
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7713
Course Title Group Processes
Transcript Abbreviation SOCGRPPRCSS
Course Description This course focuses on the scientific orientation and theories of the Group Processes tradition within sociology. We begin with the role of logic in scientific inquiry and then discuss theories of human behavior and explanations for emergent outcomes in small groups. By the end of the course, you will be able to distinguish formal from other forms of discursive 'theory' in sociology.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
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 None
Exclusions None
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students should be able to:
 - Understand basics of dynamics and processes that emerge in small groups
 - Employ explicit theories to explain individual behavior
 - Apply theories to a range of relevant instantiations

Content Topic List

- Introduction
 - Theoretical Methods
 - Identity Theories
 - Affect Control
 - Cooperation/Social Dilemmas
 - Status Generalization
 - Status (De)Construction
 - Power and Related Outcomes
 - Legitimacy
 - Justice
 - Balance and Attribution
- No

Sought Concurrence

Attachments

- Group Processes Syllabus (Updated 4-22-2024).docx: Updated course syllabus
(Syllabus. Owner: Shank, Travis Alan)

Comments

- Please see SBS Subcommittee feedback email sent 4/19/24. *(by Neff, Jennifer on 04/19/2024 03:06 PM)*
- On behalf of the Department of Sociology, I am submitting a request for a new course approval. The course – Group Processes – has not been offered in this department previously. Group Processes is a tradition within Sociological Social Psychology that we believe will be of interest to graduate students in our and related departments. Thank you for your consideration. *(by Shank, Travis Alan on 03/22/2024 10:17 AM)*

COURSE REQUEST
7713 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/23/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shank, Travis Alan	03/22/2024 10:17 AM	Submitted for Approval
Approved	Williams, Kristi L.	03/22/2024 10:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2024 07:18 AM	College Approval
Revision Requested	Neff, Jennifer	04/19/2024 03:06 PM	ASCCAO Approval
Submitted	Shank, Travis Alan	04/22/2024 11:59 AM	Submitted for Approval
Approved	Downey, Douglas B	04/22/2024 12:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/23/2024 08:13 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/23/2024 08:13 AM	ASCCAO Approval

Group Processes

[Sociology 7713] [Spring 2025]

Course Information

- **Course times and location:** Class meets Wednesdays from 10:00AM to 12:45PM each week in room 245 of Townshend Hall.
- **Credit hours:** 3
- **Mode of delivery:** Traditional Discussion: Reading assignments should be read before the class session, with discussion of the content occurring in class.

Instructor

- **Name:** David Melamed (Professor of Sociology)
- **Email:** melamed.9@osu.edu
- **Office location:** 122 Townshend Hall
- **Office hours:** I am available to meet outside of class time via zoom or in person. If you want to meet, please ask in class or send me an email.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Graduate Standing in Sociology or related field.

Course Description

This course focuses on the scientific orientation and theories of the Group Processes tradition within sociology. We will begin by summarizing formal theorizing and the role of logic in scientific inquiry. We will then discuss theories of human behavior and explanations for emergent outcomes in small groups. Key topics include theories and research on status, power, collective action, emotions, and justice evaluations. Applications of these theories will focus on traditional sociological dimensions of stratification, including race, gender and class (e.g., how do status theories explain gender stratification, for example). By the end of the course, you will be able to distinguish formal from other forms of discursive 'theory' in sociology. You will also be aware of several streams of formal theories that explain individual



behavior and collective outcomes. Additionally, the skills you learn will allow you to be more critical consumers of sociological information.

Learning Outcomes

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

- Understand basics of dynamics and processes that emerge in small groups
- Employ explicit theories to explain individual behavior
- Apply theories to a range of relevant instantiations

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Course Materials and Technology

Required Materials

All reading assignments will be made available to you as PDFs via Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://www.go.osu.edu/student-tech-access).

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://www.go.osu.edu/add-device) (go.osu.edu/add-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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading

How Your Grade is Calculated

Assignment Category	Points
Participation	100
Leading Discussion	200
Proposal Presentation	50
Research Proposal	150
Total	500

Descriptions of Major Course Assignments

Participation: As a substantive seminar, the success of this course rests on the active participation of students. As such, participation in classroom discussions will be 1/5 of the course grade.

Leading Discussion: Students will be responsible for leading discussion three (3) times throughout the semester. During the first week of classes, students will select their top 5 choices for discussion lead. I will then make assignments for the remainder of the term. Students should prepare discussion questions based on the assigned reading. Students should also prepare a list of strengths and weaknesses for their assigned article to serve as an alternative basis for discussion.

