

OBR	
Received(time)	1:40 PM
Date	12/22/2006

**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Central State University

Course(s) Submitted(Title & Course #) Race and Ethnic Relations SOC 3325 for
Ohio Articulation Number OSS024

Date 4/28/06 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name LaTonya Branham Title Associate Registrar

Address 1400 Brush Row Road
Wilberforce, OH 45384

E-mail lbranham@centralstate.edu

Phone 937-376-6149

Fax 937-376-6188

Credit Hours 3 qtr _____ **sem Spring**

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

SOC 1105 or 1125 and sophomore standing or above

Placement Score (if applicable)

(Name of test) _____

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

<p>SOC 3325 Race and Ethnic Relations—A systematic and critical analysis of racial and ethnic relations in contemporary societies. Major emphasis on the impact of cultural, historical, political, and economic forces on interaction among racial and ethnic groups in the United States.</p>

Texts/Outside Readings/Ancillary Materials

Required Textbook

Marger, Martin, N. 2006. *Race and Ethnic Relations: American and Global Perspectives*. 7th ed. Belmont, Ca., Thompson Wadsworth.

Recommended Reading

Back, Les & John Solmos (Eds.). 2000. *Theories of Race and Racism: A Reader*. New York, N.Y., Routledge.

Feagin, Joe R. & Clairece B. Feagin. 2003. *Racial and Ethnic Relations*. New York: N.Y., Upper Saddle River, N.J., Allyn & Bacon.

Parrillo, Vincent. 2006. *Strangers to these Shores: Race and ethnic relations in the United States*, 8th Ed. Upper Saddle River, N.J., Allyn & Bacon.

Cox, Oliver. 2000 "Race Relations: Its Meaning, Beginning, and progress." Pp 71-78 in *Theories of Race and Racism: A Reader* Edited by Les Back and John Solmos. New York, N.Y.: Routledge.

Internet Websites

Recommended Web Sites (for exploration of relevant topics.)

Allyn and Bacon Sociology Links-

<http://www.abacon.com/sociology/soclinks/race.html>

The New York Times on the Web: How Race is Lived in America-

<http://www.nytimes.com/library/national/race/web-guide.html>

Course Objectives and/or Plan of Work

Course Objectives: At the conclusion of this course students will be able to:

(Knowledge)

- 1) Define the major concepts and terminologies used in discussions of race and ethnic relations including, race, ethnicity, discrimination, prejudice, racism, pluralism, and assimilation.
- 2) Explain the ways in which racial and ethnic intolerance have contributed to social inequality.
- 3) Explain the distinction between difference and inequality.
- 4) Describe the effects of power and domination in the structuring of perception of racial difference.
- 5) Define social construction of inequality by race and ethnicity.
- 6) Describe the history and current situations affecting the major ethnic groups in the United States and other nations beyond the borders of the United States.

- 7) Explain the differences and similarities in the experiences of selected racial and ethnic group relationships in the U.S.
- 8) Explain the impact of economic, cultural, and historical forces on the practice of race and ethnic relations in the United States.
- 9) Understand and explain how historical experiences impinge on current ethnic and racial conflicts in other nations across the globe.

(Skills):

- 10) Identify structural factors that influence race and ethnic relations.
- 11) Define and employ concepts used in discussions of race and ethnic relations.
- 12) Apply theories of race and ethnicity to contemporary racial and ethnic problems.
- 13) Apply a critical sociological perspectives to contemporary issues of race and ethnicity in America.
- 14) Demonstrate knowledge, skills, and understanding of technology used in analysis of issues related to race and ethnicity (*ISTE: TF-I-A*).

(Dispositions)

- 15) Be able to debunk racial and ethnic myths that are often taken as facts.
- 16) Develop an appreciation of and tolerance for racial and ethnic diversity.
- 17) Appreciate and value factual rather than emotional response to issues of race and ethnicity.
- 18) Develop positions on current policy debates related to the treatment of members of racial and ethnic groups.
- 19) Identify and reflect on their beliefs and attitudes about race and ethnicity.

