Term Information

Effective Term: Spring 2014
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change from T&L 7011 to T&L 5011 - part of Q2S cleanup.

What is the rationale for the proposed change(s)?
The course is primarily an introductory course in a masters program taught in Indonesia. Therefore it should be 5xxx or 6xxx level. The advantage of 5xxx level is it would allow enrollment for study abroad undergrads or honors, including students from Public Policy or other students interested in study abroad. There was a hope that doc students might be interested which is why the course may have been originally numbered at the 7xxx level, and indeed at some point there might be a couple of those who enroll. But primarily the enrollment is introductory masters students.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
none - at present no US student has taken the course. Indonesian students have taken the course by enrolling at their Indonesian institution and then transferred the course here, but the course appears as K credit on the transcript, not as a numbered course.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education:Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Previous Value:
Course Number/Catalog:
Previous Value: 7011
Course Title: Education in Indonesia and the U.S.
Transcript Abbreviation: Ed Indonesia&U.S.
Course Description: Comparative overview of the educational systems, policies, practices, reform movements, and teacher education in Indonesia and the U.S.
Semester Credit Hours/Units: Variable: Min 3 Max 4

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Senior, Masters, Doctoral
Previous Value: Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
- Examine commonalities and differences in historical development as well as current policies and practices in education and teacher education in Indonesia and the U.S.
- Understand how cultural values, assumptions, and world views shape educational contexts, teaching, and learning in Indonesia and the U.S.
- Develop knowledge about major education reform movements in the two countries

Content Topic List
- Overview of the history of the Indonesian and U.S. educational systems
- Comparative examination of current educational policies and practices in Indonesia and the U.S.
- Cultural values and world views embedded in Indonesian and U.S. education context
- Democracy, decentralization, and education reform in Indonesia and the U.S.
- Teacher education and the teaching profession in Indonesia and the U.S.

Attachments
- Ed T&L 7011 - Education in Indonesia and the US.doc
  (Syllabus. Owner: Rodgers, Adrian R)

Comments
- course number needs to be adjusted in the form, sending back for revision and will make the update and submit for Unit approval (by Odum, Sarah A. on 01/02/2014 04:08 PM)
- Approved by GSC (by Mercerhill, Jessica Leigh on 11/14/2013 03:43 PM)
## Workflow Information

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EDUCATION IN INDONESIA AND THE U.S.

A Core Course in the Dual Master’s Degree Programs of the
U.S./Indonesia Teacher Education Consortium (USINTEC)

Semarang, Indonesia
4 Semester Credit Hours

For Dual Degree students this course will transfer to one of the US partner institutions: Illinois, Indiana, or Ohio State. EDU T&L 7011 is the abbreviation for this course at Ohio State.

Instructors:
Prof. Warsono, M.A.  Affiliation: UNNES – State University of Semarang
Adrian Rodgers, Ph.D.  Affiliation: The Ohio State University

Contact information for Prof. Warsono
In Semarang:
E 15, Universitas Negeri Semarang
Tel:

Contact information for Adrian Rodgers
In Semarang:
E 15, Universitas Negeri Semarang
Tel: 0857 3977 4937

At Ohio State:
2086 Founders Hall, 1179 University Drive, Newark, Ohio, USA 43054
Tel: 1-740-366-9261
Email: Rodgers.50@osu.edu
Office hours before and after class and by appointment.

Description: A comparative overview of the educational systems, policies, practices, reform movements, and teacher education in Indonesia and the U.S. Since many of the students in this class will be preparing teachers at the S1 level (pre-service teachers) there is a special focus on trends, issues and problems in teacher education.

Level and Credit Hours: This is a graduate level course that can fulfill credit for masters or doctoral course work. There are no prerequisites.

Relationship to other courses/curricula: This course is one of three core courses (12 semester credit hours) in the U.S./Indonesia Teacher Education Consortium (USINTEC) dual master’s degree programs. The core courses are co-taught in Indonesia by faculty from the U.S. and Indonesian USINTEC member universities (see members at www.USINTEC.org). Indonesian and US students will have credits they earned for this course applied to their transcript at the USINTEC member institution.

