

ENR/AEDE 4567: Assessing Sustainability: Project Experience

Spring 2022

Meeting Dates and Location: Tuesday/Thursday 11:10AM-12:30pm, Kottman 102

Course Format: In Person Class

Instructors:

Greg Hitzhusen

hitzhusen.3@osu.edu, 614-292-7739

Office hours: Office hours will be by appointment and conducted electronically or by phone. Please contact the instructor via email. Note: regular Zoom meetings will occur between student research teams and instructors as part of the course.

Bruce Braine

Braine.3@osu.edu bhbraine@gmail.com phone 614-562-7588

Office hours: Office hours will be by appointment and generally conducted electronically or by phone. **Please contact the instructor via email using bhbraine@gmail.com**

Credit Hours: 3 semester hours: 80 minutes per day, 2 days per week

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. A larger schedule of capstone research team deliverables is included below. Students should be aware of deadlines for time-sensitive group project elements and required collaborations and presentations to community stakeholders.

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

Prerequisites: Sr. standing, or permission of instructor.

Textbooks/Readings: There are no textbooks for this course, as the majority of your work will be focused on a unique, real-time sustainability project that your team will complete in collaboration with a community stakeholder. Any needed readings or resource texts will be provided electronically through Carmen.

Optional Readings:

Different background materials will exist depending on the project focus your research team selects. All teams will be encouraged to do their own background research to familiarize themselves with the expectations of their project and their community partners, and to succeed in meeting those expectations. Any number of additional readings could be helpful in this process, but each team is responsible for prioritizing the steps of their research

and pursuing helpful background information and project data. Most all of this type of information should be (and historically has been) available free of charge.

Additional Required Materials:

In non-covid semesters (with in-person class), research teams are expected to pay the printing costs (less than \$40 per team) for their group research poster; if we face covid-related online instruction in Spring 2022, these costs will be eliminated as all presentation materials will be completed electronically.

Other Fees or Requirements:

Course Description:

Students gain experience in sustainability assessment by applying concepts and quantitative methods to evaluate environmental, economic, social & technical sustainability of specific projects. EEDS major capstone. Co-taught by ENR/AEDE faculty.

ENR/AEDE 4567 is the capstone course for the Environment, Economy, Development and Sustainability (EEDS) major. The overall goal of the course is to provide the opportunity for you to learn, synthesize, and apply concepts and methods of environmental, economic, and social analysis to address real world sustainability questions faced by businesses, government, and institutions. This year we are working with OSU, the Ohio Department of Rehabilitation and Correction, and the Cities of Columbus and Upper Arlington to provide analysis for several campus, State, City, and Green Columbus sustainability projects. City, State, and university staff have developed a Request for Proposals (RFP) for our class that lists a number of goals, objectives, and specific actions related to City, State, Green Columbus, and OSU projects that they are inviting us to analyze to help them assess project implementation challenges to achieve a range of sustainability deliverables and university action steps. At the end of the term, your research group will present your findings and recommendations to City, State, Green Columbus, and OSU staff, EEDS faculty, and an audience of environmental professionals. As such, your research has the potential to meaningfully contribute to the future of sustainability and economic development programs in the City, State, and at the University, and the work experience that you gain is intended to help launch your own career in sustainability.

Goals:

Students will gain real world experience in developing and carrying out research related to the sustainability and economic development plans of an organization (OSU, City of Columbus/Upper Arlington/Ohio Department of Rehabilitation and Correction); students will apply data analysis methods to measuring specific economic, environmental and social factors and assessing the implications for sustainability and economic development projects; students will develop an understanding of how project appraisal tools and methods, including but not limited to aspects of sustainability accounting, cost-benefit analysis, benchmarking, case studies and key informant interviews, can be applied to sustainability planning and management and will gain experience with project management in this setting; students will work effectively in interdisciplinary teams; students will communicate effectively in oral and written forms in researching and evaluating contemporary sustainability issues and their potential solutions; students will demonstrate professional and ethical responsibility in addressing contemporary sustainability issues; students will develop a general appreciation for communication, scientific writing, proposal development, resume writing, peer review, presentation skills, team dynamics, and critical thinking skills.

Learning Outcomes:

Successful students will have the ability to:

1. Work effectively in interdisciplinary teams
2. Communicate effectively in oral and written forms in researching and evaluating contemporary environmental issues and their potential solutions.
3. Identify economic, environmental, and technical issues relevant to specific sustainability projects.
4. Demonstrate professional and ethical responsibility in addressing contemporary environmental and natural resource issues.

