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## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area Art Education  
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7500  
Course Title Barnett Field School  
Transcript Abbreviation Field School  
Course Description The Barnett Field School is a team-led workshop that will engage students directly with timely matters and challenges affecting arts and artists across the state of Ohio, and with cultural leaders working to address those challenges. Students will engage with and work toward producing data and evidence that can help inform the work of cultural leaders.  
Semester Credit Hours/Units Fixed: 2

## Offering Information

Length Of Course 14 Week, 12 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 No  
Max Credit Hours/Units Allowed 8  
Max Completions Allowed 4  
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 This course is open to Barnett Fellows only.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 13.1302  
**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**

- Students will be introduced to issues and stakeholders shaping the Ohio arts ecosystem
- Students will develop an understanding of arts and creative expression, and artists, in a broader context of economic and social policies and community-development
- Students will develop skills for publicly engaged learning, evidence-building, writing, presenting, and communicating about applied research in forms of greatest relevance and usability by cultural stakeholders
- Students will develop professional writing and presentation skills
- Students will think and produce collaboratively

**Content Topic List**

- The State Context of Ohio: Arts, Labor Markets, and Economy
- Ways to think about research, data & evidence in relation to “arts”
- Ohio’s Artist Labor force
- Finding, Analyzing, and Communicating Evidence to Stakeholders

**Sought Concurrence**

No

**Attachments**

- ARTEDUC 7500 Barnett Field School.pdf  
*(Syllabus. Owner: Pace, Lauren Kate)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	09/10/2024 10:45 AM	Submitted for Approval
Approved	wilson, gloria jannette	09/11/2024 03:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2024 02:15 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/26/2024 02:15 PM	ASCCAO Approval

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**ARTEDUC 8193: Barnett Field School**

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**Fall 2024** Wednesdays, 12:00 noon-1:50 pm eastern; meetings will be held in-person in Sullivant 131 (“The Fishbowl”) unless otherwise detailed in the syllabus. See the **Weekly Course Schedule**, starting on page 7, for details.

Should we be scheduled to meet online, we will meet at the following link:  
<https://osu.zoom.us/j/95845328588?pwd=buLPSa0IZYfDbsl5DG53MZbxQ1n2iw.1>

**Faculty** Dr. Jennifer Novak-Leonard, Lawrence and Isabel Barnett Distinguished Visiting Professor in Arts Policy and Administration

Pronouns: she/her/hers  
Email: [novak-leonard.1@osu.edu](mailto:novak-leonard.1@osu.edu)  
Phone: 646-621-9529 (cell)  
Office hours: By appointment (please arrange by email). When meeting in person, in Sullivant 245E.

Dr. Rachel Skaggs  
Lawrence and Isabel Barnett Professorship of Arts Management

Pronouns: she/her/hers  
Email: [skaggs.131@osu.edu](mailto:skaggs.131@osu.edu)  
Office hours: Thursdays 10:00 - 12:00 in Sullivant 135D

**Class Description** The Barnett Field School is a team-led workshop that will engage students directly with timely matters and challenges affecting arts and artists across the state of Ohio, and with cultural leaders working to address those challenges. A key tool needed and used by such cultural leaders is research and evidence; hence, in addition to being exposed to current matters affecting the arts ecosystem across the state, students will engage with and work toward producing data and evidence that can help inform the work of cultural leaders. This workshop runs throughout the fall 2024 and spring 2025 semesters.

Throughout fall 2024, students will be oriented to publicly engaged work and current matters facing the arts ecosystem in Ohio. Collectively, students will collaborate with the workshop’s faculty to propel evidence-based problem-solving within the arts ecosystem in Ohio. Through this process, students will directly contribute to problem-solving that can affect the arts ecosystem in Ohio by producing content for Issue Briefs that are slated to be produced and disseminated publicly for a readership across the state.

This workshop brings together interdisciplinary expertise in arts, culture, and creativity and its intersections with planning and policy; applied research; the role of arts and artists in community development; and deep, on-the-pulse knowledge of the arts and culture sector in Ohio and in its communities.

