

SYLLABUS

GEOG 3350

Aviation Geography

Spring 2025 (full term)

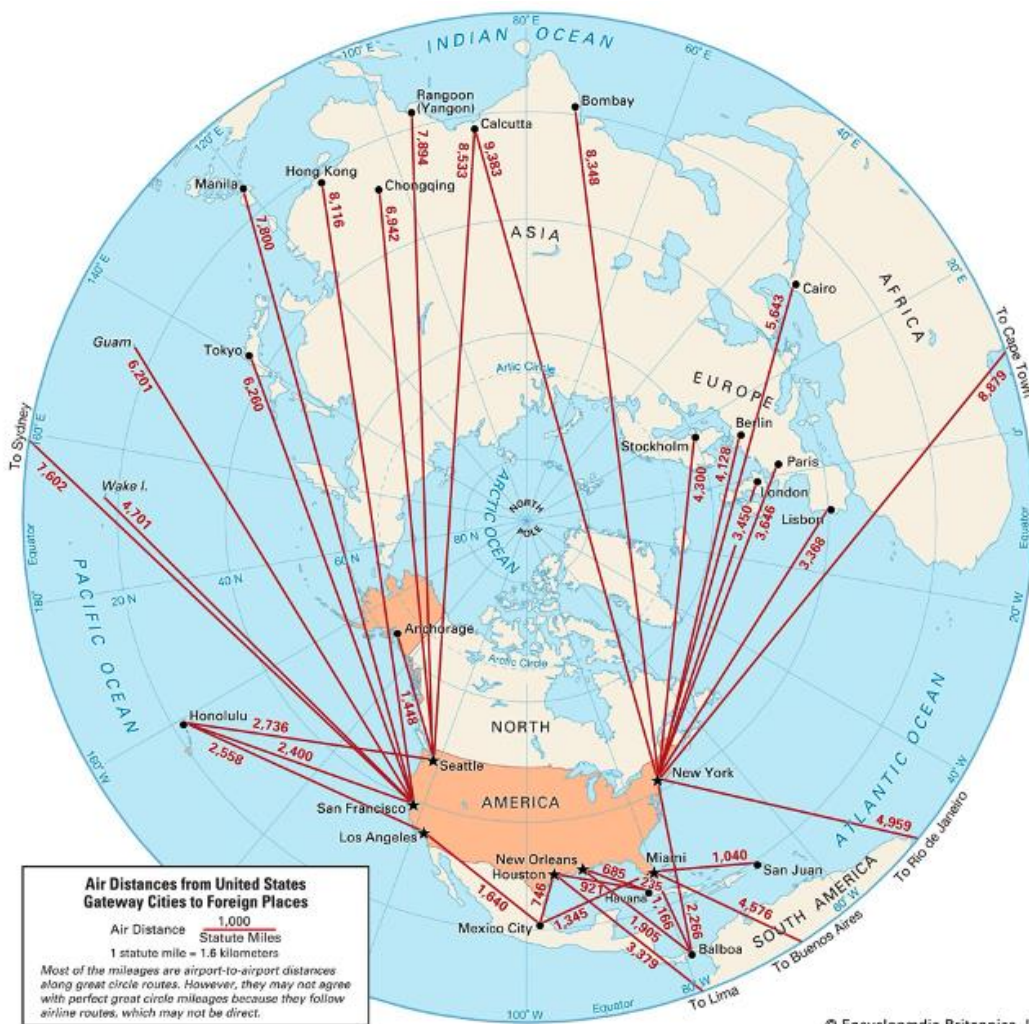
3 credit hours

In person, no remote option

Day: M/W/F

Time: 9:10-10:05 AM

Location: McPherson Lab Rm 1015



COURSE OVERVIEW

Instructor

- **Name:** Sen Wang, Ph.D. C.M.
- **Email:** wang.18872@osu.edu
- **Office location:** 1105 Derby Hall
- **Office hours:** 2-3 pm Friday; appointment by email

Teaching Assistant

- **Name:** Ashlee Ziegler
- **Email:** ziegler.323@buckeyemail.osu.edu
- **Office location:** TBD
- **Office hours:** TBD

Prerequisites

There are no prerequisites for this course. You are free to take this class without ever having taken a Geography class beforehand. However, because this class can be taken by Air Transportation students in fulfillment of the Social Sciences Air Transportation degree, our classwork will be centered on aviation and geography concepts, theories, and methodologies. For the uninitiated, this may require extra work to get caught up.

