



## INTRODUCTION

OSU Sociology is a preeminent department in terms of faculty research and the quality of our graduate and undergraduate programs. According to the 2021 Shanghai Rankings, we are recognized as the 7<sup>th</sup> best Sociology department in the world. Our Ph.D. program is ranked 18<sup>th</sup> in the nation, and 8<sup>th</sup> among public universities, in the 2022 U.S. News and World Report listings. Our undergraduate program is one of the largest on campus, with more than 700 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% in publications and grants per faculty.

## ACADEMIC FREEDOM AND RESPONSIBILITY

This handbook outlines guidelines, expectations, best practices, and helpful resources related to instruction in the Department of Sociology. In addition to these instructor responsibilities, the department affirms the university's commitment to academic freedom, as described in Section [3335-5-01 of the Rules of the University Faculty](#):

### **3335-5-01 Academic freedom and responsibility.**

(A) The Ohio state university endorses full academic freedom as essential to attain the goal of the free search for truth and its free exposition. Academic freedom and academic responsibility are twin guardians of the integrity of institutions of higher learning. This integrity is essential to the preservation of a free society and explains the willingness of society historically to accept the concept of academic freedom and, in addition, to protect it through the institution of academic tenure.

(B) The principal elements of academic freedom include the freedom of faculty to:

1. Teach, conduct research, and publish research findings;
2. Discuss in classrooms, in their own manner, any material that is relevant to the subject matter as defined in the course syllabus;
3. Exercise their constitutional rights as citizens without institutional censorship or discipline;
4. Seek changes in academic and institutional policies through lawful and peaceful means.

(C) Academic freedom carries with it correlative academic responsibilities. The principal elements include the responsibility of faculty to:

1. Meet their defined teaching, research, and service obligations;
2. Pursue excellence, intellectual honesty, and objectivity in teaching, in conducting research, and in publishing research findings;
3. Encourage students and colleagues to engage in free discussion and inquiry;
4. Evaluate student and colleague performance on a scholarly basis;
5. Refrain from persistently introducing matters that have no bearing on the subject matter of the course;
6. Work with appropriate individuals and bodies to provide optimal conditions conducive to the attainment of the free search for truth and its free exposition;
7. Differentiate carefully between official activities as faculty and personal activities as citizens, and to act accordingly.

In addition, to these general responsibilities, this handbook describes in greater detail more specific university and departmental guidelines and policies.

## SPECIFIC INSTRUCTOR RESPONSIBILITIES

- Be aware of your [instruction mode](#) and corresponding schedule and create your course accordingly.
- 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 [wilson.1028@osu.edu](mailto:wilson.1028@osu.edu).
- Publish your course on [CarmenCanvas](#) and [use Canvas](#) as the hub for instructions and communications.
- 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.
- Hold office hours for at least 4 hours per week. Office hours may be held in-person and/or online.
- Treat students with respect and professionalism; be consistent and fair in assigning grades and implementing policies.
- 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.
- Post a final grade for all students by the grade posting deadline (which is earlier for graduating seniors).
- Respond to requests from the 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.
- All courses must have a final examination and it can be held/due ONLY during the university scheduled final exam period and location.
- Retain a copy of your grade book and materials submitted by students that are not returned to them for at least one year.
- Be aware of and adhere to all [university policies](#).

## REQUIRED SYLLABUS ELEMENTS

Required syllabus components as outlined [in this guide from the Drake Institute include:](#)

- **Instructor Information** – Instructor name, title and department, office address, e-mail address, office hours, contact preferences (including any policy on how quickly you respond to emails)

- **Basic Course Information** - Course number, title, meeting days and times, room address for class meetings, mode of delivery).
- **Course Content** – Course description, goals, desired learning outcomes & expectations (recommended), required and recommended materials, textbooks, etc.
- **Course Calendar** – Topics to be covered in sequence with dates, reading assignments and due dates, due dates for major assignments and assessments of the course, information about the final exam including location, time, and date, statement about course calendar changes (how you will notify students of any changes to the original calendar)
- **Course Components** – Description of major assignments and assessments of the course and their due dates. Information about the format of the final exam (including location, time and date, if relevant)
- **Grading Information** – Grading standards and criteria, including the value assigned to various requirements and the grading scale used, any policies regarding S/U, I, W, etc. marks (see [Rule 3335-8](#))
- **Course Policies** – Include in the syllabus any firm policies in your course (e.g., late assignments, attendance requirements, etc.). This includes the [university policy on academic misconduct](#) for which you can provide this link and/or a more detailed description (see recommended syllabus statements in this document).
- **GE Courses** - GE course syllabi should include: (a) the relevant category(ies) that it fulfills, (b) the associated goals and learning outcomes, [which can be found here](#), and (c) a brief statement that explains how the particular course will satisfy the stated learning outcomes.
- **BSPH/Public Health Courses** - Courses that satisfy a requirement for the BSPH (Bachelor of Science in Public Health) should include this statement: The BSPH core and specialization competencies covered in this course are listed on the CPH website: <http://cph.osu.edu/students/undergraduate/>

