

# ENR 8785: Research Paradigms

Spring 2021

**Meeting Dates and Location:** Tuesday/Thursday 2:20pm-3:40pm, online via Zoom.

**Course Format:** Synchronous online via ZOOM Meetings

**Instructor:**

**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 using [ghitzhusen@gmail.com](mailto:ghitzhusen@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 readings and deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), 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:** students must be pursuing PhD in SENR.

## Textbooks/Readings:

All required readings from journal articles, books, and other sources will be made available electronically through the Carmen/Canvas course website (<https://carmen.osu.edu/#>). Basic concepts and arguments from the following will be included:

Bauer, H.H. 1992. *Scientific Literacy and the Myth of the Scientific Method*. Illini Books Edition, 1994. University of Illinois Press, Urbana and Chicago, IL. (ISBN 0-252-06436-4 PBK)

Godfrey-Smith, P. *Theory and Reality*. University of Chicago Press, Chicago, IL. (ISBN-13: 978-0226300634; ISBN-10: 0226300633)

Rosenberg, A. 2012a. *Philosophy of Science: A Contemporary Introduction*. 3<sup>rd</sup> edition. Routledge Press, New York, NY. (ISBN 978-0-415-89177-6 PBK)

Rosenburg, A. 2012b. *Philosophy of Social Science*. 4<sup>th</sup> edition. Westview Press, Boulder, CO. (ISBN 978-0-8133-4592-5 PBK)

Insights will also be gleaned from guest discussants from the SENR Seminar Series:

<https://senr.osu.edu/about-us/events/spring-2021-seminar-series>

### Optional Readings:

There is a vast literature related to philosophy of science and paradigms in environment and natural resources, and a number of extra readings will be archived in Carmen for students who are interested to pursue various topics in more depth. The second half of the course will be guided by student-led discussions, which includes readings that students will bring to the course, so the list of additional readings will grow over the course of the semester.

### Additional Required Materials:

None.

### Other Fees or Requirements: None

### Course Description:

*Catalog description:*

An examination of science philosophy, scientific method, and contemporary paradigms applied to problems in environmental and natural resources management.

*Full Description:*

The objective of this course is to broaden your understanding of science in your discipline and introduce you to research and management paradigms for the natural resources and environmental sciences. We seek broader understanding of science as it is applied to the unique value-laden problems of environment and natural resources. Throughout this course, you will be exposed to wide-ranging literature dealing with social studies of science, bridges between quantitative and qualitative methods of inquiry, comparisons of natural and social sciences, approaches that emphasize stakeholder participation in science and management, and aspects of the interface between science and society. A thorough knowledge of readings will provide a basis for seminar discussions, some short lectures, and student writings/presentations.

Our goal is to help you as students (and us as instructors) break down the disciplinary barriers that inhibit a comprehensive understanding of environmental and natural resources science and management. We will explore concepts and discuss readings under a variety of subject headings, some representing concepts that have achieved “buzzword” status (e.g., everyone in our field has used, at one point or another, the term “sustainability,” but, in all likelihood, have not paused to consider what the term means or was intended to mean). Because of the format for this course, we expect that students will thoughtfully read all of the assigned readings and come to class prepared to lead and participate in probing and insightful discussions.

### Learning Outcomes:

As a consequence of this course, the student will demonstrate the ability to:

1. Describe the philosophical underpinnings of science as a way of knowing;

2. Compare and contrast natural and social science, as well as quantitative and qualitative research methods;
3. Incorporate concepts of scientific method and/or philosophy into the student's own research,
4. Explain concepts related to management paradigms of sustainability, coupled human-ecological systems, adaptive management, and civic science;
5. Understand the role of science in policy making;
6. Identify key components of the "post-modern" paradigm and its challenge to traditional science;
7. Integrate social and natural science into the student's own research.

**How Students Meet the Outcomes:** This course follows a seminar format that requires students to engage in rigorous discussion of course material; less emphasis will be placed on lecture delivery of material, and more emphasis will be placed on collaboratively engaging the readings and topics as a collegial community. The instructor and many guest discussants will help lead discussions, particularly in the first half of the course; during the second half of the course, discussions will be led and readings organized by students. See course schedule below for an outline of topic coverage. Weekly modules in Carmen will organize all of the course material. Live zoom class meetings will provide ongoing explanation of course assignments and expectations.