This course is one of three core courses offered at the campus of an Indonesian partner institution. The two other courses, Global Perspectives on Pluralism and Equity in Education and Diverse Approaches to Research on Teaching and Learning partially fulfill master’s core course requirements at member institutions.
Course Objectives/Learning Outcomes:

Following successful completion of this course, students should be able to:

- Understand how cultural values, assumptions, and world views shape educational contexts, teaching, and learning in Indonesia and the U.S.
- Display knowledge about major education reform movements in the two countries and understand key components of teacher education and the teaching profession in Indonesia and the U.S.
- Critically examine commonalities and differences in historical development as well as current policies and practices in education and teacher education in Indonesia and the U.S.

Required Texts:


Merriman Bausmith, J., & Barry, C. Revisiting professional learning communities to increase college


Other readings and course materials indicated by Prof. Warsono.

**Other Course Materials used by instructors or discussed in class:**


Dual masters degree. See USINTEC below.


Newspaper and magazine coverage of pressing education stories in American education.

*Only a teacher: The Impact of Teachers on American Public Education.* Princeton, NJ: Distributed by Films for the Humanities and Sciences. See [www.films.com](http://www.films.com). This is a series of 3 videos that chronicle American school teachers from 1780 to present. The separate videos in the series are:

- A teacher effects eternity.
- Educating to end inequity.
- Those who can… teach.

Student and instructor work from teacher preparation programs in the US as examples of what S2 graduates might ask their S1 students to create, or as samples of what S2 students might need to create to provide to their S1 students. These materials include:
- Completed S1 exit projects from a teacher preparation program.
- Unit plans, Lesson plans, and videos by S1 students from student teaching and other field experience.
- Observations and notes that S1 students have made in the field, especially around areas such as teaching, planning, reflecting, and managing the classroom. Other materials might include critical pedagogy projects, and observations of early, middle and secondary schools and whether these schools have the characteristics of quality learning environments.
- Syllabi written by US instructors for their teacher preparation classes where they teach S1 students.

USINTEC. To learn more about the US – Indonesian Teacher Education Consortium including dual masters degree and masters and doctoral sandwich information, and programs for academic recharging, see [http://www.usintec.org](http://www.usintec.org).

US television coverage. This includes news stories and documentaries produced by broadcast and cable TV stations that cover different education stories in the US.

**These additional materials might be useful for further study:**


*Waiting for Superman.* This documentary was released in 2010 and is gaining notice as a critique of education in US schools.

**Class Meetings, Topics, and Tasks**

**1. Topic: Overview of the History of U.S. Schools**
13:00 – 16:00; June 20; Lead Instructor: Adrian

*Activities:*
- Welcome to the course
- Replacement of class meeting on June 29th and identification of a replacement date: What about July 20th?
- Explanation of USINTEC and opportunities to apply for Dual Degree for local students
- Explanation of Dual Degree
- Explanation of Core Courses offered in Indonesia and how they fit together
- National status of USINTEC member institutions and expectations of the highest quality of student work. Discussion of how high quality Indonesian and US students help make for high quality programs and result in high quality university rankings.
- Collection of Student Contact info including: Name, Email, S1 degree content and university, current contact address and living situation, “where are you from?”, Where are you enrolled now
and what are you studying?’ and ‘Why do you want to complete an S2 degree?’ Also, How many languages do you know and rank them as 1st, 2nd etc. Also, rank your ability to read, write, and speak.
- Appoint a student who is tech savvy and has a fast wireless modem to create a Facebook page for the class and send to all students
- Distribute Syllabus - Explain course requirements
- Mini Lecture – Overview of teacher preparation programs
  + The 3 legged stool of teacher preparation: Content Courses (what to teach), Education courses (how to teach and why to teach), and field experience (practice teaching).
  + Key components of accreditation of teacher preparation programs: Knowledge, Skills, and Dispositions.
- View Video: A Teacher Effects Eternity
- View Video: Those who Can: Teach

Assignments to discuss today:
- Response Assignment
- Begin thinking about the Group Assignment and Presentation

Readings for next US class:
Spring – The Profession of Teaching - Chapter 8

2. **Topic: Overview of the History of Indonesian Education**
13:00 – 16:00; June 21; Lead Instructor: Prof. Warsono

*Activities for Today:*

Discuss other readings to be added by Prof. Warsono

Assignments to discuss today:
- Preparing your first response paper due on Monday
- Start thinking about your group and the group presentation at the end

Readings for next Indonesian class:

For additional resources see the summary of the Indonesian Education System – See resource: Indonesia: Education System and Policy Handbook, pp. 57 – 120.