Description of Assessment and/or Evaluation of Student Learning

COURSE REQUIREMENTS

Instructional Strategies

Lecture, Discussion, Questioning
 Viewing, Listening, Self-Instruction
 Problem Solving, Presentations
 Field trips, Video Conferencing
 Case Studies, Debates, Role Playing

Assessment Strategies

Critical Writing
 Research Paper

Class Preparation

Students are responsible for reading assignments before coming to class. Participation in classroom discussion on the assigned material is expected, and required of each student. In addition, students will complete weekly summaries and reflections on all assigned reading materials. These assignments will be used as one measure of students' understanding of the reading materials.

Guides for Writing the Reflection

- Address two or more of the following questions:
- What new and interesting things have you learned from this chapter?
- Have the information negatively or positively affected the preconceptions or misconceptions you had on the subject prior to enrolling in the class?
- Have your views of the world changed (or not) after reading the chapter?
- Will what you have learned change your behavior in the future?

The reflection paper should be about one-half type-written page long. (12 point Times New Roman font size.)

Research Paper: Each student will write a 6-8 page paper on race or ethnic relations based on one of the topics discussed in class, covered in the textbook, or discussed in the media. The topic chosen must be cleared by the instructor to verify its relevancy. Students should choose a thesis topic in which they attempt to relate the behavioral outcome of a specific minority group to one or more causes, or about something that affects minorities in general, such as affirmative action. For example, "Jamaican Americans" is not a thesis. "Jamaican Americans work harder than any other minority group" is a thesis. Likewise, affirmative action is not a thesis, but "Affirmative action is necessary for minorities' educational success, is. Support your thesis with a minimum of 5 academic sources. Only one purely internet source is permitted. The paper will be scrutinized for proper formatting (cover page, bibliography, citation), grammar, spelling, punctuation, etc. You should proofread the paper before submission. It is a good idea not to wait until the last week before the paper is due to commence your research. Such delays usually result in plagiarism and a grade of zero for the paper. Plagiarized papers (or parts thereof) will be given a grade of zero. I have provided a link on the WecCT homepage to information on plagiarism.

You may **elect to do a book report**. **If you do**, the title of the book must be approved by the instructor. The following questions must be used as a guide in constructing the report:

- a. What are the author(s) main arguments?
- b. Did the author provide a clear definition of race or ethnicity?
- c. How specifically did the author explain the issues which constituted the subject of the book?
- d. Did the author focus on a particular historical period, or on contemporary problems

of race?

- e. Did the author present a particular theoretical framework for understanding race and or ethnic relations?
- f. What major points did the author neglect?
- g. Why would you recommend or not recommend this book to someone interested in the issue the author addressed?

The above assignment is due no later than April 8th.

Examinations and Make-ups. Four examinations will be given during the semester. All examinations must be taken with the class at scheduled times. Make up exams will be given **only** when students experience a major **documented** emergency. Dates on which examinations are scheduled should not be allowed to conflict with non-emergency appointments.

Grading Scale. The final grade will be based on a total of 700 points and distributed as follows:

	Points	% of final grade
3 examinations*	300	44
Research paper	100	15
Final Examination	200	30
Class Participation*	100	10

Grading Scale:

- A= 90% or more
- B= 80-89%
- C= 70-79%
- D=60-69%
- F= less than 60%

*** Lowest exam grade will be dropped**

Incomplete Grades. As defined by the university catalog: “A grade of incomplete “I” is a temporary grade assigned to students who lack final assignments or projects, or who, for some extenuating circumstance, were unable to complete the requirements of the course within the semester.” An instructor can not assign an incomplete grade without a written agreement (a signed incomplete grade form) with the student.