## Course technology

### Technology support

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

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

### Technology skills needed for this course

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

### Required equipment

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

### Required software

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

### Carmen access

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

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

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

## Course Schedule (Note: schedule subject to change; student-led discussions begin in March, syllabus will be adjusted accordingly):

| INSTRUCTIONAL<br>WEEK | DATE              | TOPICS, ASSIGNMENTS, DEADLINES<br>(WEEKLY READINGS ARE POSTED IN CARMEN PAGES)  |
|-----------------------|-------------------|---|
| 1                     | January<br>12,14  | <b>TUESDAY:</b> CLASS ORGANIZATION AND GENERAL DISCUSSION<br><b>THURSDAY:</b> WORLDVIEWS DISCUSSION; READINGS: SIRE; GUEST DISCUSSANTS: DR JEFF SHARP (SENR DIRECTOR) AND DR ERIC TOMAN (SENR GSC CHAIR)  |
| 2                     | January<br>19,21  | <b>TUESDAY:</b> STUDENT PRESENTATIONS OF RESEARCH BACKGROUNDS; <b>AUTO-BIO DUE</b><br><b>THURSDAY:</b> STUDENT PRESENTATIONS OF RESEARCH BACKGROUNDS  |
| 3                     | January<br>26,28  | <b>TUESDAY:</b> THE MEANING AND DOMAINS OF SCIENCE; READINGS: GODFREY-SMITH, ROSENBERG A, ROSENBERG B<br><b>THURSDAY:</b> PARADIGMS AND DISCIPLINES; READINGS: ROSENBERG B, BAUER; SEMINAR SPEAKER GUEST DISCUSSANT: DR <b>SUSAN CLAYTON</b> , WHITMORE-WILLIAMS PROFESSOR OF (CONSERVATION) PSYCHOLOGY, THE COLLEGE OF WOOSTER (IMPLICATIONS OF CLIMATE CHANGE FOR PSYCHOLOGICAL WELLBEING)  |
| 4                     | February<br>2,4   | <b>TUESDAY:</b> SCIENTIFIC METHOD; READINGS: BAUER<br><b>THURSDAY:</b> PHILOSOPHY AND EPISTEMOLOGY; READINGS: HALLANGER (BARBOUR), WOOD, BRABANT, KOFMAN (LATOUR)   |
| 5                     | February<br>9,11  | <b>TUESDAY:</b> THE SPECTRUM OF DISCIPLINES; READINGS: TBA; GUEST DISCUSSANT: DR <b>BOB GATES</b> , SENR<br><b>THURSDAY:</b> EQUITY, INCLUSION AND JUSTICE; READINGS, TBA; GUEST DISCUSSANT, DR <b>KERRY ARD</b> , SENR; THURSDAY SEMINAR SPEAKER: <b>SHADIA SILIMAN</b> , CONSULTANT, OSU MICHAEL V. DRAKE INSTITUTE FOR TEACHING AND LEARNING (INTEGRATING INCLUSIVITY AND DIVERSITY INTO TEACHING AND RESEARCH)                                |
| 6                     | February<br>16,18 | <b>TUESDAY:</b> PARADIGMS IN ECOSYSTEM SCIENCE & ECOLOGICAL RESTORATION; READINGS, TBA; GUEST DISCUSSANT: DR <b>MATT DAVIES</b> , SENR GSC REP<br><b>THURSDAY:</b> PARADIGMS IN RURAL SOCIOLOGY: READINGS, TBA; GUEST DISCUSSANT, DR <b>KERRY ARD</b> , SENR GSC REP  |
| 7                     | February<br>23,25 | <b>TUESDAY:</b> <b>NO CLASS INSTRUCTIONAL BREAK</b><br><b>THURSDAY:</b> PARADIGMS IN FISHERIES AND WILDLIFE SCIENCE; READINGS, TBA; GUEST DISCUSSANT: DR <b>BOB GATES</b> , SENR GSC REP; THURSDAY SEMINAR SPEAKER: <b>STEVEN SCYPHERS</b> , ASSISTANT PROFESSOR OF MARINE AND ENVIRONMENTAL SCIENCES, NORTHEASTERN UNIVERSITY (NATURE-BASED COASTAL PROTECTION AND THE HUMAN DIMENSIONS OF FISHERIES); <b>MID-TERM DUE FRIDAY, 2/26, 11:59PM</b> |
| 8                     | Mar. 2,4          | <b>TUESDAY:</b> PARADIGMS IN ENVIRONMENTAL SOCIAL SCIENCE; READINGS, TBA; GUEST DISCUSSANT: DR <b>ERIC TOMAN</b> , SENR GSC ESS REP<br><b>THURSDAY:</b> PARADIGMS IN FOREST SCIENCE; READINGS, TBA; GUEST DISCUSSANT: DR <b>STEVE MATTHEWS</b> , SENR GSC REP   |
| 9                     | Mar. 9,11         | <b>TUESDAY:</b> PARADIGMS IN SOIL SCIENCE; READINGS, TBA; GUEST DISCUSSANT: DR <b>SCOTT DEMYAN</b> , SENR GSC REP<br><b>THURSDAY:</b> SCHOLAR ACTIVISM; THURSDAY SEMINAR SPEAKER DISCUSSANT: <b>CAROLYN FINNEY</b> , SCHOLAR-IN-RESIDENCE, ENVIRONMENTAL AFFAIRS, MIDDLEBURY COLLEGE (WHAT  |