Course description

This course provides a comprehensive framework for understanding the fundamental elements of aviation geography. Students will explore the historical and contemporary evolution of aviation geography across various geographical scales. Additionally, the course will emphasize the essential operational aspects of airlines and airports within a geographical context, such as airline network models and airport catchment areas. Moreover, the instructor will address policies and regulations impacting aviation geography, including environmental regulations and international agreements. Furthermore, the course will introduce emerging challenges and trends in air transportation, such as technological advancements, and sustainability concerns. Throughout the course, several teaching methods will be applied, including lectures, assigned readings, and both in-class and asynchronous discussions. Additionally, this course will incorporate case studies to foster students' analytical skills.

Three goals of this course are listed as follows:

- (1) Help students understand how and why geography contributes to the development of air transportation
- (2) Equip students with analytical skills to analyze real-world geography-related problems
- (3) Invites students to think about and offer their perspectives on the trends and challenges facing air transportation

Course learning outcomes

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

- (1) Describe the historical development and current status of aviation geography
- (2) Discuss the emerging trends and potential challenges facing air transportation
- (3) Identify regulations and policies driving the changes in aviation geography
- (4) Apply theories and methods in analyzing geography-related problems facing airlines and airports

HOW THIS COURSE WORKS

Mode of delivery: This course is **100% in person**. All lectures and office hours will be held on campus. **If I get sick, and coming to campus is not an option, I will post a Zoom-based video lecture on Carmen in place of meeting as a group. Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), 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.**

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

TGTS: Rodrigue, J. P. (2020). The Geography of Transport Systems. Routledge. ISBN: 978-0-367-36463-2. DOI: <https://doi.org/10.4324/9780429346323>

TGAT: Budd, L., & Goetz, A. R. (2014). The Geographies of Air Transport. Ashgate Publishing, Ltd. ISBN: 978-0-429-34632-3. DOI: <https://doi.org/10.4324/9781315557779>.

Along with a textbook, we will be reading **peer-reviewed journal articles and/or book chapters**. Some weeks have more readings than others. You should be prepared to dedicate **2-3 hours of work weekly to the readings**. I will discuss the readings in my

lectures so that you have a clear idea of the relationship between the readings and the lecture material.

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Carmen access

You will need to use BuckeyePass (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.

ASSIGNMENT AND GRADING RUBRIC

ASSIGNMENT CATEGORY	PERCENTAGE
Attendance (x5)	5
Discussions (x5)	10
Quizzes (x10)	10
Midterm Exam	25
Final Exam	25
Group Project	15
Group Presentation	10
Total	100

Attendance

Description: This course will feature five spot attendance checks, accounting for a total of 5% of your total grade. These will be completed in class. As in-person learning is important to achieve the learning objective, you are expected to attend each lecture in person and sign your own name. Signing for others will constitute a COAM violation. I will not dock you for attendance if you provide documentation of a verifiable health illness (i.e. COVID-19), a verifiable family emergency, jury duty, religious obligation, and/or military service. Otherwise, a missed class will count against your attendance grade.

Discussion

Description: There will be ten discussions this semester, designed to help develop your critical thinking skills and foster peer communication and learning. Each discussion is worth ten points, accounting for 1% of your total grade. To earn full points, you must create one thread and respond to at least one other post. Late submissions will not be accepted unless due to the circumstances such as a verifiable health illness, verifiable family emergency, jury duty, religious obligation, and/or military service

Quizzes

Description: A number of ten quizzes will be given in a semester to assist you understand key learning topics. Each quiz is worth 1% of your total grade. Late or makeup submission attempts will not be allowed, with the exception of valid reasons

such as grief absence, evidence of military, athlete, or orchestra training, and the proof of medical leave.

Midterm/Final Exam

Description: Each exam is worth 25% of your final grade. **The exam is due on midnight of March 7, 2025, and April 23, 2025, time stamped via Carmen.**

Academic integrity and collaboration: Both exams are open note, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. However, you can not work in groups; my expectation is that you hand in your own, original work. Failure to complete the midterm and final exam on your own, including plagiarism violations, will constitute a COAM violation.