Master Syllabi and Working Syllabi (if both are used)

CENTRAL STATE UNIVERSITY
College of Arts and Sciences
“Where Dreams Become Careers”

General Information

Course Number: SOC 3325
Title: Race and Ethnic Relations
Credit Hours: 3 Credit Hours

Course Description: A systematic and critical analysis of racial and ethnic relations in contemporary societies. Major emphasis on the impact of cultural, historical, political, and economic forces on interaction among racial and ethnic groups in the United States.

Term and Year: Spring 2006
Class Meeting: MWF 10:00 A.M. to 10:50 A.M.
Class Location: Wesley Hall, Rm. #124

Instructor's Contact Information

Instructor: Lawrence E. Dalzine, Ph.D.
Office Location: 126 Wesley Hall
Office Telephone: 937-376-6178
Dept. Office Phone 937-376-6144
Email Address: ldalzine@centralstate.edu
Office Hours: MWF 11:00 AM- 1:00 P.M.
T 11:00 A.M – 3:00 P.M
R 11:00 AM -1:00 P.M.
OTHER TIMES BY APPOINTMENT

Required Textbook

Marger, Martin, N. 2006. *Race and Ethnic Relations: American and Global Perspectives*. 7th ed. Belmont, Ca., Thompson Wadsworth.

Recommended Reading

Back, Les & John Solmos (Eds.). 2000. *Theories of Race and Racism: A Reader*. New York, N.Y., Routledge.

Feagin, Joe R. & Clairece B. Feagin. 2003. *Racial and Ethnic Relations*. New York: N.Y., Upper Saddle River, N.J., Allyn & Bacon.

Parrillo, Vincent. 2006. *Strangers to these Shores: Race and ethnic relations in the United States*, 8th Ed. Upper Saddle River, N.J., Allyn & Bacon.

Cox, Oliver. 2000 "Race Relations: Its Meaning, Beginning, and progress." Pp 71-78 in *Theories of Race and Racism: A Reader* Edited by Les Back and John Solmos. New York, N.Y.: Routledge.

Internet Websites

Recommended Web Sites (for exploration of relevant topics.)

Allyn and Bacon Sociology Links-

<http://www.abacon.com/sociology/soclinks/race.html>

The New York Times on the Web: How Race is Lived in America-

<http://www.nytimes.com/library/national/race/web-guide.html>

Course Prerequisites: SOC 1105 or SOC 1125.

Course Overview

Race and racism have been important parts of American society and culture yet there is very little understanding of these concepts among Americans. This course will help students to take a broader more theoretical approach to understanding these issues. It will focus on a variety of theoretical formulations of race and racism and will help students understand the linkages between race, gender, and class, largely in the United States, but in other developed and developing countries as well.

Standards-Based Instruction

The professional Unit consisting of College of Education and College of Arts and Sciences general education courses include a set of objectives that meet the National Council for the Accreditation of Teacher Education competencies and standards developed internally and externally, such as the Ohio Department of Education (ODE) Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Social Sciences (NCSS), the International Society for Technology in Education (ISTE), and for the Teacher Candidate preparation of the PRAXIS II: Subject Assessment Test.

Academic Content Standards Addressed:

- INTASC – (Standard I: Content Pedagogy)
- NCATE – (Standard I: Knowledge, Skills, and Dispositions)
- ISTE- (Technology Facilitation Standard I- Technology Operations and Concepts)
- NCSS- (Standard: 1 Culture and Cultural Diversity)

- ODE- (Standard: People in Society: Benchmarks A,B,C)

Course Objectives: At the conclusion of this course students will be able to:

(Knowledge)

- 1) Define the major concepts and terminologies used in discussions of race and ethnic relations including, race, ethnicity, discrimination, prejudice, racism, pluralism, and assimilation.
- 2) Explain the ways in which racial and ethnic intolerance have contributed to social inequality.
- 3) Explain the distinction between difference and inequality.
- 4) Describe the effects of power and domination in the structuring of perception of racial difference.
- 5) Define social construction of inequality by race and ethnicity.
- 6) Describe the history and current situations affecting the major ethnic groups in the United States and other nations beyond the borders of the United States.
- 7) Explain the differences and similarities in the experiences of selected racial and ethnic group relationships in the U.S.
- 8) Explain the impact of economic, cultural, and historical forces on the practice of race and ethnic relations in the United States.
- 9) Understand and explain how historical experiences impinge on current ethnic and racial conflicts in other nations across the globe.

