

Shark Tank Finance

Spring 2026

Instructor: Carter Davis

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Office Hours: 9-10 am on Fridays (or by appointment)

Course Description

This course examines the financial decisions faced by entrepreneurs from the moment they consider starting a business through financing, growth, and exit. The focus is *entrepreneurial finance*: how uncertainty, incentives, ownership, valuation, timing, and capital structure shape outcomes for founders.

While venture capital plays an important role in the course, this is not a pure venture capital class. Many successful businesses never raise institutional capital, and the tools developed here apply broadly to founder-led, bootstrapped, angel-backed, as well as VC-backed firms alike.

We combine practical frameworks with real-world cases and selected academic research. By the end of the course, students will be able to reason clearly about (i) business economics and early financial intuition, (ii) ownership and dilution, (iii) startup valuation under uncertainty, (iv) financing instruments and negotiation, and (v) how early decisions shape long-run outcomes.

Required Texts & Materials

Books

Feld, Brad and Jason Mendelson (2019). *Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist*. 4th. Wiley.

Metrick, Andrew and Ayako Yasuda (2021). *Venture Capital and the Finance of Innovation*. 3rd. Wiley.

Ries, Eric (2011). *The Lean Startup*. Crown Business.

Cases

These are Harvard case studies available here: <https://hbsp.harvard.edu/import/1371130>

Avid Radiopharmaceuticals: The Venture Debt Question

A Business Plan? Or a Journey to Plan B

The Choice of Business Entity: Corporate, Pass-Through, Disregarded Entities

Convertible Notes in Seed Financings

Coupa

Endeca Negotiation: Steve Papa

Entrepreneurship Reading: Developing Business Plans and Pitching Opportunities
Entrepreneurship Reading: Financing Entrepreneurial Ventures
Fast Ion Battery
Lovepop
A Note on Angel Financing
A Note on the Legal and Tax Implications of Founders' Equity Splits
A Note on Pre-Money and Post-Money Valuation
Ownership, Control, and the Role of Equity in New Ventures
Process of Going Public in the United States
Square Inc IPO
Strava
VC Vignettes
Venture Capital Deal Sourcing and Screening
WebTracker

Studies

The following studies can be found though Ohio State's library website: <https://library.osu.edu>.

Ewens, Michael, Alexander Gorbenko, and Arthur Korteweg (2021). "Venture Capital Contracts". In: *Journal of Financial Economics*.

Gahng, Minmo, Jay R Ritter, and Donghang Zhang (2023). "SPACs". In: *The Review of Financial Studies* 36.9, pp. 3463–3501.

Gompers, Paul A., Will Gornall, et al. (2020). "How Do Venture Capitalists Make Decisions?" In: *Journal of Financial Economics* 135.1, pp. 169–190.

Gompers, Paul A. and Josh Lerner (1996). "The Use of Covenants: An Empirical Analysis of Venture Partnership Agreements". In: *Journal of Law and Economics* 39.2, pp. 463–498.

Gornall, Will and Ilya A. Strebulaev (2020). "Squaring Venture Capital Valuations with Reality". In: *Journal of Financial Economics* 135.1, pp. 120–143.

Hochberg, Yael V., Alexander Ljungqvist, and Yang Lu (2007). "Whom You Know Matters: Venture Capital Networks and Investment Performance". In: *Journal of Finance* 62.1, pp. 251–301.

Hochberg, Yael V., Alexander Ljungqvist, and Annette Vissing-Jørgensen (2014). "Informational Holdup and Performance Persistence in Venture Capital". In: *Review of Financial Studies* 27.1, pp. 102–152.

Hsu, David H. (2004). "What Do Entrepreneurs Pay for Venture Capital Affiliation?" In: *Journal of Finance* 59.4, pp. 1805–1844.

Kaplan, Steven N. and Per Strömberg (2003). "Financial Contracting Theory Meets the Real World: An Empirical Analysis of Venture Capital Contracts". In: *Review of Economic Studies* 70.2, pp. 281–315.

Nanda, Ramana and Matthew Rhodes-Kropf (2018). *Coordination Frictions in Venture Capital Syndicates*. Tech. rep. NBER.

