## Term Information

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</thead>
<tbody>
<tr>
<td>Previous Value</td>
<td>Summer 2013</td>
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## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**
Add recitation and make grading based on recitation.

**What is the rationale for the proposed change(s)?**
To ease assessment and to track enrollments.

**What are the programmatic implications of the proposed change(s)?**
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Greater programmatic efficiency.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Educ Sts: Higher Ed &amp; Stdt Aff</th>
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<tr>
<td>Fiscal Unit/Academic Org</td>
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<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
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<td>Level/Career</td>
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<tr>
<td>Course Number/Catalog</td>
<td>2576</td>
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<tr>
<td>Course Title</td>
<td>Leadership for Resident Advisors</td>
</tr>
<tr>
<td>Transcript Abbreviation</td>
<td>Leadership for RAS</td>
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<tr>
<td>Course Description</td>
<td>Provides an overview of the theory and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's role as a Resident Advisor.</td>
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<tr>
<td>Semester Credit Hours/Units</td>
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## Offering Information

<table>
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<th>14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week</th>
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<td>Flexibly Scheduled Course</td>
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<td>Allow Multiple Enrollments in Term</td>
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COURSE CHANGE REQUEST
2576 - Status: PENDING

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0406
Subsidy Level: Baccalaureate Course
Intended Rank: Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This course provides an overview of the theory, skills, and reflection necessary for the practice of effective leadership, specifically in Residence Life as a Residence Advisor.

Previous Value

Content Topic List

- Overview and Introductions
- Role of the Resident Advisor
- Personality Type
- Student Involvement
- Community Building
- Communication
- Alcohol and Other Drug Abuse
- Integrity and Ethics
- Diversity (2 sessions)
- College Adjustment
- Wellness
- Mental Health
- Closure

Attachments

- ESHESA 2576 Leadership in Community Service Syllabus.docx

(Syllabus. Owner: Gerken,Samantha Jo)
# Workflow Information

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<th>Date/Time</th>
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<td>Gerken,Samantha Jo</td>
<td>07/06/2016 11:54 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Malone,Helen Irene</td>
<td>07/06/2016 02:44 PM</td>
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<td>Odum,Sarah A.</td>
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<td>Zircher,Andrew Paul</td>
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<td>Warnick,Bryan R.</td>
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<tr>
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<td>Achterberg,Cheryl L</td>
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The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
ESHESA 2576, Spring 20XX
Leadership in Community Service, 1 credit, Undergraduate
Lecture: TBD
Recitation: TBD
Class meeting location: TBD

Instructor: INSERT NAME
Phone: INSERT PHONE
Office: INSERT ADDRESS
Office Hours: By appointment (or list times)
E-mail: INSERT EMAIL

Course Description:
Leadership for Resident Advisors is a 1-credit course that provides an overview of the theory, skills, and reflection necessary for the practice of effective leadership, specifically in Residence Life as a Residence Advisor. Leadership is explored as an integral component of a student's role as a Resident Advisor.

Course Coordinator: Dr. Amy Barnes, barnes.269@osu.edu, Senior Lecturer, Higher Education and Student Affairs Section, Department of Educational Studies, Columbus campus

