

Term Information

Effective Term

General Information

Course Bulletin Listing/Subject Area	Arts and Sciences
Fiscal Unit/Academic Org	ASC Administration - D4350
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4900
Course Title	Liberal Studies Capstone
Transcript Abbreviation	Lbrl St Capstone
Course Description	This course serves as the capstone to the Liberal Studies major. Students will reflect on and discuss the navigation of future careers and self-representation, participate in activities designed to aid practical job searching, and engage in interdisciplinary research.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 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
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prerequisite: Enrollment in the Liberal Studies major and ASC 2900
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Reflect on their experience within the BA of Liberal Studies, connecting the goals of the program to their personal goals and experiences
- Articulate skills gained through their experience in the program and the ways in which they transfer to their futures
- Portray the value of their skills and experience to themselves, their peers, and potential employers
- Connect their experiences in the program with a clear sense of purpose and achievement
- Demonstrate interdisciplinary analysis via a considered research paper on a contemporary challenge in Arts and Sciences
- Utilize AI fluency to effectively and ethically leverage the technology, identify its limitations, and critically examine potential use

Content Topic List

- Career preparation
- Job searching
- Interdisciplinary research
- Transferable skills
- AI fluency

Sought Concurrence

No

Attachments

- ARTSCI 4900 -BA of Liberal Studies Capstone.pdf: Syllabus 08-01-2025
(Syllabus. Owner: Steele,Rachel Lea)
- Cover Sheet for ARTSCI 4900 wfeedback.PDF: DL Form
(Other Supporting Documentation. Owner: Steele,Rachel Lea)

Comments

- Please note that the name of the major, and thus the name of the course, may change in the near future. *(by Steele,Rachel Lea on 08/01/2025 11:14 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Steele,Rachel Lea	08/01/2025 11:14 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/14/2025 05:03 PM	ASCCAO Approval



Syllabus

ARTSCI 4900

Bachelor of Liberal Studies Capstone

Spring 2025

4 Credit Hours

Online Asynchronous

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Office Hours
 - Zoom Link

Note: My preferred method of contact is email, and I am always happy to arrange a conversation via Zoom.

Course description

This course serves as the capstone to the Bachelor of Arts in Liberal Studies. In this intensive 7-week experience, students are expected to engage in three interrelated activities which each contribute to finalizing their preparation to graduate: reflection on the experience with discussion of navigating future careers and self-representation, practical job searching, and creating an original interdisciplinary research paper. Each week, students will engage with these three main areas as a culmination of their degree program.



Course expected learning outcomes

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

1. Reflect on their experience within the BA of Liberal Studies, connecting the goals of the program to their personal goals and experiences
2. Articulate skills gained through their experience in the program and the ways in which they transfer to their futures
3. Portray the value of their skills and experience to themselves, their peers, and potential employers
4. Connect their experiences in the program with a clear sense of purpose and achievement
5. Demonstrate interdisciplinary analysis via a considered research paper on a contemporary challenge in Arts and Sciences
6. Utilize AI fluency to effectively and ethically leverage the technology, identify its limitations, and critically examine potential use

How this online course works

Mode of delivery

This course is 100% online. It is fully asynchronous, meaning there are no required sessions when you must be logged in to Carmen at a scheduled time. There are however, however, scheduled assignments with due dates, regular interactions you should plan to participate in, synchronous meetings you will schedule with others as parts of assignments, and potential synchronous conversations with your instructor.

Pace of online activities

Students will engage with a variety of activities each week, with an expectation that all work for the week be completed by Saturdays at 11:59pm. Please plan to log in to the course to complete work multiple times throughout the week, as it will not be feasible to complete all assignments in one day. It is really helpful for you to look ahead at the week's preview page provided each week that lists all activities and schedule



time in your calendar in advance. Below you'll find a sample week of coursework, with the estimated times you can expect to devote to each activity you can use as a guide until you learn your own best rhythms and habits.