Other (available on Canvas)

Canaan Partners – Entrepreneur Pitch Workbook

Course Requirements & Grading

- **Participation and Professionalism (25%):** Evaluated based on: 1) punctual class attendance and participation in class discussions and 2) professionalism towards me and other class members in and outside of class.
- **Fundraising Pitch (35%):** In groups of two, deliver a persuasive fundraising pitch (seed or later round) supported by credible assumptions and a coherent financing story.
- **Midterm (15%):** Short closed-book exam in class (see schedule).
- **Final Exam (25%):** Comprehensive, closed-book exam during finals week.

Grade Curving and Letter Grades: The Finance Department requires that final course grades produce an average GPA between 3.2 and 3.6. Letter grades in this course are assigned to meet this requirement.

Numeric scores in this course do *not* have a fixed or intrinsic correspondence to letter grades (e.g., 90 = A). A numeric score is a measure of performance relative to the difficulty of the material and assessments, not a statement about a “true” letter grade. As a result, numeric scores may appear lower than in courses that apply mechanical grading scales.

Letter grades are therefore assigned directly based on overall performance and the grade distribution, rather than by first mapping numeric scores to conventional cutoffs and then applying a curve. For example, the cutoff between an A– and a B+ may be approximately 72%, and the cutoff between a B– and a C+ may be approximately 58%.

To provide transparency, minimum performance guarantees apply: scores in the 90s will earn at least an A–, scores in the 80s at least a B–, scores in the 70s at least a C–, and scores in the 60s at least a D–.

Instructor Judgment: Compared to many courses, this class places less emphasis on mastering new formulas or techniques and more emphasis on applying existing tools in complex, ambiguous settings. Much of our work involves analyzing situations where there is no single correct answer and where reasonable people may disagree.

Because of this, evaluating performance cannot be reduced to mechanically deducting points for incorrect answers. While some aspects of assessment relate to specific assumptions, methods, or statements, a substantial portion involves evaluating the coherence, depth, and persuasiveness of the overall argument or presentation. This holistic evaluation is necessarily subjective.

As a result, grading in this course is more subjective than in many finance courses. I want to be transparent about this from the outset. I make these judgments carefully and with the goal of fairness and consistency, but the nature of the material requires that such judgments be made.

Participation and Professionalism

Active participation is essential to the success of this course. A high participation grade requires not only regular attendance, but clear evidence of preparation and thoughtful engagement with the assigned readings, cases, and class discussions. The guiding question I use when assessing participation is: *How significantly does your participation contribute to the learning of the section as a whole?*

A high grade in this category reflects a student who consistently completes the readings, comes to class prepared with insightful comments and questions, and conducts themselves with a high degree of professionalism toward me and other students, both in and outside of class. Participation quality matters far more than quantity; a small number of well-timed, well-reasoned contributions is more valuable than frequent but superficial comments. I will cold call students to answer questions, so be prepared by doing the readings.

To help track participation, I will use a seating chart. Students may choose their seats at the beginning of the term, but I ask that you remain in those seats throughout the semester. In each class, I will distribute seating charts to a small number of students, who will provide peer feedback by noting whether each classmate: (1) made a valuable comment, (2) made a great comment, or (3) made a truly outstanding and insightful comment (these are rare). I will take this peer feedback into account, but final participation grades are determined by me.

Attendance and punctuality are important components of this grade. Missing class hurts your participation score, and being late also counts against you. That said, it is better to attend and be late than to miss class entirely. There are legitimate reasons to miss class or be late to class (e.g. being sick), and you can communicate these to me only by filling out this form: <https://forms.gle/yGNW6hYsjzboqZjy6>. Emails about missing class or being late are ignored, and this form is the only way to communicate this to me. Participation in online in-class questions using Top Hat can also affect your participation and professionalism grade.

We are fortunate to have two guest speakers who will join us via Zoom. If a guest lecture occurs during your enrolled class time, attendance is especially required. Students are expected to research the guest speakers and the companies they have worked at in advance. If time permits for questions, I expect students to ask high-quality, thoughtful questions. Professionalism and engagement during guest lectures are particularly important, as they directly affect my ability to invite guest speakers in the future.