The workshop is being offered as part of an ongoing series of Barnett Field School experiences, which collectively provide opportunities for faculty-guided applied training on subjects previously learned theoretically. The Field School operates as an evidence-informed, solutions-focused think tank that engages with community members and arts stakeholders on matters of timely relevance to the Ohio arts ecosystem.

**Course Objectives**

This course seeks to run as a workshop that is focused on students' shaping, informing, producing for distribution, and disseminating applied research of timely relevance to stakeholders of the artistic and cultural ecosystem in Columbus and other areas of Ohio with the guidance, support, and direction of the team-led workshop's faculty. This course seeks to create, publish, and publicly disseminate evidence-informed issue briefs of current relevance to Ohio's arts ecosystem and public stakeholders.

**Student Learning Objectives**

Through this workshop, students will:

- Be introduced to issues and stakeholders shaping the Ohio arts ecosystem
- Develop an understanding of arts and creative expression, and artists, in a broader context of economic and social policies and community-development
- Develop skills for publicly engaged learning, evidence-building, writing, presenting, and communicating about applied research in forms of greatest relevance and usability by cultural stakeholders
- Develop professional writing and presentation skills
- Think and produce collaboratively

**Course Materials**

The reading assignments are made available to you through a combination of materials from the OSU library, public reports, and web-based materials. No textbooks are required.

**Carmen:** Carmen will be the primary means of communication; workshop announcements and any additional reading materials will be made available to students through Carmen.

**Stay Informed:** Relevant material will be found in an array of sources, including scholarly journals, media outlets, and local, regional, state and national entities. Students are expected to stay informed throughout the course about recent and new insights relevant to the current matter affecting the arts ecosystem of focus within the semester. An overview of select sources will be provided in Week 1.

## Assignments **Individual Assignments:**

Student Information Sheet: Students will fill out an online form in the first week of the class that will allow sharing of goals, priorities, learning styles, and any other relevant information for instructors to know for the semester.

Week 6 Exercise: To prepare for Week 6, spend time thinking back on materials reviewed and discussions held thus far and write 1-2 pages of notes (bulleted ideas are fine; this is an exercise to develop your independent ideas) to answer the following: *Is there missing information about the definition, size and composition of Ohio's artist work and labor force that are important for the state's cultural, policy stakeholders to know? Why are they important? Be prepared to discuss your ideas in class.*

Weeks 8 & 9 Exercises: To prepare for Weeks 8 and 9, spend time reviewing provided analytical output and write 1-2 pages of notes (bulleted ideas are fine; this is an exercise to develop your independent ideas) regarding the findings you see and that you find particularly interesting. Be prepared to discuss your ideas in class.

Week 10 Exercise: To prepare for Week 10, revisit earlier readings about the nature of issue briefs and write 1-2 pages of notes (bulleted ideas are fine; again, this is an exercise to develop your independent ideas) regarding your initial ideas on how the content and organization of an issue brief stemming from course materials and discussions. As always, be prepared to discuss your ideas in class.

Research Process Memos (4 in total; listed in **Weekly Course Schedule** as "RPM"): Research process memos (RPM) will give students an opportunity to reflect upon their individual process and progress throughout the semester. RPMs should be treated as a chance for reflection on what you have learned to this point and how it connects to the course's student learning objectives. Each student will write 1-2 pages to consider themes and questions that emerged from the course materials and class discussions, and how they relate to the student learning objectives. Typically, there will be no specific prompt other than our request for a

general reflection on your own personal process and progress. Homework will be digitally turned in before the start of the next class session unless the instructor states differently.

Additionally, throughout the semester, you and your classmates are expected to identify, review, and share relevant resources and materials with the class. You should plan to share the source via Carmen and be prepared to provide a summary and your critical review of the material in class. While this process is specified in certain weeks, to independently identify and share relevant resources throughout the course.