COURSE GOALS (OBJECTIVES)/LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Learning Outcome</th>
<th>Course Assessment</th>
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</table>
| Future RAs will understand Student Life/Residence Life departmental values and practices. | The student can name the 4 core values of Student Life/Residence Life and articulate how they shape the care they provide to residents in their RA role. | ▪ Discussion and Activities based on handouts: What It Means to Be a Resident Advisor at The Ohio State University, Commitments of Good Practice for RAs and Vision, Mission, Motto, and Values of University Housing  
▪ In Class Activity: Core 4 Jigsaw                                                |
| Assist future RAs in their personal leadership identity.                     | The student can use their own words to articulate their personal identity, values, and privileges. | ▪ In Class Activity: The Identity Wheel  
▪ Written reflections based on The Identity Wheel, an article: Invisible Identities, Letting |
| Future RAs will understand the critical role of initiating challenging conversations with their peers. | The student can demonstrate the skills necessary to facilitate a caring conversation around difficult topics and circumstances including identifying acts of bias and behavior issues. The student can explain the difference between intent and impact in the actions of themselves and others. | Completion of hmwk assignments. In Class Activity and discussion: Levels of Listening. Written reflection/Self-Assessment regarding personal biases. Completion of: Walking Towards Your Biases Project. In Class Activity and discussion: Triggers and Hot Buttons. Completion of Case Studies. |
| Future RAs will learn the different needs of first year students as compared to second year students and upper-class students. | The student can explain the different needs of a student transitioning into their first year of college and a student transitioning into their second year of college. | Discussion of assigned readings related to student transitions. Activity: Who Are They? What Do They Need? |
| Future RAs will understand the responsibilities, best practices, and supervision style of an Ohio State Hall Director/Housing Coordinator/Assistant Hall Director. | The student can explain the role of a Housing Coordinator/Hall Director/Assistant Hall Director and how they might be supervised differently than a previous experience as a part-time employee. | Activity: Priorities! Priorities! Completion and discussion of Case Studies. Instructor responses to written reflections. Completion of the Institutional Data Policy. |
| Future RAs will understand the time commitment of the RA position. | The students can articulate the time requirement of the RA position. | Written reflection on personal time mgmt. Discussion on written reflections. Activity: Priorities! Priorities! |
| Future RAs will have a clear understanding of their personal time management/where they spend their time. | The student can articulate ways to effectively manage their time as a student employee. | Baruch College Time Mgmt Assessment results. Written reflection on personal time mgmt. Discussion on written reflections. |
Leadership for RAs
Spring Semester 20XX

<table>
<thead>
<tr>
<th>Activity: Priorities! Priorities!</th>
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</thead>
<tbody>
<tr>
<td>Future RAs will have strategies for identifying and managing their stress.</td>
</tr>
<tr>
<td>▪ Written reflection on stress mgmt. as it relates to time mgmt.</td>
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<tr>
<td>▪ Written Wellness Commitment and group share</td>
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<tr>
<td>▪ Discussion on written reflections</td>
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<tr>
<td>Future RAs will understand the role of academic initiatives in our residence halls.</td>
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<tr>
<td>▪ In class discussion</td>
</tr>
<tr>
<td>▪ Activity: Who Are They? What Do They Need?</td>
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REQUIRED TEXTS - There are no required text(s) for this course.

COURSE MATERIALS - All course materials will be available via CARMEN beginning 3/2/16.

READINGS INCLUDE:

GRADING PLAN/GRADING RUBRIC - Grades will be determined primarily upon attendance, participation, and written reflections.

Note: All grading will be based on recitation.

GRADING SCALE - The following is the scale that will determine your course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
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<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>E</td>
<td>59% or less</td>
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COURSE REQUIREMENTS:

<table>
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<tr>
<th>REFLECTIONS</th>
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<tr>
<td>#1: Personal Identity Reflection &amp; The Identity Wheel (due week 2) 10 points</td>
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<tr>
<td>#2: Top 5 Values Reflection: 10 Points (due week 2) 10 points</td>
<td></td>
</tr>
<tr>
<td>#3: Time Management Reflection &amp; Wellness Commitments (due week 3) 10 points</td>
<td></td>
</tr>
<tr>
<td>#4: Biases, Stereotypes, and Behaviors Reflection (due week 4) 10 points</td>
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<tr>
<td>#5: Walking Towards Biases Reflection &amp; 3 Interviews (due week 5) 15 points</td>
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<td>#6: Student Needs Reflection (due week 6) 10 points</td>
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<td>#7: Pulling It All Together Reflection &amp; Bucket Lists (due week 7) 15</td>
<td>80 points</td>
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<table>
<thead>
<tr>
<th>ATTENDANCE AND PARTICIPATION</th>
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<tbody>
<tr>
<td>Each class is worth 3 points. (6 Classes x 3 points per class, 1st class worth 2 points)</td>
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<tr>
<td>1 Point for attending class and being on time</td>
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<tr>
<td>2 Points for attending class, being on time and participating in a discussion</td>
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<tr>
<td>3 Points for attending class, being on time, participating in a discussion and being an active member of the class</td>
<td>20 points</td>
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TOTAL POINTS 100 points

