

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 2475
Course Title Clinical Music Skills
Transcript Abbreviation Cln Music Skills
Course Description This course focuses on developing clinical music skills for music therapy practice. Students will explore various musical techniques and applications in a clinical context through experiential exercises, case studies, and discussions.
Semester Credit Hours/Units Fixed: 1

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

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

Course Details

Course goals or learning objectives/outcomes

- Develop skills in vocal and instrumental improvisation.
- Analyze and apply various musical techniques in a clinical context.
- Develop clinical skills in active music-making and therapeutic communication.
- Apply music therapy techniques and interventions in a variety of clinical settings.
- Demonstrate an understanding of ethical and legal issues in music therapy practice.
- Communicate effectively with clients, families, and other healthcare professionals in a clinical setting.

Content Topic List

- Introduction to Clinical Music Skills
- Vocal Improvisation in Music Therapy
- Instrumental Improvisation in Music Therapy
- Active Music-Making in Music Therapy
- Songwriting and Lyric Analysis in Music Therapy
- Music Listening and Relaxation Techniques in Music Therapy
- Group Dynamics in Music Therapy
- Music Therapy with Children and Adolescents
- Music Therapy with Adults
- Music Therapy in Medical Settings
- Music Therapy in Psychiatric Settings
- Ethics and Legal Issues in Music Therapy Practice
- Professional Issues in Music Therapy
- Final Project Presentations and Course Conclusion

Sought Concurrence

No

Attachments

- Music 2475 Music Therapy Clinical Music Skills syllabus 112324 12 20 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 major curriculum map(s) (by Vankeerbergen, Bernadette Chantal on 01/03/2025 04:26 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	12/20/2024 03:11 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	01/03/2025 02:23 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/03/2025 04:26 PM	College Approval
Submitted	Banks, Eva-Marie	01/09/2025 10:32 AM	Submitted for Approval
Approved	Hedgecoth, David McKinley	01/22/2025 09:00 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/22/2025 11:42 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 11:42 AM	ASCCAO Approval

MUSIC 2475
Clinical Music Skills

SYLLABUS

1 Credit

Meeting Pattern TBD

55 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. (2005). Music Therapy Handbook. Guilford Press.

COURSE DESCRIPTION

This course focuses on developing clinical music skills for music therapy practice. Students will explore various musical techniques and applications in a clinical context through experiential exercises, case studies, and discussions. This course is a required course for undergraduate music therapy majors.

FORMAT OF INSTRUCTION

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

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 1 hours per week of time spent on direct instruction (primarily class meetings) in addition to 2 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.

LEARNING OUTCOMES

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

1. Develop skills in vocal and instrumental improvisation.
2. Analyze and apply various musical techniques in a clinical context.
3. Develop clinical skills in active music-making and therapeutic communication.
4. Apply music therapy techniques and interventions in a variety of clinical settings.
5. Demonstrate an understanding of ethical and legal issues in music therapy practice.
6. Communicate effectively with clients, families, and other healthcare professionals in a clinical setting.

COURSE TOPICS AND SCHEDULE

Week 1: Introduction to Clinical Music Skills

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

- **Topics:**
 - Course Introduction
 - Overview of Clinical Music Skills in Music Therapy
 - Historical and Current Models of Music Therapy
- **Readings (to be completed before class):**
 - None (First day of class)
- **In-Class Activities:**
 - **Introductions and Ice-Breaker:**
 - Students share their musical backgrounds and interests.
 - **Syllabus Review:**
 - Discussion of course objectives, grading, and expectations.
 - **Lecture and Discussion:**
 - What are clinical music skills?
 - Overview of historical and current models of music therapy.
 - **Group Activity:**
 - Brainstorming session on the role of music in therapeutic settings.
- **Assignments:**
 - **Homework:**
 - Read Wheeler, Chapter 1: "Introduction to Music Therapy Practice."
 - Write a one-page reflection on your initial thoughts about clinical music skills in music therapy (due Week 2).

Week 2: Vocal Improvisation in Music Therapy

Date: TBD (Monday, Week 2)

- **Topics:**
 - Vocal Improvisation Techniques
 - Clinical Applications of Vocal Improvisation
- **Readings (to be completed before class):**
 - Wheeler, Chapter 5: "Vocal Techniques in Music Therapy"
 - **Due:** One-page reflection on clinical music skills
- **In-Class Activities:**
 - **Reflection Discussion:**
 - Share insights from homework reflections.
 - **Lecture:**
 - Introduction to vocal improvisation techniques.
 - Importance of vocal expression in therapy.
 - **Experiential Exercise:**
 - Group vocal improvisation exercises focusing on tone, pitch, and emotion.
 - **Clinical Application Discussion:**
 - How to apply vocal improvisation with different client populations.
- **Assignments:**
 - **Homework:**
 - Practice vocal improvisation exercises at home.
 - Prepare a short vocal improvisation to share in class next week.
 - Read Wheeler, Chapter 6: "Improvisation in Music Therapy."



