climate justice projects. She leads the ongoing public practice artwork, newsletter, and podcast, *Livable Futures*, supported by funding from the Global Arts and Humanities Discovery Themes and the Ratner Award for Distinguished Teaching and Greater Columbus Arts Council. In 2022, ZShaw received a commission from the Wexner Center for the Arts for digital performance which resulted in three new works, *Climate Gathering Redux*, an online interactive performative lecture, *Upwelling*, a collaborative animated shortfilm memorializing May 2020, and *OASIS XR* new mixed reality opera for rest and recovery. ZShaw regularly writes and publishes articles on her research and is currently co-editing the new *Routledge Companion on Performance and Technology*.

Since 2004, she has been the lead faculty and co-founder of the Motion Lab at ACCAD where in 2016 she launched an ongoing intermedia residency Opportunities for Artists, prioritizing and uplifting QTBIPOC and disabled creators including Andre M. Zachery, Awilda Rodriguez Lora, Ati Cachimuel, Seba Calfuqueo, Brotherhood Dance and many others. She serves as the Director for Dance and Technology at The Ohio State University Department of Dance and ACCAD, teaching courses in interdisciplinary theory and practice for graduate students, emphasizing feminist and inclusive pedagogy.

nzshaw.art on IG @nzshaw and @livablefuturesnow

Education:
MFA 2004: University of California, Los Angeles, Dance/Intercultural Collaboration
BA 1996: Hampshire College, Massachusetts, Dance/Environmental Science

Course technology

Protecting and saving your work

I encourage you to compose your work in documents or word processing tools outside of Carmen to ensure your work will be saved. This gives you a backup in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Tech requirements:

TBD depending on your projects. Access to the online course materials is a must. If you have interest in specific technologies and labs at ACCAD please identify this interest early in the semester and we will use the structure of the course to get you access to the Motion Lab, SIM Lab if you are in Columbus, or to ACCAD Research Specialist mentoring and advising if you are not local during the time of this class.

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 it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@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)

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
- 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 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 feedback

How your grade is calculated

Assignment Category	Points and/or Percentage
Assignment #1: Groundwork and Preparation	30%
Assignment #2: Delving and Raising	30%
Assignment #3: Outwarding and Sharing	30%
Community building events and participation	10%
Total	**100%**

Description of major course assignments

See Topical Outline below

Late assignments

8

I use a mastery-based system for grading so you can always revise and resubmit. Try to stay on time with the flow of the class but reach out if you are having trouble and there are always solutions to support your success.

Students who have taken the course before and want to take it again for less than 3 credit hours can do so with the permission of instructor and will create an alternative plan with the instructor according to the reduced hours of commitment, community balance, and student learning goals.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

I provide weekly feedback on your online discussion posts and sandbox leadership. The best way to reach me outside of our synchronous meetings time is via the Carmen Inbox for quick response times and office hours but you are also always welcome to email me at zuniga-shaw.1@osu.edu. I encourage everyone to plan to use office hours at least once!

I will grade each of the three major assignments at the end of the module but you will be receiving input and feedback at least once per week throughout.

This course is for graduate students. Therefore, the assumption is that the quality of work will be high and that students will take responsibility for their learning. Grading is based on personal growth and engagement including student self-evaluations. Your final grade will reflect the balance of your overall accountability to the class community / structure as reflected by the grades and participation record I keep with you in Carmen and your own self-evaluation completed mid-semester and as part of your final reflection.

I am trained in inclusive pedagogy and Universal Design for Learning and am committed to making this a learning community where we can all thrive. I start from the awareness that all of us have different ways of learning, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the handouts I provide may be difficult to absorb. Please communicate with me as soon as you can about your individual learning needs and how this course can best

accommodate them.

In the spirit of Universal Design for Learning (UDL), I will strive to provide an environment that is equitable and conducive to achievement and learning for all students. I ask that we all be respectful of diverse opinions and of all class members, regardless of personal attribute. I encourage persons with disabilities or particular needs that impact on performance to meet with me to co-design accommodations, if necessary, beyond those listed under UDL. I ask that we all use inclusive language in written and oral work.