(Skills):

- 10) Identify structural factors that influence race and ethnic relations.
- 11) Define and employ concepts used in discussions of race and ethnic relations.
- 12) Apply theories of race and ethnicity to contemporary racial and ethnic problems.
- 13) Apply a critical sociological perspectives to contemporary issues of race and ethnicity in America.
- 14) Demonstrate knowledge, skills, and understanding of technology used in analysis of issues related to race and ethnicity (*ISTE: TF-I-A*).

(Dispositions)

- 15) Be able to debunk racial and ethnic myths that are often taken as facts.
- 16) Develop an appreciation of and tolerance for racial and ethnic diversity.
- 17) Appreciate and value factual rather than emotional response to

issues of race and ethnicity.

18) Develop positions on current policy debates related to the treatment of members of racial and ethnic groups.

19) Identify and reflect on their beliefs and attitudes about race and ethnicity.

.
.

CSU CORE VALUES

Central State University is committed to the core values of honesty, hard work, caring, and excellence.

TENTATIVE SCHEDULE

The course (and the book) is divided into three distinctive parts: Part One looks at the Nature of Ethnic Relations and focuses on basic concepts and theories of race and ethnicity. Part Two deals with a variety of ethnic and racial groups in the United States, documenting their earliest relations with the dominant group and subsequent efforts to change or maintain relationships through assimilation, pluralism, segregation, or annihilation. Part Three provides detailed account of racial and ethnic relations in several global contexts applying the basic concepts and theories developed in part one.

The Course Outline below specifies the readings, examination, and other activities the class will engage in during the semester. If changes in the schedule become necessary, students will be informed by Webct email correspondence and announcements in class at least two weeks before the changes take effect.

Time Period	Topic	Assignment
January	Introduction to the Course January 9 th Some Basic Concepts <i>January 11-13</i>	Chapter 1 Chapter Summary & Self-Reflections

	<p>JANUARY 16 Martin Luther King, Jr. Holiday</p> <p>Ethnic Stratification: Power & Inequality <i>January 18-20</i></p> <p>Techniques of Dominance: Prejudice and Discrimination <i>January 23-25</i></p> <p>Patterns of Assimilation: Assimilation & Pluralism <i>January 27-30</i> <i>Submit one-page proposal for research paper)</i></p>	<p>(S&S)* NO CLASS</p> <p>Chapter 2 (S&S)</p> <p>Chapter 3 (S&S)</p> <p>Chapter 4 (S&S)</p> <p>On-line submission</p>
<p>February</p>	<p><u>FEBRUARY 1</u></p> <p>Foundations of the American Hierarchy <i>February 3</i></p> <p>Native American <i>February 6</i></p> <p>Native Americans <i>February 8-10</i></p> <p>African American Video February 13</p> <p>African Americans February 15-17</p> <p>LAST DAY TO MAKE UP “T” FROM FALL SEMESTER February 17</p> <p>FEB 20</p>	<p><u>EXAMINATION ONE</u></p> <p>Chapter 5 (S&S)</p> <p>Film (To be determined)</p> <p>Chapter 6 (S&S)</p> <p>Film</p> <p>Chapter 9 (S&S)</p>