Professionalism outside of class also matters. While questions are welcome, it is not professional to email questions that can be easily answered by consulting the syllabus or course materials, nor to complain about the workload or assigned readings. I aim to respond to emails within one business day; sending follow-up emails before that window has passed is not professional given these expectations.

Your use of technology in class can also affect your grade. See the “Use of Technology in Class” section below.

Fundraising Pitch

Over the course of the semester, groups of two will develop and deliver a fundraising pitch. Your pitch should clearly communicate (i) the business model and economics, (ii) financing needs and timing, (iii) valuation logic, and (iv) the proposed deal terms and founder objectives. Details and grading rubric will be provided on Canvas. Your group has exactly five minutes to present, and I will cut you off if you go over. You need to sign up on Canvas for your group number, and the schedule below shows when each group presents. Be careful to sign up for your own section and not for another class's section. If you fail to sign up for a presentation group, you will receive a zero.

Midterm

We have an in-class midterm exam that is closed-book and closed-note on a bubble sheet. See the schedule below for the date. There are no make-up dates if you cannot attend the midterm exam day.

Final Exam

We also have a comprehensive final exam. Like the midterm, this is a closed-book closed-note bubble sheet exam. See the schedule below for the date and time. There are no make-up dates if you cannot attend the final exam day. Note that this is the day and time scheduled by the university, so I am not obligated to provide additional final exam times.

Use of Technology in Class

There is credible evidence that laptops, phones, and other connected devices can reduce learning in classroom settings when they encourage distraction or multitasking. For example, experimental work finds that laptop multitasking during lectures lowers comprehension for both the multitasker and nearby peers ([Sana, Weston, and Cepeda 2013](#)). Related evidence shows that even when laptops are used *only* for note-taking, they can be associated with shallower processing and weaker performance on conceptual questions compared to longhand notes ([Mueller and Oppenheimer 2014](#)). There is also evidence from school policy changes that restricting mobile phone access can improve academic outcomes, with the largest gains among lower-achieving students ([Beland and Murphy 2015](#)).

Policy. Laptops and tablets are *allowed* in this course, but *discouraged*. Phones should be silenced and put away unless you have a specific, course-related reason to use one.

Participation and professionalism. Your use of technology can affect your Participation and Professionalism grade. In particular, consistently staring at a screen instead of engaging in discussion, browsing unrelated websites, texting, or any other device use that appears to distract from

(rather than contribute to) class will count against this component of your grade. If you use a device, you are responsible for ensuring that it is clearly supporting your learning and participation in the class.

Course Schedule (Spring 2026)

Class 1 (1/13/2026, Tuesday) — The Entrepreneur’s Decision

Central question: Should I do this at all, given my alternatives and risk tolerance?

Subtopics:

- Personal motivations for entrepreneurship
- Risk vs reward of starting a business
- Opportunity cost of entrepreneurship
- Wealth creation paths (salary, ownership, exit)
- Defining “Your Number”
- Lifestyle businesses vs growth businesses
- Defining success beyond venture capital
- Long-term founder outcomes

Reading: No assigned reading.

Class 2 (1/15/2026, Thursday) — Business Economics and Value Creation

Central question: Is this a real business, or just an idea that sounds good? (*No case today.*)

Subtopics:

- Identifying unmet needs and pain points
- Translating ideas into economic opportunities
- Who pays and why
- Revenue models
- Pricing intuition
- Gross margin logic

- Operating cost structure
- Working capital dynamics
- Early-stage financial intuition (without formal models)

Reading: Book: [Ries 2011](#), Part One (“Start” and “Define”), Ch. 1–2. **Study:** [Gompers, Gornall, et al. 2020](#), **Other:** Canaan Partners – Entrepreneur Pitch Workbook (Canvas).

Class 3 (1/20/2026, Tuesday) — Uncertainty, Assumptions, and Plan B

Central question: What assumptions matter most, and how fragile is this business?

Subtopics:

- Why most businesses fail
- Uncertainty and incomplete information
- Business plans vs real-world execution
- Plan A vs Plan B
- Hypothesis testing in startups
- Pivoting decisions
- Learning from failure
- Sensitivity thinking (“what has to be true?”)

