

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3580  
Course Title Internship Preparation  
Transcript Abbreviation Itshp Preparation  
Course Description This course equips students with the necessary skills, knowledge, and professional attitudes required for a successful transition from the academic setting to a real-world clinical environment. Through a combination of theoretical instruction, practical exercises, and reflective activities, students will develop the essential competencies needed to excel during their internships.  
Semester Credit Hours/Units Fixed: 2

## 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 Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Music Major or permission of the instructor.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **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**

- 1. Understand the role and responsibilities of a music therapist in a clinical setting.
- 2. Demonstrate professional attitudes and ethical behavior necessary for working with clients, colleagues, and interdisciplinary teams.
- 3. Develop effective communication skills for interacting with clients, families, and healthcare professionals.
- 4. Apply music therapy assessment techniques and interpret assessment findings to inform treatment planning.
- 5. Design and implement evidence-based music therapy interventions for diverse populations.
- 6. Demonstrate self-care practices to manage personal and professional well-being during the internship.
- 7. Develop documentation and reporting skills required for clinical practice.
- 8. Acquire knowledge of legal and regulatory considerations relevant to music therapy practice.

### **Content Topic List**

- Introduction to Music therapy Internships
- Professional and Ethical Considerations
- Communications Skills for Music Therapists
- Assessment and Treatment Planning
- Music Therapy Interventions
- Self-Care and Professional Well-Being
- Documentation and Reporting
- Legal and Regulatory Considerations
- Guest Speaker and Professional Networking
- Supervision and Feedback
- Professional Development and Career Planning
- Mid-Term Project Presentations
- Cultural Competence and Diversity
- Advocacy, Public Relations, and Course Conclusion

### **Sought Concurrence**

No

**Attachments**

- Music 3580 Music Therapy Internship Preparation syllabus 112324 12 19 24.docx: Proposed syllabus  
*(Syllabus. Owner: Banks, Eva-Marie)*
- BM Orchestral Instruments curriculum map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BA curriculum map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME General map for Music Therapy Electives 1 9 25.xls: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME Instrumental map for Music Therapy Electives 1 9 25.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*
- BME Choral curriculum map for Music Therapy Electives 1 9 25.xls: curriculum map  
*(Other Supporting Documentation. Owner: Banks, Eva-Marie)*

**Comments**

- Please upload appropriate curriculum map(s) *(by Vankeerbergen, Bernadette Chantal on 01/03/2025 04:27 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	12/20/2024 04:00 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	01/03/2025 02:22 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/03/2025 04:27 PM	College Approval
Submitted	Banks, Eva-Marie	01/09/2025 10:20 AM	Submitted for Approval
Approved	Hedgecoth, David McKinley	01/22/2025 09:01 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/22/2025 11:38 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/22/2025 11:38 AM	ASCCAO Approval

MUSIC 3580  
Internship Preparation

**SYLLABUS**

2 Credits  
Meeting Pattern TBD  
110 minutes per day, 1 day per week (e.g., M)  
Timashev N-TBD  
Term Year TBD

**INSTRUCTOR** TBD  
**OFFICE** TBD  
**TELEPHONE** TBD  
**E-MAIL** TBD

**REQUIRED TEXTS**

Wheeler, B. L. (Ed.). (2021). *Music Therapy Handbook*. Guilford Publications.

**COURSE DESCRIPTION**

This course equips students with the necessary skills, knowledge, and professional attitudes required for a successful transition from the academic setting to a real-world clinical environment. Through a combination of theoretical instruction, practical exercises, and reflective activities, students will develop the essential competencies needed to excel during their internships.

**FORMAT OF INSTRUCTION**

**Mode of delivery:** This course meets in person on **TBD**.

**Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 2 hours per week of time spent on direct instruction (primarily class meetings) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Carmen** (Learning Management System): All assignments, readings not from the textbook, and additional resources will be posted on Carmen. Students are expected to check the platform regularly.

**Office Hours:** Instructor office hours are available by appointment. Students are encouraged to seek guidance or discuss any concerns throughout the course.

**Attendance Policy:** Active participation is crucial. More than three unexcused absences may affect your final grade.

**Professional Attire:** Students are expected to dress professionally during presentations and when guest speakers are present.

**Confidentiality:** Any client information discussed during class must remain confidential and is to be used solely for educational purposes.