<p>April</p>	<p>Canada <i>April 1-4</i> First Draft of Research Paper</p> <p>Case Studies on Violent Ethnic Conflicts April 6-13</p> <ul style="list-style-type: none"> • Rwanda • Northern Ireland • Dafur-Sudan <p>Global Issues of Ethnic Conflict and Change April 15-18</p> <p><u>APRIL 20</u></p> <p>Project Presentations <i>April 22-29</i></p>	<p>Chapter 15 (S&S)</p> <p>Film (To be decided) Readings to be assigned Online Chat with Rwandese Student.</p> <p>Chapter 17 (S&S)</p> <p><u>EXAMINATION FOUR</u></p> <p>PowerPoint Presentations</p>
<p>May</p>	<p><u>MAY 1-4</u></p> <p><u>FINAL EXAMINATION</u></p> <p><u>MAY 3 (10:00 AM – 11:45 AM)</u></p>	<p>Final Examinations</p> <p>COMPREHENSIVE FINAL EXAMINATION</p>

***Weekly Chapter Summaries and Self-Reflections must be submitted via Webct.**

COURSE REQUIREMENTS

Instructional Strategies

- Lecture, Discussion, Questioning
- Viewing, Listening, Self-Instruction
- Problem Solving, Presentations
- Field trips, Video Conferencing
- Case Studies, Debates, Role Playing

Assessment Strategies

- Critical Writing

Class Preparation

Students are responsible for reading assignments before coming to class. Participation in classroom discussion on the assigned material is expected, and required of each student. In addition, students will complete weekly summaries and reflections on all assigned reading materials. These assignments will be used as one measure of students' understanding of the reading materials.

Guides for Writing the Reflection

- Address two or more of the following questions:
- What new and interesting things have you learned from this chapter?
- Have the information negatively or positively affected the preconceptions or misconceptions you had on the subject prior to enrolling in the class?
- Have your views of the world changed (or not) after reading the chapter?
- Will what you have learned change your behavior in the future?

The reflection paper should be about one-half type-written page long. (12 point Times New Roman font size.)

Research Paper: Each student will write a 6-8 page paper on race or ethnic relations based on one of the topics discussed in class, covered in the textbook, or discussed in the media. The topic chosen must be cleared by the instructor to verify its relevancy. Students should choose a thesis topic in which they attempt to relate the behavioral outcome of a specific minority group to one or more causes, or about something that affects minorities in general, such as affirmative action. For example, "Jamaican Americans" is not a thesis. "Jamaican Americans work harder than any other minority group" is a thesis. Likewise, affirmative action is not a thesis, but "Affirmative action is necessary for minorities' educational success, is. Support your thesis with a minimum of 5 academic sources. Only one purely internet source is permitted. The paper will be scrutinized for proper formatting (cover page, bibliography, citation), grammar, spelling, punctuation, etc. You should proofread the paper before submission. It is a good idea not to wait until the last week before the paper is due to commence your research. Such delays usually result in plagiarism and a grade of zero for the paper. Plagiarized papers (or parts thereof) will be given a grade of zero. I have provided a link on the WecCT homepage to information on plagiarism.

You may **elect to do a book report**. **If you do**, the title of the book must be approved by the instructor. The following questions must be used as a guide in constructing the report:

- a. What are the author(s) main arguments?
- b. Did the author provide a clear definition of race or ethnicity?
- c. How specifically did the author explain the issues which constituted the subject of the

- book?
- d. Did the author focus on a particular historical period, or on contemporary problems of race?
 - e. Did the author present a particular theoretical framework for understanding race and or ethnic relations?
 - f. What major points did the author neglect?
 - g. Why would you recommend or not recommend this book to someone interested in the issue the author addressed?

The above assignment is due no later than April 8th.

Examinations and Make-ups. Four examinations will be given during the semester. All examinations must be taken with the class at scheduled times. Make up exams will be given **only** when students experience a major **documented** emergency. Dates on which examinations are scheduled should not be allowed to conflict with non-emergency appointments.