3. **Topic: Overview of the History of US Education**
13:00 – 16:00; June 22; Lead Instructor: Adrian

*Activities for Today:*
- View video: Educating to end inequity
- View video: CNN Documentary

Readings to discuss today:
Spring – The Profession of Teaching - Chapter 8

Assignments to discuss today:
- Discuss and Prepare for Response Paper # 1 due in class Monday, June 27th.
- Start on your proposal Due on Monday which will outline your Group Project

Readings for next US class:
- Spring, Chapter 6, Local Control and Charter Schools
- Ravitch, Chapter 7, School Choice, p. 113

4. Topic: Overview of the History of Indonesian Education
13:00 – 16:00; June 23; Lead Instructor: Prof. Warsono

Activities for Today:
Readings to discuss today:

Assignments to discuss today:
Discuss and Prepare for Response Paper # 1 due in class Monday, June 27th.

Readings for next Indonesian class:
- Bjork, Chapter 8, Transferring Authority to Local School Communities, p. 129.
- Zulfikar, The making of Indonesian Education, p. 13

5. Topic: Comparative Examination of Educational Practices in Indonesia and the US and Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: The US.
13:00 – 16:00; June 27; Lead Instructor: Adrian

Activities for Today:
- View video: Where we stand: American Schools

Readings to discuss today:
- Spring, Chapter 6, Local Control and Charter Schools
- Ravitch, Chapter 7, School Choice, p. 113

Assignments to discuss today:
RETURN of First Response Paper
Readings for next class:
- Berliner, Manufactured Crisis: Myths
- Spring, Ch. 7, Testing
- Ravitch, Ch. 8, Accountability, p. 149

13:00 – 16:00; June 28; Lead Instructor: Prof. Warsono

Activities for Today:

Readings to discuss today:

Assignments to discuss today:

Readings for next class:

7. Topic: Comparative Examination of Educational Practices in Indonesia and the US and Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: The US.
13:00 – 16:00; June 29; Lead Instructor: Adrian

NO CLASS TODAY. Today is Isra Mi’raj Nabi Muhammad SAW. Therefore there is no class. But we will need to make this day up and discuss this in class.

The agenda below is what we will do during the make-up class:

Activities for Today:
View Video: Children in America’s Schools
View Video: Little Rock Central High

View Standards: www.corestandards.org and www.ode.state.oh.us

Readings to discuss today:
- Berliner, Manufactured Crisis: Myths
- Spring, Ch. 7, Testing
- Ravitch, Ch. 8, Accountability, p. 149

Assignments to discuss today:

Readings for next US class (#9):
Shulman: Pedagogical Content Knowledge
Readings for the following Indonesian and US Classes (#10 and 11):
Bjork, Indonesian Education, Chapters 2, 6, and 8.

A bulleted proposal (1 page) for your final project is due no later than Session # 9 (not graded).
8. **Topic: Comparative Examination of Educational Practices in Indonesia and the US and Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: Indonesia.**  
13:00 – 16:00; June 30; Lead Instructor: Prof. Warsono

Activities for Today:  
Readings to discuss today:  
Assignments to discuss today:  
Readings for next class:  
Readings for the following Indonesian and US Classes (#10 and 11): Bjork, Indonesian Education, Chapters 2, 6, and 8.

A bulleted proposal (1 page) for your final project is due no later than Session # 9 (not graded).

9. **Topic: Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: The US with a focus on Educational Practices and Teacher Preparation.**  
13:00 – 16:00; July 4; Lead Instructor: Adrian

Activities for Today:  
- View Master Teacher, ABC TV Video, Parts 1,2,5,6  
- View Canter video  
- View S1 Student Samples

DUE TODAY: A bulleted proposal (1 page) for your final project is due no later than Session # 9 (not graded).