TOPICAL OUTLINE
The following is a summary of topics, readings, and homework assignments for the Leadership for RAs Course. Please contact your Class Instructor should you have questions about expectations for each assignment. These are also listed on your class’s Carmen page for your convenience.
Please review the following prior to the first day of class on Week 1:

READ: What It Means to Be a Resident Advisor at The Ohio State University

REVIEW: Vision, Mission, Motto, and Values of University Housing

Week 1 HMWK: Due before class begins on Week 2

READ: Invisible Identities, Letting Yourself Be Seen

REFLECTION #1: In class, you completed The Identity Wheel. There are 4 questions on The Identity Wheel worksheet. Reflect on these questions and submit your responses.

WATCH/READ: What Are Your Values?

REFLECTION #2: There are 6 steps outlined within the What Are Your Values video/article. Reflect on these questions and submit your responses.

WEEK 2 PREP: Bring your completed Identity Wheel to class, as well as your top 5 values. Be prepared to share in a small group some of your insights regarding your identity and values.

Week 2 HMWK: Due before class begins on Week 3

READ: Effects of College Life on Student Time Management Skills

WATCH: More Stress, Less Stigma Drives College Students to Mental Health Service

COMPLETE: Baruch College’s Time Management Calculator Online Time Mgmt Assessment

REFLECTION #3: Time Management is a common concern of individuals who take on the RA role. This position is competitive, challenging, and incredible! We expect a lot from our RAs. The RA position requires 20 hours a week on average. After using Baruch College’s Time Management Calculator, please take the number of hours that you have left in your week that are assumed as studying hours, and subtract 20 from that number. What # do you have now? Document what number you have now, even if it is a negative number. Take a deep breath (or 10). You won’t always feel like you have no time, but we do want to prepare you for adjusting as needed. Adjusting your time as you take on greater responsibilities is part of being in a leadership role, adulting, and getting congruent with what you want to prioritize in your life. Please reflect and answer the following questions:

1. What # are you left with after subtracting 20 from your total?

2. Go back to your values assessment. When you review what you value and where you spend your time, do you feel these things are aligned? Disproportionate? Write about one area of your time management that you want to improve.

3. How will you adjust your time in order to prioritize the things that matter most to you and the RA position?

4. If you begin to realize that you do not have enough time to do everything you’ve committed to do, what is the first thing that you can adjust? How will you do it?
5. One of the questions that you probably remember from your RA interview was regarding stress management. We weren't kidding when we said that RAs juggle a lot! Take a moment to reflect on how you will prioritize your wellness. If you would like, review the info shared regarding self-care. Make a Wellness Commitment to yourself by completing these sentences:

I know I am stressed when I begin to feel _____________. I commit to caring for myself by ______________. I predict that the greatest obstacle to achieving this will be ______________. I’m going to breakthrough that obstacle by _______________. My wellness is a priority.

Ex. I know I am stressed when I begin to feel annoyed that a resident asks to talk about their roommate issues. I commit to caring for myself by getting 8 hours of sleep on the nights that I begin to feel this way. I predict that the greatest obstacle to achieving this will be my ability to control my FOMO and go to bed at the time I commit to going to bed. I’m going to break through my FOMO obstacle by telling my friends why I am doing this, and asking for their help in holding me accountable. My wellness is a priority.

6. What questions do you want to ask your instructors regarding time and stress management?

WEEK 3 PREP: Come to class prepared to share your reflections in small group and your answer to question 5 (Wellness Commitment) with the class.

Week 3 HMWK: Due before class begins on Week 4

READ: Confrontation Skills
READ: How Are You Responding to Trigger Words and Trigger Phrases?
WATCH: Do You Have A Racial Bias?
READ: Intent vs Impact: Why Your Intentions Don’t Really Matter
READ: Adjusting to US Culture, Social Norms a Struggle for Some Ohio State International Students
WATCH: Why Does Privilege Make People So Angry?
WATCH: If Microaggressions Happened to White People
WATCH: How Do You Tell Someone They Sound Racist?