## **LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Understand the role and responsibilities of a music therapist in a clinical setting.
2. Demonstrate professional attitudes and ethical behavior necessary for working with clients, colleagues, and interdisciplinary teams.
3. Develop effective communication skills for interacting with clients, families, and healthcare professionals.
4. Apply music therapy assessment techniques and interpret assessment findings to inform treatment planning.
5. Design and implement evidence-based music therapy interventions for diverse populations.
6. Demonstrate self-care practices to manage personal and professional well-being during the internship.
7. Develop documentation and reporting skills required for clinical practice.
8. Acquire knowledge of legal and regulatory considerations relevant to music therapy practice.



## COURSE TOPICS AND SCHEDULE

### Week 1: Introduction to Music Therapy Internships

Date: TBD (e.g., Monday, Week 1)

- **Topics:**
  - Course Introduction and Overview
  - Understanding the Purpose and Structure of Music Therapy Internships
  - Identifying Expectations and Requirements of Internships
- **Readings (to be completed before class):**
  - None (First day of class)
- **In-Class Activities:**
  - **Introductions and Ice-Breaker:**
    - Students share their goals and concerns about upcoming internships.
  - **Syllabus Review:**
    - Discuss course objectives, grading criteria, and expectations.
  - **Lecture and Discussion:**
    - Overview of the internship process in music therapy.
    - Explore different types of clinical settings and populations.
  - **Group Activity:**
    - Brainstorm potential internship sites and what students hope to gain.
  - **Reflection:**
    - Begin thinking about personal strengths and areas for growth.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 1: "An Introduction to Music Therapy Practice."
    - Write a one-page reflection on personal goals for the internship experience (due Week 2).
    - Complete the Internship Readiness Self-Assessment (posted on Carmen).

## Week 2: Professionalism and Ethical Considerations

Date: TBD (Monday, Week 2)

- **Topics:**
  - Establishing a Professional Identity as a Music Therapist
  - Ethical Principles and Guidelines in Music Therapy Practice
  - Confidentiality and Legal Considerations
- **Readings (to be completed before class):**
  - Wheeler, Chapter 2: "Professionalism in Music Therapy"
  - American Music Therapy Association (AMTA) Code of Ethics (available on Carmen)
  - **Due:** One-page reflection on personal internship goals
- **In-Class Activities:**
  - **Reflection Discussion:**
    - Share insights from homework reflections.
  - **Lecture:**
    - Key components of professionalism in clinical settings.
    - Overview of the AMTA Code of Ethics.
  - **Case Study Analysis:**
    - Review ethical dilemmas and discuss appropriate responses.
  - **Role-Play:**
    - Practice introducing oneself professionally in various scenarios.
  - **Group Discussion:**
    - Explore the importance of confidentiality and HIPAA regulations.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 3: "Ethical and Legal Considerations."
    - Write a brief essay analyzing an ethical dilemma in music therapy (due Week 3).

## Week 3: Communication Skills for Music Therapists

**Date:** TBD (Monday, Week 3)

- **Topics:**
  - Developing Effective Verbal and Non-Verbal Communication Skills
  - Active Listening and Empathic Responding
  - Building Therapeutic Rapport with Clients and Interdisciplinary Teams
- **Readings (to be completed before class):**
  - Wheeler, Chapter 4: "Communication Skills in Music Therapy"
  - **Due:** Ethical dilemma analysis essay
- **In-Class Activities:**
  - **Lecture:**
    - Principles of effective communication in a clinical context.
    - The role of non-verbal cues and body language.
  - **Interactive Exercise:**
    - Active listening drills in pairs.
  - **Role-Play:**
    - Simulated client interactions focusing on empathy and rapport-building.
  - **Group Discussion:**
    - Strategies for effective communication with interdisciplinary teams.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 5: "Interdisciplinary Collaboration."
    - Prepare a short presentation on communication barriers and solutions (due Week 4).