Reading: Book: [Ries 2011](#), Chapters 3–8 (“Learn” through “Pivot”). **Study:** [Hochberg, Ljungqvist, and Vissing-Jørgensen 2014](#). **Cases:** Entrepreneurship Reading: Developing Business Plans and Pitching Opportunities ([HBS Case Packet](#)), A Business Plan? Or a Journey to Plan B ([HBS Case Packet](#)), VC Vignettes ([HBS Case Packet](#)).

Class 4 (1/22/2026, Thursday) — Ownership, Term Sheets, and Cap Tables

Central question: What do dollars raised actually translate into in ownership and control?

Subtopics:

- What equity represents economically
- Equity as ownership vs compensation
- Pre-money vs post-money valuation

- Ownership math and dilution
- Cap table mechanics
- Control vs ownership tradeoffs
- Why founders misunderstand dilution

Reading: [Book: Feld and Mendelson 2019](#), Ch.4-5 (terms sheets), 9 (cap tables). **Study:** [Kaplan and Strömberg 2003](#), **Cases:** Ownership, Control, and the Role of Equity in New Ventures ([HBS Case Packet](#)).

Class 5 (1/27/2026, Tuesday) — Guest Lecture (Taylor Davis)

Guest speaker session.

Reading: No assigned reading.

Class 6 (1/29/2026, Thursday) — Startup Valuation I: Frameworks

Central question: How should we value a company when almost everything is uncertain?

Subtopics:

- Early-stage valuation intuition
- Why early valuation precision is misleading
- Valuation as structured argument, not truth
- Venture Capital valuation method
- Comparable company / transaction analysis
- Discounted cash flow intuition for growth companies
- Valuation under uncertainty

Reading: [Book: Metrick and Yasuda 2021](#), Ch. 10–12 (VC method, DCF, comps). **Study:** [Gornall and Strebulaev 2020](#). **Cases:** Coupa ([HBS Case Packet](#)).

Presentations:

- Group 1
- Group 2
- Group 3

Class 7 (2/3/2026, Tuesday) — Startup Valuation II: Defending the Valuation

Central question: Can I defend this valuation when challenged by investors?

Subtopics:

- Sensitivity analysis in valuation
- Scenario analysis
- Valuation as a negotiation outcome
- Bargaining power dynamics
- How investors attack assumptions
- What investors expect to see in a pitch
- Financial omissions as red flags

Reading: Book: [Feld and Mendelson 2019](#), Ch. 13 (negotiation / defending terms). **Study:** [Hsu 2004](#). **Cases:** A Note on Pre-Money and Post-Money Valuation ([HBS Case Packet](#)), Lovepop ([HBS Case Packet](#)).

Presentations:

- Group 4
- Group 5
- Group 6

Class 8 (2/5/2026, Thursday) — Guest Lecture (Bret Larsen)

Guest speaker session.

Reading: No assigned reading.

Class 9 (2/10/2026, Tuesday) — Equity Architecture and Incentives**MIDTERM IN CLASS (BEGINNING OF CLASS)**

Central question: Who should own this company, and how do incentives affect outcomes?

Subtopics:

- Founder equity splits

- Sweat equity vs capital contributions
- Employee equity and advisor compensation
- Incentives and alignment
- Control vs motivation tradeoffs
- Dead equity problems
- Common founder mistakes in equity design

Reading: Book: [Feld and Mendelson 2019](#), Ch. 6-7 (control and other terms). **Study:** [Ewens, Gorbenko, and Korteweg 2021](#). **Cases:** Strava ([HBS Case Packet](#)).

Presentations:

- Group 7
- Group 8
- Group 9

Class 10 (2/12/2026, Thursday) — Legal and Tax Foundations of Equity

Central question: Which early legal and tax decisions matter the most?

Subtopics:

- Choosing a legal entity (sole proprietorship, LLC, C-corp)
- Liability exposure and piercing the corporate veil
- Tax treatment of different entities; administrative burden
- Vesting schedules and one-year cliffs
- Accelerated vesting; single vs double trigger
- Restricted vs vested stock
- Section 83(b) elections; timing of taxation
- Cheap stock issues and tax risks

Reading: Book: [Feld and Mendelson 2019](#), Ch. 19 (legal things every entrepreneur should know). **Study:** [Gompers and Lerner 1996](#). **Cases:** The Choice of Business Entity: Corporate, Pass-Through, Disregarded Entities ([HBS Case Packet](#)), A Note on the Legal and Tax Implications of Founders' Equity Splits ([HBS Case Packet](#)), WebTracker ([HBS Case Packet](#)).