Week One:

Review syllabus and intro materials, take syllabus quiz and pre-course survey: 2 hours

Read roadmap for the week's work, schedule out your completion plan for the week, and watch guidance video: 1.5 hours

Read assigned article and participate on social annotation and discussion board: 3 hours

Watch video and participate in discussion: 1 hour

Review materials and participate in assignment discussion: 1.5 hours

AI Exploration survey of available tools at OSU, regularly used AI tools in your field, try out various tasks to understand how to use them and their limitations using the worksheets provided: 4 hours

Gather materials from ARTSCI 2900 and review, look through your ePortfolio and make notes on what you want it to look like, fill in gaps with coursework and experience since you last engaged with Pebblepad: 5 hours

Log in to Handshake and/or LinkedIn and update your profile. Perform a job search and find 2-3 job ads for roles you want, analyze them and consider how they compare with your current skills: 4 hours

Review your research paper from 2900. Use rubric to assess the current state of your Contemporary Challenge Research paper, make notes toward revision. Calendar out all necessary and desired steps to finalize a new version you're proud of by the end of the term. Write and submit both assessment and Revision Plan: 5 hours

Credit hours and work expectations

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 24 hours of



engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits, amount of preparatory work completed since the introductory course where capstone projects were explained, and the assignments each week. Most students can expect fewer hours per week engaged with coursework due the time spent gathering ePortfolio items in the interim time between the Introductory and Capstone courses; creating truly exceptional work may take more time.

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

Listed with each assignment description is a description of your expected participation and a depiction of how you will be assessed. Within our Carmen site, please refer to the detailed assignment descriptions and the rubrics attached to each that will be used to determine your grades. All live, scheduled events for the course, including my office hours, are optional.

Office hours and live sessions (optional)

Students are expected to schedule their required live virtual interactions with others as their schedules permit. There are no set times for live class sessions.

Course communication guidelines

Writing style

Please maintain a professional or professional-casual tone in your correspondence with me as your instructor, your peers, and the guests we invite to the course. Your communications should be composed in



full, grammatical sentences conveying respect and consideration using conventional business rhetoric and formats.

Tone and civility

We will maintain a respectful tone in all interactions in this class. Please remember that jokes obvious in oral forms of communications can sometimes be hard to decipher in written communication. Err on the side of caution. You will regularly be asked to share your analysis or share texts, your life experiences as it relates to course topics, as well as feedback on your peers' work. You should do so in a way that contributes to a safe and healthy learning environment. One important aspect of this required respect for each other and the integrity of the class is to vet your information when you are sharing knowledge you gained outside of the course. Misinformation circulates in our environments and we will strive together not to perpetuate it. Be selective about your sources, and cite them so that others might too.

Citing your sources

Please ensure you cite any outside sources you reference in this course. You may do so casually with standard in-text citation practices in informal assignments, and using standard MLA or APA formats in annotated bibliographies and papers. Be especially aware about the current state of AI generated text, which includes source hallucination (i.e. "made up" or inaccurate sourcing and citations). Everything AI-generated must be personally verified before sharing.

Protecting and saving your work

You should strongly consider composing your work outside of Carmen, or saving a backup version locally on your computer. This practice protects your time in case of browser time-outs, failed submission attempts, or loss of internet connectivity.

Course materials and technologies

Textbooks



Required

Required texts are all provided via Carmen files, no additional purchases are needed for this course.

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 it.osu.edu/help](https://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 needed for this course

- Basic computer and web-browsing skills
- Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Pebblepad ePortfolio
- Handshake, OSU's job posting system (handshake.osu.edu)
- Hypothesis social annotation tool [*This course utilizes an online social annotation tool called Hypothesis. If you encounter an issue with access to this tool, please contact your faculty member and asc-accessibility@osu.edu. Accommodation will be arranged for you to complete any work required with this tool free of penalty.*]

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.
- Pebblepad (free to all OSU students, instructions for accessing are available within the Carmen modules)
- Hypothes.is (A free-to-students social annotation tool called Hypothesis is embedded in Carmen. If you encounter an issue with access to this tool, please contact your faculty member and ascode@osu.edu. Accommodation will be arranged for you to complete any work required with this tool free of penalty.)
- Copilot (free to OSU students. You will be instructed when and how to access this resource within assignment instructions in the course)

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 instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
ePortfolio	150
Portfolio Summary	50
Resume (with target job[s])	75
Postcard Learner Reflection Video and surrounding materials	60
Interview Reflection Report	60
Assignment discussions	Multiple moments for a total of 35
Reading Reflections	Multiple for a total of 140
Video Reflections	Multiple for a total of 120



