
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Design
Fiscal Unit/Academic Org Design - D0230
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6441
Course Title Co-Design Studio
Transcript Abbreviation CoDesignStudio
Course Description This studio is an interdisciplinary, team-based, hands-on learning experience including projects, student-led events, guest lectures and discussions. Students explore both problems and solutions collaboratively through co-design approaches to an annual topic. Students learn how to plan, execute, analyze, document, and communicate co-design research findings and insights.
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 Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 3
Max Completions Allowed 9
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Graduate Standing
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 30.0000
Subsidy Level Masters Course
Intended Rank Masters

Requirement/Elective Designation

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

- Understand the foundations of co-design
Know tactics to gather community interest and input
Develop an understanding of stakeholders needs
Practice methods of facilitating and guiding design decisions for stakeholders
Understand methods for enact

Content Topic List

- Team collaborations; co-design as an approach to innovation; practice-based research; scenario construction; collective vision construction

Sought Concurrence

No

Attachments

- Design6441_CoDesignStudio_Syllabus.pdf
(Syllabus. Owner: Proulx, Sebastien)

Comments

- This course, historically known as an iteration of Design 6400 within the Design Research and Development track of the Design MFA program, has been a cornerstone for years. However, in response to the evolving needs, this new course request aims to clarify its content and enhance its visibility through an updated course title. It's noteworthy that this course consistently attracts students from various disciplines outside of the Design MFA program, highlighting its relevance and appeal across academic boundaries. *(by Proulx, Sebastien on 04/12/2024 11:26 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Proulx, Sebastien	05/14/2024 01:11 PM	Submitted for Approval
Approved	Munch, Fabienne	05/14/2024 02:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/07/2024 01:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/07/2024 01:14 PM	ASCCAO Approval

Syllabus: Design 6441

Graduate Co-Design Studio, 3 credits

SPRING 2025

Course Overview

Pre-requisite: Graduate standing in any discipline

Repeatable: up to 9 credits

Time: Mondays from 2:00 to 6:00

Location: 105 Hayes Hall

Instructor: Liz Sanders, PhD, Associate Professor

Email: sanders.82@osu.edu

Phone Number: (614) 292-6746 (office)

Office hours: by appointment, in-person at 230 Hayes Hall

Course Description:

In this research studio, students from across OSU learn to explore both problems and solutions collaboratively through co-design approaches. The topic of the studio changes every year. Experts on the topic from both academia and industry are invited to provide guest lectures on their areas of expertise. Students will learn how to plan, execute, analyze, document, and communicate co-design research findings and insights. This studio is an interdisciplinary, team-based, hands-on learning experience including projects, student-led events, and discussions.

Note: The **Sp 25 Topic** described below is for illustrative purposes only since the course topic changes with each offering.

SP 25 Topic: TEAM SCIENCE: How Are We Approaching Transdisciplinarity?

In collaboration with **Tim Huerta**, PhD, Professor in the Department of Family and Community Medicine and Department of Biomedical Informatics

- College of Medicine and the Wexner Medical Center | CRIO & Associate Dean for Research Information Technology
- The Center for Clinical and Translational Science (CCTS) | Director of Biomedical Informatics
- The Center for the Advancement of Team Science, Analytics and Systems Thinking (CATALYST) | Core Member
- Email: Timothy.Huerta@osumc.edu

Topic Background

Team Science is a collaborative effort to address a scientific challenge that leverages the strengths and expertise of professionals, oftentimes trained in different fields. Transdisciplinarity integrates the natural, social and health sciences in a humanities context, and transcends their traditional boundaries. Co-Design is a transdisciplinary approach to innovation that includes all stakeholders in the exploration

and embodiment of future scenarios. We will take a co-design approach to explore how OSU can move toward transdisciplinary spaces in their approach to Team Science.

