Attention!
This is a *representative* syllabus. The syllabus for the course when you enroll may be *different*.
Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.
Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (*psychadvising@osu.edu*) or phone (614.292.5750).
Thank you!
Organizational Psychology

PSYCHOLOGY 4522

Autumn 2021 – Online

COURSE OVERVIEW:

Zoom Session: Attendance is optional and the session will be recorded and made available in the Zoom Module on Carmen. This is our live time together to work through any questions you have about the course and our assignments.

Official Course Description (OSU Course Bulletin):

Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.

Further Description:

Hopefully, we will all leave this course with a greater understanding of our own behavior in organizations as well as the behavior of others in organizations. Additionally, we should leave this class with a better understanding of the tools/techniques used to assess organizational behavior and the research that supports the creation and use of those tools.

In keeping with the “organizational” theme, we will have a team projects; the use of teams is becoming increasingly common within organizations. Your team will also serve as an object of analysis in and of itself.

The course content will be primarily drawn from the Walton book and the Organizational Psychology text. Additional sources of content will include the instructor’s experiences in organizations, applicable social psychological theory, demonstrations, and video clips.

You are the customers of this course; you have paid for it. It is my goal to deliver a high quality product that satisfies my customers’ needs. If at anytime you feel that you are not getting what you paid for, please let me know.

Course learning outcomes

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

1. Explore and advise on organizational culture including values, mission, and suggest modification strategy for cultural improvement.
2. Use problem solving tools efficiently and effectively including flow charts, pareto analysis, and needs assessment.
3. Participate in teams while using teams as an object of analysis to compare theory and practice to team work.
4. Engage teammates to practice team and communication skills.
5. Compare and analyze leadership techniques.
6. Identify cross-cultural weaknesses and strengths and explore methods to improve cross-cultural skill
7. Present information in a clear and concise manner with forethought that allows answering audience objections proactively.
8. Develop survey instruments to assess employee satisfaction
9. Produce training video to make employees aware of common attributional errors.

Expected learning outcomes

- Promote Critical Thinking: HW1, HW5, HW9, HW11, HW15, HW17
- To Enhance Writing and Communication Skills: HW1, HW4, HW8, HW13, HW16
- Foster Real World Application: HW2, HW3, HW5, HW6, HW7, HW9, HW10, HW12, HW13, HW14, HW16
- Increase Use of Scientific Knowledge and Understanding Differences: HW9, HW10, HW11, HW12, HW13, HW14, HW16

Textbooks

Required Text:


Recommended Text:


Our Schedule:

Video Lectures will be available in the Module section at least a week before needed for assignments. They will likely be on Youtube with links in Carmen.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Lecture #</th>
<th>Lecture Title</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Developing People Centered Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1</td>
<td>Vision, Mission and Goals</td>
<td>HW1 Values &amp; Finding a mission statement what you like what you would add</td>
</tr>
</tbody>
</table>
Our Assignments:

All but three of our assignments will be team assignments. Most team assignments will have multiple components and I will expect that each component will be clearly identified to a specific team member. My goal is to see that everyone carries their weight by minimizing the potential for 'free riding'. My summer Social Psychology students made several suggestions for team assignments for this course (as an assignment on social loafing), I am incorporating many of those ideas. Assignments are due Fridays by 11:59pm. This should be ample time to complete them; due dates are about a week and half after corresponding lectures. Please note that most of these are new, untried assignments. If we run into deadline difficulties, please let me know.

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Assignment Name</th>
<th>110</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW1</td>
<td>Values &amp; Finding a mission statement what you like what you would add</td>
<td></td>
<td>grp</td>
<td>4-Sep</td>
</tr>
<tr>
<td>HW2</td>
<td>Team Values - Brainstorming and Pareto Analysis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HW3</td>
<td>How will you track who does what?</td>
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<td></td>
<td></td>
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<tr>
<td>HW4</td>
<td>Who are you and what do you do?</td>
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<tr>
<td>HW5</td>
<td>How do you intend to maximize team pros and minimize cons</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dem1</td>
<td>The Deming System of Profound Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dem2</td>
<td>Deming's 14 Points</td>
<td></td>
<td></td>
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<tr>
<td>HTrinity</td>
<td>The Holy Trinity</td>
<td></td>
<td></td>
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<tr>
<td>HW6</td>
<td>Story of success, story of failure</td>
<td></td>
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<tr>
<td>HW7</td>
<td>Flow charting</td>
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<tr>
<td>HW8</td>
<td>Qualities of a leader</td>
<td></td>
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<td>HW9</td>
<td>Steps for improving a culture</td>
<td></td>
<td></td>
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<tr>
<td>HW10</td>
<td>design a reward system</td>
<td></td>
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<tr>
<td>HW11</td>
<td>Identify and Combat a Barrier</td>
<td></td>
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<tr>
<td>HW12</td>
<td>identifying cultural challenges Pick one and self work</td>
<td></td>
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<tr>
<td>HW13</td>
<td>develop a video to teach perceptual errors</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HW14</td>
<td>developing a reward system</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HW15</td>
<td>self and emotion as they relate to the work place</td>
<td></td>
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<tr>
<td>HW16</td>
<td>crafting a survey</td>
<td></td>
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<tr>
<td>HW17</td>
<td>Overcoming barriers to delegation</td>
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</tbody>
</table>

