0SYLLABUS

GEOG 3300

Transport Security

Autumn 2026 (full term)
3 credit hours
In person, no remote option
Day: T/Th
Time: 11:10 AM - 12:30 PM
Location: Hitchcock Hall 031



COURSE OVERVIEW

Instructor

- **Name:** Sen Wang, Ph.D. C.M.
- **Email:** wang.18872@osu.edu
- **Office location:** 1105 Derby Hall
- **Office hours:** 2pm–4pm, T/W/Th; appointment by email

Prerequisites

There are no prerequisites for this course.

Course Description

This course is an introduction to transportation security: protecting transportation networks from damage and humans from injuries and deaths caused by intentional acts. We will discuss major transportation modes including air, maritime and land-based systems, their properties and the evolution of threats against these systems. We will also discuss the varying roles of private and public sector agents and their responsibilities.

Course Learning Outcomes

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

- **LO1. Explain transportation security in context** — Explain the role of transportation systems in society and how historical events, particularly the pre- and post-9/11 security environment, have shaped contemporary transportation security priorities.
- **LO2. Compare transportation systems and their security characteristics** — Identify and compare the operational and geographic characteristics of major transportation modes—including aviation, maritime, transit, rail, highway, freight, and pipeline systems—and explain how these characteristics shape their security vulnerabilities.
- **LO3. Evaluate security measures and countermeasures** — Identify and evaluate regulatory, technological, physical, personnel, and procedural measures used to protect transportation infrastructure, passengers, and cargo.
- **LO4. Analyze transportation-security governance and policy** — Explain the roles of major public- and private-sector institutions and analyze how policy, regulation, jurisdiction, and institutional responsibilities influence transportation-security decisions.
- **LO5. Conduct transportation-security risk and resilience analysis** — Apply concepts of threat, vulnerability, consequence, risk, resilience, and network geography to assess transportation-security problems and develop evidence-based recommendations for current and emerging challenges.

Learning Outcome and Assessment Alignment

The course uses multiple forms of assessment so that students practice and demonstrate the learning outcomes at progressively higher levels. Quizzes and in-class activities reinforce foundational knowledge, discussions emphasize application and reasoning, and the group project and presentation provide a culminating applied risk analysis.

Assessment	Learning Outcome(s)	Evidence of Learning
In-class activities / attendance	LO1 -- LO5 (as applicable by module)	Low-stakes retrieval, reflection, and application of lecture and reading concepts
Discussion boards	LO1 -- LO4	Apply course concepts to contemporary cases, justify reasoning, and engage with peers
Quizzes	LO1 -- LO4; LO5 in risk/resilience units	Check understanding of required readings and lecture concepts before cumulative assessments
Midterm exam	LO1 -- LO4	Integrate foundational concepts on security history, systems, institutions, and policy
Group project	LO2 -- LO5; Emphasis on LO5	Conduct an evidence-based airport security risk assessment using threats, vulnerabilities, consequences, and countermeasures
Group presentation		Communicate and present the team's analysis and recommendations
Final exam	LO1–LO5	Integrate concepts across modes, institutions, security measures, risk, and resilience

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

Johnstone, R. William, Protecting Transportation: Implementing Security Policies and Programs. ISBN-13: 978-0124081017 (*Available via https://library.osu.edu/*)

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 (x10)	10
Quizzes (x5)	10
Discussions (x5)	10
Midterm Exam	20
Final Exam	20
Group Project	15
Group Presentation	15
Total	100

Attendance

Description: This course will feature 10 attendance checks, accounting for a total of 10% of the total grade. These will be completed in class. As in-person learning is important to achieve the course learning outcomes, you are expected to attend each lecture in person and sign your own name. Signing for others will constitute a COAM violation. An absence will be excused when appropriate documentation is provided for a verifiable illness or medical condition, such as a medical excuse signed by a doctor or other licensed healthcare provider; a family emergency; jury duty; a religious obligation; military service; or a university-sponsored or otherwise officially excused event. All other absences will count against your attendance grade.

Discussion

Description: There will be 5 discussion boards this semester, designed to help develop your critical thinking skills and foster peer communication and learning. Each discussion is worth 2% of the total grade (10% in total). To earn full points from each discussion, you must create one original thread (worth 1%) and respond to at least one other post (worth 1%). Late submissions will not be accepted unless appropriate documentation is provided for a verifiable illness or medical condition, such as a medical excuse signed by a doctor or other licensed healthcare provider; a family emergency; jury duty; a religious obligation; military service; or a university-sponsored or otherwise officially excused event. All other absences will count against your attendance grade.

Quizzes

Description: A number of 5 quizzes will be given in a semester to assist you understand key learning topics. Each quiz is worth 2% of the 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 official proof of medical leave.