Graduate students in the Co-Design Studio will explore near-term and long-term opportunities for OSU in moving toward transdisciplinarity. We will begin the exploration from four perspectives on Team Science:

- The built environment
- The human experience
- The role of technology
- The cultural organization

Course Goals

- Understand the foundations of co-design
- Know tactics to gather community interest and input
- Develop an understanding of stakeholders needs
- Practice methods of facilitating and guiding design decisions for stakeholders
- Understand methods for enacting co-design

Learning Objectives for SP25 topic

The graduate students will:

- Participate as team members on a wicked challenge with the potential for positive impact upon OSU’s future.
- Collaborate with other students in a hands-on, learning by doing environment.
- Understand the current state of Team Science at OSU through interviews and conversations with faculty, students and staff.
- Explore the competitive situation regarding Team Science at other universities and in other organizations.
- Plan and execute one or more co-design workshops with OSU faculty, student and staff that will invite the participants to explore ideas for elevating transdisciplinarity at OSU in the future.

Class Schedule

The outline below shows the overall plan and flow of events for the semester. Since this is a hands-on studio, events may change as we go. More specific information will be posted on Canvas as the plan unfolds.

Dates	What we will do in class
January 9	2:00 – 3:00. Dr. Liz Sanders <ul style="list-style-type: none"> • Introductions and overview of the course • The schedule for the semester and anticipated deliverables 3:00 – 4:00. A conversation with Charlene Brenner, JD , Program Director, The STEAM Factory <ul style="list-style-type: none"> • The STEAM Factory: A short history

	<ul style="list-style-type: none"> • Transdisciplinarity at OSU: Where is it happening? <p>4:00 – 5:00. Dr. Kellie Gross, Faculty Research Training and Development Specialist, Talent and Team Development.</p> <ul style="list-style-type: none"> • OSU’s Enterprise for Research, Innovation and Knowledge • Talent and Team Development initiatives taking place now <p>5:00 – 6:00. Dr. Mark Moritz, Professor in Anthropology</p> <ul style="list-style-type: none"> • Team Science: What is it and why do we need it? • The GIS in Wicked Science • The NSF project <p><i>Homework for January 23: Read the three required readings marked with *** and respond to the first journal question.</i></p>
January 16	Martin Luther King Day: No class
January 23	<p>2:00 – 3:00. Dr. Tim Huerta, Dr. Huerta’s affiliations are listed on the first page</p> <ul style="list-style-type: none"> • The experimental context for the engagement • The Interdisciplinary Research Facility • Interdisciplinary engagement in Biomedical Science • Leadership engagement, groups and context <p>3:00 – 4:00. Dr. Maurice Stevens, Professor in the Department of Comparative Studies and Associate Dean for Engagement for the College of Arts and Sciences</p> <ul style="list-style-type: none"> • Participatory leadership models • Alternative ways of knowing <p>4:00 – 5:00. A conversation with Dr. Alison Bennet, Plant-Microbe Interactions Assistant Professor</p> <ul style="list-style-type: none"> • Working as a Team Scientist • What are funding agencies looking for? How has this changed over time? <p>5:00 – 6:00 Liz Sanders will facilitate team formation and preparation for Phase 1 activities.</p>
January 30	<ul style="list-style-type: none"> • Form 3 or 4 teams around the starting perspectives: Built environment, human experience, role of technology and cultural organization • Discuss how to explore: <ul style="list-style-type: none"> ○ Best practices in Team Science at OSU ○ What is getting in the way of Team Science at OSU? ○ Competitive analysis: Team Science at other universities, institutions, organizations and agencies • Teams work
February 6	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Teams work

