

## **Instructor:**

**Name:** Dan Oglevee  
**Department:** Finance  
**Office Location:** 646 Fisher Hall  
**Phone Number:** (614) 292-4102  
**E-mail:** oglevee.3@osu.edu  
**Office Hours:** Zoom and By Appointment (Please see below)

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## **Class Meeting Schedule:**

**Class Format:** Online both Synchronous lectures over Zoom and Asynchronous Material  
**Class Schedule:** Saturday 10:00am – 4:00pm – Class 7221-020 (4436)  
Saturday, January 17  
Saturday, January 24  
Saturday, January 31  
**Office Hours:** Zoom Time Scheduled via Carmen Course Home Page and By Appointment

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## **Course Materials / Software:**

- (1) **Wall Street Prep (WSP)** a *link to access the material will be provided on Carmen/Canvas*. Please note, Wall Street Prep has made a special allowance for OSU students to purchase the Excel Crash Course module which is required for the course at a special price of \$35. Quizzes in the Excel Crash Course will not be graded. However, a final exam encompassing all of the Excel Crash Course material will be given at the end of the completed tutorials.
- (2) For those of you interested in learning more about Finance and Modeling, there is a second bundle which includes the Excel Crash Course, DCF and Financial Statement modeling at \$95. WSP was kind enough to provide students enrolled in this class with a third opportunity to purchase the “Student Passport Package” for a special student price of \$150. **Again, please note: The Excel Crash Course is the only module required for the course.** Depending on your interest and career aspirations, either of the other two class packages can be used for this class as they include the Excel Crash Course.
- (3) *A detailed outline of course content and assignments for each session can be found online at the Carmen/Canvas website for the course.*

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## **Course Description:**

For most of us, we entered our Graduate program armed with our most trusted tool, the financial calculator. Whether your choice was the HP 12C, Sharp EL 733A or a running favorite the TI BA II Plus, chances are that you probably did not make it past the first chapter in the user manual. Static homework problems are solved with ease, balancing checkbooks after purchasing books (though depressing) are accomplished with a modicum of effort. It is generally not until that first HBS case, where you are forced to consider dynamic variables and perform sensitivity analysis, that you realize there is a time and place for the financial calculator. With the clock approaching

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11pm and two additional cases due in 8 hours, it becomes apparent that a comprehensive set of tools are needed to analyze the case data. As fatigue and panic begin to set in, a confident teammate whom was in the two year analyst program at Morgan Stanley prior to grad school, steps to the “plate” and deftly places the mouse aside. After 10 minutes of steady chatter from the keyboard, a robust and neatly formatted spreadsheet provides the tool necessary to model various inputs and provide a sensitivity analysis of the case at hand thus saving the night. A typical team will stand there mystified, with a silent and unspoken agreement that they just found their finance and excel guru for the rest of their graduate studies!

Fast forward a year or two. Graduation has come and gone. The debt is there, but at least you are driving a new car and going to the gym to work off the “Grad School 20.” You are a financial analyst at a fortune 500 company. The two week training class offered by the firm was insightful and now you are on your own. Your boss comes in and asks you to put together an analysis surrounding an NPV project. Key requirements include a financial model detailing five year pro formas, working capital requirements and the ability to perform sensitivity analysis given a set of dynamic variables that will have to be skillfully adjusted to meet the appropriate cost of capital that needs to be compared to industry peers. As you begin to break out in a sweat, the last words you vaguely recall hearing are something about a two day deadline...

For nearly 50 years with the advent of the PC, spreadsheet models have been the dominant tool for finance professionals to practice their trade. This course will utilize Excel and challenge the student to improve their finance, data gathering, and modeling skills by personally constructing a variety of spreadsheet models.

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## **Prerequisites:**

Please consult your Academic Advisor

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## **Course Learning Outcomes:**

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

- Be comfortable building an Excel model augmented by various Excel functions
- Gain a practical understanding of the core concepts surrounding data/sensitivity analysis
- Augment your ability to make assumptions and deal with imperfect information
- Build a variety of models which one fully understands and can explain in an interview!