## Week 4: Assessment and Treatment Planning

Date: TBD (Monday, Week 4)

- **Topics:**
  - Introduction to Music Therapy Assessment Tools and Techniques
  - Interpreting Assessment Findings to Inform Treatment Planning
  - Integrating Client Goals and Objectives into Treatment Plans
- **Readings (to be completed before class):**
  - Wheeler, Chapter 6: "Assessment in Music Therapy"
  - **Due:** Presentation on communication barriers and solutions
- **In-Class Activities:**
  - **Student Presentations:**
    - Share insights on communication barriers and proposed solutions.
  - **Lecture:**
    - Overview of assessment tools commonly used in music therapy.
    - Steps in conducting a comprehensive assessment.
  - **Workshop:**
    - Practice administering a sample assessment instrument.
  - **Group Activity:**
    - Interpret mock assessment data to develop preliminary treatment goals.
  - **Discussion:**
    - Importance of client-centered goals and measurable objectives.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 7: "Treatment Planning in Music Therapy."
    - Complete an assessment and treatment plan for a provided case study (due Week 5).



## Week 5: Music Therapy Interventions

Date: TBD (Monday, Week 5)

- **Topics:**
  - Evidence-Based Approaches and Techniques in Music Therapy
  - Adapting Interventions to Meet Individual Client Needs
  - Implementing and Evaluating Music Therapy Sessions
- **Readings (to be completed before class):**
  - Wheeler, Chapter 8: "Interventions in Music Therapy"
  - **Due:** Assessment and treatment plan assignment
- **In-Class Activities:**
  - **Review and Feedback:**
    - Discuss submitted assessment and treatment plans in small groups.
  - **Lecture:**
    - Exploration of various evidence-based interventions.
    - Criteria for selecting appropriate interventions.
  - **Demonstration:**
    - Instructor-led demonstration of specific techniques.
  - **Interactive Exercise:**
    - Students practice implementing interventions in role-play scenarios.
  - **Evaluation Discussion:**
    - Methods for monitoring and evaluating client progress.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 9: "Adaptation and Creativity in Music Therapy."
    - Reflect on a time when you adapted an activity to meet someone's needs (one-page reflection due Week 6).



## Week 6: Self-Care and Professional Well-Being

Date: TBD (Monday, Week 6)

- **Topics:**
  - Understanding the Importance of Self-Care in Music Therapy Practice
  - Stress Management Techniques and Strategies
  - Building Resilience and Maintaining Professional Well-Being
- **Readings (to be completed before class):**
  - Wheeler, Chapter 10: "Self-Care for Music Therapists"
  - **Due:** Reflection on adapting an activity
- **In-Class Activities:**
  - **Reflection Discussion:**
    - Share experiences from homework reflections.
  - **Lecture:**
    - Signs of burnout and compassion fatigue.
    - Self-care strategies and wellness planning.
  - **Workshop:**
    - Develop a personalized self-care plan.
  - **Mindfulness Exercise:**
    - Participate in a guided relaxation session.
  - **Group Discussion:**
    - The role of supervision and peer support in self-care.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 11: "Professional Boundaries and Self-Care."
    - Complete the self-care plan and submit it (due Week 7).



## Week 7: Documentation and Reporting

**Date:** TBD (Monday, Week 7)

- **Topics:**
  - Documentation Requirements and Best Practices in Music Therapy
  - Writing Progress Notes, Treatment Summaries, and Reports
  - Sharing Information with Interdisciplinary Teams and Other Healthcare Professionals
- **Readings (to be completed before class):**
  - Wheeler, Chapter 12: "Documentation in Music Therapy"
  - **Due:** Self-care plan
- **In-Class Activities:**
  - **Lecture:**
    - Importance of accurate and timely documentation.
    - Different types of documentation formats (e.g., SOAP notes).
  - **Writing Workshop:**
    - Practice writing sample progress notes based on case scenarios.
  - **Peer Review:**
    - Exchange and critique documentation samples.
  - **Discussion:**
    - Communicating effectively in written reports for various audiences.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 13: "Legal Issues in Music Therapy."
    - Write a sample treatment summary for a hypothetical client (due Week 8).

## Week 8: Legal and Regulatory Considerations

Date: TBD (Monday, Week 8)

- **Topics:**
  - Laws and Regulations Governing Music Therapy Practice
  - Understanding Licensure, Certification, and Scope of Practice
  - Navigating Ethical Dilemmas and Legal Challenges
- **Readings (to be completed before class):**
  - Wheeler, Chapter 13: "Legal Issues in Music Therapy"
  - **Due:** Sample treatment summary
- **In-Class Activities:**
  - **Review:**
    - Discuss submitted treatment summaries and provide feedback.
  - **Lecture:**
    - Overview of state and federal laws affecting music therapy.
    - Certification requirements and maintaining credentials.
  - **Case Study Analysis:**
    - Examine legal challenges faced by music therapists.
  - **Group Discussion:**
    - Strategies for staying informed about legal and regulatory changes.
  - **Quiz:**
    - Brief assessment on legal terminology and concepts.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 14: "Ethical Practice in Music Therapy."
    - Prepare questions for guest speaker (scheduled for Week 9).