## RECOMMENDED SYLLABUS STATEMENTS

The university recommends that syllabi include the following statements on academic misconduct, mental health, and disability. The department and our Instructional Development Committee also recommends the inclusion of the following statement on diversity, equity, and inclusion.

### OFFICE OF DISABILITY SERVICES

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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: [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; [slids.osu.edu](http://slids.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### ACADEMIC MISCONDUCT

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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, 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 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.

### MENTAL HEALTH

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A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support, and advocacy. This service is free and confidential. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### DIVERSITY, EQUITY, AND INCLUSION

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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.

### DISPOSITION OF EXAMS AND HOMEWORK:

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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.

## 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.

# 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

<b>A</b>	93-100	<b>A-</b>	90-92.9
<b>B+</b>	87-89.9	<b>B</b>	83-86.9
<b>B-</b>	80-82.9	<b>C+</b>	77-79.9
<b>C</b>	73-76.9	<b>C-</b>	70-72.9
<b>D+</b>	67-69.9	<b>D</b>	60-66.9
<b>E</b>	<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, OAA 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 submitted materials 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 and to access the reporting template.

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## GRADE GRIEVANCE POLICY

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Students may submit a grade grievance by meeting with an advisor in Undergraduate Student Services (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., miscalculations) 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.

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## MAKEUP EXAMS & EXAMS FOR ONLINE COURSES

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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. Access forms for scheduling these exams with the Forms (staff only) tab in the red left hand menu. Email [esue-testing@osu.edu](mailto:esue-testing@osu.edu) or call 614.292.2241 for more information.



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## UNDERGRADUATE STUDENT SERVICES (USS)

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[Advising Staff](#) are available to meet with our undergraduate majors and minors. As their primary responsibility is advising our majors, they are not able to assist instructors in delivering course content or administering exams. However, they are 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.

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## TEACHING AND CLASSROOM RESOURCES

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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.

### [Teaching & Learning Resource Center](#)

- Acts as the new centralized location for offering resources to enhance teaching
- Includes [toolsets](#) such as instructional guides for using CarmenCanvas, CarmenZoom, and Top Hat
- Offers best practice information for a wide variety of teaching topics
- Presents teaching and learning opportunities through many different sessions and workshops

### [Office of Distance Education and eLearning \(ODEE\)](#)

- Promotes the effective use of technology in learning environments across campus.
- Offers [classroom services](#) that involve technology setup and trouble-shooting information.
- Provides teaching and learning [resources](#) and [workshops](#), including general introductions to Canvas and Zoom and a syllabus template for online and hybrid courses.

### [Michael V. Drake Institute for Teaching and Learning](#)

- The Drake Institute offers extensive instructional support, research support to enhance instructional best practices, and myriad teaching tools, resources, and workshops. This is a primary university place for guidance about how to teach effectively and for how to improve one's teaching.
- 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](#)

- Provides support for classroom equipment and technology.
- Responds quickly to classroom issues at: 614-688-4357 (HELP), option 4.

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## ADDITIONAL RESOURCES

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- [Younkin Success Center \(academic services & tutoring\)](#)
- [Student Advocacy \(students in crisis\)](#)
- [Office of Disability Services](#)
- [Office of Diversity and Inclusion](#)
- [Committee on Academic Misconduct](#)
- [University Policies](#)
- [Safe and Healthy Buckeyes \(COVID-19 response\)](#)

## SOCIOLOGY STAFF SUPPORT

### Main Office

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#### **Karissa Wess**

*Department Manager*

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#### **Carol Bitzinger**

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#### **Marliss McGarvey**

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### Graduate Program

#### **Caitlin Naber**

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**Supervisor:** Kammi Schmeer (beginning '22)

### Instructional Administration Staff

#### **Deb Wilson**

*Instructional Coordinator and Senior Lecturer*

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**Supervisor:** Kristi Williams,

### Undergraduate Student Services (USS)

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#### **Susan Van Pelt, MA**

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### Sociology Research Lab – 160 Townshend Hall

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