Grading Scale. The final grade will be based on a total of 700 points and distributed as follows:

	Points	% of final grade
3 examinations*	300	44
Research paper	100	15
Final Examination	200	30
Class Participation*	100	10

Grading Scale:

- A= 90% or more
- B= 80-89%
- C= 70-79%
- D=60-69%
- F= less than 60%

*** Lowest exam grade will be dropped**

Incomplete Grades. As defined by the university catalog: “A grade of incomplete “I” is a temporary grade assigned to students who lack final assignments or projects, or who, for some extenuating circumstance, were unable to complete the requirements of the course within the semester.” An instructor can not assign an incomplete grade without a written agreement (a signed incomplete grade form) with the student.

Attendance Policy

Students are advised to read and be familiar with the University's Class Attendance Policy (See page 51 of the Central State University Catalog, 2005-2006). The policy states in part: "Each student is allowed only as many unexcused absences per semester as the class meets per week." In addition, the policy states that "[f]aculty members have the right to assign a grade of "F" to any student who has more unexcused absences during the semester than the number of times a class meets per week."

Attendance will be taken each day at the beginning of the class period. Students with more than five unexcused absences (more than five during the semester) will receive a final grade that is one letter grade lower than their earned grade. For example, if a student earns a grade of C and has more than 5 absences, he or she will receive a grade of D.

The grades students receive are generally reflective of the number of days absent from class. At the same time, however, merely showing up for class will not guarantee students a passing grade.

Class Cancellation Policy

If, or when, classes are cancelled by the university or the instructor, the assigned work will be rescheduled to the next class meeting. If a class is cancelled by the instructor due to an emergency, information regarding the absence will be available at the Department's office in 219 Wesley Hall. In addition, a note informing students about the next class meeting will be posted in the classroom. The instructor will also make every effort, if feasible, to communicate with students via Webct email..

Disabilities Policy

ADA statement on Students Requiring Special Accommodations: In accordance with section 504 of the Vocational Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, if accommodations are needed, students must make the request through the Office of Disability Services. Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Children on Campus Policy: Students are not allowed to bring children to class. Minors must not be left unattended on campus.

Electronic Devices in the Classrooms: Students must turn off all electronic devices (cell phones, pagers, etc) before entering the classroom.

Diversity Statement

This instructor encourages and expects a variety of views and attitude represented by students. This course, with its principal focus on racial and ethnic differences will help students understand and appreciate not only differences among the groups they study but other group differences such as gender, sexual orientation, and nationality.

Bibliography

Alba, Richard, and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, Mass: Harvard University Press.

Appiah, Anthony. 1996. "Racial Identity and Racial Identification", *Color Conscious*. Princeton: Princeton University Press.

Banton, Michael. 2000. "The Idiom of Race: A critique of Presentism." In Les Back and John Somomos, *Theories of Race and Racism: A Reader*. New York: Routledge.

Kitano, Harry. 1997. *Race Relations*. Englewood Cliffs, New Jersey: Prentice Hall.
Back, Les & John Solmos. 2000. *Theories of Race and Racism: A Reader*. New York, N.Y., Routledge.

Feagin, Joe R. & Clairece B. Feagin. 2003. *Racial and Ethnic Relations*. New York: N.Y., Upper Saddle River, N.J., Allyn & Bacon.

Parrillo, Vincent. 2006. *Strangers to these Shores: Race and ethnic relations in the United States*, 8th Ed. Upper Saddle River, N.J., Allyn & Bacon.

Frederickson, George, M. 2002. *Racism: A Short History*. Princeton: Princeton University Press.

Marx, Anthony W. 1998. *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil*. Cambridge: Cambridge University Press.

Twine, France W. 1998. *Racism in a Racial Democracy: The Maintenance of White Supremacy in Brazil*. New Brunswick, New Jersey: Rutgers University Press.

--

Additional Documentation

--

OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005-OMT005-Calculus110 as one OAN submission, and ABC-2005-OMT005-Calculus111 as a second submission, etc. Make sure that you mark in each submission (x of x) for the course number, so that we know that it is in fact part of a sequence, and not one of multiple courses that can be used to fulfill a requirement.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us

Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us

Nick Wilson (614) 466-4158 nwilson@regents.state.oh.us