Assignment Category	Points and/or Percentage
Research Paper and required steps to final submission <ul style="list-style-type: none">• Assessment of Intro paper, Revision Plan (40)• Enhanced Research, Bibliography (20)• New Draft; Peer Review (30)• Final Draft (100)• Reflection (15)	Total of 210
Applied AI explorations and reflections	4 total, 25 each for a total of 100
Total	1000 points

Description of major course assignments

Syllabus Quiz

A quiz on the syllabus is integrated into the first week's module. If you've read the syllabus carefully, and you're well positioned to move on in the course, this will be an easy quiz to complete. It is designed to alleviate confusion about how the course operates and ensure your success in subsequent weeks. It is required that you pass the quiz to gain entry to the rest of the course modules on Carmen.

Reading Reflections: Each week will include a set of readings selected by your instructor as guidance and inspiration for your specific cohort (from a resource bank of options). You will be asked to read and comment on these



via discussion forum or social annotation. [7 total, 20 points each, for a total of 140]

Video Reflections: Each week will include one or more guest lectures or interview videos. You will be asked to comment on the video after it is posted, and, in some cases, submit questions to be asked in advance of the recorded lecture or interview. [6 total, 20 points each, for a total of 120]

ePortfolio: Throughout your time in the program, you have been reflecting on the skills you have been developing and placing evidence of them in the ePortfolio you created in the Introductory course. In this Capstone course, you will be putting the finishing touches on this project as you reflect the skills you wish to highlight for the future you are hoping to create for yourself. [Polished Version of your ePortfolio: 150 points]

Portfolio Summary: After you have put the finishing touches on your ePortfolio for this next stage in your life, you will create a short summary version you could potentially share with an employer (or other defined audience). This summary version has to be brief but impactful and focused on your field of interest. [50 points]

Resume: As you consider your future employment, you will learn that resumes are vital to the application process, and must be crafted specifically to the job you want. After locating a job ad in Handshake for a job you would like have, use the experience of building your ePortfolio to create a skills-based resume highlighting your viability as a job-seeking candidate to the potential employer you have chosen. This is a scaffolded assignment with multiple steps: job search, posting analysis, creation/revision of a Handshake or LinkedIn profile, resume drafting. You will be graded on deliverables you submit at each stage of the assignment for a [total of 75 points].

Interview Reflection Report: After you have created your application materials, you will share them with a member of our Buckeye Alumni career support community who devote their time for an informational interview with you and discuss your future aspirations. Each student will be matched with a member of the community by our Career Success team in



ASC. After you have had this experience, you will be asked to create a report reflecting on the entire experience, from inquiry to follow-up. [60 points]

Postcard, Learner Reflection Video: In the final week of the class, you will be asked to reflect on who you have come to understand yourself to be as a learner. This will be a play on, and reaction to, your postcard assignment from your Introduction course. Your final contribution to the program will be a short video where you represent some aspect of your learning journey within the program. Think about what you wish you could have said to yourself as you were just starting out in the Introductory course, because that is where the best videos you create will be shared (with your permission). [60 points]

Assignment Discussions: As assignments are introduced in the course, you will be invited to ask substantive questions and share your experiences in the drafting stages prior to submission. You will be expected to contribute your questions, clarifications, and reflections to these assignments at least 5 times in the term. [5 points each for a total of 35]

Contemporary Challenge Research Paper and required steps to final submission

The Contemporary Challenge Research Paper will provide you with the opportunity to refine your expertise in one of the contemporary challenges we discussed in the Introductory course, and ask you to refine your exploration having experienced the range of courses you took in the intervening time. The final product will be 10-15-page, in-depth research paper in which you, using sources from multiple disciplines, explore a contemporary challenge you were encouraged to consider in the Introductory course and no doubt encountered in your coursework (or one of your choosing, with instructor permission). In this paper, you will use OSU resources to generate and synthesize 10-15 relevant sources from different domains to provide an overview of the contemporary challenge that includes (1) a nuanced definition and description of the challenge, (2) an analysis of the stakes/potential consequences of the challenge, (3) an evaluation of potential solutions for or efforts to address the challenge from multiple perspectives, and (4) a proposal for adequately addressing this challenge going forward.



