Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 5650: Introduction to Exceptional Children
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Off Campus
Term of Offering: Autumn 2012 - Regular Academic Term
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering:
Will be offered at time and location convenient for Columbus City Schools Teachers; this is a service course, offered through the office of Outreach and Engagement.

Description for this offering:
Course provides an overview of the education of exceptional learners with a focus on students whose learning attributes differ from the norm—either below or above—to such an extent that an individualized program is required to meet their needs.

Attachments

- course description.doc: course description
  (Other Supporting Documentation. Owner: Konrad, Moira R.)
- OneTimeSupplement-5650-AU-2012-Keesey.doc: One-time offering
  (One Time Form Supplement. Owner: Konrad, Moira R.)
- PAES 5650 Intro to Except Children_Semester Delivery.docx: syllabus (generic)
  (Syllabus. Owner: Konrad, Moira R.)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Konrad, Moira R.</td>
<td>06/28/2012 11:06 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>06/29/2012 08:18 AM</td>
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<td>Zircher, Andrew Paul</td>
<td>07/11/2012 04:19 PM</td>
<td>College Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Herness, M Scott Myers, Dena Elizabeth</td>
<td>07/11/2012 04:19 PM</td>
<td>GradSchool Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ______n/a__________
2. Enrollment Capacity  35
3. Waitlist Capacity  0
4. Final Exam:
   - [ ] Yes   [ ] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
     - a. Exam Seat Spacing ______35__________
5. Special Instructions or Additional Information

   Class needs to be offered in a classroom that has a projector for projecting PowerPoint (LCD).

6. Class Search Title (18 character limit)  Intro to Excep Child ____________
7. Display in Class Search :
   - [ ] Yes   [x] No
8. Credit Hours  3
9. Course Components (check all that apply):
   - [ ] Clinical   [ ] Field Experience
   - [ ] Laboratory   [x] Lecture
   - [ ] Independent Study
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical   [ ] Field Experience
    - [ ] Laboratory   [x] Lecture
    - [ ] Independent Study
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus   [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions  n/a

13. Permission to Enroll in this course:  □ No Consent needed  □ Department Consent  □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

n/a

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  August 22, 2012–December 12, 2012

2. Previous quarter(s) of offering and enrollment  Summer 2012

3. Expected enrollment for proposed quarter of offering  20–30 students

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  Northgate, Center, Columbus City Schools

6. Will course be taught in distance learning format:  □ Yes  □ No
7. Complete the following for courses offered for less than term length or for Workshops:

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<thead>
<tr>
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<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Level and Credit Hours:</td>
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<td></td>
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<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
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<tr>
<td>Prerequisites:</td>
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<tr>
<td>Exclusion or Limiting:</td>
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<td>Grade Options (Check)</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
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<tr>
<td>Number of Hours of</td>
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<td>☐</td>
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<tr>
<td>out-of-class preparation</td>
<td></td>
<td></td>
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<tr>
<td>required:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total hours of class meetings: ☐</td>
<td>Length of each class: ☐</td>
</tr>
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</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
No differences

Instructor           Susan Keesey                                                  Rank Lecturer
Qualifications (explain any difference in rank/qualification from on-campus instructors
n/a

Explain differences in teaching arrangements from on-campus offerings
Will be offered at time and location convenient for Columbus City Schools Teachers;
This is a service course, offered through the office of Outreach and Engagement

Student Services (explain how they will be provided to off-campus students):

Registration   via Outreach and Engagement
Office Hours   by arrangement with instructor
Academic Advising  by arrangement with instructor

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

**Begin Component 1**

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [X] Lecture
   - [ ] Field Experience
   - [ ] Recitation
   - [ ] Independent Study
   - [ ] Seminar
   - [ ] Lab
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   
   - [ ] MON
   - [X] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: 5:00 PM
5. Meeting end time: 7:45 PM

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Keesey</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
</tr>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom with LCD projector</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

   9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

**End Component 1**
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
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<th>Access</th>
<th>Print name in schedule?</th>
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6. Instructors. Provide at least 1 primary instructor.

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<td>4</td>
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<tr>
<td>5</td>
<td></td>
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</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON  [ ] TUE  [ ] WED  [ ] THR  [ ] FRI  [ ] SAT  [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<tr>
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<td>Primary</td>
<td></td>
<td>Yes</td>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>4</td>
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<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Please return the completed form to Greg Mild no later than Friday June 29, 2012. All information is needed so registration materials can be distributed in a timely manner. Please include an electronic version of your syllabus as drop deadlines are prior to the first class meeting time. Thanks for observing this timeline. This information can be sent to me via email.  