|       |               |  |
|-------|---------------|--|
|       |               | IT MEANS TO WORK ON SOCIAL CHANGE FROM THE INTERSECTION OF ACTIVIST/ARTIST/ACADEMIC) |
| 10-14 | Mar 16-Apr 22 | STUDENT-LED DISCUSSIONS (SEE SCHEDULE TEMPLATE BELOW)                                |
| 15    | Exam week     | GROUP PROJECT, PRESENTATIONS, TBD  |

| Date  | Topic (TBD)                             | Discussion Leaders | Readings |
|---|---|--------------------|----------|
| Week 10: 3/16/21  | Sustainability and Resilience           |                    |          |
| Week 10: 3/18/21  | Sustainability and Resilience           |                    |          |
| Week 11: 3/23/21  | Civic Science and Adaptive Management   |                    |          |
| Week 11: 3/25/21<br>Seminar Speaker <b>Nancy Wells</b>          | Civic Science and Adaptive Management   |                    |          |
| Week 12: 3/30/21  | Religion and Science                    |                    |          |
| Week 12: 4/01/21<br>Instructional Break                         | No Class                                |                    |          |
| Week 13: 4/06/21  | Religion and Science                    |                    |          |
| Week 13: 4/08/21<br>Seminar Speakers: <b>Practitioner Panel</b> | Values and Ethics                       |                    |          |
| Week 14: 4/13/21  | Values and Ethics                       |                    |          |
| Week 14: 4/15/21  | Environmental Justice                   |                    |          |
| Week 15: 4/20/21  | Environmental Justice                   |                    |          |
| Week 15: 4/22/21  | Topic TBD                               |                    |          |
| Finals Week: 4/##/21  | <b>Group project presentations, TBD</b> |                    |          |

## 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 8785 will be distributed as follows:

| ASSIGNMENT CATEGORY                 | POINTS     |
|-------------------------------------|------------|
| Class Participation                 | 30         |
| Autobiographical writing assignment | 20         |
| Mid-term Writing Assignment         | 50         |
| End-term communication assignment   | 50         |
| Total                               | <b>150</b> |

*See course schedule above or descriptions below for due dates.*

## Description of Evaluation Activities:

Your final grade will be out of a total of 150 possible points that will be assigned as follows:

### 1. Class Participation = 30 points

Participation scores will be based on participation and leadership in classroom discussions. Regular attendance is a necessary, but not sufficient, condition for meaningful participation. Students will take turns leading a discussion on one of the readings. In addition, students will select one reading of interest and find an outside reading related to it, and summarize that outside reading and how it links to the required reading. On some weeks we will hold a supplemental Thursday session to engage in informal discussion with visiting scholars and OSU faculty. Participation is expected at these sessions.