Proposal Presentation: During the last two class sessions, students will present their proposals. Presentations will be 15 minutes and should cover the relevant substantive context, the relevant theory from class, and how the theory generates predictions for your substantive context. You should also propose a way to falsify your novel research question using empirical methods.

Research Proposal: Students will propose a research project employing at least one theory we cover in class. The general topics discussed in the theories (power, status, emotion) can be applied in whatever substantive context you would like, but specific predictions must follow from one of the theories we discuss. Proposals should follow formatting guidelines for the NSF's Doctoral Dissertation Research Improvement Grant: (<https://www.asanet.org/academic-professional-resources/asa-grants-and-fellowships/asa-doctoral-dissertation-research-improvement-grants-asa-ddrig/>).

Instructor Response Time

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



- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards weekly (at least).

Grading Scale

93–100 (465+ total points): A
90–92.9 (450-464.5 total points): A-
87–89.9 (435-449.5 total points): B+
83–86.9 (415-434.5 total points): B
80–82.9 (400-414.5 total points): B-
77–79.9 (385-399.5 total points): C+
73–76.9 (365-384.5 total points): C
70–72.9 (350-364.5 total points): C-
67–69.9 (335-349.5 total points): D+
60–66.9 (300-334.5 total points): D
Below 60 (below 300 total points): E



Week	Topic: Readings
1	Introduction to the course
2	<p>Theoretical Methods:</p> <p>Zelditch, Morris Jr. 1969. "Can you really study an army in the laboratory?" Pp. 528-39 in <i>A Sociological Reader on Complex Organizations</i>.</p> <p>Lucas, Jeffrey W. 2003. "Theory-Testing, Generalization, and the Problem of External Validity." <i>Sociological Theory</i> 21(3): 236-53.</p> <p>Markovsky, Barry. 2010. "Modularizing Small Group Theories in Sociology." <i>Small Group Research</i> 41(6): 664-687.</p> <p>Goar, Carla. 2008. "Experiments in Black and White: Power and Privilege in Experimental Methodology." Pp. 153-62 in <i>White Logic, White Methods: Racism and Methodology</i> edited by T. Zuberi and E. Bonilla-Silva. NY: Rowman & Littlefield.</p> <p>Abend, Gabriel. 2008. "The Meaning of 'Theory'" <i>Sociological Theory</i> 26(2): 173-99.</p>
3	<p>Identity Theories:</p> <p>Stets, Jan E. 2018 "Identity Theory" Pp. 88-110 in <i>Contemporary Social Psychological Theories</i> edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Hogg, Michael E. 2018. "Social Identity Theory" Pp. 111-37 in <i>Contemporary Social Psychological Theories</i> edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Stets, Jan and Peter J. Burke. 2000. "Identity Theory and Social Identity Theory." <i>Social Psychology Quarterly</i> 63(3): 224-37.</p> <p>Walker, Mark H. and Freda B. Lynn. 2013. "The Embedded Self: A Social Networks Approach to Identity Theory." <i>Social Psychology Quarterly</i> 76(2): 151-79.</p> <p>Savage, Scott V., Peter J. Burke, Jan Stets and Phoenicia Fares. 2019. "The Fairness Identity and the Emergence of Inequality." <i>Social Science Research</i> 80: 1-14.</p>



<p>4</p>	<p>Affect Control:</p> <p>Robinson, Dawn T. and Lynn Smith-Lovin. 2018. "Affect Control Theory." Pp. 137-164 in <i>Contemporary Social Psychological Theories</i> edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Tsoudis, Olga, and Lynn Smith-Lovin. 1998. "How bad was it? The effects of victim and perpetrator emotion on responses to criminal court vignettes." <i>Social Forces</i> 77(2): 695-722.</p> <p>Schröder, Tobias, Jesse Hoey, and Kimberly B. Rogers. 2016. "Modeling Dynamic Identities and Uncertainty in Social Interactions: Bayesian Affect Control Theory." <i>American Sociological Review</i> 81: 828-55.</p> <p>Kriegel, Darys J., Muhammad Abdul-Mageed, Jesse K. Clark, Robert E. Freeland, David R. Heise, Dawn T. Robinson, Kimberly B. Rogers, and Lynn Smith-Lovin. 2017. "A Multilevel Investigation of Arabic-Language Impression Change." <i>International Journal of Sociology</i> 47(4): 278-95.</p> <p>Freeland, Robert E. and Jesse Hoey. 2018. "The Structure of Deference: Modeling Occupational Status using Affect Control Theory." <i>American Sociological Review</i> 83(2): 243-77.</p>
<p>5</p>	<p>Cooperation/Social Dilemmas:</p> <p>Simpson, Brent, and Robb Willer. 2015. "Beyond Altruism: Sociological Foundations of Cooperation and Prosocial Behavior." <i>Annual Review of Sociology</i> 41: 43-63.</p> <p>Sell, Jane. 1997. "Gender, Strategies, and Contributions to Public Goods." <i>Social Psychology Quarterly</i> 60(3): 252-65.</p> <p>Oliver, Pamela E. and Gerald Marwell. 2002. "Whatever Happened to Critical Mass Theory? A Retrospective and Assessment." <i>Sociological Theory</i> 19(3): 292-311.</p> <p>Irwin, Kyle and Christine Horne. 2013. "A Normative Explanation of Antisocial Punishment." <i>Social Science Research</i> 42(2): 562-70.</p> <p>Simpson, Brent, Bradley Montgomery, and David Melamed. 2023. "Reputations for treatment of outgroup members can prevent the emergence of political segregation in cooperative networks." <i>Nature</i></p>