Name of Course: EDU PAES 5650, Introduction to Exceptional Children

Dates for Course: August 22, 2012–December 12, 2012

Time of Course: Tuesdays, 5:00–7:45

Location of Course: Northgate

Name of Instructor: Susan Keesey

Grading System: Standard OSU Letter

Intended Audience: Teachers who wish to learn more about the special educational needs of students with exceptionalities; teachers who wish to work toward an intervention specialist license

Brief Course Description:

*Introduction to Exceptional Children* is an overview of the education of exceptional learners. Specifically, this course will focus on students whose attributes and/or learning abilities differ from the norm—either below or above—to such an extent that an individualized program of special education is required to meet their needs. Students will learn about the various categories of special education, including the criteria for each category, prevalence, demographics, and typical interventions. In addition, students will study special education laws and important court cases. This course also provides an overview of special education as a professional discipline, including its history, current issues and challenges, and contemporary, research-based instructional practices.

If you have any questions, please contact Greg Mild at 365-5039.

Thanks!
Course Syllabus: EDU PAES 5650
Introduction to Exceptional Children (3 Credits)
Autumn, 2012
Tuesdays, 5:00–7:45, Northgate Center

Course materials are posted on Carmen (http://carmen.osu.edu). Please check this site often.

Instructor: Susan Keesey
Phone: TBA
Office: TBA
Email: Keesey.8@osu.edu

2.0 Course Description/Rationale

Introduction to Exceptional Children is an overview of the education of exceptional learners. Specifically, this course will focus on students whose attributes and/or learning abilities differ from the norm—either below or above—to such an extent that an individualized program of special education is required to meet their needs. Students will learn about the various categories of special education, including the criteria for each category, prevalence, demographics, and typical interventions. In addition, students will study special education laws and important court cases. This course also provides an overview of special education as a professional discipline, including its history, current issues and challenges, and contemporary, research-based instructional practices.

3.0 Knowledge, skills, and dispositions

The purpose of this course is to...

1. Provide an overview of special education and its history
2. Instruct students in special education law, including important court cases and legal ramifications for educators
3. Provide students with knowledge about the various categories in special education
4. Provide students with information regarding effective interventions for individuals with disabilities
5. Provide students with examples of effective teaching and learning strategies and opportunities to practice applying these strategies

Upon completion of the course, the successful student will be able to...

- Describe the purpose of special education
- State and describe five “big ideas” related to special education
- Name and describe important special education laws and historical events and their implications for individuals with disabilities and their families and special education professionals
- Describe defining characteristics of various exceptionalities
- Describe and apply various interventions designed to address the needs of exceptional learners

4.0 Off-Campus Field Experience

There is no off-campus field experience required.

5.0 Relationship to Other Courses/Curricula

Due to the trend of schools including students with disabilities in the general population, any pre-service and in-service general educator can benefit from this course. University units that
prepare students to work with individuals with disabilities in general population (e.g., social work) can benefit from this course. This course is a prerequisite to most other special education courses.

This course is part of the interdisciplinary Disability Studies undergraduate minor and graduate specialization. Information regarding the minor/specialization and its requirements may be found online at www.disabilitystudies.osu.edu.

6.0 Diversity
The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. This course will include the study of diversity as it relates to exceptionality. Specifically, students will learn about the diverse needs of individuals with disabilities, strategies for addressing these needs, and ways to engage students and families from all cultural and linguistic backgrounds.

7.0 Technology
Students will be exposed to technology in a variety of ways. All lectures will use technology (e.g., PowerPoint, website demonstrations), and students will be required to access a web-based course management system (i.e., Carmen) to download course materials. In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of students with disabilities.

8.0 Required Materials
8.2 Small dry-erase board, dry-erase marker, and eraser
8.3 Course information downloaded from Carmen: http://carmen.osu.edu. For assistance with the Carmen website, go to: http://bhelp.osu.edu or email carmen@osu.edu
8.4 Course materials downloaded from Carmen:
   - Index cards/card stock and graph paper (downloaded from Carmen after first class session)
   - Guided notes (downloaded from Carmen before each class session)

9.0 Statement of Student Rights
Any student with a documented disability who may require special accommodations should self-identify to the instructor early in the quarter in order to receive effective and timely accommodations. Please be sure your disability is documented at the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall.
### 10.0 Topical Outline/Course Calendar - Each class session remember to bring the following:
- SAFMEDS materials (flashcards, graph)
- dry erase board, marker, & eraser
- Lined paper for exit slip quizzes
- guided notes