Midterm/Final Exam

Description: Each exam is worth 20% of your final grade. Midterm/Final exams are due on midnight of October 6th, 2026, and December 13th, 2026, 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 cannot 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 late submission, 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 send me an email as early as possible.**

I will waive the exam late penalty for a handful of reasons, for example if you have a medical excuse signed by a doctor or other licensed healthcare provider, a 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, I will not waive the late penalties.**

Group Project -- Report

In the project (worth 15% of total grade), each group will conduct an airport-level transportation security risk analysis. Each team will select a commercial service airport as well as a general aviation airport and evaluate its security environment by examining threats, vulnerabilities, consequences, and existing countermeasures. The goal of the project is to move beyond description and apply course concepts to assess how airport security is designed, where risks remain, and how future challenges may affect airport operations and safety.

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 11:59pm EST November 17th, time stamped via Carmen. The late submission of the term paper and slides will not be accepted.

Project Requirements:

- Scope of Analysis: Each paper should provide an overview of the selected airport and conduct a security risk assessment of its operations, including key threats, vulnerabilities, consequences, and existing countermeasures.
- Visuals: The paper should include relevant tables and figures to effectively support and illustrate the analysis.
- Length and Sources: Each group must submit a 12-page, single-spaced paper covering all required components (excluding the cover page, references, and appendix). The paper must cite at least 12 peer-reviewed sources in APA style to demonstrate academic rigor and earn full credit for the citation component. Wikipedia and other non-scholarly sources do not count toward this requirement.

Grading Criteria:

- Use of Data and Visuals: Effectiveness of visual aids in enhancing understanding of the security efforts and challenges at the study airport.
- Clarity and Organization: Overall structure, coherence, and presentation of the paper.
- Creativity and Critical Thinking: Insightful discussions and implications of the chosen security subjects.
- Grammar: Proper use of grammar, punctuation, and overall readability.
- Page: Adequate length of the paper.

Criteria	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent
Use of Data and Visuals	No visuals	Few visuals, somewhat relevant (1-2 relevant figures/tables used)	Relevant visuals, moderately effective (3 relevant figures/tables used)	Good use of relevant visuals, effectively supports analysis (4 relevant figures/tables used)	Excellent use of visuals that enhance understanding (5 or more relevant figures/tables used)
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 grammar errors (≥10), difficult to read	Frequent (≥5) grammar errors,	Few grammar errors (≥ 3), generally readable	Minimal grammar errors (≥1), well-written	No grammar errors, polished writing

		somewhat readable			
Page	Less than 3 pages	3-6 page	6-98 page	9-12 page	12 pages
Peer-reviewed citations	1-3	4-6	6-8	9-11	12 or more

Group Project -- Presentation

Description: Each group will have **up to 15 minutes** to present their group project in person (worth 15% of total grade). The presentation should be clear and concise, highlighting the key aspects of the paper. Presentation schedules can be found on Canvas. The presentation schedule will be available on Canvas. Each group member must participate in the presentation to receive credit.

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 8 minutes	8-10 minute	10-12 minute	12-14 minute	15-minute

Missed presentation? If you are unable to attend your scheduled presentation due to illness, an emergency, or another legitimate circumstance, you must email me before the scheduled presentation to explain the situation and provide appropriate official documentation. Make-up arrangements may be considered on a case-by-case basis. Missing the presentation without prior notification or an approved reason may result in no credit for the presentation component.

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+	

73–76.9: C 70–72.9: 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.
67–69.9: D+ 60–66.9: D	A “D+” and “D” grade indicate **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

Each class meeting identifies the course learning outcome(s) it supports and the specific learning objective students should be able to demonstrate through the associated reading, activity, or assessment.

Date	Lecture / Topic	Learning Outcome(s) / Weekly Learning Objective	Preparation / Assessment
8/25/26	Course Overview	Course introduction	**Readings:** Syllabus
8/27/26	Introduction to Transportation Security	**LO1 -** Define transportation security and distinguish security threats from related transportation safety concerns	**Readings:** Introduction **Assignment:** Discussion 1 (due 11:59pm 8/30/2026)
9/1/26	Transportation Security before 9/11	**LO1 -** Explain major pre-9/11 transportation security practices and the historical conditions that shaped them	**Readings:** CH 1
9/3/26	Transportation Security after 9/11	**LO1 + LO4 -** Analyze how 9/11 changed U.S. transportation security priorities, institutions, regulation, and resource allocation	**Readings:** CH 2 **Assignment:** Quiz 1 (due 11:59pm 9/6/2026)
9/8/26	Transportation Systems Part - Principles	**LO2 -** Identify core components and characteristics of transportation systems and explain how system design shapes vulnerability	**Readings:** CH 3
9/10/26	Transportation Systems Part - Network Analysis	**LO2 + LO5 -** Use nodes, links, connectivity, redundancy, and criticality to interpret transportation network vulnerability and resilience	**Readings:** CH 3
9/15/26	**UAA Conference (No Class)**	-	**Assignment:** Extra Credit (due 11:59pm 9/16/2026)
9/17/26	Transportation Systems Part - Empirical Examples and Resilience	**LO5 -** Apply network and resilience concepts to empirical transportation disruptions and identify sources of system vulnerability	**Assignment:** Discussion 2 (due 11:59pm 9/20/2026)
9/22/26	Transportation Security Roles Part - International	**LO4 -** Compare the roles of major international institutions and governance arrangements in transportation security	**Readings:** CH 4
9/24/26	Transportation Security Roles Part - U.S.	**LO4 -** Explain the responsibilities and relationships of major U.S. transportation security agencies and stakeholders	**Readings:** CH 4 **Assignment:** Team Formation (due 11:59pm 9/25/2026)
9/29/26	Transportation Security Policymaking in the U.S.	**LO4 -** Analyze how transportation security policy is developed and evaluate tradeoffs involving security, mobility, cost, privacy, and institutional authority	**Readings:** CH 5 **Assignment:** Quiz 2 (due 11:59pm 10/4/2026)
10/1/26	Midterm Exam Review / Final Project Discussion	-	Project development
10/6/26	**Midterm Exam**	-	**Exam: Midterm (due 11:59pm 10/6/2026)**

10/8/26	Maritime Security - Ports and Vessels	**LO2 + LO3 -** Identify major port and vessel vulnerabilities and evaluate layered maritime security countermeasures.	**Readings:** CH 6
10/13/26	Maritime Security - Supply Chains and Domain Awareness	**LO2 + LO3 + LO5 -** Analyze how supply-chain structure, chokepoints, information, and domain awareness influence maritime security risk	**Readings:** CH 6 **Assignment:** Quiz 3 (due 11:59pm 10/18/2026)
10/15/26	Land Transportation Security - Mass Transit and Passenger Rail	**LO2 + LO3 -** Explain why open-access passenger systems create distinctive vulnerabilities and evaluate feasible security measures	**Readings:** CH 7
10/20/26	Land Transportation Security - Freight, Highways and Pipelines	**LO2 + LO3 -** Compare vulnerabilities and protective strategies across highway freight, trucking, and pipeline systems	**Readings:** CH 7 **Assignment:** Discussion 3 (due 11:59pm 10/25/2026)
10/22/26	Aviation Security Part - Commercial Aviation	**LO2 + LO3 + LO4 -** Analyze commercial aviation as a layered security system and explain how institutions, regulations, and technologies interact.	**Readings:** CH 8
10/27/26	Aviation Security Part - Air Cargo + General Aviation	**LO2 + LO3 + LO5 -** Compare commercial aviation, air cargo, and general aviation vulnerabilities and assess appropriate countermeasures	**Readings:** CH 8 **Assignment:** Discussion 4 (due 11:59pm 11/1/2026)
10/29/26	Evaluating Transportation Security	**LO3 + LO5 -** Evaluate security interventions using risk reduction, effectiveness, feasibility, cost, and potential unintended consequences	**Readings:** CH 9
11/3/26	**Asynchronous Learning and Civic Engagement Day**	**No class**	**Readings: CH 9**
11/5/26	Transportation Risk Analysis	**LO5 -** Conduct a structured threat-vulnerability-consequence assessment and use it to prioritize transportation security risks	**Readings:** CH 9 **Assignment:** Quiz 4 (due 11:59pm 11/8/2026)
11/10/26	Transportation Security in Context	**LO3 + LO4 + LO5 -** Integrate geographic, institutional, economic, and social context into the evaluation of transportation security decisions	**Readings:** CH 10
11/12/26	Climate Change, Emerging Hazards and Transportation Resilience	**LO5 -** Assess how emerging and cascading hazards affect transportation resilience and develop risk-informed responses	**Assignment:** Discussion 5 (due 11:59pm 11/15/2026) **Assignment:** Quiz 5 (due 11:59pm 11/15/2026)
11/17/26	Course wrap-up	-	**Project/Presentation:** Group paper and slides (due 11:59pm 11/15/2026)
11/19/26	Team Presentations	**LO3 + LO4 + LO5 -** Communicate and present the airport security risk assessment and recommendations	Group presentations
11/24/26	**Thanksgiving**	**No class**	**Safe travels!**
11/26/26	**Thanksgiving**		
12/1/26	Team Presentations	**LO3 + LO4 + LO5 -** Communicate and present an evidence-based airport security risk assessment and recommendations	Group presentations
12/3/26	Team Presentations		Group presentations
12/8/26	Team Presentations		Group presentations
12/10/26	**Final Exam**	-	**Exam: Final (due 11:59pm 12/13/2026)**

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

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**: 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 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.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Claude, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

For certain assignments, I may allow or encourage the use of generative AI for specific purposes, such as brainstorming, exploring ideas, improving writing, or assisting with data analysis. When AI use is permitted, you must acknowledge its use and briefly explain how it contributed to your work, while following any assignment-specific instructions. Unless otherwise stated, generative AI should not be used to produce work submitted for a grade. **If you are unsure whether or how AI may be used for a particular assignment, please ask me before using it.**

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the 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 Civil Rights Compliance Office.
Policy: Religious Holidays, Holy Days and Observances

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable

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 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)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: http://civilrights.osu.edu/
Call 614-247-5838 or TTY 614-688-8605
civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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.