REFLECTION #4: The point of this week’s homework is to unfold to an even greater extent the role of an RA as an individual that works to create spaces that are safe, inclusive, educational, and understanding. We know that one of the ways you will do this is through programming, but an aspect of the RA job that is more hidden to the untrained eye is the skills needed to identify and confront situations that exclude people. To build these skills, it’s important to take time to get real with yourself your own biases. Once you do this, you can also begin to address how comfortable you
are having these types of conversations with people. Don't get us wrong, we know this is hard. We (the Residence Life Leadership Team) work on this too. We know it can be awkward to find the words you're looking for when having these conversations with yourself let alone your residents. Even the most practiced people admit that it is hard, but with experience, it feels less intense. The videos and articles chosen this week are meant to be relevant and timely pieces that portray identity related topics because when it comes down to it, you are becoming leaders in working with people. You will also have to confront topics that are related to behavior (alcohol, drugs, roommate mediations, etc). For your reflection this week, answer the following questions:

1. On a scale of 1-10 (1 = I can’t do it. and 10 = I've been doing this since I could talk.) rate how comfortable you are having a follow-up conversation with a resident after you witness or learn about an act of bias or stereotype they hold? (Ex. You hear a group of residents in the lobby talking about Halloween. One keeps talking about how they are going to dress up as “Black” for Halloween. They continue to make overarching generalizations and are using words that you recognize as derogatory. You are concerned about their thinking, as well as the potential outcome of their idea. It doesn’t seem like their friends are opposed to their costume.) Do you believe that you can have this conversation in a way that is objective? Why? What do you need in order to address this?

2. On the same scale, rate how comfortable you are having a follow-up conversation with a resident regarding a behavioral issue like underage drinking and drug use? (Ex. Three 19 year old residents on your floor are written up for drinking and smoking marijuana on your floor.) Do you believe that you can have this conversation in a way that is objective? Why? What do you need in order to address this?

3. What is the difference between a bias and a stereotype? Give 3 examples of each.

4. Everyone has biases. The work comes in thinking critically about those biases and how they may lead to discrimination. List three areas that you want to commit to thinking more critically about (areas of bias often happen in connection to a person’s race, color, religion ( creed), gender, gender expression, age, national origin (ancestry), disability, marital status, disability, sexual orientation, political beliefs, social standing and/or military status). How will you begin to think more critically about the areas you’ve identified? Who can you ask to help you? What resources exist at OSU to help?

5. When a resident describes their environment as “inclusive”, what do you think are characteristics of that environment? Give examples of things you can do as an RA to bring those characteristics to life on your floor. HINT: You can think BIG and you can think small. Both matter!

WEEK 4 PREP: We’re moving into some challenging topics. Next week, we will address the type of listening skills that are necessary when working through conflict, as well as having an ability to identity personal triggers/hot buttons (Hot Button: an emotional and usually controversial issue or concern that triggers immediate intense reactions, often times sadness or anger.) As always, we’re working to push you to be more self-aware as a leader, as well as develop new skills needed to be a successful RA. Please come with an open mind and readiness to explore how well you actually listen, as well as a willingness to identify topics that elicit an emotional reaction for you. We’ll be right there with you the whole way through!

Week 4 HMWK: Due before class begins on Week 5

WATCH: Vernă Myers: How to Overcome Our Biases? Walk Boldly Toward Them

REFLECTION #5: Verna Myers says, “Get out of your denial.” She challenges us to do an inventory of our circles and ask, “Who’s in it? Who’s missing? And, how many authentic relationships do I have with people who have major

Leadership for RAs
Spring Semester 20XX
“differences from me?” Last week, in your reflections, we asked you to identify 3 biases that you have and begin to think critically about them. We asked you to identify: 1) How you will begin to think more critically about the areas you’ve identified, 2) Who you can ask to help you, and 3) What resources exist at OSU to help? This week, we are asking you to go “deeper, closer, further” as Verna shared in her talk.

Use your answers from question 4 in last week's reflection assignment to begin addressing your own biases. Actively work towards learning more about yourself and where these biases came from, as well as how you plan to build community with and between people who are different from one another.

Things that may help you begin to unfold biases include:

- Thinking about the earliest messages you received related to your biases?
- Were these learned? If so, how? In what ways?
- Reading articles, journals, books or chapters of books that are related to the topic.
- Listening/Watching movies/videos related to the topic.
- Using resources like these: Project Implicit - Take an Implicit Bias Test

Write a minimum of 1000 words addressing the prompt above.