February 13	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Preliminary planning for the co-design workshop(s) • Teams work
February 20	<ul style="list-style-type: none"> • Teams present progress to date and share challenges • Whole class discussion on emerging ideas for the future • Teams work
February 27	<ul style="list-style-type: none"> • Interim presentations of <i>Team Science Today at OSU and Beyond</i> • Whole class visualizations of: <ul style="list-style-type: none"> ○ The best and worst Team Science practices at OSU today ○ The competitive landscape • Whole class discussion: As we move forward, should we change the teams or keep them the same?
March 6	<ul style="list-style-type: none"> • Whole class planning session for the upcoming co-design workshop(s). Will we have one big workshop or several small workshops taking place simultaneously? • Identify and invite the co-design participants
March 13	Spring Break: No class
March 20	<ul style="list-style-type: none"> • Planning and preparation for the upcoming workshop(s) • Pilot test the workshop plan internally
March 27	<ul style="list-style-type: none"> • The co-design workshop(s) will take place in 105 Hayes Hall. <ul style="list-style-type: none"> ○ 2:00 – 3:00 Final workshop(s) preparations ○ 3:00 – 5:00 Workshop(s) ○ 5:00 – 6:00 Debrief and next steps
April 3	<ul style="list-style-type: none"> • Analysis of the workshop(s) results • Whole class visualization of ideas and opportunities for Team Science at OSU in the future
April 10	<ul style="list-style-type: none"> • Continuation of analysis • Presentation preparation • Identify and invite participants to the final presentation
April 17	<ul style="list-style-type: none"> • Teams work on project documentation • Practice the presentation
April 24	<ul style="list-style-type: none"> • Final team project presentations in 105 Hayes Hall. • Whole class discussion of the presentation to Senior Leadership that will take place after the semester ends • Individual journals are due April 25 at midnight • Final summary documentation is due April 25 at midnight

Evaluation

Students will be evaluated based on one individual assignment, the team project, and class attendance/participation. Students are expected to take part in all class discussions and to play an active role on the Team Project both during class and outside of class. Since this is a hands-on project course, class time will primarily be devoted to team meetings and/or co-design sessions.

There will be 100 possible grade points distributed as follows:

- TEAM SCIENCE: The Individual Journal: 20 points
- TEAM SCIENCE: The Team Project: 70 points
- Class attendance and participation: 10 points

Attendance

Students are expected to attend and participate in every class. Please let me know ahead of time if you have to miss a class. Assignments must be submitted on the day they are due. Assignments turned in late will be marked down an entire grade (e.g., B to C) for each day they are late.

Required Readings

*The readings can be found on Carmen. Those marked with *** should be read before coming to class on January 23. Additional readings may be posted to Carmen throughout the semester.*

“Are We One University?” (2012) An event organized and hosted by the OSU students of Design 797: Transdisciplinarity at the University.

Baumwol, K., Mortimer, S.T., Huerta, T.R., Norman, C.D. and Buchan, A.M.J. (2011) Promoting Interdisciplinarity in the Life Sciences: A Case Study, *Research Evaluation*, 20(4), pp.283-292.

*** Bennet, L.M., Gadlin, H. and Marchand, C. (2018) *Collaboration and Team Science Field Guide*, U.S. Department of Health and Human Services, National Institutes of Health, NIH Publication No. 18-7660.

Cross, J.E., Jablonski B., Schipanski M. (2021) Ch 15. Inquiry within, between, and beyond disciplines. In Peters C and Thilmany D (Eds.), *Food Systems Modelling*, 1st Edition, Boston: Academic Press/Elsevier Inc. (pp325-347)

Gopalakrishnan, S. (2022) *Fostering a Culture of Collaboration at The Ohio State University*, Report for the Office of Knowledge Enterprise.

*** Kawa, N. C., et al. (2021) Training Wicked Scientists for a World of Wicked Problems. *Humanities and Social Sciences Communications*, 8:189.

*** Mejia, G.M., Henriksen, D., Xie, Y., Garcia-Topete, A., Malina, R.F., and Jung K. (2022) From Researching to Making Future: A Design Mindset for Transdisciplinary Collaboration, *Interdisciplinary Science Reviews*, 1-32.

Moritz, M. and Kawa, N.C. (2022) The World Needs Wicked Scientists, *American Scientist*, Volume 110.

National Science Foundation's Advisory Committee for Environmental Research and Education (2022), *Engaged Research for Environmental Grand Challenges: Accelerating Discovery and Innovation for Societal Impacts*.

Norman, C.D., Best, A., Mortimer, S., Huerta, T. and Buchan, A.M.J (2011) Evaluating the science of discovery in complex health systems. *American Journal of Evaluation*, 32, 70–84.

Project Description

TEAM SCIENCE: The Individual Journal

Overview

The objective of the individual journal is to give you the opportunity to reflect on and write about your learning journey in the Co-Design Studio. You will be required to respond to the journal prompts at key points during the semester as outlined below. The completed journal will be due at the end of the semester.