Week 3: Instrumental Improvisation in Music Therapy

Date: TBD (Monday, Week 3)

- **Topics:**
 - Instrumental Improvisation Techniques
 - Clinical Applications of Instrumental Improvisation
- **Readings (to be completed before class):**
 - Wheeler, Chapter 6: "Improvisation in Music Therapy"
- **In-Class Activities:**
 - **Student Performances:**
 - Share prepared vocal improvisations.
 - **Lecture:**
 - Techniques for instrumental improvisation.
 - Selecting appropriate instruments for clients.
 - **Experiential Exercise:**
 - Group instrumental improvisation using percussion and melodic instruments.
 - **Discussion:**
 - Adapting instrumental improvisation for various clinical settings.
- **Assignments:**
 - **Homework:**
 - Practice instrumental improvisation techniques.
 - Prepare a short instrumental improvisation to share next week.
 - Read Wheeler, Chapter 7: "Active Music-Making in Therapy."



Week 4: Active Music-Making in Music Therapy

Date: TBD (Monday, Week 4)

- **Topics:**
 - Active Music-Making Techniques
 - Clinical Applications of Active Music-Making
- **Readings (to be completed before class):**
 - Wheeler, Chapter 7: "Active Music-Making in Therapy"
- **In-Class Activities:**
 - **Student Performances:**
 - Share instrumental improvisations prepared at home.
 - **Lecture:**
 - Strategies for engaging clients in active music-making.
 - Benefits of active participation in therapy.
 - **Role-Play Exercises:**
 - Facilitating active music-making sessions with peers acting as clients.
 - **Discussion:**
 - Tailoring activities to client abilities and preferences.
- **Assignments:**
 - **Homework:**
 - Develop a brief active music-making activity suitable for a specific client population (due Week 5).
 - Read Wheeler, Chapter 8: "Songwriting and Lyric Analysis."

Week 5: Songwriting and Lyric Analysis in Music Therapy

Date: TBD (Monday, Week 5)

- **Topics:**
 - Songwriting Techniques
 - Clinical Applications of Songwriting and Lyric Analysis
- **Readings (to be completed before class):**
 - Wheeler, Chapter 8: "Songwriting and Lyric Analysis"
 - **Due:** Active music-making activity plan
- **In-Class Activities:**
 - **Activity Plan Presentations:**
 - Share and discuss active music-making activity plans.
 - **Lecture:**
 - Methods of incorporating songwriting in therapy.
 - Analyzing lyrics for therapeutic themes.
 - **Group Exercise:**
 - Lyric analysis of a selected song in small groups.
 - **Discussion:**
 - How songwriting can facilitate emotional expression and processing.
- **Assignments:**
 - **Homework:**
 - Begin a personal songwriting project to be shared in Week 7.
 - Read Wheeler, Chapter 9: "Music Listening and Relaxation Techniques."



Week 6: Music Listening and Relaxation Techniques in Music Therapy

Date: TBD (Monday, Week 6)

- **Topics:**
 - Music Listening Techniques
 - Clinical Applications of Music Listening and Relaxation Techniques
- **Readings (to be completed before class):**
 - Wheeler, Chapter 9: "Music Listening and Relaxation Techniques"
- **In-Class Activities:**
 - **Lecture:**
 - Overview of receptive music therapy methods.
 - Selecting appropriate music for relaxation.
 - **Experiential Exercise:**
 - Guided imagery and music relaxation session led by the instructor.
 - **Discussion:**
 - Cultural considerations in music selection.
 - Integrating relaxation techniques into treatment plans.
- **Assignments:**
 - **Homework:**
 - Create a relaxation playlist suitable for a specific client scenario (due Week 7).
 - Continue working on personal songwriting project.

Week 7: Group Dynamics in Music Therapy

Date: TBD (Monday, Week 7)

- **Topics:**
 - Group Music-Making Techniques
 - Clinical Applications of Group Dynamics in Music Therapy
- **Readings (to be completed before class):**
 - Wheeler, Chapter 10: "Group Music Therapy"
 - **Due:** Relaxation playlist and personal songwriting project
- **In-Class Activities:**
 - **Songwriting Presentations:**
 - Students share their personal songwriting projects.
 - **Lecture:**
 - Understanding group dynamics and roles within a group.
 - Techniques for facilitating group cohesion.
 - **Group Exercise:**
 - Collaborative music-making activity emphasizing group interaction.
 - **Discussion:**
 - Challenges and benefits of group therapy settings.
- **Assignments:**
 - **Homework:**
 - Reflect on group dynamics experienced during the class activity (1-page reflection due Week 8).
 - Read Wheeler, Chapter 11: "Music Therapy with Children and Adolescents."