WEEK 5 PREP: We will use ½ of our time together on your reflections, and ½ of our time on case studies.

**Week 5 HMWK: Due before class begins on Week 6**

READ: Adjustment Issues In College

READ: Wandering and Wondering: Traversing the Uneven Terrain of the Second Year College Student

READ: The Sophomore Slump

REFLECTION #6: From our readings this week, it’s obvious that different students have different needs. Let’s start with you and your needs. Please reflect and respond to the following questions:

1. What exploration phase are you in?
2. What has impacted your growth thus far?
3. What are your personal goals for your development?
4. Why is it important to think about these things?

WEEK 6 PREP: Class will focus heavily on this week's assigned readings. Please be sure you read each article carefully.

**Week 6 HMWK: Due before class begins on Week 7**

COMPLETE: Columbus Ambassadors Training (online)

COMPLETE: Institutional Data Policy Training (online)

REFLECTION #7: Pulling It All Together & RA Bucket Lists
1. What factors made you want to become a Resident Advisor? How have those factors changed or stayed the same as the result of your experiences during this course?

2. What was the single most important take-away you’ve gained from this course as it relates to your leadership identity development?

3. What are you still experiencing concerns about as it relates to the RA position and your leadership? What are you going to do to work on leaning into those concerns?

4. Create a Bucket List for your 2016-17 RA Year. This list should include 10 things that you hope to accomplish as an RA next year.

5. Do you have any questions you would like to ask your instructors as you wrap up?

WEEK 7 PREP: You will have an opportunity to speak with a panel of RAs in class next week. This will be time between you and your peers, instructor free. Begin thinking about questions you want to ask them. It’s ok if some are anonymous. We’ll have notecards for you to use for that very reason. And, you will have an opportunity to share your Bucket List with your class. Come prepared to share 😊

HOW WILL I TURN THIS IN?
You will submit your reflections through Carmen. Worksheets and any other assignments your Instructors requests will be turned in during your class session. Your individual Instructors may require you to bring hardcopies to class

HOW WILL YOUR REFLECTIONS BE GRADED?
The reflections assigned throughout your hmwk are critical to your development as a leader. They serve as a way to develop your self-awareness as a leader. They also allow your instructors to have greater insight into your development. You will not be graded on your opinion, rather your ability to show depth and quality of thought.

Hints for great reflections:
- Answer the question in full.
- Share your individual thoughts and feelings as they relate to the material and seek for connection between the two.
- Share what you are learning about yourself as you think through the topic.
- Share about any challenges/celebrations/perceptions that you are experiencing as you reflect and connect.
- Share where you plan to go from here.

To help you conceptualize our expectations, please see examples of ways in which you can respond to the reflection questions, as well as the # of points you can expect to receive for each style of answer. In the first reflection assignment, one of the things you are asked to reflect on is the identity you hold that you think about most often.

EX. WHAT IDENTITY DO YOU THINK ABOUT MOST OFTEN?
0-2 point answer: “Ability.”
- Answered the question, but there are 0 countable signs of reflection.

3-4 point answer: “Ability. I realized last year that I have a panic disorder. It is something I work to overcome daily, so I think about it a lot.”
- Answered the question and offered a reflection regarding answer. This is honest and vulnerable, but offers little insight into how this part of their identity impacts their life daily and what they do as a result of it.

5-6 point answer: “Ability. I realized last year that I have a panic disorder. It is something I work to overcome daily, so I think about it a lot. For example, I wonder if I’m the only person telling myself to count to 10 when I read through our syllabus, and I wonder if people are noticing that I’m telling myself to count to 10. Ha! I have a sense of humor about it.”
- Answered the question, and offered a reflection that gave the instructor 1 ex of how this impacts their life. Lacks depth.

7-8 point answer: “Ability. I realized last year that I have a panic disorder. It is something I work to overcome daily, so I think about it a lot. For example, I wonder if I’m the only person telling myself to count to 10 when I read through our syllabus, and I wonder if people are noticing that I’m telling myself to count to 10. Ha! I have a sense of humor about it. Some of the ways I think and work through my anxiety include:

1. I go to a workshop through CCS weekly. I work with a counselor to identify ways to cope with my body’s reaction to day-to-day happenings, like muscle relaxation.