	<i>Communications</i> 14: 7721.
6	<p>Status Generalization I:</p> <p>Berger, Joseph, Bernard P. Cohen, and Morris Zelditch Jr. 1972. "Status Characteristics and Social Interaction." <i>American Sociological Review</i> 37(3): 241-55.</p> <p>Cook, Karen S. 1975. "Expectations, Evaluations and Equity." <i>American Sociological Review</i> 40(3): 372-88.</p> <p>Berger, Joseph and Murray Webster Jr. 2018. "Expectations, Status, and Behavior." Pp. 268-300 in <i>Contemporary Social Psychological Theories</i> edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Berger, Joseph, M. Hamit Fişek, Robert Z. Norman, and David G. Wagner. 1998. "Formation of Reward Expectations in Status Situations." Pp. 121-53 in <i>Status, Power and Legitimacy</i> Edited by J. Berger and M. Zelditch Jr. New Brunswick, NJ: Transaction Publishers.</p> <p>Ridgeway, Cecilia and Shelley Correll. 2006. "Consensus and the creation of status beliefs." <i>Social Forces</i> 85: 431-53.</p>
7	<p>Status Generalization II:</p> <p>Correll, Shelley. 2004. "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations." <i>American Sociological Review</i> 69: 93-113.</p> <p>Correll, Shelley, Stephen Benard, and In Paik. 2007. "Getting a Job: Is there a Motherhood Penalty?" <i>American Journal of Sociology</i> 112: 1297-1338.</p> <p>Taylor, Catherine J. 2016. "Relational by Nature? Men and Women Do \ Not Differ in Physiological Response to Social Stressors Faced by Token Women." <i>American Journal of Sociology</i> 122(1): 49-89.</p> <p>Thébaud, Sarah. 2015. "Status Beliefs and the Spirit of Capitalism: Accounting for Gender Biases in Entrepreneurship and Innovation." <i>Social Forces</i> 94(1): 61-86.</p> <p>Correll, Shelley J., Cecilia Ridgeway, Ezra Zuckerman, Sharon Jank,</p>



	<p>Sara Jordan Bloch, and Sandra Nakagawa. 2017. "It's the conventional thought that counts: How third-order inference produces status advantage." <i>American Sociological Review</i> 82(2): 297-327.</p>
8	<p>Status Generalization III:</p> <p>Melamed, David and Scott V. Savage. 2016. "Status, Faction Sizes and Social Influence: Testing the Theoretical Mechanism." <i>American Journal of Sociology</i> 122(1): 201-32.</p> <p>Melamed, David, Chris Munn, Leanne Barry, Bradley Montgomery, and Oneya Okuwobi. 2019. "Status Characteristics, Implicit Bias, and the Production of Racial Inequality." <i>American Sociological Review</i> 84(6): 1013-1036.</p> <p>de Vaan, Mathjjs and Toby Stuart. 2022. "Gender and the Markets for Expertise." <i>American Sociological Review</i> 87(3): 443-77.</p> <p>Melamed, David, Scott V. Savage, and Zelma Oyarvide Tuthill. "Automated Coding of Status Hierarchies in Task Groups: Can Moderators alter Status Hierarchies to Reduce Racial Inequalities?" Working Paper.</p>
9	<p>Status (De)Construction:</p> <p>Mark, Noah P., Lynn Smith-Lovin, and Cecilia L. Ridgeway. 2009. "Why Do Nominal Characteristics Acquire Status Value? A Minimal Explanation for Status Construction." <i>American Journal of Sociology</i> 115(3): 832-62.</p> <p>Ridgeway, Cecilia L., Elizabeth Boyle, Kathy J. Kuipers, and Dawn T. Robinson. 1998. "How Do Status Beliefs Develop? The Role of Resources and Interactional Experience." <i>American Sociological Review</i> 63(3): 331-50.</p> <p>Walker, Lisa S., Murray Webster Jr., and Alison J. Bianchi. 2011. "Testing the Spread of Status Value Theory." <i>Social Science Research</i> 40(6): 1652-63.</p> <p>Walker, Lisa S. 2019. "Controlling Status Effects of Gender." In <i>Advances in Group Processes</i>. Emerald Publishing Limited.</p> <p>Melamed, David, Oneya Okuwobi, and Leanne Barry. <i>Forthcoming</i>.</p>