Key Topics and Skills Outcomes:

1. Environmental sustainability
2. Cost benefit analysis
3. Triple bottom line accounting
4. Technical feasibility and sustainability of environmental solutions
5. Environmental communication
6. Scientific writing
7. Peer review
8. Presentation skills
9. Team dynamic
10. Critical thinking skills

How Students Meet the Outcomes: The capstone is designed to allow students to bring together the knowledge and skills they have gained in the EEDS program through activities and a learning environment that challenges students to apply those skills; this is accomplished mainly through completion of a team research project. See course schedule below for an outline of topic coverage and project deliverables. Weekly modules in Carmen will organize all of the course material. In person (and occasional remote or recorded) class meetings, group meetings and zoom meetings with instructors will provide ongoing explanation of course assignments and expectations.

Course technology

For help with your password, university e-mail, [Carmen](#), or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at [OCIO Help Hours](#), and support for urgent issues is available 24x7.

- **[Self-Service and Chat support:](http://ocio.osu.edu/selfservice)** (<http://ocio.osu.edu/selfservice>)
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Technology skills necessary for this specific course

- Zoom text, audio, and video chat

- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) 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

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through [Microsoft's Student Advantage program](#). Full instructions for downloading and installation is found <https://ocio.osu.edu/kb04733>.
- [Approved browsers](#):

Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- 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 the IT support staff will work out a solution with you.

Course Schedule (Note: schedule subject to change):

INSTRUCTIONAL WEEK	DATE	TOPICS, ASSIGNMENTS, DEADLINES, EVENTS
1	January 11,13	TUESDAY: CLASS INTRODUCTION; SUBMIT STUDENT BIO SURVEYS (WED); VIDEO ON PAST CAPSTONE; SYLLABUS REVIEW AND RFP PREVIEW- STUDENTS SUBMIT TOP-THREE PROJECT INTERESTS (NON-BINDING) THURSDAY: RESEARCH PROJECTS BRIEFING AND Q&A [CITY, UA, ODRC & OSU AND OTHER SPONSORS]
2	January 18,20	TUESDAY: FINAL PROJECT CHOICES AND FORM RESEARCH TEAMS; GROUP SUCCESS DISCUSSION; INITIAL GROUP MTGS; SUBMIT COMM PLAN (BEFORE CLASS ON THURSDAY) THURSDAY: PROJECT TEAMS WORK ON RESEARCH GOALS AND PROPOSALS; BREAKOUTS WITH INSTRUCTORS
3	January 25,27	TUESDAY:; "PROJECT MANAGEMENT REVIEW AND TIPS" WORK ON PRELIMINARY RESEARCH GOALS SUBMIT PRELIMINARY RESEARCH GOALS BY WEDNESDAY NOON THURSDAY: GUEST PRESENTATIONS AND GROUP BREAKOUTS: ALUMNI PROJECT ADVICE SESSION: EEDS ALUMNI, GUEST PRESENTERS; GROUP TIME