Presentations:

- Group 10
- Group 11
- Group 12

Class 11 (2/17/2026, Tuesday) — Runway, Burn, and Financing Timing

Central question: How long do I have before this business fails, and how does time affect my power?

Subtopics:

- Burn rate
- Runway calculation
- Cash flow vs profitability
- Financing timing decisions
- Bargaining power under time pressure
- Why waiting to raise capital is risky

Reading: Book: [Ries 2011](#), Part Three - Accelerate (Batch, Grow, Adapt, and Innovate) **Study:** [Nanda and Rhodes-Kropf 2018](#). **Cases:** Fast Ion Battery ([HBS Case Packet](#)).

Presentations:

- Group 13
- Group 14
- Group 15

Class 12 (2/19/2026, Thursday) — Alternative Financing: Debt, Convertibles, SAFEs, crowdfunding

Central question: What are some alternative ways to finance a startup and what are their pros and cons?

Subtopics:

- Equity vs debt financing mechanics
- Convertible notes
- SAFEs

- Valuation caps
- Conversion discounts
- Implicit valuation in hybrid securities
- Entrepreneur vs investor incentives in convertibles

Reading: Book: [Feld and Mendelson 2019](#), Ch. 8-9, 11 (convertible debt, crowdfunding, venture debt); [Metrick and Yasuda 2021](#), Ch. 16 (participating convertible preferred stock). **Cases:** Convertible Notes in Seed Financings ([HBS Case Packet](#)), Avid Radiopharmaceuticals ([HBS Case Packet](#)).

Presentations:

- Group 16
- Group 17
- Group 18

Class 13 (2/24/2026, Tuesday) — External Capital: Angels and Venture Capital

Central question: When does outside capital help, and when does it change the business?

Subtopics:

- Bootstrapping strategies; self-funding and personal capital
- Friends-and-family financing
- Customer-funded growth
- Grants and non-dilutive capital
- Angel investors; accredited investor definition
- Angel incentives; smart money vs dumb money; angel groups
- Venture capital incentives and expectations
- Follow-on financing rounds (Series A, B, C)

Reading: Book: [Metrick and Yasuda 2021](#), Ch. 1–2 (industry and players); [Feld and Mendelson 2019](#), Ch. 12 (how VC funds work). **Study:** [Hochberg, Ljungqvist, and Lu 2007](#). **Cases:** Note on Angel Financing ([HBS Case Packet](#)), Venture Capital Deal Sourcing and Screening ([HBS Case Packet](#)), Entrepreneurship Reading: Financing Entrepreneurial Ventures ([HBS Case Packet](#)), Endeca Negotiation ([HBS Case Packet](#)).

Presentations:

- Group 19
- Group 20
- Group 21

Class 14 (2/26/2026, Thursday) — Endgames, Exits, and Synthesis

Central question: How do exits work?

Subtopics:

- What makes an opportunity fundable (broadly defined)
- Acquisition exits
- IPOs (high-level overview)
- IPO process, service providers, and roadshows (conceptual)
- Valuation at exit
- Liquidity vs control tradeoffs
- Paper value vs realized value
- Synthesis: linking early decisions to outcomes

Reading: [Study: Gahng, Ritter, and Zhang 2023](#). **Cases:** Process of Going Public in the United States ([HBS Course Packet](#)), Square Inc IPO ([HBS Case Packet](#)).

Presentations:

- Group 22
- Group 23
- Group 24

Final Exam Day (3/3/2026, Tuesday)

The Final Exam is offered during your standard class times in your class location.

Additional University Policies and Resources

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 please review the [Code of Student Conduct](#) and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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, Sudowrite, 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.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for

specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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. 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 accommodations.

Email: slds@osu.edu

Website: slds.osu.edu

Address: 098 Baker Hall, 113 W. 12th Ave

Phone: 614-292-3307

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.

Copyright

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.

Counseling and Consultation Services / Mental Health Statement

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ces.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. 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 by dialing 988 to reach the [Suicide and Crisis Lifeline](#).

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.