Week 8: Music Therapy with Children and Adolescents

Date: TBD (Monday, Week 8)

- **Topics:**
 - Working with Children and Adolescents
 - Techniques and Interventions for Younger Clients
- **Readings (to be completed before class):**
 - Wheeler, Chapter 11: "Music Therapy with Children and Adolescents"
 - **Due:** Reflection on group dynamics
- **In-Class Activities:**
 - **Reflection Discussion:**
 - Share insights from reflections on group dynamics.
 - **Lecture:**
 - Developmental stages and their impact on therapy.
 - Engaging children and adolescents through music.
 - **Video Analysis:**
 - Watch and discuss a recorded music therapy session with children.
 - **Discussion:**
 - Adapting techniques to suit developmental levels.
- **Assignments:**
 - **Homework:**
 - Develop a music activity tailored for a specific age group (children or adolescents) to share in Week 9.
 - Read Wheeler, Chapter 12: "Music Therapy with Adults."

Week 9: Music Therapy with Adults

Date: TBD (Monday, Week 9)

- **Topics:**
 - Working with Adult Populations
 - Techniques and Interventions for Adults
- **Readings (to be completed before class):**
 - Wheeler, Chapter 12: "Music Therapy with Adults"
 - **Due:** Music activity for children/adolescents
- **In-Class Activities:**
 - **Activity Presentations:**
 - Share and discuss music activities designed for younger clients.
 - **Lecture:**
 - Addressing the needs of adult clients, including the elderly.
 - Common goals in adult music therapy.
 - **Role-Play:**
 - Facilitating a music therapy session with an adult client scenario.
 - **Discussion:**
 - Modifying interventions for different adult populations.
- **Assignments:**
 - **Homework:**
 - Create a session plan for an adult client with a specific need (due Week 10).
 - Read Wheeler, Chapter 13: "Music Therapy in Medical Settings."



Week 10: Music Therapy in Medical Settings

Date: TBD (Monday, Week 10)

- **Topics:**
 - Music Therapy in Medical Environments
 - Techniques and Interventions in Medical Settings
- **Readings (to be completed before class):**
 - Wheeler, Chapter 13: "Music Therapy in Medical Settings"
 - **Due:** Session plan for adult client
- **In-Class Activities:**
 - **Session Plan Discussion:**
 - Review and provide feedback on session plans.
 - **Lecture:**
 - Role of music therapy in hospitals, hospices, and clinics.
 - Interdisciplinary collaboration with healthcare professionals.
 - **Case Study Analysis:**
 - Discuss a music therapy intervention for pain management.
 - **Discussion:**
 - Ethical considerations in medical settings.
- **Assignments:**
 - **Homework:**
 - Study materials from Weeks 1–9 for an in-class quiz next week.
 - Read Wheeler, Chapter 14: "Music Therapy in Mental Health."

Week 11: Music Therapy in Psychiatric Settings

Date: TBD (Monday, Week 11)

- **Topics:**
 - Music Therapy in Mental Health
 - Techniques and Interventions in Psychiatric Settings
- **Readings (to be completed before class):**
 - Wheeler, Chapter 14: "Music Therapy in Mental Health"
- **In-Class Activities:**
 - **Quiz:**
 - Assessing knowledge from Weeks 1–9.
 - **Lecture:**
 - Approaches to music therapy with mental health populations.
 - Managing symptoms and promoting wellness.
 - **Role-Play:**
 - Practicing de-escalation techniques through music.

- **Discussion:**
 - Self-care strategies for therapists working in high-stress environments.
- **Assignments:**
 - **Homework:**
 - Begin the case study analysis and treatment planning project (due Week 14).
 - Read Wheeler, Chapter 15: "Ethics in Music Therapy."



Week 12: Ethics and Legal Issues in Music Therapy Practice

Date: TBD (Monday, Week 12)

- **Topics:**
 - Ethical and Legal Considerations
 - Professional Standards and Codes of Ethics
- **Readings (to be completed before class):**
 - Wheeler, Chapter 15: "Ethics in Music Therapy"
- **In-Class Activities:**
 - **Lecture:**
 - Overview of the AMTA Code of Ethics.
 - Understanding legal responsibilities and client rights.
 - **Group Activity:**
 - Analyze ethical dilemmas through case studies.
 - **Discussion:**
 - Strategies for ethical decision-making in practice.
- **Assignments:**
 - **Homework:**
 - Write a reflection on an ethical issue encountered in a hypothetical or real scenario (due Week 13).
 - Continue working on the case study project.