Readings to discuss today: Shulman: Pedagogical Content Knowledge

Assignments to discuss today:

Readings for next class:  
Readings for the following Indonesian and US Classes (#10 and 11): Bjork, Indonesian Education, Chapters 2, 6, and 8

10. **Topic: Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: Indonesia.**  
13:00 – 16:00; July 5; Lead Instructor: Prof. Warsono

Activities for Today:  
Readings to discuss today:  
Bjork, Indonesian Education, Chapters 2, 6, and 8

Assignments to discuss today:
Readings for next class:

11. **Topic: Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: The US and attempts to reform.**
13:00 – 16:00; July 6; Lead Instructor: Adrian

Activities for Today:
Description of Project ASPIRE and keynote speaker discussing reform efforts

Readings to discuss today:
Bjork, Indonesian Education, Chapters 2, 6, and 8

Assignments to discuss today:
- Preparing for the Group Project
- Preparing for the Synthesis Paper
- Preparing the second response paper

Readings for next class:
- Merriman Bausmith, Revisiting Professional Learning Communities, p. 175
- Ravitvch, Ch. 11, Lessons Learned, p. 223.

12. **Topic: Cultural Values and World Views Embedded in Indonesian and U.S. Educational Contexts: Indonesia.**
13:00 – 16:00; July 7; Lead Instructor: Prof. Warsono

Activities for Today:
Readings to discuss today:
Assignments to discuss today:
Readings for next class:

13. **Topic: Teacher Education and the Teaching Profession in Indonesia and the US: The US.**
13:00 – 16:00; July 11; Lead Instructor: Adrian

Activities for Today:

Readings to discuss today:
- Merriman Bausmith, Revisiting Professional Learning Communities, p. 175
- Ravitvch, Ch. 11, Lessons Learned, p. 223.

Assignments to discuss today:

Readings for next class:
Dantas, Home visits: Learning from Students and Families.

14. **Topic: Teacher Education and the Teaching Profession in Indonesia and the US: Indonesia.**
13:00 – 16:00; July 12; Lead Instructor: Prof. Warsono

Activities for Today:
Readings to discuss today:
Assignments to discuss today:
Readings for next class:

15. **Topic: Teacher Education and the Teaching Profession in Indonesia and the US: The US.**
13:00 – 16:00; July 13; Lead Instructor: Adrian

Activities for Today:
Group Presentations
View School Sample Newsletter

Readings to discuss today:
Dantas, Home visits: Learning from Students and Families.

Assignments to discuss today:
Prepare Final Response Papers.

16. **Topic: Teacher Education and the Teaching Profession in Indonesia and the US: Indonesia.**
13:00 – 16:00; July 14; Lead Instructor: Prof. Warsono

Activities for Today:
Group Presentations

Readings to discuss today:

Assignments to discuss today:
Prepare Final Response Papers

**Course Evaluation/Requirements**

Students will be assessed based on their attendance and participation in class and completion of class assignments.

- 4 short response papers to readings (15 points per paper; 5 pages for each paper) = 60 points
- 1 Group Presentation in the last week (each student will be graded individually) = 15 points
- 1 synthesis of responses to start on the literature review for the exit project = 15 points
- In-class attendance, sharing, and leading of group discussions = 10 points

**TOTAL = 100 points**

Because this is a short course offered by an international group of faculty, incomplete grades cannot be considered.
Grading Scale

NOTE TO INSTRUCTOR – FOR INDONESIAN STUDENTS THE GRADES ARE POSTED IN THE INDONESIAN HOST INSTITUTIONS’ DATA BASE AND THEN TRANSFERRED TO THE US INSTITUTION. THEREFORE, THE GRADING SCALE FOR THE INDONESIAN HOST INSTITUTION SHOULD BE USED. THE GRADING SCALE BELOW SHOULD BE USED ONLY FOR OSU STUDENTS ENROLLED FOR CREDIT AT OSU.

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<td>D</td>
<td>60-66</td>
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Assignments

Four Response Papers (Each paper is worth 15 points and will be completed individually totaling 60 points)

Students must submit four response papers on the readings assigned for this course. At least three of the recommended texts should be used for each response paper. Reference can also be made to discussions in class, and to materials shared in class such as videos or samples of student materials. Students should describe their personal reactions to the readings as well as their critical reflections upon them. You might wish to:
- take a position or raise issues related to the content of the readings,
- make connections between the readings, your own practice, observations in Indonesian schools, and/or your understanding of the videos of U.S. classrooms. The response papers should not be just a summary of the readings.

DUE: The papers will be due on Mondays of the first, second, and third weeks and at the last class of the fourth week.
Length: 5 pages, double-spaced, 12-point font

Final Project Presentation (15 points)

For the final project, participants will work in groups of three to four persons.