### 2. Autobiographical writing assignment, 1-2 pages, single spaced = 20 points (Due 11:59pm, Tuesday, Jan. 19)

Expound on the questions we raised in the first day of class. You should focus your writing around the following questions: What is a world view, and what is yours? How do you define science? How do you differentiate the natural and social sciences, and what is the relationship between the two? What does your worldview have to do with how you understand or practice science? What led you to pursue a doctoral degree, and in environment and natural resources, no less?

Note: you will give a **presentation** in week two of class (5-7min PowerPoint via Zoom, ungraded) that should complement your autobiographical essay. These are a chance to add images, re-introduce yourself to reinforce our in-class introductions, and share additional details or images or figures from your research. Highlight any additional philosophical underpinnings of your work that emerge from your autobiographical essay. Feel free to keep it casual – these PowerPoints are just visual aids to help more deeply introduce yourself to our whole group.

### 3. Mid-term Writing Assignment = 50 points (Due Friday, Feb. 26, 11:59pm to Turn-It-In Dropbox)

The historian of science Thomas Kuhn used the word *paradigm* to refer to the set of practices that define a scientific discipline at any point in time. Thus, the paradigm of a particular scientific discipline comprises:

- *what* is to be observed and scrutinized
  - the kind of *questions* that are supposed to be asked and probed for answers in relation to this subject
  - *how* these questions are to be structured
  - *how* the results of scientific investigations should be interpreted
  - *how* is an experiment (or research in general) to be conducted, and *what* equipment is available to conduct the experiment.
- 1) Think about the specific scientific discipline where your dissertation research is or will be centered and attempt to identify what elements in your area of study might satisfy the criteria listed above and thereby constitute the paradigm under which you work.
  - 2) Thinking more closely about your particular research problem, briefly identify and explain the theory or theory set that will guide your research.
  - 3) To the extent that you are able at this stage of your doctoral program, identify questions or deduce testable hypotheses from your theory base. These hypotheses do not necessarily have to be those that you will test with your dissertation research project, although it would be advantageous if they were.
  - 4) Discuss how you might apply various modes of inquiry such as inductive or deductive-nomological model or hypothetico-deductive scientific method or critical theory to your dissertation or a research problem in your field. What might be the benefits and limitations that you would encounter in using these approaches to doing science in your discipline?
  - 5) How do you imagine that your research will connect with other disciplines or contexts of environment and natural resources?

### 3. End-term communication assignment = 50 points – Group project, TBD.

**Grading Scale:** The standard grading scale is below.

| <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 is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **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.
- **Participating in live class (ZOOM) sessions: *REQUIRED***  
All live, scheduled class sessions for the course are required. Attending live will allow everyone to engage in class discussions about readings, which constitute the heart of the course. Note: we will meet on Tuesdays and Thursdays, from 2:20 to 3:40pm, to discuss readings as described in the course outline above. In addition, we may occasionally meet on Thursdays at a time to be arranged, to interact with invited guests and learn about their approaches and philosophies related to science and management. Some of the guest speakers will be presenting at the School's Thursday seminar series.

### Tardiness:

**Policy for live class:** Students must attend the live class sessions to earn the points for class participation. 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. Note: it is understood that every student will make a good faith effort to attend all classes, but excused absences and occasional events beyond one's control happen; also, in covid-times we understand that illness of students or family members can sometimes affect your ability to participate. Zoom class sessions will be recorded, so in the event you have to miss a class, you can watch the recording later and your participation for that class day can be achieved by submitting 1-2 paragraphs of written comments (via email to the instructor) in response to the class discussion of that day.



## E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Instructors will respond to appropriate emails in a timely manner, but do not expect an immediate reply.

## 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.

## Group projects

This course includes a final group communication project. Further information will be discussed in class and posted in Carmen. The group assignment is intended to allow students to integrate their interpretation of course material with the perspective of classmates in an activity designed to help enhance the content and structure of this course. 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](http://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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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:614-292-3307) or [ods@osu.edu](mailto: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.

## Method of Dealing with a Language Barrier:

This course will be conducted in English. Students who have difficulty communicating in English are encouraged to seek assistance from sources outside the classroom. Arrangements can be made for enabling students with speech, hearing, or visual impairment to participate in the course, e.g., through assistance of transcribers or readers.

## 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](https://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](https://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](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).