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## **How This Course Works:**

**Mode of delivery:** This course is 100% online. Course lectures will be held synchronously on Zoom during the assigned course dates and times. You must be logged in to Carmen at the scheduled time and **ATTENDANCE IS MANDATORY**. Additional class material will be provided asynchronously.

**Pace of online activities:** This course continuously builds upon each previous lecture. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **1.5-credit-hour course**. According to [Ohio State policy](#), students should expect around 1.5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 3 hours of homework (reading and assignment preparation, for example). This will be adjusted based on our weekend schedule.

## **Teams**

Each case will be analyzed by a student team that is randomly selected at the beginning of the course. I will target teams of 5 but depending on the final class size, this number is subject to change. Please note this concept fairly represents what many of you will face in the workforce. It is good practice to understand the technical and logistical nuances of working across different time zones and in many cases cultures. In the event students join/drop the class after the initial teams are formed, the professor reserves the right to assign a student to a specific team where appropriate. Students are not permitted to work independently on any team based assignments and will receive a grade of zero for any work submissions that do not follow this simple request. Teams are to work *independently* on the cases. Reports, spreadsheets or class notes from students who took the class in the past are strictly off limits.

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## **Class Preparation**

Thorough preparation—by students *and* instructor—and active participation are essential to a successful case course. Learning comes from struggling with the issues outside of class, then discussing the conclusions (and the struggle) in class. Unprepared students personally miss out on most of the learning and also cheat their classmates because they cannot contribute fully to the learning that occurs in class.

Virtually every case requires an “answer” or a decision, and you should arrive in class prepared to explain and defend your decision. *It is unacceptable to arrive in class without having made a decision*, and statements like, “There wasn’t enough information,” will be challenged! Decisions must be made every day with less information than one would like to have.<sup>1</sup> To encourage preparation and facilitate class discussion, students will be called on in class to share their model insights and analysis.

## **Grading and Faculty Response**

For purposes of assigning final grades for the course, approximate weights will be the following:

Wall Street Prep Excel Crash Course Final Exam	30%
Cases	30%
Class Attendance/Contribution/Assignments	30%
Team Peer Review	5%
Key Lessons Learned	5%
Total	100%

Please note: Late submissions will **NOT** be accepted. Please refer to Carmen for due dates. The standard OSU grading scale will be used.

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will do my best to reply to emails within **24 hours on days when class is in session at the university**.

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<sup>1</sup> It is perfectly fine to explain your decision based on the information available, and then to state the additional information you would like to have and how you would use it.

## **Peer Review**

One bothersome aspect of group work is that it is difficult for the instructor to assess each individual's contribution to the team's output, and this may tempt some students to free ride on the efforts of their teammates. Peer review will be used to allow students to provide useful information about teammate contributions, to help avoid the free-rider problem and, if some students bear more than their share of the load, to reward those students. Each student will have a total of 200 points to award to the other members of his or her team. The points that you allocate should be proportional to the individual's contribution to your team over the course, as you perceive it. For example, if you think that Teammate A contributed twice as much as Teammate B, then Teammate A should get twice as many points as Teammate B. Since each student awards 200 points to teammates, the average score received from peer review is also 200 points. The peer review forms will be completed at the end of the course. The form must be signed (it is not anonymous), but will be kept *confidential*. That is, students may be told the total number of points awarded to them by their teammates, but they will not be told the points given by individual teammates. Since peer review is an important component of course grades, please take this responsibility very seriously—a frank and honest evaluation is expected.

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## **Food for Thought**

As mentioned earlier, students will be called on during class. Consider it your own personal opportunity to contribute to your classmates' education and to develop your ability to think on your feet and speak extemporaneously. Mistakes will be made, but we all learn from our mistakes, and from others' mistakes.<sup>2</sup> I recognize that this creates a certain level of tension for some students, and I will try to be sensitive to anxiety-induced brain cramps. This is an opportunity to gain practice overcoming such anxiety, a skill that will serve you well in years to come.

It is important that different opinions, assumptions and methods of analysis be discussed in class. It contributes greatly to the learning process if, when you disagree with a classmate, you explain clearly what you disagree with, why you disagree, and how you think the decision should be made. This can be done energetically, but with respect for your classmates—belligerence is unnecessary and counterproductive.