Compare and contrast a major education or teacher education policy, practice, or reform movement in Indonesia and the U.S. Describe as thoroughly as possible your understanding of the commonalities and differences in the policy, practice, or reform movement in the two countries (both conceptually and in practice). Discuss what you think are the ideal characteristics or strengths of the policy/practice/reform movement and what you think are the weaknesses. Describe the underlying cultural values, assumptions, and worldviews that are embodied in the policy/practice/reform movement you choose to discuss. Draw connections to the readings and highlight how your observations in Indonesian schools and the videotapes of U.S. schools contributed to or did not contribute to your understanding. Outline the steps your group would take if you were responsible for implementing the policy/practice/reform to make it successful in public schools or universities in Indonesia or the U.S. or in your own teaching. Describe the difficulties you would face. In other words, elaborate and provide examples of how you would implement it in your school, university, or in your teaching. Use APA style for citations and references in your presentation.
In the last week of class, participants will present the projects they have developed. Each group will have 30 minutes. Participants must use various means of communication in their presentation (e.g., handouts, power point presentations, pictures, videos, posters, DVDs, etc.). Each group member must be responsible for a portion of the presentation. If you plan to use equipment that is not available in the class room, request it one week in advance.

Projects will be evaluated on the basis of: organization, clarity of argument, evidence of reading course materials and understanding policies/practices/reform movements from readings and school observations (real or via videotape).

Length: 30 minute group presentations  
Due: Week 4

A bulleted proposal (1 page) for your final project is due no later than Session # 9 (not graded).

Synthesis Paper in preparation for the Masters Exit Project (15%)

Both the Indonesian and US S2 or Masters degrees require an exit project. This exit project can take many forms, but S2 students are often asked to explain what others have learned about their topic. This explanation, often called a ‘Review of the Literature’ or ‘Literature Review’ typically begins broadly, making the case for something, and then becomes specific, looking at cases that are similar to your own. This prepares the reader for a description of your own case and what you are studying. The kinds of things you discussed in your literature review for your research methods course might fit into the latter part of your literature review for your exit project. The kinds of literature that you will review in this course, might fit into the beginning of your literature review of your exit project.

The synthesis paper is not a new paper – instead it is the combination of your short response papers, and the repurposing of them to help you think about how the literature you have read in this course about change and policy helps you make the case for the kind of innovation and change you might propose in your exit project.

Try these steps:  
1. Paste all your papers in order into a new document.  
2. Highlight the material you have written about that you think helps you make a case for a change or innovation or new thing you want to try as a part of your exit project. 
3. Delete the material not highlighted.  
4. With the material you have left, revise and edit as well as write new material. Ask yourself, ‘What have I learned about policy and change that helps support my attempt to change education and make it better?’  
5. The completed synthesis should be about 5 pages.  
6. It is not likely that you will be able to use the finished product word-for-word in your exit project, but hopefully it will be the start of the literature review that you will eventually include in the finished exit project.

In-Class Student Participation (10%)

Students are expected to attend all sessions and be prepared to take an active role in discussions and activities. It is essential that students read the texts due for each session in order to participate actively in class.

Submission of Assignments
There will be no extensions given for assignments. All assignments are due on dates given above unless extraordinary circumstances necessitate negotiation. It is the student’s responsibility to contact the instructors in a timely manner should such situation occur. If assignments are not handed in on dates due, points will be forfeited.

**Technology**

This course will draw on online technology. Students will be encouraged to communicate with each other and the instructors by e-mail and/or other online methods. Additionally, the instructor will show videos, power point presentations, and other online resources in class.

**Academic Misconduct**

INDONESIAN students should follow the policies of their home institution. The language below is intended for US students enrolled for credit at OSU. But for ALL students, DO NOT PLAGIARIZE. IF YOU DO, you may receive 0 in the assignment and possibly 0 in the course. If you do not know what to do or need help, ASK YOUR INSTRUCTOR!!!

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. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

A common issue with misconduct is a student will copy material from a published source into their paper and not cite it. DO NOT DO THIS. If you are not sure what to do, put quotation marks around anything you copy word for word. DO NOT try to re-word something to avoid having to use quotation marks. Also, insert an APA citation into your paper at the appropriate places. This way, your instructor might suggest you re-write or revise, but it should reduce the possibility of being accused of Academic Misconduct.

**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately as early in the quarter as possible in order to receive effective and timely accommodations.

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

Statement on Diversity -- The College of Education and Human Ecology at The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.