Beginning in the first week of the term, you will steadily revise and expand the Contemporary Challenge Research paper you drafted in the Introductory course, drawing on your experiences throughout the program and your enhanced understanding of interdisciplinary study. In Week One, you will be asked to assess the current state of your Intro draft and create a step-by-step, calendared plan for revising it in the remaining weeks. Midway through the course, you will submit a bibliography with additional research you plan to include. Two weeks before the end of the course, you will share your draft with peers who will read and give helpful feedback on your work. Then you will use that feedback to create a final version of the paper with a reflection on researching through an interdisciplinary lens. [210 total points consisting of: Assessment of Intro paper, Revision Plan (40); Enhanced Research, Bibliography (25); New Draft; Peer Review (30); Final Draft and Reflection (100 + 15)]

Applied Artificial Intelligence (AI) explorations and reflections

At four points in the term, you will be asked to take concentrated time out to engage with and reflect on your use of AI for tasks within the course. Examples of these activities include drafting prompts to create tailored resumes for specific jobs you're interested in; considering the quality of the output you can generate when drafting your research paper revision; scripting interview questions related to your career goals; uses of AI for summary and analysis of a variety of materials. [25 points each for a total of 100]

Academic integrity and collaboration guidelines for all

assignments: For each assignment, students are ultimately expected to produce their own original work. In the course of producing it, students will be invited to collaborate to understand the nature of the assignment and how to produce their best work, then sometimes share their work and offer feedback to one another. Students should also anticipate making use of good samples and examples provided to them and that they find on their own. As Artificial Intelligence tools for composing advance, students may find use of them helpful (within the bounds of what is permitted for OSU



classes) and at several points in the term, you will be explicitly asked to engage with and reflect on use of AI tools. That said, all work will be graded on quality and authenticity. Students should be forewarned that current AI tools do not always excel at producing those qualities in the kind of work students will be asked to submit for the course, so use of AI should always be well considered and mediated by your personal critical engagement.

Late assignments

This is a fast-paced course with scaffolded assignments. Therefore, late work will mostly not be accepted beyond accessibility accommodations, permission from the instructor in cases of emergency, or prior due date adjustments made with the instructor due to significant life events. You are expected to complete assignments by the date and time listed in Carmen. If you experience a disruption in your life that prevents you from completing an assignment on time, please reach out to me to make arrangements and proposed a new submission time appropriate to your circumstances. Allowances suited to the situation and within what I'm able to accommodate will be made when there has been proactive communication, ideally before the due date, not more than a week after a missed submission date.

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

The following list is to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem. I can not provide technical support, but I can provide support with things missing from Carmen, so contact me ASAP if you cannot see required reading, a way to submit an assignment, or something similar and you've confirmed it is not a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback and grades within a week. Note that feedback on discussion boards will not necessarily be individual; it may consist of posts or comments directed at your whole group, or at a specific thread in the discussion forum. Plan to revisit the forums to follow discussions. For large assignments such as papers or midterms, you can generally expect grades within two weeks as well as individual feedback via published rubrics.

Preferred contact method

E-mail

Expect replies to e-mails and Carmen messages within **48 hours**. I will make every effort to reply on the same business day to emails, and normally I will be able to. If you don't receive a reply within this 48-hour timeframe, please resend the email as it may not have been received. Expect that responses will likely be slower over the weekend. Try to anticipate your questions in advance by reviewing the module and assignments when they are published. Please use office hours when you can, but email if the times I offer are not available to you to make other arrangements.

Discussion board

We will read the discussion boards as often as possible. However, if you have a question for your TAs instead of the class or your group, or you



need to alert us to an incident on the boards, please email directly for the fastest response.

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 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



I 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 honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Your mental health

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 Younklin 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

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.