4	February 1,3	TUESDAY: <u>GROUP METHODS ROUNDTABLE AND DISCUSSION OF RESEARCH AND ANALYSIS METHODS</u> (QUANTITATIVE AND QUALITATIVE): NPV, COST BENEFIT ANALYSIS, SURVEY, FOCUS GROUPS, KEY INFORMANT INTERVIEWS, ETC THURSDAY: <u>GROUP WORK-DAY AND MEET WITH INSTRUCTORS</u> : LOGISTICAL PREP FOR PRESENTATIONS; DISCUSS PROPOSAL AND PRESENTATION PLANS WITH INSTRUCTORS (REFER TO GROUP PROPOSAL PRESENTATION PLAN HANDOUT)
5	February 8,10	TUESDAY: <u>PROPOSAL PRESENTATIONS</u> (10 MIN W/ 10 MIN. FEEDBACK/Q&A) [CITY/ODRC/GREEN COLUMBUS/OSU STAFF] THURSDAY: <u>PROPOSAL PRESENTATIONS (10 MIN W/ 10 MIN. FEEDBACK/Q&A)</u> [CITY/ODRC /GREEN CMH/OSU STAFF]; PEER CRITIQUES DUE FRIDAY, 5PM
6	February 15,17	TUESDAY: <u>COMMUNICATION TOOLS AND GROUP BREAKOUTS: COMMUNICATION TOOLS: WRITING</u> ; GROUP TIME TO FINALIZE PROPOSALS THURSDAY: <u>NO IN-PERSON CLASS GROUP WORK-DAY AND OPTIONAL TEAM CHECK-IN WITH INSTRUCTOR VIA ZOOM</u> : ANALYSIS METHODS AS NEEDED; WRITTEN PROPOSALS DUE BY 1:00PM [SEE RFP FOR SUBMISSION INSTRUCTIONS]
7	February 22,24	TUESDAY: <u>CRITICAL THINKING ROUNDTABLE</u> ; PROPOSAL FEEDBACK RETURNED FROM CITY/UNIVERSITY CONTACTS AND INSTRUCTORS; GROUP TIME THURSDAY: <u>GROUP TIME: CHECK-IN WITH INSTRUCTORS VIA ZOOM</u>
8	Mar. 1,3	TUESDAY: <u>GROUP TIME; CHECK-IN WITH INSTRUCTORS VIA ZOOM</u> THURSDAY: <u>GROUP WORK-DAY AND MEET WITH INSTRUCTORS</u>
9	Mar. 8,10	TUESDAY: <u>RESEARCH PRELIMINARY RESULTS PRESENTATIONS</u> THURSDAY: <u>RESEARCH PRELIMINARY RESULTS PRESENTATIONS</u>
10	Mar 14-18	<u>SPRING BREAK ----NO CLASSES</u>
11	Mar 22,24	TUESDAY <u>ALL CLASS ZOOM MEETING</u> : PLANNING FOR PROJECT COMPLETION THURSDAY: <u>GROUP TIME</u> ; CHECK-IN WITH INSTRUCTORS VIA ZOOM
12	Mar 29, Mar 31	TUESDAY <u>GROUP WORK DAY</u> (CHECK-IN WITH INSTRUCTORS VIA ZOOM) THURSDAY <u>GROUP WORK DAY</u> (CHECK-IN WITH INSTRUCTORS VIA ZOOM)
13	April 5	TUESDAY: <u>POWERPOINT PRESENTATIONS</u>
	April 7	THURSDAY: <u>POWERPOINT PRESENTATIONS</u> (FURTHER INFO ON PEER REVIEWING WILL BE POSTED BY THURSDAY)
14	April 12-14	TUESDAY: <u>ALL-CLASS ZOOM FOR QUESTIONS</u> ; WRITTEN REPORT DUE BY 5PM TO PEER REVIEWERS AND INSTRUCTORS; COMMENTS RETURNED WITHIN 48 HOURS NOTE: <u>POSTER PRESENTATIONS will occur during this week at an EPN event, details TBA</u> THURSDAY: <u>GROUP WORK DAY</u> PEER REVIEWS DUE BY 5PM; (CHECK-IN WITH INSTRUCTORS VIA ZOOM)
15	APRIL 19-21	TUESDAY AND FINAL WEEK OF CLASSES: <u>GROUP WORK DAY</u> ; CHECK-IN WITH INSTRUCTORS VIA ZOOM WEDNESDAY: <u>FINAL REVISED RESEARCH REPORT DUE BY 11:00AM WEDNESDAY</u> , APR. 22ND FRIDAY: <u>UPLOAD APPROVED FINAL REPORT TO KB CALL REPOSITORY BY COB. FRIDAY, 24TH</u>

Instructor's policy on late or make work:

To receive full credit for writing assignments, work must be turned-in on time and in condition to be evaluated. Papers with excessive errors will be returned for resubmission and will be treated as if they are late. Late work will have 20% of the total points deleted for each day it is late. Five (5) days late you will receive zero (0) points. This is based on the timestamp in Carmen, anything after the deadline is the next day and 20% off. In-class assignments or presentations missed because of an unexcused absence cannot be made-up or repeated.

Evaluation:

Points in ENR/AEDE 4567 will be distributed as follows:

ASSIGNMENT CATEGORY	POINTS
Class Participation	100
Research Proposal Presentation	10
Research Proposal Presentation Peer Critique	10
Written Project Proposal (in response to RFP)	40
Research Report Peer Review	50
Final Presentation	50
Final Research Report	140
Total	400

See course schedule above for due dates.

Description of Evaluation Activities: More detailed explanations of each assignment and grading rubrics will be provided in class and posted in Carmen. You will receive points counting towards your final grade from class and group participation, written assignments, and oral presentations. All assignments in ENR/AEDE 4567 relate to your group research term project. These can be further subdivided as follows:

Individual Evaluation: Class Participation, Peer Critique, Peer Review: Active participation and leadership in group project work and related classroom activities will be critical to the success of your research project, and will form a significant portion of your course grade. The peer critique will require you to evaluate another research group's proposal presentation. Each student will also peer review another group's final research report, and peer evaluations within each group will constitute half of each student's class participation score.

Group Evaluation: Proposal Presentation, Written Proposal, Final Research Poster Presentation, Final Written Report: Group assignments, both written and oral, will make up 240 of the total 400 points in the class. Group assignments increase in point value as the term progresses, reflecting the importance of developing good teamwork habits over the course of the semester. Your group proposal presentation will help organize and develop the required content (as detailed in the RFP) of your written research proposal. Your final research presentation will be a poster presentation plus Q&A for an audience of environmental professionals and community project stakeholders; your group's final written report must be 15-20 pages. Be

sure to consult further assignment details that will be posted in Carmen and discussed in class for all major assignments. Final research reports will be uploaded to OSU's Knowledge Bank digital repository for Campus as a Living Laboratory (CALL) sustainability projects, and permanently archived by OSU libraries.