	<p>“How do Nominal Characteristics Lose Status Value? Asymmetry in Status Deconstruction.” <i>Social Psychology Quarterly</i>.</p>
10	<p>Power and Related Outcomes:</p> <p>Savage, Scott V. and Monica Whitham. 2018. “The Social Exchange Perspective.” Pp. 29-53 in <i>Contemporary Social Psychological Theories</i> edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Bonacich, Phillip. 1987. “Power and Centrality: A Family of Measures.” <i>American Journal of Sociology</i> 92(5): 1170-82.</p> <p>Molm, Linda D. 2010. “The Structure of Reciprocity.” <i>Social Psychology Quarterly</i>. 73(2): 119-31.</p> <p>Lawler, Edward J., Shane R. Thye, and Jeongkoo Yoon. 2008. “Social Exchange and Micro Social Order.” <i>American Sociological Review</i> 73 (4): 519-42.</p> <p>Kuwabara, Ko. 2011. “Cohesion, Cooperation, and the Value of Doing Things Together: How Economic Exchange Creates Relational Bonds.” <i>American Sociological Review</i> 76(4): 560-80.</p>
11	<p>Legitimacy:</p> <p>Walker, Henry A., Larry Rogers, and Morris Zelditch Jr. 1988. “Legitimacy and Collective Action: A Research Note.” <i>Social Forces</i> 67(1): 216-28.</p> <p>Zelditch, Morris Jr. 2018. “Legitimacy Theory” Pp 340-371 in <i>Contemporary Social Psychological Theories</i>, Edited by P.J. Burke. Palo Alto: Stanford University Press.</p> <p>Johnson, Cathryn. 1994. “Gender, Legitimate Authority, and Leader-Subordinate Conversations.” <i>American Sociological Review</i> 59: 122-35.</p> <p>Schoon, Eric W. 2022. “Operationalizing Legitimacy.” <i>American Sociological Review</i>. 87(3): 478-503.</p>
12	<p>Justice:</p> <p>Hegtvedt, Karen A. 2018. “Justice Frameworks.” Pp. 54-80 in <i>Contemporary Social Psychological Theories</i>, Edited by P.J. Burke.</p>



	<p>Palo Alto: Stanford University Press.</p> <p>Hegtvedt, Karen A. 1987. "When Rewards are Scarce: Equal or Equitable Distributions?" <i>Social Forces</i> 66: 183-207.</p> <p>Jasso, Guillermina and Murray Webster Jr. 1997. "Double Standards in Just Earnings for Male and Female Workers." <i>Social Psychology Quarterly</i> 60(1): 66-78.</p> <p>Hegtvedt, Karen A. and Cathyrn Johnson. 2000. "Justice Beyond the Individual: A Future with Legitimation." <i>Social Psychology Quarterly</i> 63: 298-311.</p>
13	<p>Balance and Attribution:</p> <p>Heider, Fritz. 1946. "Attitudes and Cognitive Organization." <i>Journal of Psychology</i> 21: 107-12.</p> <p>Cartwright, Dorwin, and Frank Harary. 1956. "Structural Balance: A Generalization of Heider's Theory." <i>Psychological Review</i> 63: 277-293.</p> <p>Bem, Daryl J. 1967. "Self-Perception: An Alternative Interpretation of Cognitive Dissonance Phenomena." <i>Psychological Review</i> 74: 183-200.</p> <p>Tversky, Amos and Daniel Kahneman. 1974. "Judgment Under Uncertainty: Heuristics and Biases: Biases in Judgment Reveal Some Heuristics of Thinking under Uncertainty." <i>Science</i> 185(4157): 1124-31.</p>
14	Student proposal presentations
15	Student proposal presentations
16	Student Proposals are Due @ 5:00PM



Other Course Policies

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 <http://studentlife.osu.edu/csc/>.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

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

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

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made



outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

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

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct / Relationship Violence

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.

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.

Accessibility of Course Technology

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

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)