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 Civil Rights Compliance](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

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

Week	Topics/Readings/Assignments	Assignments Due
1	Class Discussion: Take Stock Acclimate to Course Read: <selected from a bank of articles useful to cohort> View: weekly guidance video, video from the Dean/program lead welcoming students to the end of their program	<ul style="list-style-type: none">• Syllabus Quiz (to open module)• Reading Discussion• Video Discussion• Assignment Discussion (Introductions)• AI Exploration (survey of tools and limitations)
	Professionalization and Future Planning: Gather materials and review	<ul style="list-style-type: none">• Log in to Handshake and update your profile, find 2-3 aspirational job ads• Review ePortfolio
	Contemporary Challenge Research Reread your Research Paper, Self-Assess	<ul style="list-style-type: none">• Assessment and Revision Plan for Research Paper
2	Class Discussion: Articulate Skills Read: <selected from a bank of articles useful to cohort>, Focus 2 Assessment from University Exploration View: weekly guidance video, video/interactive activity about transferable skills	<ul style="list-style-type: none">• Reading Discussion• Video/Activity Discussion• Assignment Discussion (Skills Assessment)
	Professionalization and Future Planning:	<ul style="list-style-type: none">• Analysis of Job postings



		<ul style="list-style-type: none"> Match with Buckeye Alumni
	Contemporary Challenge Research Begin expansion of research to fill gaps in your paper	<ul style="list-style-type: none"> Assignment Discussion (Research Reminders)
3	Class Discussion: Design Your Future Read: <selected from a bank of articles useful to cohort> View: weekly guidance video, video on future planning with a design mindset	<ul style="list-style-type: none"> Reading Discussion Video Discussion
	Professionalization and Future Planning:	<ul style="list-style-type: none"> Revision of Handshake or LinkedIn profile AI Exploration (scripting meeting requests, informational interview questions) Make appointment with Alumni Match
	Contemporary Challenge Research	<ul style="list-style-type: none"> Expanded Bibliography
4	Class Discussion: Design Your Future, pt 2 Read: <selected from a bank of articles useful to cohort> View: weekly guidance video, video on skills- and values-based job searching	<ul style="list-style-type: none"> Reading Discussion
	Professionalization and Future Planning:	<ul style="list-style-type: none"> Resume (with target job) AI exploration (using AI on job search materials)
	Contemporary Challenge Research	<ul style="list-style-type: none"> Share your expanded draft with your peer reviewer
5	Class Discussion: Interdisciplinarity Read: <selected from a bank of articles useful to cohort> View: weekly guidance video, video on interdisciplinary thinking	<ul style="list-style-type: none"> Reading Discussion Video Discussion
	Professionalization and Future Planning: Meet with Alumni Match, continue to refine ePortfolio	<ul style="list-style-type: none">
	Contemporary Challenge Research	<ul style="list-style-type: none"> Submit and share peer review comments
6	Class Discussion: Interdisciplinarity in Practice Read: <selected from a bank of articles useful to cohort> View: weekly guidance video, video on sophisticated approaches to critical thinking and analytical reasoning at work	<ul style="list-style-type: none"> Reading Discussion Video Discussion
	Professionalization and Future Planning: Interview wrap-up, ePortfolio revisions	<ul style="list-style-type: none"> Interview Reflection Report
	Contemporary Challenge Research Reflect on affordances of interdisciplinary approaches	<ul style="list-style-type: none"> Assignment discussion



		<ul style="list-style-type: none">• AI Exploration (critique quality of AI output for research writing)
7	Class Discussion: Representing Yourself Read: <selected from a bank of articles useful to cohort> View: weekly guidance video “Bringing Your Whole Self” in modern contexts, storytelling exercise Evaluations	<ul style="list-style-type: none">• Reading Discussion• Video Discussion• Evaluations
	Professionalization and Future Planning: Last touches on ePortfolio, consider intended impact	<ul style="list-style-type: none">• ePortfolio and Summary
	Contemporary Challenge Research Last edits on Research paper Reflect on Interdisciplinary Research	<ul style="list-style-type: none">• Submit Final version of Research Paper + Interdisciplinary Reflection
	Class Discussion: Reflect on Your Experience Farewells and Appreciations	<ul style="list-style-type: none">• Farewell Discussion Forum• Postcard Learner Reflection Video
Final	Professionalization and Future Planning: Thank Yous	<ul style="list-style-type: none">• Optional: thank you messages to those that helped you on your journey to graduation

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. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ 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](#).

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).

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 (**required**)? (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:

Workload Estimation

For more information about estimating student workload, see [Workload 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

See [Creating an Accessible Course](#) for more information. 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: [*Promoting 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 (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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: [Increasing Transparency and Metacognition](#)

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):

Syllabus and cover sheet reviewed by *Bob Mick* on *6/20/25*

Reviewer Comments:

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