Late handing in the exam? For the midterm/final exam, there is a 10% penalty of your total score per 24-hour period after the due date. This means that if you are late with the exam, you should hold on to it for 24 hours to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. **If you are handing in a late exam, please email me and TA to let us know.**

I will waive the exam late penalty for a handful of reasons, for example if you have a verifiable health illness, a verifiable family emergency, jury duty, religious obligation, and/or military service. If any of these situations applies to you, I will expect an email prior to the exam so that we can work out an alternate due date and schedule. **If you wait until the due date has passed to contact me and TA, I will not waive the late penalties.**

Term Project

In this project, each group will select an existing commercial airline and analyze its network development over time. The objective is to demonstrate a comprehensive understanding of how airline networks evolve and the factors that shape their changes. Below are some suggested points each group should address:

1. **Airline's Historical Network Expansion:** Outline the airline's growth trajectory, including key milestones in its route development.
2. **Key Internal and External Factors:** Analyze the factors that have influenced the airline's network development, such as economic conditions, regulatory changes, technological advancements, and market competition.
3. **Future Network Drivers:** Identify and discuss potential drivers that may impact the airline's network growth in the future.
4. **Fleet Development:** Examine how the airline's choice of aircraft and fleet composition has influenced its network and ability to serve different routes (e.g., long-haul vs. short-haul; international vs domestic).

5. Alliances and Partnerships: Evaluate the role of strategic alliances (e.g., Oneworld, Star Alliance) and codeshare agreements in expanding the airline's network.
6. Market Demand: Discuss how passenger demand and demographic changes have shaped the airline's route planning and frequency decisions.
7. Competitive Landscape: Explore how competition from both full-service and low-cost carriers has influenced the airline's network, including its route choices and pricing strategies.
8. Response to Global Events: Analyze the impact of major global events (e.g., financial crises, pandemics, geopolitical tensions) on the airline's network and overall operations.

Efficient communication is essential for the success of this project. Each student is responsible for being actively involved in the teamwork. In the concluding section of the paper, the group must include a detailed description of each member's responsibility throughout the project. **Each group needs to submit the well-proofread paper and presentation slides by April 9 at 5pm EST, time stamped via Carmen. The late submission of the term paper will not be accepted.**

Project Requirements:

- Scope of Analysis: Each paper should cover the airline's network history, major changes over time, influential factors (both past and present), and an analysis of future trends (as outlined above).
- Visuals: The paper should include relevant visual aids such as tables and figures to better support the analysis.
- Length: Each group needs to deliver an 8-page paper to cover all details, 1.5"-spaced (excluding APA-styled references, Cover Page, and Appendix); at least 5 citations are required.

Grading Criteria:

- Use of Data and Visuals: Effectiveness of visual aids in enhancing the understanding of network changes.
- Clarity and Organization: Overall structure, coherence, and presentation of the paper.
- Creativity and Critical Thinking: Insightful discussions on how future trends may impact the airline's network.
- Grammar: Proper use of grammar, punctuation, and overall readability.
- Page: Adequate length of the paper, adhering to the 8-page requirement

Criteria	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
Use of Data and Visuals	No visuals or ineffective use of visuals	Few visuals, somewhat relevant	Relevant visuals, moderately effective	Good use of relevant visuals, effectively supports analysis	Excellent use of visuals that enhance understanding
Clarity and Organization	Disorganized, lacks flow	Some structure, but lacks coherence	Clear structure, some areas lacking flow	Well-structured, coherent throughout	Exceptional structure, smooth flow

Creativity and Critical Thinking	Little to no creative thought, no future outlook	Some creative thinking, limited discussion on trends	Demonstrates creative thought, decent discussion on future trends	Creative thinking and strong discussion on future trends	Highly creative, deep insights on future trends
Grammar	Multiple (≥ 10) grammar errors, difficult to read	Frequent (≥ 5) grammar errors, somewhat readable	Few grammar (≥ 3) errors, generally readable	Minimal (≥ 1) grammar errors, well-written	No grammar errors, polished writing
Page	1 page	2-3 page	4-5 page	6-7 page	8 pages

Presentation

Description: Each group will have 10 minutes to present their term project in person. The presentation should be clear and concise, highlighting the key aspects of the paper. Presentation schedules can be found on Canvas.