Content

The reflection journal will include entries at five points in time:

1. **Shortly after the first class:**

- What is your understanding of Team Science?
- On the spectrum from intradisciplinary to multidisciplinary to cross-disciplinary to interdisciplinary to transdisciplinary, where have most of your experiences been? Please describe.
- What are you looking forward to in this course?
- What are you not looking forward to in this course?
- Do you have any other thoughts you'd like to share?

2. **At the time of the interim presentations:**

- Where is OSU succeeding today regarding transdisciplinarity?
- What are the largest challenges that OSU faces today regarding Team Science?
- Have any ideas for the future emerged? If yes, please describe.
- Do you have any other thoughts you'd like to share?

3. **Shortly after the co-design workshop(s):**

- How do you think the workshop(s) went? Why?
- What surprised you?
- What would you do to improve the workshop(s) if you were to do it again?
- Do you have any other thoughts you'd like to share?

4. **After the last class:**

- Did you learn anything about collaboration in this course? If so, what?
- What is your understanding of Team Science now?
- Do you have any other thoughts you'd like to share?

5. **The fifth and final entry will address:**

- What did you learn in the course?
- How might you use that knowledge in the future?
- What opportunities and/or recommendations do you think OSU Senior Leadership should take action on immediately?

- Do you have any other thoughts you'd like to share?

The individual journal counts for 20% of your grade for the course and it is due on April 25 at midnight.

Project Description

TEAM SCIENCE: The Team Project

Overview

The starting and ending points of this project have been pre-determined but the path from the beginning to the end is open for your input and ideas. We will start with readings, guest lectures, interviews, and secondary research. We will create and execute co-design workshop(s) with key players so they can imagine and express their ideas for the future. We will end with a presentation that describes:

- Best practices
- Barriers
- Visions for the future of Team Science at OSU
- Near-term and long-term opportunities and goals

Here is the preliminary timeline of activities.

Phase 1. Team Science Today at OSU and Beyond (Jan and Feb)

1. What we know about Team Science today:
 - Guest lectures and conversations by key OSU stakeholders in the process.
 - Required readings
2. Team formation: Built environment, human experience, role of technology and cultural organization
3. Best practices in Team Science at OSU via interviews (interviewees are listed below)
4. Competitive analysis: Team Science at other universities
5. Competitive analysis: Team Science at other institutions, organizations and agencies
6. Analysis of interviews and secondary research findings
7. Interim presentations of *Team Science Today at OSU and Beyond* on February 27

Phase 2. Envisioning the future of Team Science at OSU (March)

1. Mapping (visualizing) the best and worst Team Science practices at OSU
2. Planning the co-design workshops
3. Recruiting OSU participants for the workshop(s)
4. Pilot testing the workshop plan
5. Conducting the co-design workshop(s) on March 27

Phase 3. Steps moving toward Team Science at OSU in the future (April)

1. Documentation and analysis of the workshop data
2. Preparation for and practicing of the final presentation
3. The final presentation on April 24, followed by a discussion of how/what to present to Senior Leadership

Deliverables

- Final Presentation on April 24
- Documentation of the process (on either Miro or Google Docs).
- The presentation to OSU Senior Leadership will take place after the end of the semester. Participating in this presentation is not a course requirement but everyone in the course is invited to take part.

The Team project counts for 70% of your grade for the course and the final documentation is due on April 25 at midnight.

The Preliminary List of Key Players to Interview

Please note: The people on this list have already agreed to take part in an interview and have some knowledge about the course.

Dr. David Staley (staley.3@osu.edu)

- Holds joint appointments in History and Design.
- Has written a book called *Alternative Universities: Speculative Design for Innovation in Higher Education*.

Dr. Sathya Gopalakrishnan (gopalakrishnan.27@osu.edu)

- Associate Professor in the Department of Agricultural, Environmental, and Development Economics
- Sathya wrote the report (on the required reading list) called *Fostering a Culture of Collaboration at The Ohio State University*.