Grading Scale: The standard grading scale is below. If deviating from the standard grade scale, the grade scale must be complete and span the total possible grades from A to E.

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

COURSE POLICIES

Faculty feedback and response time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** You can expect a reply to e-mails within **24 hours on school days**.

Attendance Policy:

Student participation requirements:

Because this course relies on intensive group work, most of the in-class time* is focused on providing information and work space/time for your project group. As such, class time is not only essential to your group and individual success, it also affects the success of your classmates. Attendance will be taken for all in-person class sessions, and will factor into your overall course participation grade. Class days that are reserved for group work are noted on the schedule, and some of those days are designated as potentially being remote (zoom-based) group work days.

***For any online/remote portions of this otherwise in-person class, your attendance is based on your online activity and participation. The following is a summary of everyone's expected online participation if (and only if) we do shift to online instruction:**

- **Logging in: *AT LEAST ONCE PER WEEK***
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructors *as soon as possible*.
- **Office hours: *OPTIONAL***
Regular team meetings with instructors are part of the course, but you may also schedule individual Zoom or phone meetings with instructors; such office hours meetings are optional.
- **Live class (ALL CLASS ZOOM) sessions: *FLEXIBLE***
All live, scheduled "ALL CLASS ZOOM" sessions for the course are flexible. Attending live will help you

stay on top of course expectations and ask questions in the moment, but Zoom recordings will be posted that you can watch later.

- **Live group (GROUP TIME) sessions: FLEXIBLE**

All scheduled “GROUP TIME” sessions for the course are designed to allow your team to make necessary progress on your team research project. Groups are encouraged to find times (if not during class time) when all members can attend and contribute to project work. Group members will evaluate one another on each’s contribution to the group project (including a self-evaluation), so participation points related to group work will be significantly tied to these teammate evaluations. It will be up to each group to decide whether group meetings will be recorded or not.

- **Participating in required (LIVE EVENT/GUEST SPEAKER/TEAM ZOOM W INSTRUCTOR) sessions: REQUIRED 12+ TIMES PER SEMESTER**

A limited number of events in the course involve required live online attendance/participation because of time sensitive feedback from community collaborators or guest alumni speakers. Participation in these events will contribute significantly to your participation grade in the class. Excused absences will be accepted (including covid-related absences), but otherwise these sessions are critical to attend live for the success of your group in this course.

Tardiness:

Policy for live online events: Students must attend the required live events (project briefing, group presentations, guest lectures, feedback sessions, team meetings with instructors) to earn the points for those activities. Students attending before the start time and after the end time will receive full points. Any students joining after start time will receive only half of the points for the activity.

Policy for flexible online events and sessions: Students are encouraged to attend as many classes and group meetings in real time as possible, but group work standards are to be determined by individual groups; Zoom classes will be recorded for later viewing in the event that you are unable to attend live.

E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Below we have included guidelines from Bloomsbury’s guide on email etiquette that you should follow when drafting an e-mail. Instructors will not respond to e-mails that they consider inappropriate, and your community collaborators will expect professional correspondence from you. Instructors will respond to appropriate emails in a timely manner, but do not expect an immediate reply.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in by Zoom.

- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and project reports requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

Written assignments:

Your written assignments should be your own original work. In formal assignments, you should follow [APA](#) style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. Further details and advice about writing standards will be presented in class.

Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructors.

Falsifying research or results:

All research you will conduct in this course is intended to be a learning experience, and is also to be delivered to your community project partners who will be counting on the reliability of your work; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and informal peer-review:

The course includes many opportunities for formal collaboration with your classmates, including formal, graded peer reviews. While study groups and peer-review of one another's work is encouraged, remember that comparing answers on individual assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Group projects

This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We have attempted to make the guidelines for group work as clear as possible for each activity and assignment (note the description of individual and group assignments above), but please let your instructors know if you have any questions.

UNIVERSITY POLICIES see: <https://ugeducation.osu.edu/faculty-and-staff-resources> for current versions

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [Student Life](http://studentconduct.osu.edu) <http://studentconduct.osu.edu>.

Ohio State's academic integrity policy

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.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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.

Intellectual Property (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

Disability Services:

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

Diversity:

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.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential. In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:6142923307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to [Office of Student Life - Disability Services](#) for more information.

Accessibility of course technology

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

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
- Here are links to some common software accessibility privacy statements:
 - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
 - [MediaSite Accessibility Statement](#)
 - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)
 - [Proctorio Accessibility](#) [Proctorio Privacy](#)
 - [Top Hat Accessibility](#) [Top Hat Privacy](#)

UNIVERSITY RESOURCES:

Counseling and Consultation Services:

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 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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 titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.