Preferred contact method

Please contact me by Carmen Inbox for quick response times.

Academic policies

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)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: https://odi.osu.edu/ or https://cbsc.osu.edu)

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 Greeneville 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

Accessibility accommodations for students with disabilities

Disability Statement

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Counseling and Consultation

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: https://ttm.osu.edu/ride-smart.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or

spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

Course Schedule

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

Weeks 1-3: Groundwork and Preparation

During the groundwork phase we are preparing and developing the questions and methods for our projects, gathering resources, and learning how to access a broader range of materials and perspectives. Skills shared in groundwork includes mind-mapping, emergent strategies and devising generative questions for art making and research, integrated practice/theory methods from multiple fields of inquiry, developing a field review for your work, documenting process, feminist anti-racism community building.

Assignments (dates provided on Carmen)
- Establish **Daily Actions** and revise as needed
- Practice **Flow Sessions** and share your progress on Carmen
- **Read** pages 1-50 of *Emergent Strategy* by adrienne maree brown
- **Leave a Trace** as often as you like, minimum weekly
- Establish **Co-Working Groups**
- Complete **Quick Collab** and Share with the group on Wednesdays

Weeks 4-10: Delving and Raising

During the delving phase everyone continues working on individual or collaborative practices and projects

Assignments (dates provided on Carmen)
- Continue your **Daily Actions**, **Flow Sessions**, **Leave a Trace** and **Co-Working Groups**
- Individual Check-in Meetings with Instructor
- Select and share a viewing, listening, or online **external event** for the class to attend together (this is great for students finishing a project or degree program and already planning an event about which they would love feedback).
- Complete one of the following **Student-Led Sessions** (Your Choice!)
  - **Sandbox:** lead a research Sandbox bringing others into your process by proposing shared questions and devising a framework for active investigation or exploration together. Take a risk, share something you are unsure of and want to work on in community. more info on how to create a sandbox on Carmen here: [SHARE Sandbox Sessions!](#)
    OR
  - **Speakeasy:** For students not ready to do a full Sandbox, the Speakeasy is a great alternative. We set up a mic and lighting and some chairs and you are given 10 minutes of primed extemporaneous sharing about your work, more here: [SPEAKEASY: Learning in Public](#)
- Complete **Mid-Semester Self Evaluation and Course Feedback**

### Weeks 11-Finals: Outwarding and Public Sharing

During the outwarding phase we begin to consider audiences for our work and plan for synthesizing and sharing something from the processes of the course.

Assignments (dates provided on Carmen)
- Continue your **Daily Actions**, **Flow Sessions**, **Leave a Trace** and **Co-Working Groups**
- Reflect and determine modes of to **Synthesize** your process, drawing it all together to mark the milestone of the end of this studio.
- **Co-create a public sharing** of research outcomes in the final weeks of class designed by students to highlight key practices, processes, or products in various ways including papers, performances, presentations, posters, blogs etc. These can be individual or collaborative.
- **Reflect** in video, audio, visual, or written after the public sharing.

ACCAD 7893: Interdisciplinary Research Studio
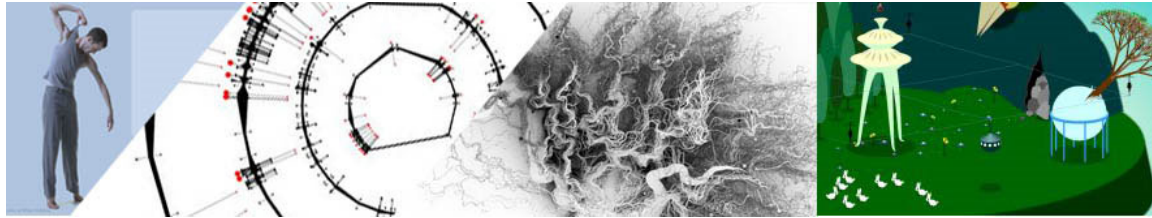
Meeting Schedule
Wednesdays: 12:15 pm - 2:15 pm
Weekly 2 hour Co-Work Sessions: Times arranged by students