Criteria	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
Content Knowledge	Shows little understanding of the topic	Shows limited understanding, several errors	Demonstrates good understanding, some minor errors	Demonstrates solid understanding, few minor errors	Demonstrates excellent understanding, no errors
Organization	Presentation is disorganized and unclear	Some organization, but difficult to follow	Organized, but lacks clarity in some areas	Well-organized and mostly clear	Exceptionally organized and easy to follow
Visual Aids	No visuals or visuals are irrelevant	Few or poorly chosen visuals	Relevant visuals used, but not integrated well	Visuals are relevant and well-integrated	Excellent use of visuals that enhance the presentation
Time Management	Less than 4 minutes	4-6 minute	6-8 minute	8-9 minutes	10-minute

Missed presentation? Failure to present during the scheduled time will result in a zero score unless prior arrangements/notifications have been made.

GRADING SCALE

93–100: A	An “A” grade indicates outstanding performance in the class, in comparison with other students.
90–92.9: A-	An “A-” grade indicates very good performance in the class, in comparison with other students.
87–89.9: B+	A “B+”, “B” and “B-” grade indicates above average performance in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.
83–86.9: B	
80–82.9: B-	
77–79.9: C+	A “C+”, “C” and “C-” grade indicates average performance in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.
73–76.9: C	
70–72.9: C-	
67–69.9: D+	

60–66.9: D	A “D+” and “D” grade indicates low but acceptable performance in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.
Below 60: E	An “E” grade indicates that the student has not successfully satisfied the course requirements.

The above qualitative language on grades is adopted from <https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

COURSE SCHEDULE

Date	Topic	Tasks
1/6/25	Course Overview	Readings: Syllabus
1/8/25	TRB Conference	No Classes Readings: TGTS Chapter 1
1/10/25	Introduction to Air Transportation Geography	Readings: TGTS Chapter 1
1/13/25	Historical Development of Air Transportation Geography	
1/15/25	Factors Shaping Aviation Geography	Readings: https://doi.org/10.1016/j.jtrangeo.2011.07.015 https://doi.org/10.1016/j.tpro.2017.12.164
1/17/25	Factors Shaping Aviation Geography	Readings: https://doi.org/10.1016/S0966-6923(98)00003-9 https://doi.org/10.1111/0004-5608.872052 Deadline: Discussion 1
1/20/25	MLK	No Classes
1/22/25	Air Transportation Geography North America	Readings: TGAT Page 143-166
1/24/25	Air Transportation Geography In Europe	Readings: TGAT Page 167-186 https://doi.org/10.1016/j.jairtraman.2019.01.006 Deadline: Quiz 1
1/27/25	Air Transportation Geography In Asia-Pacific	Readings: TGAT Page 187-210 https://doi.org/10.1016/j.jtrangeo.2019.102528
1/29/25	Air Transportation Geography In Latin America	Readings: TGAT Page 211-230 https://pubmed.ncbi.nlm.nih.gov/32834673/
1/31/25	Air Transportation Geography In the Middle East	Readings: TGAT Page 231-247 Deadline: Quiz 2
2/3/25	Air Transportation Geography In Africa	Readings: TGAT Page 247-267 https://doi.org/10.1016/j.jtrangeo.2020.102795 Deadline: Discussion 2
2/5/25	Network Analysis	Readings: TGTS Chapter 2