## Week 9: Guest Speaker and Professional Networking

Date: TBD (Monday, Week 9)

- **Topics:**
  - Insights from a Practicing Music Therapist
  - Professional Networking and Career Development
- **Readings (to be completed before class):**
  - Review notes from previous weeks.
  - Prepare questions for the guest speaker.
- **In-Class Activities:**
  - **Guest Speaker Session:**
    - A seasoned music therapist shares experiences from their internship and professional practice.
  - **Q&A Session:**
    - Students ask prepared and spontaneous questions.
  - **Networking Activity:**
    - Discuss the importance of professional relationships.
  - **Reflection:**
    - Students reflect on key takeaways from the guest speaker.
- **Assignments:**
  - **Homework:**
    - Read Wheeler, Chapter 15: "Supervision in Music Therapy."
    - Write a reflection on the guest speaker's presentation (due Week 10).
    - Begin preparing for mid-term evaluations.



## Week 10: Supervision and Feedback

Date: TBD (Monday, Week 10)

- **Topics:**
  - The Role of Supervision in Professional Development
  - Giving and Receiving Constructive Feedback
  - Preparing for Supervised Clinical Practice
- **Readings (to be completed before class):**
  - Wheeler, Chapter 15: "Supervision in Music Therapy"
  - **Due:** Reflection on guest speaker's presentation
- **In-Class Activities:**
  - **Reflection Discussion:**
    - Share insights from the guest speaker reflections.
  - **Lecture:**
    - Types of supervision (clinical, administrative, peer).
    - Effective use of supervision during internships.
  - **Role-Play:**
    - Practice scenarios involving supervisory meetings.
  - **Feedback Workshop:**
    - Exercises in providing and receiving constructive feedback.
  - **Discussion:**
    - Setting goals and expectations with supervisors.
- **Assignments:**
  - **Homework:**
    - Prepare a list of personal learning objectives for the internship (due Week 11).
    - Read Wheeler, Chapter 16: "Professional Development and Continuing Education."

## Week 11: Professional Development and Career Planning

Date: TBD (Monday, Week 11)

- **Topics:**
  - Developing a Professional Portfolio
  - Continuing Education and Lifelong Learning
  - Job Search Strategies and Interview Preparation
- **Readings (to be completed before class):**
  - Wheeler, Chapter 16: "Professional Development and Continuing Education"
  - **Due:** Personal learning objectives for the internship
- **In-Class Activities:**
  - **Lecture:**
    - Components of a professional portfolio.
    - Importance of continuing education and certifications.
  - **Workshop:**
    - Begin assembling portfolio materials (e.g., resume, cover letter, sample documentation).
  - **Interview Practice:**
    - Mock interviews focusing on common questions in the field.
  - **Group Discussion:**
    - Share job search resources and networking tips.
- **Assignments:**
  - **Homework:**
    - Continue developing your professional portfolio.
    - Prepare for the mid-term project presentation (scheduled for Week 12).



## Week 12: Mid-Term Project Presentations

**Date:** TBD (Monday, Week 12)

- **Topics:**
  - Presentation of Internship Preparation Projects
  - Peer Feedback and Discussion
- **Readings (to be completed before class):**
  - None
- **In-Class Activities:**
  - **Student Presentations:**
    - Each student presents their professional portfolio and learning objectives.
  - **Peer Feedback:**
    - Provide constructive feedback on presentations and materials.
  - **Discussion:**
    - Reflect on common themes and unique approaches.
  - **Instructor Feedback:**
    - Individualized guidance on areas for improvement.
- **Assignments:**
  - **Homework:**
    - Revise professional portfolios based on feedback.
    - Read Wheeler, Chapter 17: "Cultural Competence in Music Therapy."