Location:
Sullivant Hall ACCAD Suite, Third Floor, Motion Lab Room 350 and on Carmen

Course modality:

- *As a longtime contributor to eLearning and inclusive pedagogy committees/initiatives, all my courses have been Hybrid for at least the last decade. I find mixed modalities much more inclusive for the range of learning styles in any classroom.*
- *My expectation is that 75%+ of the course will be in person with meaningful engagement online that supports the overall process.*
- *The co-work groups are considered part of the in-person experience but if you prefer to make these online, that is also supported.*
- *Due to instructor disability accommodation, in person class sessions and office hours might need to shift to Zoom with very short notice (or to a guest instructor), therefore, please always check Carmen announcements before leaving for Campus in the morning if you prefer to join Zoom from home rather than from a location on campus. Thank you!*

Online Access:
Norah Zuniga-Shaw's Personal Meeting Room on Zoom: https://osu.zoom.us/j/6962725356
Meeting ID: 696 272 5356 Passcode: 891184

Office Hours:
Wednesdays: 3:00 pm - 4:00 pm or
Fridays by appointment

Course Description:

This interdisciplinary research studio is tailored for makers and researchers from various disciplines. Participants bring project ideas and questions, fostering interdisciplinary exchange and community. Using intersectional feminist methods, we aim to build a supportive creative community, addressing discomfort as an opportunity for growth, and engaging with generosity, curiosity, and personal responsibility. The course supports you exploring interdisciplinary alignments with your work, taking risks, and developing your voice in community. Together we will make significant progress on individual or collaborative projects or processes and share them in innovative ways with each other and invited public.

Learning Objectives:
- Engage in interdisciplinary research and collaboration.
- Develop daily practices supporting creativity and well-being.
- Conduct independent or collaborative projects with peer and faculty support.
- Integrate theory and practice, devising creative research methods and outcomes.
- Enhance collaboration and feedback skills in interdisciplinary contexts.
- Build community connections and access resources on and off-campus.

Class Structure:

Daily:
- Enjoy Daily Actions for creative flourishing and self-care.
- Conduct small Flow Sessions that last about 10 minutes (more if you'd like) to move our projects forward.

Weekly:
Chronicle and share progress on individual or collaborative projects, share goals, and explore resources. Connect with others.

Leave a Trace:
- Share your weekly ideas, seeds, goals, or interests and document your process through words, images, or video on Carmen.
- Reflect on and enjoy the accumulating archive of your creative journey.
- Respond to others (3 is the magic number).

Explore Resources:
- Engage with Mini-Workshops online and utilize materials in the Modules.

Wednesday Workshop:
- Collaborative work through three primary modes:
  - Facilitated Discussion with Instructor or guest artists re: shared themes, texts, or events (To Be Determined with students).
  - Student-led sharing of individual work via Sandbox or Speakeasy Sessions.
  - Quick Collab play time.
  - Guest artists and researchers.

Collaboration Opportunities:

- Identify intriguing collaboration possibilities within the group.
- Co-work sessions weekly.
  - Create quick collabs together.
  - Share generous comments and feedback on Carmen.

Co-Work Groups:

- Establish and maintain accountability and support within parallel groups, either in person at ACCAD labs, elsewhere, or on Zoom.
- Formed at the beginning of the semester and self-maintained by students.
- Invent something that works for you! Or if you want an idea, one format that works for many is a Create Now session:
  - Create Now co-working sessions are an hour-long sprint with the community on Zoom – a place to get the work done, together.
    Here's how it works:
    - Welcome and lightning intros (ie. say a word or phrase for how you feel or…)
    - Two-minute warm up exercise (what do you want to work on today? Intentions)
    - 25 minutes of quiet individual work
      - Break (say hello and check-in)
    - 25ish minutes of work of quiet individual work
    - Wrap up (how'd it go? share something you're proud of or what you plan for next steps)

Key Modules / Organization:
This course is a hybrid and adaptive syllabus that is built from current interests and with the students. It is divided into three modules, each with resources and assignment details and weekly tasks determined by the student and documented on Carmen. The key areas we will use in this online environment are the Modules, Discussions, and Calendar.