**Group Assignment: Issue Briefs (2)**

Students will collaboratively write two issue briefs that connect empirical data to issues that are important to state policymakers and arts leaders. While some work will be done in class on these issue briefs, students will need to work independently and collaboratively outside of class to produce an issue brief that is ready to distribute to relevant stakeholders by the end of the course. Specific instructions will be discussed in class, will be available on Carmen, and will, to some degree, be shaped by class priorities (scheduled to be discussed in class).

**Participation**

The field school requires full participation of all class members.

Participation will be assessed on the basis of the following criteria:

1. Active Engagement
2. Evidence of Class Preparedness
3. Substantially Contributing to Production of Issue Brief(s)

	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>1. Active Engagement</b>	Student is present throughout class meetings, listens attentively, and participates in class discussions regularly.	Student misses class meetings or significant portions of them, is inattentive or engaged in non-class activities during class (e.g., on phone or doing computer tasks unrelated to course materials), and/or does not participate in class discussions regularly.

<b>2. Evidence of Class Preparedness</b>	Student's contributions to class discussions include information relevant to course readings and activities.  Student turns in class assignments on Carmen on time and according to given instructions.	Student's contributions to class discussions show little to no engagement with information relevant to course readings and activities.  Student does not turn in assignments on Carmen, turns them in late, or turns them in while not adhering to given instructions.
<b>3. Substantially Contributing to Issue Brief(s)</b>	Student regularly and meaningfully conducts research, interprets data, and participates in writing, editing, and planning for distribution of course issue briefs.	Student's contributions to issue briefs are minimal, or no significant contributions are made in conducting research, interpreting data, and/or participating in writing, editing and planning for distribution of course issue briefs.

You will receive a written progress report via Carmen at the midterm mark to give you a sense of where you stand in the course and any specific elements of assessment criteria that need to be addressed before the end of term to earn a Satisfactory. If you have any questions about your standing in the course, you are encouraged to discuss your concerns with one of the instructors in office hours.

**Assessment**

HOW DO THE ASSIGNMENTS ALIGN WITH COURSE OBJECTIVES?					
	I	II	III	IV	Grade %
INDIVIDUAL ASSIGNMENTS (9)	X	X	X	X	45%
GROUP ASSIGNMENT	X	X	X	X	30%
GROUP ASSIGNMENT	X	X	X	X	30%
PARTICIPATION	X	X	X	X	25%

- I. Develop an understanding of arts and creative expression, and artists, in a broader context of economic and social policies and community-development.
- II. Develop skills for publicly engaged learning, evidence-building, writing, and presenting, and apply these skills to research in applied research in cultural studies.
- III. Develop professional research and presentation skills by cultural stakeholders.
- IV. Think and act professionally in writing and presentation skills.

IV. Think and produce collaboratively

**OSU Grading Scale**

A (93%-100%)	A- (90% - 92%)	
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 60%)

**Important Notes**

- Instructors reserve the right to make necessary changes to the syllabus should the need arise. In such a case, every effort will be made to announce changes to the syllabus in a timely fashion and changes will always be posted to Carmen. Additional information may be distributed via email, in class, or on Carmen. Changes are only made in order to further enhance student learning.
- You are expected to check Carmen and their OSU email regularly for any workshop announcements.
- **Be sure to cite any sources or tools utilized.** For the RPMs, citations may be included as footnotes or as a bibliography at the end of the assignment; styling will be specified in class meetings for other assignments. **Use APA 7th Edition citation formats.** There are numerous free, online resources that provide guidance on this citation format; here are two — [The OSU Library](#) and [Purdue Online Writing Lab](#). Be sure to cite AI tools, and include a note if using online such as Grammarly.com. See the course policy “Chat GPT & other AI use” within this syllabus for additional details.