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## **Instructor Judgment**

Grading is more subjective in this course than in many Finance courses, and I want to make sure everyone understands this clearly up front. I strive diligently to be fair and impartial when making judgments regarding quality of work, professionalism and creativity as compared to others, but it is a fact of life that the judgments must be made.

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<sup>2</sup> I can virtually guarantee that the instructor will publicly embarrass himself several times during the course.

**Please Note: In the Event of a University Directive, the following Schedule could be subject to change with less than 24 hours' notice.**

In order to receive credit, all models must be fully constructed, and uploaded to Carmen by the normal class time on the posted due date. Given the sheer volume of assignments and in fairness to those who turn their assignments in on time, **there will be no exceptions** and late assignments will receive a zero for submission. Please do not wait to the last minute. In fact, to borrow from marketing and the rule of three:

***Do not wait to the last minute.***

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<u>Session 1 (01/17)</u>	<u>Assignments</u>	<u>Due</u>
<b>WSP – Excel Crash Course</b>	<b>CH 1, CH 2</b>	<b>Online</b>
<b>Lecture 01 – Modeling Introduction</b>		<b>01/17</b>
<b>Lecture 02 – Menu Page</b>		<b>01/17</b>
<b>Lecture 03 – Memo/Templates/Attention to Detail</b>		<b>01/17</b>
<b>Lecture 04 – Number Formatting</b>		<b>01/17</b>
<b>Lecture 05 – Style Formatting</b>		<b>01/17</b>
<b>WSP – Excel Crash Course</b>	<b>CH 3</b>	<b>Online</b>
<u>Session 2 (01/24)</u>	<u>Assignments</u>	<u>Due</u>
<b>WSP – Excel Crash Course</b>	<b>CH 5, CH 6</b>	<b>Online</b>
<b>Lecture 06 – Case: Gas Analysis</b>	<b>Case Presentation</b>	<b>01/24</b>
<b>Lecture 07 – Document Formatting/Printing</b>		<b>01/24</b>
<b>Lecture 08 – NPV and IRR</b>		<b>01/24</b>
<b>Lecture 09 – One and Two Variable Data Tables</b>		<b>01/24</b>
<b>Lecture 10 – Excel Tips and Tricks Part I</b>		<b>01/24</b>

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<u>Session 3 (01/31)</u>	<u>Assignments</u>	<u>Due</u>
<b>WSP – Excel Crash Course</b>	<b>CH 4, CH 8</b>	<b>Online</b>
<b>Lecture 11 – Excel Tips and Tricks Part 2</b>		<b>01/31</b>
<b>Lecture 12 – Pivot Tables</b>		<b>01/31</b>
<b>Lecture 13 – Breakeven Analysis and Margins</b>		<b>01/31</b>
<b>Lecture 14 – Case: Honda Pilot</b>	<b>Case Presentation</b>	<b>01/31</b>
<b>WSP – Excel Crash Course</b>	<b>CH 7, CH 9</b>	<b>Online</b>

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#### **Final Work Products Due**

<b>Wall Street Prep Excel Crash Course</b>	<b>Final Exam</b>	<b>02/08</b>
<b>Team Peer Review Form</b>	<b>Upload PDF Form</b>	<b>02/08</b>
<b>Key Lessons Learned</b>	<b>Upload Memo</b>	<b>02/08</b>

# Additional University Policies and Resources

## Course Technologies:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE **(ONLY FOR ONLINE FORMAT)**

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### REQUIRED EQUIPMENT **(ONLY FOR ONLINE FORMAT)**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

### REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://at.go.osu.edu/office365help).

### CARMEN ACCESS

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

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## **Discussion and Communication Guidelines:**

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For a textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion where applicable.