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<th>110</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values &amp; Finding a mission statement what you like what you would add</td>
<td>10</td>
<td>grp</td>
<td>4-Sep</td>
</tr>
<tr>
<td>HW</td>
<td>Assignment</td>
<td>Type</td>
<td>Due Date</td>
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<tr>
<td>HW2</td>
<td>Team Values - Brainstorming and Pareto Analysis</td>
<td>5</td>
<td>4-Sep</td>
</tr>
<tr>
<td>HW3</td>
<td>How will you track who does what?</td>
<td>5</td>
<td>11-Sep</td>
</tr>
<tr>
<td>HW4</td>
<td>Who are you and what do you do?</td>
<td>5</td>
<td>18-Sep</td>
</tr>
<tr>
<td>HW5</td>
<td>How do you intend to maximize team pros and minimize cons</td>
<td>5</td>
<td>18-Sep</td>
</tr>
<tr>
<td>HW6</td>
<td>Story of success, story of failure</td>
<td>5</td>
<td>25-Sep</td>
</tr>
<tr>
<td>HW7</td>
<td>Flow charting</td>
<td>10</td>
<td>2-Oct</td>
</tr>
<tr>
<td>HW8</td>
<td>Qualities of a leader</td>
<td>5</td>
<td>9-Oct</td>
</tr>
<tr>
<td>HW9</td>
<td>Steps for improving a culture</td>
<td>5</td>
<td>16-Oct</td>
</tr>
<tr>
<td>HW10</td>
<td>design a reward system</td>
<td>8</td>
<td>23-Oct</td>
</tr>
<tr>
<td>HW11</td>
<td>Identify and Combat a Barrier</td>
<td>5</td>
<td>30-Oct</td>
</tr>
<tr>
<td>HW12</td>
<td>identifying cultural challenges Pick one and self work</td>
<td>6</td>
<td>30-Oct</td>
</tr>
<tr>
<td>HW13</td>
<td>develop a video to teach perceptual errors</td>
<td>10</td>
<td>6-Nov</td>
</tr>
<tr>
<td>HW14</td>
<td>developing a reward system</td>
<td>6</td>
<td>13-Nov</td>
</tr>
<tr>
<td>HW15</td>
<td>self and emotion as they relate to the work place</td>
<td>5</td>
<td>20-Nov</td>
</tr>
<tr>
<td>HW16</td>
<td>crafting a survey</td>
<td>10</td>
<td>27-Nov</td>
</tr>
<tr>
<td>HW17</td>
<td>overcoming barriers to delegation</td>
<td>5</td>
<td>4-Dec</td>
</tr>
</tbody>
</table>
Quiz Schedule:

Quizzes will be mostly, if not all, 20 questions, multiple choice. I do reserve the right to toss in an essay question if it seems doable time-wise. Quizzes will be open note/open book and will be offered from 9am Sunday to Midnight Monday on the indicated dates. There will be a two-hour time limit which conforms to double normal 'class time'.

<table>
<thead>
<tr>
<th>Quiz #</th>
<th>Lectures Covered</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 1.1, 11, 10, 12</td>
<td>Sept 13</td>
</tr>
<tr>
<td>2</td>
<td>Dem1, Dem2, 16, 3, 9</td>
<td>Oct 18</td>
</tr>
<tr>
<td>3</td>
<td>2, 4, 7, 8</td>
<td>Nov 8</td>
</tr>
<tr>
<td>4</td>
<td>5, 6, 15</td>
<td>Dec 3</td>
</tr>
</tbody>
</table>

Course Points

| Total Points    | 190 |
| Quizzes (4)     | 20 each | 80 |
| Assignments    | 110 |
| Group          | 94  |
| Individual     | 16  |

Academic integrity and collaboration:

All work is expected to be original and the collaboration of the team. Each part of the assignment will be identified to the individual(s) responsible. Many assignments will be processed through "Turn It In". Plagiarism will likely be detected and dealt with in a manner consistent with University policy (see below).

Please note: This will be my fifth year sitting on the Committee On Academic Misconduct. I take this very seriously and have gained a great deal of exposure to academic misconduct in all its forms and techniques.

Late assignments

- Late submissions may incur a 10% late fee.
- Please refer to Carmen for due dates.

Grading scale
Please do not rely on Carmen's grade calculation. I don't. It is buggy. I download points from Carmen into Excel at the end of the semester and calculate course grades in Excel. Then I manually enter your course grades into the registrar's website. It may be a tad laborious, but it is more accurate.

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

Instructor feedback and response time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university.
- **Discussion board:** I will check and reply to messages in the discussion boards every 24 hours on school days (M-F).

**HOW THIS COURSE WORKS**

**Mode of delivery:**

- 100% online delivery.
- There are many opportunities for synchronous and asynchronous interaction with instructional staff, (Dr. Mark and CA) and fellow Teammates.

- All synchronous sessions will be held within the original time/day pattern of this course – Tuesday 1pm.
- All synchronous work can be made up in an asynchronous fashion, if you are unable to attend
- The Expanded Schedule describes all synchronous and asynchronous work
**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- There are 2 due dates each week
- Monday at 11:59pm for Quizzes and Assignments Saturday at 11:59pm
- Activities and assignments will be available at least two weeks before due dates
- Friday-Monday: watch video lectures and read designated chapter in book
- Wednesday: Attend Weekly Zoom session at 1pm. Optionally, review asynchronous recording of Zoom session.
- All Week: Meet with team members virtually to work on assignments.
- Wednesday – Friday: Attend office hours as desired
- Monday: Take Quiz for designated module.

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

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance:** **TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**
  You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- **Office hours and live sessions:** **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional. There are many opportunities for synchronous and asynchronous interaction with Dr. Mark. and our course assistant, if any.
- **Participating in team discussions:** **3-5 TIMES PER WEEK**
  Almost all assignments for this course are team level assignments to facilitate learning team process.
Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at oocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](http://here) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

• Writing style: While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
• Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/

• Citing your sources: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
• Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
• What is said in class stays in class: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Cravens-Brown.
Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357 (HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

- **Participation:** At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Cravens-Brown.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

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/](http://studentlife.osu.edu/csc/).

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

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

**Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual
exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Your 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. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools