



DEPARTMENT OF SOCIOLOGY

INSTRUCTIONAL POLICIES

HANDBOOK

For questions about instructional policies, contact:

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INTRODUCTION

OSU Sociology is a leading department in the nation in terms of faculty research and graduate and undergraduate programs. Our Ph.D. program is ranked 17th in the nation by U.S. News and World Report (2014). Our undergraduate program is one of the largest on campus, with about 1,000 Sociology, Criminology and Criminal Justice Studies, and Public Health Sociology majors. Our faculty have research expertise in diverse areas with strengths in stratification and inequality, community and urban sociology, criminology, population and health, education, family, occupations and work and political sociology. Among 118 National Research Council-ranked sociology programs nationwide, we are in the top 10 percent in terms of publications per faculty and percent of faculty with grants.

RESOURCES

- [Office of Disability Services](#)
- [Committee on Academic Misconduct](#)
- [ASC Curriculum Manual](#)
- [Younkin Success Center \(academic services and tutoring\)](#)
- [Student Advocacy \(students in crisis\)](#)
- [University Institute for Teaching and Learning](#)
- [University Policies](#)

INSTRUCTOR RESPONSIBILITIES

- Develop and provide a syllabus to students within the first week of class. Submit electronic version to the department the first week of each term by emailing wilson.1028@osu.edu.
- Attend all scheduled class sessions. In the event of illness or emergency, provide alternative learning opportunities for students to satisfy credit hour requirements. Immediately notify Vice-Chair of more than 1 unscheduled class absence per course per term.
- Be available to meet with students by holding office hours in your assigned office for at least 4 hours per week.
- Treat students with respect and professionalism and be consistent and fair in assigning grades and implementing policies.
- Be familiar with and adhere to all University and Department Rules and Policies related to instruction.
- Do not post grades by name or social security number and do not place graded work in a public location or give students access to graded work of other students. Whenever possible, graded materials should be returned in class, face-to-face
- Respond to requests from University and department in a timely manner. Order textbooks on time. Provide course related material needed for program- and course-level assessment as requested.
- Plan to work from the first day of classes through the submission of final grades, including final exam week.
- Hold a final exam ONLY during the university scheduled final exam period and location.
- Submit your grade roster and grade book/spread sheet to an advisor at the end of the term; retain materials submitted by students that are not returned to them for at least one year.
- Be aware of and adhere to all [university policies](#).

COURSE POLICIES

CREDIT HOUR REQUIREMENTS

The Ohio Department of Higher Education guidelines state, “One semester credit hour will be awarded for a minimum of 750 minutes [i.e., 12.5 hours] of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction [i.e., 1500 minutes or 25 hours]. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes.” Further, “credit hours may be awarded on a different basis for other types of instructional activities,” but in all cases the foundational assumption is that one semester credit is the equivalent of approximately 2,250 minutes [i.e., 37.5 hours] of coursework, combining formalized instruction with out-of-class work.

Note that the amount of out of class work described is that which would be normally required of the average “C” student. Given that semester courses meet for 14 full weeks (not including final exams and holidays), the following applies to a 3 credit hour in-person course:

- Class meetings average: 2.7 hours per week*
- Out of class work for average “C” student: 5.3 hours per week

In sum, the standard 3 credit hour course requires a total of 37.5 hours of formalized instruction, typically fulfilled via in-class meetings. Distance or hybrid courses may use alternative modes of formalized instruction depending on their designation as distance only, distance enhanced, or hybrid courses. Regardless of mode, the average student who can expect to receive a grade of C should plan to devote a total of 112.5 hours on both formalized instruction and out of class work throughout the semester, approximately 8 hours per week in total. Please use the guidelines in assigning work, planning classes, and communicating to students about general expectations. Of course, students should be aware that time spent on a course is no guarantee that they will receive a specific grade.

CLASS MEETING REQUIREMENTS

For standard 3-credit hour in-person courses, an instructor skipping one 1.5-hour or 1.0-hour regular class meeting/s without providing an alternative means of instruction will still meet state credit hour requirements. The Vice-Chair should be immediately notified of instructor absences in excess of these so that alternative instruction or additional requirements can be implemented.

COURSE LEVEL

The course numbering describes the level of the course as follows:

1000—1099 UG (Undergraduate) - Non Credit Courses

Non-credit courses for orientation, remedial, or other non-college-level experiences.

1100—1999 UG - Introductory Level Undergraduate Courses

Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.

2000—2999 UG - Intermediate Level Undergraduate Courses

Intermediate courses; may be counted toward a major or field of specialization.

3000—3999 UG - Upper Level Undergraduate Courses

Upper Level courses; may be counted toward a major or field of specialization.

4000—4999 UG - Advanced Level Undergraduate Courses

Advanced Level courses; may be counted toward a major or field of specialization. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own program.

5000—5999 UG and G (Graduate) - Dual Career Level Courses

Advanced level courses that are regularly offered for both graduate and undergraduate credit.

ASC SYLLABUS TEMPLATE

The following information should be included on all syllabi:

- Instructor's contact information, including name, office location, and office hours
- Meeting days and times and classroom location
- Course number and title
- Format of instruction (e.g., lecture, recitation, lab) and number of contact hours per week
- (see Credit Hour Requirements)
- If the course is a GE course or fulfills a requirement for the Bachelor of Science in Public Health, include information described on pp. 6-7.
- A description of the course
- A list of required texts and other course materials, and information on where they are available
- Information about the length and format of all papers, homework, laboratory assignments, and examinations
- Grading information, indicating the percentages assigned to various requirements
- A grading scale
- Information about the scheduling of examinations and due dates for assignments
- A class attendance policy (even if attendance is not required)
- A weekly topical outline of course meetings, including topics to be covered, readings, film screenings, and homework.
- Academic misconduct statement (See Required Syllabus Statements in this manual)
- Office of Disability Services Statement (see Required Syllabus Statements in this Manual)

REQUIRED SYLLABUS STATEMENTS

OFFICE OF DISABILITY SERVICES STATEMENT

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.

ACADEMIC MISCONDUCT STATEMENT

"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/>."

DISPOSITION OF EXAMS AND HOMEWORK:

"Exams and homework will be discarded in <enter month and year--1 year from end of term>. Questions about grades should be raised immediately so they can be resolved well before this deadline."

G.E. AND PUBLIC HEALTH STATEMENTS

See page 6-7

GRADING AND ASSESSMENT

GRADING

The definition of grades at Ohio State as approved by the Ohio Board of Trustees is specified in Faculty Rule 3335-8-21 Marks. This rule states that the instructor is expected to judge the extent to which the student achieved the stated objectives of the course “based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.”

Thus, grades are not based on effort. Students should not expect that completing all course requirements will result in a specific grade. The instructor’s assessment of the quality of the work as related to the stated objectives of the course is what determines the final course grade. Instructors should assign a range of grades and should not assign a common grade for all students in the course.

STANDARD OSU GRADING SCALE

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

*Alternative grading scales are permitted but must be clearly defined on the syllabus. Final course grades, however, must correspond to the letter grades shown above.

GRADE DISTRIBUTION

Syllabi must indicate the proportion of final course grade that is represented by each course requirement.

ASSESSMENT

The College of Arts and Sciences requires departments to complete an annual Program Assessment Report for each major program. In addition, the Office of Academic Affairs requires periodic assessment of all GE courses. The Director of Undergraduate Studies (DUS) is responsible for coordinating all department assessment activities. Instructors are expected to respond to requests for assessment activities or information in a timely manner. In some cases, this may require administering short examinations to students or presenting a report summarizing students’ achievement of course objectives via a standard rubric. The DUS will work with instructors to communicate expectations and requirements for assessment on an ongoing basis.

ACADEMIC MISCONDUCT

All suspected cases of academic misconduct (plagiarism, cheating, etc.) must be reported to the Committee on Academic Misconduct (COAM). Procedures are:

- COAM recommends that you notify the student that you suspect they may have engaged in academic misconduct. This notification is not mandatory. This can be done via a private conversation (a witness is recommended) or via the student’s OSU e-mail.
- Complete [COAM's reporting template](#) electronically. In possible plagiarism cases, read *Preparation of Evidence for Cases Involving Alleged Plagiarism*.
- List the Vice Chair as a Report Collaborator on the online form. When you have submitted the form, email the Vice Chair with a copy of the form you submitted and they will upload or email the supporting letter to COAM.
- If it is the end of the term, assign a course grade of Incomplete. The alternative grade is the grade the student would receive if there is NO academic misconduct.
- See [the COAM faculty webpage](#) for more information.

UNDERGRADUATE STUDENT SERVICES (USS)

[Advising Staff](#) are available to meet with our undergraduate majors and minors. As their primary responsibility is advising our 1,000 majors, they are not able to assist instructors in delivering course content or administering exams. However, they can be an excellent resource for instructors having difficulties with particular students or questions about course and grading deadlines or the grade grievance process. Advisors in USS report to the Director of Undergraduate Studies (DUS), who can provide more information about their services.

MAKEUP EXAMS & EXAMS FOR ONLINE COURSES

Makeup exams or exams for online courses should be scheduled with the University Testing Center which offers expanded time availability, online scheduling, and email return of completed exams. You may access the forms for scheduling these exams at testing.osu.edu: click on the Forms (staff only) tab in the red left hand menu. Email esue-testing@osu.edu or call 614.292.2241 for more information

GRADE GRIEVANCE POLICY

Students may submit a grade grievance by meeting with an advisor in USS and completing a required form. USS submits the grade grievance to the Director of Undergraduate Studies who acts on behalf of the department Chair to review all grade grievances. The Grade Grievance subcommittee of the Undergraduate Studies Committee reviews the case and respond to the student within 30 days via the student's @osu.edu email address or written letter, as indicated by the student on the grade grievance form.

Students should be aware that according to University Rules grades can be changed only if a "procedural error" in grading has occurred. The following language can be helpful in responding to student complaints about grades:

"In making decisions about grade changes, The Department of Sociology is bound by University Rule 3335-8-23 "Alteration of Marks," which states:

A mark filed in the office of the university registrar is part of the official records of the university. It is subject to change only when a procedural error has been discovered in evaluation or recording of a grade. Action to change a grade must be initiated before the end of the second succeeding quarter. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class.

In sum, ONLY **procedural errors** (e.g., miscalculation) in grading justify a grade change. The student must submit documentation showing evidence of a procedural error. Note that, according to Rule 3335-8-21, marks are defined by the instructor's judgment. This means that, in the absence of a procedural error, disagreeing with the instructor's evaluation is not a sufficient criterion for the initiation of a grade change.

TEACHING RESOURCES (UCAT AND UITL)

Instructional staff are encouraged to use the university's resources to develop and improve their teaching. The Vice Chair is available to discuss specific classroom concerns. Deb Wilson is also an excellent resource.

[University Institute for Teaching and Learning](#)

- Professional teaching consultants are available to discuss any aspect of teaching, such as designing courses, enhancing classroom techniques, developing course materials, and documenting teaching effectiveness.
- Provides [teaching endorsements](#) to instructors who participate in their professional learning programs, including the [Course Design Institute](#).

CLASSROOM SERVICES

The [Office of Distance Education and eLearning](#) promotes the effective use of technology in learning environments across campus.

[Instructional videos and articles for Canvas](#)

ODEE also offers workshops including general introductions to Canvas. [Register here](#)

WRITING AND COMMUNICATION

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

Level One (1110)

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Level Two (2367)

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

DATA ANALYSIS

Goals: Students develop skills in drawing conclusions and critically evaluating results based on data.

Expected Learning Outcomes:

1. Students understand basic concepts of statistics and probability.
2. Students comprehend methods needed to analyze and critically evaluate statistical arguments.
3. Students recognize the importance of statistical ideas.

INSTRUCTIONS

- In addition to including the language above for each GE category the course fulfills, the syllabus should also include a statement describing how the course will meet each goal.
- For examples, see previous syllabi on S:\adm\Semesters\Syllabi

SOCIAL SCIENCE

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Organizations and Politics

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Human, Natural, and Economic Resources

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of The use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

DIVERSITY

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability class, ethnicity, and religion in the pluralistic institutions and cultures of the United States
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

CROSS-DISCIPLINARY SEMINAR

Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

SERVICE-LEARNING

Goals: Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

EDUCATION ABROAD

Goals: By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

COURSES THAT MEET REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PUBLIC HEALTH

Only the following statement must be included:

The BSPH core and specialization competencies covered in this course are listed on the CPH website:

<http://cph.osu.edu/students/undergraduate/>

SOCIOLOGY STAFF SUPPORT

Main Office Staff

Nicola “Nikki” Betts

Human Resources and Fiscal Officer

Office: 238C Townshend Hall

Phone: 614.292.8432

E-Mail: Betts.80@osu.edu

Supervisor: Ryan King, Professor and Chair

(direct deposit, personnel issues)

Karissa Wess

Fiscal/HR Associate

Office: 238 Townshend Hall

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E-Mail: blackwell.6@osu.edu

Supervisor: Nikki Betts

(travel reimbursement)

Marliss McGarvey

Adm. Asst. to Department Chair

Office: 238 Townshend Hall

Phone: 614.292.1214

E-Mail: mccgarvey.51@osu.edu

Supervisor: Ryan King, Professor and Chair

(office assignments, schedule meetings with Chair or Vice-Chair)

Graduate Program

Caitlin Naber

Graduate Program Coordinator

Office: 238d Townshend Hall

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E-Mail: naber.10@osu.edu

Supervisor: Professor Sarah Hayford

Instructional Administration Staff

Deb Wilson

Instructional Coordinator and Senior Lecturer

Office: 244b Townshend Hall

Phone: 614.292.1386

E-Mail: wilson.1048@osu.edu

Supervisor: Kristi Williams, Professor and Vice Chair

(course scheduling and instructor assignments)

Undergraduate Student Services – 141 Townshend Hall
Supervisor of Staff and Dir. of Undergraduate Program is Professor Doug Downey.32
USS Email: socadvising@osu.edu

Susan Van Pelt, MA

Academic Advisor and Transfer Credit Coordinator

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David Martinez, MA

Academic Advisor and Research Coordinator

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Cecilia Johnson, MA, MFA

Academic Advisor and Internship Coordinator

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Sociology Research Lab – 160 Townshend Hall

SRL: 160 Townshend Hall

Phone: 614.292.1294

E-Mail for technical support: srl@osu.edu

Matt Moffitt

*Instructional Lab Manager (SIL) (Systems
Manager)*

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Supervisor: Ryan King, Professor and Chair