## Week 13: Cultural Competence and Diversity

Date: TBD (Monday, Week 13)

- **Topics:**
  - Understanding Cultural Competence in Music Therapy
  - Working Effectively with Diverse Populations
  - Addressing Personal Biases and Enhancing Cultural Sensitivity
- **Readings (to be completed before class):**
  - Wheeler, Chapter 17: "Cultural Competence in Music Therapy"
- **In-Class Activities:**
  - **Lecture:**
    - Definitions and components of cultural competence.
    - The impact of culture on therapeutic relationships.
  - **Self-Assessment:**
    - Reflect on personal cultural backgrounds and potential biases.
  - **Group Activity:**
    - Discuss case studies involving cultural considerations.
  - **Role-Play:**
    - Practice culturally sensitive communication strategies.
  - **Discussion:**
    - Strategies for ongoing development of cultural competence.
- **Assignments:**
  - **Homework:**
    - Prepare a cultural competence action plan (due Week 14).
    - Read Wheeler, Chapter 18: "Advocacy and Public Relations."



## Week 14: Advocacy, Public Relations, and Course Conclusion

**Date:** TBD (Monday, Week 14)

- **Topics:**
  - The Role of Advocacy in Music Therapy
  - Building Public Awareness and Relations
  - Course Conclusion and Reflections
- **Readings (to be completed before class):**
  - Wheeler, Chapter 18: "Advocacy and Public Relations"
  - **Due:** Cultural competence action plan
- **In-Class Activities:**
  - **Lecture:**
    - Importance of advocacy for the profession and clients.
    - Techniques for effective advocacy and public relations.
  - **Group Activity:**
    - Develop advocacy messages and practice presentations.
  - **Course Reflection:**
    - Discuss key learnings and personal growth throughout the course.
  - **Final Remarks:**
    - Instructor provides closing thoughts and advice for internships.
  - **Course Evaluations:**
    - Students complete evaluations and provide feedback.
- **Assignments:**
  - **Final Project Submission:**
    - Submit final professional portfolio and reflection paper (due during finals week).
  - **Prepare for Internship:**
    - Review internship placement details and requirements.

### Finals Week: Submission of Final Project

- **Date:** TBD (as per university schedule)
- **Assignments:**
  - **Due:** Final professional portfolio and reflection paper.
    - Portfolios should include updated resumes, cover letters, sample documentation, self-care plan, cultural competence action plan, and any other relevant materials.
    - Reflection paper should summarize learning experiences, preparedness for the internship, and personal growth.

### GRADING

1. Practical Assignments (35%)
2. Written Assignments (25%)
3. Class Participation (15%)

#### 4. Final Project Presentation and Reflection (25%)

**Practical Assignments (35%):** Throughout the course, students will engage in various practical assignments designed to develop their skills and competencies for the internship experience. These assignments may include role-playing exercises, simulated client interactions, and case studies. Students will be assessed on their ability to apply theoretical knowledge to practical scenarios, demonstrate professional attitudes, and exhibit the necessary clinical skills required for a successful internship.

**Written Assignments (25%):** Students will complete a series of written assignments that require critical thinking, analysis, and reflection on the course topics. These assignments may include case study analyses, literature reviews, and reflective essays. Students will be evaluated based on their ability to integrate theoretical knowledge, apply evidence-based practices, and articulate their thoughts and insights in a clear and coherent manner.

**Class Participation (15%):** Active participation in class discussions, group activities, and interactive exercises is essential for a high grade in this category. Students are expected to contribute insights, ask questions, and engage in reflective discussions related to internship preparation. Active participation demonstrates a comprehensive understanding of the course material and a willingness to engage in collaborative learning.

**Final Project Presentation and Reflection (25%):** Students will complete a final project that integrates their learning from the course and reflects on their preparedness for the internship experience. The project may involve a presentation, a portfolio of materials, or a reflective essay. Students should demonstrate their ability to apply the knowledge, skills, and professional attitudes acquired during the course. The final project should showcase critical thinking, effective communication, and a deep understanding of the expectations and responsibilities of a music therapist in a clinical setting.

#### Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## OHIO STATE POLICIES

### ACADEMIC INTEGRITY POLICY

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

### COPYRIGHT FOR INSTRUCTIONAL MATERIALS

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### RELIGIOUS ACCOMODATIONS

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](https://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](mailto:titleix@osu.edu).

## **DIVERSITY**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).