## **Academic Integrity Policy:**

### **POLICIES FOR THIS COURSE**

- **Quizzes and exams:** You must complete any quizzes or exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.
- **USE OF ARTIFICIAL INTELLIGENCE (AI):** *Unless I specifically mention otherwise (and in writing), the use of any AI-generated content in any deliverables in this course will be considered academic misconduct and will be acted on as such. Writing assignments will be turned in online and I will be using Turnitin and other applications that have AI detection algorithms. You need to complete the assignments using your own brain and your own thinking...which will lead to more of your own learning!*

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## **Ohio State's Academic Integrity Policy:**

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. You can also review these resources:

- 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.htm](http://www.northwestern.edu/uacc/8cards.htm))

## **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.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)  
[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)  
[COMMITTEE ON ACADEMIC MISCONDUCT \(COAM\)](#)

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### **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.

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### **Copyright Disclaimer:**

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.

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### **Your Mental Health:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](#) ([go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at **614- 292-5766**. **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](#) ([suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)) or by calling **1-800-273-8255 (TALK)**. [The Ohio State Wellness app](#) ([go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp)) is also a great resource.

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## **Statement on Title IX:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

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## **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct:**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. 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 Office of Institutional Equity:

Online reporting form at [equity.osu.edu](http://equity.osu.edu),  
Call 614-247-5838 or TTY 614-688-8605,  
Or Email [equity@osu.edu](mailto:equity@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 Office of Institutional Equity 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.

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## **Disability Statement (with Accommodations for COVID):**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 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. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu). or in person at 98 Baker Hall, 113 W. 12<sup>th</sup> Ave.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

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## **Diversity Statement:**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>  
<https://odi.osu.edu/racial-justice-resources>  
<https://odi.osu.edu/focus-on-racial-justice>  
<https://cbsc.osu.edu>

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## **Grievances and Solving Problems:**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

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.

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## **Lyft Ride Smart (Previously Safe Ride Program):**

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App,

and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

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## **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 [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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## **Weather / Short-Term Closing:**

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

## **Additional Administrative Points:**

**Notification of Scores and Final Grades:** The results of any graded materials, including final grades, WILL NOT be given by the instructor to individual students via phone, US post, e-mail, or verbally in person.

Materials submitted for grading throughout the course will be returned to students generally within one week after submission. Students with invalid absences on the return date must retrieve their materials at the instructor's office.

Students may obtain their final grades online by accessing the University Registrar link.

**Disability Services:** The Office of Disability Services verifies students with specific disabilities and develops strategies to meet the needs of those students. Students requiring accommodations based on identified disabilities should contact the instructor at the beginning of the course to discuss his or her individual needs. All students with a specific disability are encouraged to contact the Office of Disability Services to explore the potential accommodations available to them.

**Appeals:** Grading errors should be corrected. Appeals must be in writing within two weeks after the graded work is made generally available—not the date you first look at it. If the end of term is within the two-week period, the two weeks will start at the beginning of the next semester. In general, the entire document will be checked for grading errors, and correcting these could either raise or lower the overall score.

**Academic Misconduct:** Cheating is grounds for failing the course and additional sanctions. In accordance with Faculty Rule 3335-31-02, all instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which recommends appropriate sanctions to the Office of Academic Affairs.

**Absences & Make-Ups:** In general, work related conflicts or overlapping requirements due in other classes are NOT valid excuses for missing assignments. In cases of valid family, health or safety emergencies, students must contact the instructor PRIOR to the assignment deadline. Unexcused absences will result in a grade of zero (0) for any missed assignments.

It is the sole responsibility of absent students to obtain any missed class notes, handouts, etc. In general, the instructor will not provide missed handouts to absent students during subsequent class periods. In addition, the instructor will generally not discuss missed material with an absent student until that student can provide evidence that (s)he has worked diligently at understanding the material missed.

**Waitlisted Students:** Students who are waitlisted and seek to enroll must attend class through the first class session of the second week of the semester/term. After that date, students who have not been added will not be enrolled and may not continue to attend the class. Waitlisted students should contact either the Fisher Undergraduate Program Office or the Department of Finance office if they have any questions regarding the waitlist process.

**Disenrollment:** University Rule 3335-8-33 provides that a student may be disenrolled after the third instructional day of the semester/term, the first Friday of the semester/term, or the student's second class session of the course, whichever occurs first, if the student fails to attend the scheduled course without giving prior notification to the instructor.