Weekly Course Schedule & Readings		
Week, Date	Meeting Topics/Agenda	Due this Week
Week 1, Aug 21	<b>Course Overview &amp; Expectations</b>	<b>Student Information Sheet</b> , due by Th., 8/22, 11:59pm eastern on Carmen.
Week 2, Aug 28	<b>The State Context of Ohio: Arts, Labor Markets, and Economy</b> <ul style="list-style-type: none"> <li>● <a href="#">Ohio Jobs Outlook and Employment Projections Report</a></li> <li>● <a href="#">Labor Market Matters Issue 1</a></li> <li>● <a href="#">Arts &amp; Communications Career Field In-Demand Jobs Data</a>, OH Department of Education</li> </ul>	<b>RPM 1</b> , due by Tues., 8/27, 11:59pm eastern on Carmen.  <b>Week 2 Readings</b> , due for 8/28 class meeting
Week 3, Sept 4	<b>Ways to think about research, data &amp; evidence in relation to “arts”?</b> <ul style="list-style-type: none"> <li>● <a href="#">Four Types of Briefing Documents</a>, CDC.</li> <li>● Pennock, A. (2019). “The Issue Brief”, Chapter 8 in THE CQ Press Writing Guide for Public Policy, Sage Publications (PDF on Carmen)</li> <li>● <a href="#">ACPSA Issue Briefs (examples)</a></li> <li>● <a href="#">Chicago’s artists labor force; a comparative perspective (example)</a></li> </ul>	<b>Week 3 Readings</b> , due for 9/4 class meeting
Week 4, Sept 11	<b>Ohio's Artist Labor force - What is known?</b> <ul style="list-style-type: none"> <li>● Creative Ohio resources:               <ul style="list-style-type: none"> <li>○ 2019 report (PDF on Carmen)</li> <li>○ <a href="#">2022 report</a></li> </ul> </li> <li>● <a href="#">Dashboard</a> &amp; <a href="#">website</a></li> </ul>	<b>RPM 2</b> , due by Tues., 9/10, 11:59pm eastern on Carmen.  <b>Week 4 Readings</b> , due for 9/11 class meeting

Week 5, Sept 18	<b>Finding, Analyzing, and Communicating Evidence to Stakeholders</b> <ul style="list-style-type: none"><li>● <a href="#">National Endowment for the Arts' Arts Data Profile #31</a></li><li>● <a href="#">National Endowment for the Arts' Arts Data Profile #35</a></li></ul>	<b>Week 5 Readings</b> , due for 9/18 class meeting  <b>Identify, review &amp; share additional resources</b> , due for 9/18 class meeting
Week 6, Sept 25	<b>Ohio's Artists Labor force - What Evidence is Missing?</b>	<b>Week 6 Exercise</b> , due by Tues., 9/24, 11:59pm eastern on Carmen.
Week 7, Oct 2	<b>Ohio's Artist Labor force - What Evidence Can We Contribute? (I)</b> <ul style="list-style-type: none"><li>● <a href="#">The status of artists and creative workers</a></li><li>● <a href="#">The artist labor force: a statistical look at Illinois in context of the U.S.</a></li></ul> Scan/begin to familiarize yourself with: (a) American Community Survey, 5% PUMS sample, 2018-2022 ( <a href="#">link</a> ) (b) Current Population Survey, Basic Monthly ( <a href="#">link</a> ) (c) Annual Social and Economic Supplement, Current Population Survey ( <a href="#">link</a> )	<b>Week 7 Readings</b> , due for 10/2 class meeting
Week 8, Oct 9	<b>Ohio's Artist Labor force - What Evidence Can We Contribute? (II)</b>  **Class will meet on Zoom.**	<b>Week 8 Exercise</b> , due by Tues., 10/8, 11:59pm eastern on Carmen.
Week 9, Oct 16	<b>Ohio's Artist Labor force - What Evidence Can We Contribute? (III)</b>	<b>Week 9 Exercise</b> , due by Tues., 10/15, 11:59pm eastern on Carmen.