Dr. Mike Rayo (rayo.3@osu.edu)

- Assistant Professor, Integrated Systems Engineering
- Assistant Professor, School of Health and Rehabilitation Sciences
- Currently working on a number of OSU projects on the multi/inter/transdisciplinary spectrum

Dr. Fabienne Munch (munch.31@osu.edu)

- Chair of the Design Department
- Fabienne's research focuses on cross-cultural research in academic and business environments.

Dr. Cathy Ryan (ryan.3@osu.edu).

- Senior Lecturer in the English Department
- On the interdisciplinary team to collectively develop and co-teach a new course on Interdisciplinary Team Science, EEOB 5194.

Dr. Nick Kawa (kawa.5@osu.edu)

- Assistant Professor in the Department of Anthropology
- Co-author of two of the required readings on Team Science

*Please note: The people on the list below have been recommended by one or more of the guest speakers but do **not** know about the course yet so you will have to introduce them to it.*

Dr. Tanya Berger-Wolf (berger-wolf.1@osu.edu)

- Director of the Translational Data Analytics Institute
- Professor of Computer Science Engineering, Electrical and Computer Engineering, as well as Evolution, Ecology, and Organismal Biology at OSU.
- As a computational ecologist, her research is at the unique intersection of computer science, wildlife biology, and social sciences.

Dr. Elena Irwin (irwin.78@osu.edu)

- Distinguished Professor of Food, Agricultural and Environmental Sciences in Economics and Sustainability
- Faculty Director, Sustainability Institute

Jeff Agnoli (agnoli.1@osu.edu)

- The Senior Liaison for Strategic Partnerships with the Ohio Innovation Exchange in the Office of Corporate Partnerships at OSU.
- “As a key member of the leadership team, his work defines the role and function of the Ohio Innovation Exchange - <http://ohioinnovationexchange.org> - for the Ohio Department of Higher Education.”

Dr. Andrea Pfeifle (pfeifle.3@osu.edu)

- Ohio State’s first Associate Vice Chancellor for Interprofessional Practice and Education for our seven health science colleges and the Wexner Medical Center.
- “Has worked to advance interprofessional education and teaching collaborative practice models across medical and health science education programs for more than 25 years.”

Courtney Price (price.1217@osu.edu)

- Research Program Manager, Sustainability Institute

Dr. Ann Scheck McAlearney (Ann.McAlearney@osumc.edu)

- A professor in the Department of Family and Community Medicine in The Ohio State University College of Medicine. She also holds appointments as professor of health services management and policy in the College of Public Health and professor of pediatrics in the College of Medicine at The Ohio State University.
- She has over 30 years of health services research experience and has been actively involved in both performing research and disseminating research results to academic and practitioner audiences.

Dr. Mary Beth Happ (happ.3@osu.edu)

- Distinguished Professor of Critical Care Research Professor
- Senior Associate Dean for Research and Innovation

Sarah Gallimore (gallimore.26@osu.edu)

- Director of Design and Innovation for the Office of Academic Affairs (OAA)

Amy Youngs (youngs.6@osu.edu)

- Associate Professor and Grad Studies Chair in the Art Department
- “Amy M. Youngs creates eco art, interactive sculptures, and digital media works that explore interdependencies between technology, plants and animals.”

Please note: These people are not at OSU but should definitely be contacted for an interview.

Dr. Jeni Cross (jeni.cross@colostate.edu)

- Professor in the Department of Sociology at Colorado State University
- Leading researcher in the science of team science. Her work is “around why humans work better in teams and how research benefits from a transdisciplinary approach. She discussed how teams of people foster innovation, how they communicate effectively with each other, what their relationships are like, and basically, what makes for a good team.”

- <https://www.drjenicross.com/>

Dr. Mauricio Mejia (mauricio.mejia@asu.edu)

- Associate Professor of Design, Assistant Director of Research and Knowledge Enterprise, The Design School, Herberger Institute for Design and the Arts
Arizona State University
- His current work is about strategic design and theories of change. He often collaborates with practitioners and researchers in other fields such as health, sustainability, business, and education.
- First author on the required reading: *From Researching to Making Future: A Design Mindset for Transdisciplinary Collaboration*

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 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.

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual misconduct

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

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

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

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

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.