Groundwork:
During the groundwork phase we are developing the questions and methods for our projects, gathering resources, and learning how to access a broader range of materials and perspectives.

Delving:
During the delving phase everyone will share with the full group in one of three ways:
- Sharing via an **external event** you're already doing and facilitating dialog in class (this is great for students finishing a project or degree program and already planning an event about which they would love feedback)
- **Sandbox:** bring others into your process by proposing some shared questions and a method or framework for active investigation or exploration together. Take a risk, share something you are unsure of and want to work on in community. more here: [SHARE Sandbox Sessions!](#)
- **Speakeasy:** For students not ready to do a full Sandbox, the Speakeasy is a great alternative. We set up a mic and lighting and some chairs and you are given 10 minutes of primed extemporaneous sharing about your work, more here: [SPEAKEASY: Learning in Public](#)

Outwarding:
Students will share their practices, processes, or products in various ways of their own devising. This can be individual or collaborative and will emerge from the group.
Final Sharing: during the last week of classes we will co-create a public sharing of research outcomes in the final weeks of class designed by students.

Tech requirements:

TBD depending on your projects. Access to the online course materials is a must.

Getting help:

Contact http://8help.osu.edu for tech problems; send a message to your instructor with personal questions about grades and feedback via Carmen Inbox for fastest reply time.
Participation and Attendance: Prompt arrival, full engagement, and thoughtful participation is essential both in person and online. To make online discussions thrive, plan to give a generous response to about 3 people and get to know others.

Grading:

I practice ungrading and student self evaluation. Assignments are pass/fail. Focus is on your individual learning journey and contribution to community. Grading is based on personal growth

and engagement. There is no traditional grading system. I have experience this practice as a student from an experiential education K-12 and at Hampshire College. It works!

Your final grade will reflect the balance of your overall accountability to the class community / structure as reflected by the pass/fail record I keep with you in Carmen and your own self-evaluation completed mid-semester and at the end.

Required "Texts":
- "Emergent Strategy" by adrienne maree brown (available as eBook at OSU library).
- Livable Futures Newsletter and Podcast available on Apple, Spotify, Amazon, Stitcher, Google or on Substack: livablefutures.substack.com.
- Readings suggested by students for Sandbox or Speakeasy.
- Personal Journal or notebook.
- Shared Events at the Wexner Center for the Arts, Two Dollar Radio, Urban Arts Space, and other locations.

Instructor / Facilitator

Norah Zuniga Shaw's (ZShaw) work centers on choreographic ideas as a locus for interdisciplinary and intercultural creativity. As a creative director for large digital projects, she collaborates with artists and scientists across diverse fields, including design, engineering, animation, dance, architecture, computer science, film, electronic music, and geography.Her dance data visualization collaboration, *Synchronous Objects* (2009), with William Forsythe and Maria Palazzi, garnered widespread acclaim, amassing millions of online visitors and touring globally for over a decade, including a recent exhibition at the Centre Pompidou in Paris. Motion Bank TWO (2013) followed this project and focuses on improvisation practices and the role of cognition in creative practice with the Bebe Miller Company. Norah is a sought-after presenter, sharing her work at esteemed interdisciplinary venues such as SIGGRAPH, TEDx Columbus, the Chicago Humanities Festival, Communication Arts, Taipei Arts Festival, Princeton's Evnin Lecture, and Sadler's Wells London. Since 2015, ZShaw has directed her focus towards ecological performance and artist-led climate justice projects. She leads the ongoing public practice artwork and podcast, *Livable Futures*, supported by funding from the Global Arts and Humanities Discovery Themes and the Ratner Award for Distinguished Teaching.In 2022, ZShaw received a commission from the Wexner Center for the Arts, conducting experiments in digital performance and premiering *Upwelling*, a collaborative animated short memorializing May 2020. ZShaw regularly publishes articles on her research and is currently co-editing the new Routledge Companion on Performance and Technology.