<table>
<thead>
<tr>
<th>wk</th>
<th>This week</th>
<th>Text Ch. &amp; Online Quiz</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Ch. 1 Purpose &amp; Promise of Sp.Ed.</td>
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<tr>
<td></td>
<td><strong>Presentation:</strong> The Big Ideas of Sp. Ed <strong>Presentation:</strong> History &amp; laws</td>
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<td>2</td>
<td>1st SAFMEDS session</td>
<td>Ch. 2 Planning &amp; Providing Svcs</td>
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<td><strong>Presentation:</strong> IEP Process <strong>Presentation:</strong> Families &amp; Diversity</td>
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<td>3</td>
<td>SAFMEDS session</td>
<td>Ch. 3 Collaborating w/Families Ch. 14 Early Childhood</td>
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<td><strong>Presentation:</strong> Basics of Behavioral Principles</td>
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<td>4</td>
<td>SAFMEDS session</td>
<td>Ch. 4 Intellectual Disabilities</td>
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<td></td>
<td><strong>Presentation:</strong> Evidence-based Practices (Direct/Explicit Instruction)</td>
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<td>5</td>
<td>SAFMEDS session</td>
<td>Ch. 5 Learning Disabilities &amp; from Ch. 11 ADHD</td>
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<tr>
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<td><strong>Presentation:</strong> Effective Feedback &amp; Praise <strong>Presentation:</strong> ADHD</td>
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<td>6</td>
<td>SAFMEDS session</td>
<td>Ch. 6 Emot./Beh. Disorders</td>
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<td><strong>Presentation:</strong> Active Student Responding <strong>Presentation:</strong> Fluency</td>
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<td>7</td>
<td>SAFMEDS session</td>
<td>Ch. 7 Autism</td>
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<tr>
<td></td>
<td><strong>Presentation:</strong> Task Analysis &amp; Prompting <strong>Presentation:</strong> Autism</td>
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<td>8</td>
<td>SAFMEDS session</td>
<td>Ch. 8 Communication Disorders</td>
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<td><strong>Presentation:</strong> Pseudoscience &amp; WebQuest Activity – Facilitated Comm.</td>
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<td>SAFMEDS session</td>
<td>Ch. 9 Hearing Loss Ch. 10 Visual Impairment</td>
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<td><strong>Presentation:</strong> Self-Management</td>
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<td>10</td>
<td>SAFMEDS session</td>
<td>Ch. 11 Physical Disabil. &amp; Health Impairments</td>
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<td></td>
<td><strong>Presentation:</strong> Social Skills Instruction</td>
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<td>11</td>
<td>SAFMEDS session</td>
<td>Ch. 12 Low Inc. Disabilities</td>
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<td></td>
<td><strong>Presentation:</strong> Collaboration</td>
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<td>12</td>
<td>SAFMEDS session</td>
<td>Ch. 13 Gifted &amp; Talented</td>
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<td><strong>Presentation:</strong> Gifted &amp; Talented Education</td>
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<td>13</td>
<td>SAFMEDS session</td>
<td>Ch. 15 Transition</td>
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<td><strong>Presentation:</strong> “What Matters Most in Special Education”</td>
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<td>14</td>
<td>Last SAFMEDS session</td>
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<td>ASR Course Review</td>
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**FINAL EXAM WEEK**
11.0 Course Requirements/Evaluation

Requirements:

9.1 Guided notes and study guide questions. You are required to download and print guided notes from the Carmen website, bring them to class, and complete them during the class session.

9.2 Exit slips. Class attendance and participation are required. At the end of each class, students will hand in responses to in-class assessment questions. The questions on these "exit slips" will be based on information presented during the lecture.

9.3 Readings. 1–2 chapters per week from the textbook are listed in the course calendar.

9.4 On-line quizzes. There will be weekly open-book/open-note on-line quizzes (on Carmen) covering information from that week's assigned readings and in-class discussion.

9.5 Response card review. Students must bring a small white board, dry-erase marker, and cleaning supplies to class for each session. We will use these boards to actively respond during review sessions.

9.6 SAFMEDS. "Say All Fast a Minute Every Day Shuffled" (SAFMEDS) is a flashcard procedure designed to help students become fluent in basic concepts and definitions. This procedure will be explained and modeled in class.

9.7 Final exam. The comprehensive on-line final exam will be a composite of quizzes, SAFMEDS, big idea questions, and items related to class presentations.

Grading:

Points are subject to change due to academic calendar adjustments, etc.

- ___ pts. Guided notes and study guide questions (participation)
- ___ pts. Exit slips
- ___ pts. On-line quizzes
- ___ pts. SAFMEDS
- ___ pts. Final exam

Letter grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 93%</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>D</td>
<td>64 - 66%</td>
</tr>
<tr>
<td>E*</td>
<td>63 and below</td>
</tr>
</tbody>
</table>

*E ≤ 63% or performance inconsistent with typical academic standards at The Ohio State University

12.0 Academic Dishonesty

You are expected, at all times, to act with academic integrity. "At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one’s own intellectual efforts. It also includes assuring that one’s own work has been completed in accordance with the standards of one’s course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed; and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement."

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values means that you are responsible for your own learning; you have an obligation to
be honest, with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

The University’s Office of Academic Affairs outlines ten suggestions for preserving academic integrity: http://oaa.osu.edu/coam/ten-suggestions.html