Week 10, Oct 23	<b>Student-Led Work Day:</b> Structuring Our Approach to Producing Two Issue Briefs	<b>Week 10 Exercise</b> , due by Tues., 10/22, 11:59pm eastern on Carmen.
Week 11, Oct 30	<b>Local Case Visit: Amy Holihan &amp; Music Columbus's 2024 Columbus Music Census</b> <ul style="list-style-type: none"><li>• <a href="https://musiccolumbus.com/music-census/">https://musiccolumbus.com/music-census/</a></li><li>• <a href="https://www.soundmusiccities.com/music-census">https://www.soundmusiccities.com/music-census</a></li><li>• <a href="https://clevelandrockspff.org/census/">https://clevelandrockspff.org/census/</a></li></ul>	<b>Week 11 Readings</b> , due for 10/30 class meeting
Week 12, Nov 6	<b>Reflection and Discussion: Connecting Course Themes to Music Columbus Class Visit &amp; Thinking About Challenges</b>  **Class will meet on Zoom.** <ul style="list-style-type: none"><li>• Novak-Leonard, J. (2024). <a href="#">Arts and Design Alumni Employment and Perspectives on Their Work and Career.</a></li><li>• Woronkowicz, J. (2024). Classifying Artists in the Standard Occupational Classification (SOC) System: Recommendations for Revisions to the 2018 Codes (PDF on Carmen)</li></ul>	<b>RPM 3</b> , due by Tues., 11/5, 11:59pm eastern on Carmen.  <b>Week 12 Readings</b> , due for 11/6 class meeting
Week 13, Nov 13	<b>Student-Led Work Day:</b> Review of Our Understanding of Ohio's Labor force Priorities & How Our Issue Briefs Connect	Note: Prep for Week 13 to be defined by students
Week 14, Nov 20	<b>Review &amp; Feedback Session (i)</b>	<b>Full draft of issue briefs</b> , due by Tues, 11/19, 11:59pm eastern on Carmen.

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		<b>RPM 7</b> , due by Tues., 11/19, 11:59pm eastern on Carmen.
No Class, Nov 27	Thanksgiving Break	<b>**Class will not meet.**</b>
Week 15, Dec 4	<b>Review &amp; Feedback Session (ii)</b>	<b>Review &amp; Feedback</b> - Students and instructors have until Sunday, 12/1, 11:59pm eastern to review and suggest edits on Carmen for consideration in final edits.  <b>In-Class Presentation of issue briefs</b> , due in 12/4 class meeting  <b>Edited, completed issue briefs</b> , due by Wed., 12/4, 11:59pm in Carmen.

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## Course & University Policies

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### **Technology in the Classroom**

While taking this class, you must behave in a way that demonstrates respect for faculty and students and that supports the learning environment of all students. Therefore, laptops should be used only for tasks directly related to the class. During class time, computers, cellular phones, and other internet-enabled devices may not be used to check email, browse the Internet, or conduct work for other classes. Such behavior distracts other students and interferes with the faculty member's ability to teach. All laptops and other devices will be off when there are guest speakers. Cell phones should only be used during the seminar break. You are expected to turn-off or disable notifications to their devices that would distract from the learning environment, whether meeting in-person or via Zoom. No recording is permitted unless agreed upon with the instructor in advance.

### **Chat GPT & other AI use**

Artificial intelligence (AI) language models, such as ChatGPT, may be used to a limited extent with (i) appropriate citation and (ii) an explanatory note submitted by the student at the same time as submitting the assignment for which it was used to course faculty detailing the student's intent for using the AI in relation to the assignment and the prompts that the student utilized. If utilized, AI is to serve as one tool to the student, not as a substitute for the student's own critical thinking, research, writing, and presenting, etc. If you are in doubt as to whether you are using AI language models appropriately in this seminar, I encourage you to discuss your situation with me. You are responsible for fact checking statements composed by AI language models.

### **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 seminar. 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 seminar begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a seminar 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 seminar instructor, and then their department or college office. For questions or to

*Updated 9/3/2024*

report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

**Policy: Religious Holidays, Holy Days and Observances**



**Diversity statement**

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.

**Mental Health Statement**

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 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](mailto:titleix@osu.edu).

**Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased

*Updated 9/3/2024*

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).