2/7/25	Network Analysis	Readings: https://doi.org/10.1016/j.jtrangeo.2010.08.012 Deadline: Quiz 4
2/10/25	Hub And Spoke Network	Readings: https://doi.org/10.1016/S0966-6923(98)00010-6 https://doi.org/10.1111/1467-9787.00134
2/12/25	Point To Point Network	Readings: https://doi.org/10.3390/su152015111 https://doi.org/10.1016/j.tranpol.2019.01.004
2/14/25	Case Study of Selected Airlines	Deadline: Quiz 5
2/17/25	Case Study of Selected Airlines	Deadline: Discussion 3
2/19/25	Airline Alliance and Partnerships	Readings: https://doi.org/10.3390/ijgi10010037
2/21/25	Airline Alliance and Partnerships	Deadline: Quiz 6
2/24/25	Air Cargo	Readings: https://doi.org/10.1016/j.jtrangeo.2011.04.004
2/26/25	Air Cargo	
2/28/25	Airport Accessibility and Ground Transportation	Readings: TGTS Chapter 6 https://doi.org/10.1016/j.jairtraman.2016.04.009 Deadline: Quiz 7
3/3/25	Airport Accessibility and Ground Transportation	Deadline: Discussion 4
3/5/25	Exam Review	
3/7/25	Midterm Exam	Deadline: Midterm exam
3/10/25	Spring Break	No Classes
3/12/25	Spring Break	No Classes
3/14/25	Spring Break	No Classes
3/17/25	Airport Catchment Area	Readings: https://doi.org/10.1016/j.jtrangeo.2019.102628 https://doi.org/10.17226/27424
3/19/25	Airport Catchment Area	Deadline: Quiz 8
3/21/25	Guest Lecture	
3/24/25	Airport Economic and Environmental Geography	Readings: TGTS Chapter 3 https://doi.org/10.1016/j.jtrangeo.2013.11.003 https://www.codot.gov/programs/aeronautics/studies-plans-reports/2020ceis
3/26/25	Airport Economic and Environmental Geography	Readings: TGTS Chapter 4 https://doi.org/10.1016/j.paerosci.2010.04.003 Deadline: Quiz 9
3/28/25	Airport Economic and Environmental Geography	Deadline: Discussion 5
3/31/25	International Air Transportation Policy and Regulation	Readings: https://doi.org/10.1016/j.tpro.2021.11.101
4/2/25	International Air Transportation Policy and Regulation	Deadline: Quiz 10

4/4/25	Trends and Challenges of Air Transportation	Readings: https://doi.org/10.1016/j.trc.2021.103377
4/7/25	Trends and Challenges of Air Transportation	
4/9/25	Trends and Challenges of Air Transportation	Deadline: Term paper and slides submission
4/11/25	<i>Project Presentation</i>	
4/14/25	<i>Project Presentation</i>	
4/16/25	<i>Project Presentation</i>	
4/18/25	<i>Project Presentation</i>	
4/21/25	Course Wrap-Up/Exam Review	
4/23/25	Final Exam	Deadline: Final exam

Note: The schedule is subject to change due to unforeseen circumstances.

Faith accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments and exams, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do not check email on the weekends and after 5 p.m. during the weekday.

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.

Email communication style: My TA and I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you're taking with me, being concise, not writing in block letters, using spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. I am also expecting that you address me and the TA formally. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>

Tone and civility during lecture: I welcome your active participation during the lectures in the form of questions regarding the material at hand. However, because it is my responsibility to ensure that students' participation in class is orderly and respectful, **my core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.**

Tone and civility during office hours: Office hours are not individualized; you can expect multiple visitors. As a result, let's maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct (See: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-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/>.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Using Artificial Intelligence (AI) in this class

AI can be useful for a variety of purposes. For example, artificial intelligence can assist in idea brainstorming. AI can help with grammar, particularly among ESL students. AI can also serve as a brainstorming tool. However, it is crucial to recognize that AI has serious downsides. For example, it can produce inaccurate or incomplete data and frequently fails to offer proper summaries of published scholarly work. Also, AI may generate plagiarized text. If you use AI-generated information that is plagiarized, you will be held accountable for any COAM implications, noted above. For more on the promises and pitfalls of AI, see <https://teaching.resources.osu.edu/teaching-topics/ai-considerations-teaching-learning>. AI tools, such as ChatGPT and Gemini, are allowed for use in this course to develop ideas and grammar and spelling checking. Please keep in mind that you are NOT ALLOWED to use generative AI tools in this course when writing discussions or answering questions in the exams.

When you use AI tools:

- You must first **consult with me or the TA**, as well as **provide footnotes to indicate where you used AI in an assignment**. If you do not consult with us and do not receive written approval to use AI, you cannot use it.
- **You need to be responsible for any information you submit in an assignment using generative AI, keeping in mind the points raised above about the fallibility of AI-generated information. If an AI tool generates plagiarized content, and you use it, you are responsible for the plagiarized content as per COAM.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

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

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

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.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

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; 098 Baker Hall, 113 W. 12th Avenue.