Week 13: Professional Issues in Music Therapy

Date: TBD (Monday, Week 13)

- **Topics:**
 - Career Opportunities in Music Therapy
 - Advancing Knowledge and Skills
- **Readings (to be completed before class):**
 - Wheeler, Chapter 16: "Professional Development"
 - **Due:** Ethical issue reflection
- **In-Class Activities:**
 - **Reflection Discussion:**
 - Share and discuss ethical reflections.
 - **Lecture:**
 - Exploring various career paths within music therapy.
 - Importance of continuing education and specialization.
 - **Workshop:**
 - Resume and cover letter writing tailored for music therapy positions.
 - **Discussion:**
 - Networking and professional organizations.
- **Assignments:**
 - **Homework:**
 - Finalize the case study analysis and treatment planning project (due Week 14).
 - Prepare for the final exam (administered in Week 14).

Week 14: Final Project Presentations and Course Conclusion

Date: TBD (Monday, Week 14)

- **Topics:**
 - Case Study Analysis and Treatment Planning Presentations
 - Course Conclusion and Reflections
- **Readings (to be completed before class):**
 - None
 - **Due:** Case study analysis and treatment plan
- **In-Class Activities:**
 - **Student Presentations:**
 - Present case studies and treatment plans to the class.
 - **Peer Feedback:**
 - Provide constructive feedback on peers' presentations.
 - **Course Evaluation:**
 - Complete course evaluations and provide feedback.
 - **Final Remarks:**
 - Instructor summarizes key takeaways and next steps in music therapy education.
- **Assignments:**
 - **Final Exam:**
 - Administered during the university's designated final exam period (date and time TBD).

GRADING

1. Class Participation and Attendance (20%)
2. Reading and Discussion Assignments (20%)
3. Written Reflections (20%)
4. Case Study Analysis and Treatment Planning (25%)
5. Final Exam (15%)
6. Musical Performance and Clinical Application (20%)

Class Participation and Attendance (20%): Students are expected to actively participate in class discussions, engage in experiential exercises, and contribute insights related to clinical music skills. Regular attendance is crucial for this component, as active participation and involvement in class activities are essential for a high grade in this category.

Reading and Discussion Assignments (20%): Throughout the course, students will be assigned readings from the required textbook and additional resources. These readings provide foundational knowledge on clinical music skills in music therapy. Students are expected to complete the assigned readings before each class and actively participate in discussions by sharing their analysis, asking questions, and contributing to the exploration of key concepts.

The quality of engagement with the readings and the ability to contribute meaningfully to discussions will determine the grade in this component.

Written Reflections (20%): Students will be assigned various reflection assignments throughout the term. These assignments require students to critically analyze and evaluate the clinical applications of musical techniques covered in class. Students should reflect on their own experiences and observations and connect them to the concepts discussed. The written reflections should demonstrate a comprehensive understanding of the course material, thoughtful reflection, and the ability to apply the concepts in practical contexts. Clear and well-structured writing that showcases critical thinking and self-awareness will be important for a high grade in this category.

Case Study Analysis and Treatment Planning (25%): This component focuses on students' ability to apply clinical music skills in real-life scenarios. Students will be given case studies representing different clinical populations and settings. They will be required to analyze the case, develop appropriate treatment plans, and justify their choices based on the principles and techniques learned in the course. The quality of analysis, the appropriateness of the treatment plan, and the ability to demonstrate a deep understanding of clinical music skills will determine the grade in this category.

Final Exam (15%): The final exam will assess students' comprehensive understanding of the course material, including clinical music skills, clinical applications of various musical techniques, ethical and legal issues in practice, and effective communication in a clinical setting. The exam may consist of multiple-choice questions, short-answer questions, and/or essay questions. Students are expected to demonstrate their knowledge, critical thinking skills, and the ability to apply the concepts learned in the course to practical scenarios.

Musical Performance and Clinical Application (20%): This component evaluates students' musical performance skills and their ability to apply them in a clinical context. Students will have opportunities to showcase their vocal and instrumental improvisation skills, active music-making techniques, and other relevant musical performances. These performances should demonstrate technical proficiency, creativity, and their application in a clinical setting. The quality of musical performance and the ability to effectively integrate it into therapeutic interventions will be assessed for this component.

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](#) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](#) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](#) (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 or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

DIVERSITY

The Ohio State University affirms the importance and value of diversity 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; 614-292-3307; or slds.osu.edu.