Since 2004, she has been the lead faculty and co-founder of the Motion Lab at ACCAD where she launched an ongoing intermedia residency for BIPOC and other historically marginalized creators in 2016. Furthermore, she serves as the Director for Dance and Technology at The Ohio State University Department of Dance and ACCAD, teaching courses in interdisciplinary theory and practice for graduate students, emphasizing feminist and inclusive pedagogy.

nzshaw.art on IG @nzshaw and @livablefuturesnow

Education:

MFA 2003: University of California, Los Angeles, Dance/Intercultural Collaboration
BA 1996: Hampshire College, Massachusetts, Dance/Environmental Science

Projects Schedule and Topics Description

This course is a hybrid and adaptive syllabus that is built from current interests and with the students. It is divided into three modules, each with resources and assignment details and weekly tasks determined and shared via CARMEN Modules, Discussions, and Calendar weekly.

Weeks 1-3: Groundwork and Contexts for Research
Objective: Introductions and build community, locate shared vocabularies, define research projects and make progress, and **discuss Adrienne Maree Brown text,** start co-work groups.

Assignments: Introductory posts, community agreements, daily actions and students determine project ideas with feedback and begin emergent process with weekly commitments that are documented/traced on Carmen.

Reading/Viewing: Adrienne Maree Brown, full text "Emergent Strategy" **Intro – Ch.3**

Documentation/Critical Reflection:
Weekly posts: Commitments and Traces, feedback to peers (at least three people regularly)

Shared Events: None in January

Weeks 4-7: Delving and Categorical Excavation (Begin Student Sandboxes)
Determine Schedule for Sandbox Sessions
Objective: Group supports the individual to search deeply and locate significant research goals. Develop and share early prototypes in Sandboxes, Speakeasies, or external events.

Students determine events, viewings and reading they would like the group to consider in relation to their work.

All attend events and continue discussing **emergent process** and documentation.

Assignments:
Students determine individual daily, weekly commitment and track on Carmen
Reading/Viewing: Readings and viewings from students
Documentation/Critical Reflection: weekly posts: commitments and Traces, feedback to peers
 Shared Events: determined with students

Weeks 8-10 + Spring Break. Working Methods, Process, The Doing (Student Sandboxes continue)

Objective: Discuss and define cross-disciplinary methodologies, emergent connections, practice based and other approaches, share existing methods and get feedback, explore varied ways of working. Taking the idea into reality. Continue to develop and share prototypes for feedback.
Assignments: Students determine individual weekly commitment and track on Carmen.
Reading/Viewing: TBD
Documentation/Critical Reflection: Weekly posts: Commitments and Traces, feedback to peers

Weeks 11-Finals Week: Theme: Making / Outwarding / Sharing

Objective: Receive support and guidance for moving into forms of production, identifying venues for sharing practices, processes, or productions, and consideration of formats. Reflection on process. Clarify. Get outside input from OSU faculty. Develop prototypes for final projects. Prepare document that summarizes the arch of each research process from idea, to making, to sharing for final.
Assignments: Students determine individual weekly commitment and track on Carmen.
Reading/Viewing: TBD
Documentation/Critical Reflection: Final posts including aspects of final presentation.
Final Presentations: Determine venues and present final work or representation of process
Final Class: Semi-Social Sharing event TBD

Please Note:

Counseling and Consultation Services / Mental Health Statement
As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Content Warning Language
Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Disability Statement

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

Diversity Statement
The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

https://odi.osu.edu/
https://odi.osu.edu/racial-justice-resources

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: https://ttm.osu.edu/ride-smart.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

Weather / Short-Term Closing
Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. 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).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

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

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

☐ 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).

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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:

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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 regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

☐ 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.

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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.

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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 (required)

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.

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☐ 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   on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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