2. I work out at least 30 minutes a day. This helps me relax, and is just a good thing for my overall wellness. Unlike some of my friends though, if I skip a workout, the impact it has on my day, my sleep, and my thought processes is greater.

Even though working through anxiety is really hard, and an everyday part of my life, I’m really glad I asked for help last year. It’s made a huge difference.”
- This is a good answer, but not above average. It answers what the identity is, and gives 2 examples of how the individual works with that part of their identity. It offers some depth.

9-10 point answer: “Last year, I was sitting in a review session for a Chemistry final, and I started to feel like I was trying to breathe through a coffee straw. It had happened a few times before, and I knew it usually ended with me in tears or finding a friend and asking them if they thought I was going to die. I actually had gone to the emergency room once, and the doctor suggested it might be anxiety, but at the time, I wasn’t ready to hear that.

That day, after I left the Chem review, I went to my room and called my partner. He helped me relax, and in the morning, we went over to CCS and I made an appointment with a counselor. I started reading about anxiety and I found this quote on HealthyPlace.com: “The worst feeling in the world is trying to hold back a panic attack in public.” I saw myself in that quote, and with the help of a counselor, I realized that I have a panic disorder. It is something I work to overcome daily, so I think about it a lot.

For example, I wonder if I’m the only person telling myself to count to 10 when I read through our syllabus, and I wonder if people are noticing that I’m telling myself to count to 10. Ha! I have a sense of humor about it. Having a sense of humor is one of the things that I use to cope with the messages my brain sends to my body.
Some of the ways I think and work through my anxiety include:

1. I go to a workshop through CCS weekly. I work with a counselor to identify ways to cope with my body’s reaction to day-to-day happenings. I am usually practicing some form of muscle relaxation or deep breathing while in class when feeling anxious.

2. I work out at least 30 minutes a day. This helps me relax, and is just a good thing for my overall wellness. Unlike some of my friends though, if I skip a workout, the impact it has on my day, my sleep, and my thought processes is greater.

3. One of the things that I never expected would help me, but it has immensely, is doing Stand-Up at open mic nights. I like to go and not tell any of my friends. I just do it for me. It's really hard. Sometimes I bomb. But, I prove to myself that I can do hard things, and that’s a huge win for me!

Even though working through anxiety is really hard, and an everyday part of my life, I'm really glad I asked for help last year. I was spending so much time feeling frustrated thinking that I was the only person struggling in this way with anxiety. That just wasn't true. In fact, I learned that anxiety is the #1 problem facing OSU students. Understanding that my ability level is different, and making it work for me has made a huge difference in my life."

• This answer shows an overall depth of reflection. It answers the questions what/when/how and offers depth in terms of reflection and multiple examples shared.

POLICIES FOR IN-CLASS PARTICIPATION AND LATE AND MISSING ASSIGNMENTS

In-Class participation will be defined as:

- Attendance at each class for the full period
- Completion of readings and written assignments in advance of each class
- Successful completion of in-class activities and presentations
- Active and engaged contributions to class discussions

For late and missing assignments:

- Late assignments will receive half of the assigned credit (or less, at the instructor’s discretion)
- Missing Assignments (not turned in by the end of the course) will receive no credit

POLICIES FOR STUDENT CONDUCT AND PARTICIPATION

- Class participants are expected to be on time and engaged in class discussions, activities, presentations, etc. for the entire duration of the course.
- Participants are expected to be respectful of all instructors and course peers throughout the course. Harassment in any form is not acceptable during class sessions or out-of-class community engagement experiences, and will result in academic and/or disciplinary follow-up.
 Electronic devices including mobile phones, tablets, laptops, etc. should be used exclusively for course related activities during the actual class sessions, except for designated “break times” during the class session.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)
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.

Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

OFFICE OF DISABILITY SERVICES STATEMENT
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

GRIEVANCES AND SOLVING PROBLEMS
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class,
“You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.”

**STATEMENT ON DIVERSITY**

The College of Education and Human Ecology 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. 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.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.