

Fall 2021 Syllabus: Rapid Innovation for Public Impact

PUBAFRS 5620 Part of the *Science and Engineering in the Public Interest* program

INSTRUCTORS:

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In-person Class Fridays 12:00-3:00 p.m.

4 credits

Course Description

The *Rapid Innovation for Public Impact* course is a multi-disciplinary capstone or hands-on applications course in which student teams tackle real, contemporary, complex problems sponsored by government or non-profit agencies. Its goal is to produce solutions that are technically feasible, desirable from stakeholders' perspectives, and viable for adoption and integration. Following a systematic methodology, student teams develop minimum viable products (MVP) or proofs-of-concept through intensive customer discovery and agile design, development, and testing with customers and stakeholders. Students acquire an in-depth understanding of and experience in systematic innovation, refining problem-statements, engaging customers and stakeholders, navigating public sector organizations, budgeting, and management issues. Since the course delivery is designed to simulate the uncertainty and dynamism of the 'real world', students practice foundational professional skills throughout the semester such as: systems-thinking; applied critical thinking; creativity; collaboration; communication; and cultural competence. Teams invest significant time: interacting with professionals outside the classroom; engaging weekly with instructors, sponsors, and mentors; preparing written status-reports; and presenting weekly to the teaching team, sponsors, mentors, peers, and guests for critiques which emulate briefings to management or investors. Students acquire not only tools and leadership skills but an innovation mindset and exposure to a vast array of careers in the public sector.

All upper level undergraduate and graduate students in any major or college are welcome because complex problem-solving requires interdisciplinary approaches.

The *Rapid Innovation for Public Impact* course sometimes leverages OSU Battelle Center's relationship with the U.S. Department of Defense's National Security Innovation Network (NSIN), which sustains a limited network of universities offering *Hacking for Defense*TM (H4D) problems.

Student Learning Objectives

The class is an intense professional experience for 4 credits. Students should expect to spend up to 12 hours/week during class time and outside of class time. This course is designed to provide students with hands-on experience understanding and working with federal, state, and local public sector agencies or nonprofits on real, current problems. In so doing, the students help organizations better address their missions and emerging threats, challenges, and opportunities. The course provides students with human-centered design and Innovation tools to solve complex problems and grow as young professionals.

Our goal, within the constraints of a course and a limited amount of time during a semester, is to provide a framework for testing students' hypotheses in order to design solutions, while emulating all of the pressures and demands of the real world in early-stage innovation. The intent is for urgency and good-enough decision-making to become ingrained. Students learn how to work and collaborate on a team, handle uncertain and chaotic environments, and turn a creative idea into a solution for a real-world complex problem that is challenging a government or nonprofit agency. Students learn how to interview a wide range of stakeholders (customer discovery), practice evidence-based innovation (human-centered design and agile development), and use a business model tool to validate the solution's viability. Students 'get out of the classroom' to see whether anyone other than them would want or use the solution.

At the conclusion of this course, students will possess a deep understanding of complex problems in the public sector. Specifically, students will demonstrate:

1. An understanding of the public sector and its dynamics
2. A profound understanding of the assigned sponsor's and beneficiary's needs, problem, and workflow, and an ability to clarify the problem-statement
3. Rapid iteration or agile development of products or solutions that are technically feasible, desirable, and viable in an economic and organizational sense.
4. An understanding of all relevant customers, stakeholders, deployment issues, costs, resources, and ultimate value of the minimum viable solution.
5. A facility with complex problem-solving methodology and innovation tools, valuable throughout a professional career.

Participating public sector agencies or other groups *may* after the course's end provide follow-on funding to student teams to refine preliminary solutions further, but this course is not a product incubator nor an entrepreneurship, venture-creation, or business planning course.

Course Requirements

Rigorous class preparation includes students investing consistently some small amount of time on an almost daily basis, like professionals would. Taking written notes during Class, Office Hours, Interviews, and other Feedback sessions is highly recommended. A course handout details the suggested time-budget for a typical week in order to keep the workload reasonable and in-line with the number of course credit-hours. Student responsibilities include:

1. Watching assigned videos online and completing any required readings listed in the course website
2. Interviewing (either individually or as a team) an average of 2 stakeholders/week in order to test hypotheses about the problem and potential solutions.
3. Participating in one weekly *mandatory* consultation (office hour) to review findings and identify obstacles, alternately with instructors or with mentors and sponsors.
4. Preparing a team briefing to be presented approximately every other Friday's class with updates

on the solution design and development and other topics described in the course website. Briefings are no less than 8 minutes and no more than 10 minutes in length.

5. Posting a brief status report summarizing the week's hypothesis-testing and progress in order to update the sponsors and instructors.
6. Attending ALL classes, briefing the team presentation, providing critical peer-feedback to other teams, and formulating hypotheses and interview strategy for the coming week.

By the semester's end:

- Each team conducts many dozen quality stakeholder interviews.
- Each team delivers a final video (not to exceed 2 minutes), presentation (not to exceed 10 minutes), and written report (no fewer than 3 pages and no more than 5 pages, excluding cover page, references, and appendices) concerning the solution developed to meet the sponsor's needs.
- Graduate students deliver individually a brief, additional personal reflections paper.

Student Assessment

This course is interdisciplinary and team-based, therefore 70% of a student's final grade will come from the team's performance. Teammates will help assess individual contributions. **Graduate students will be graded to a more rigorous standard and will have an additional two-page written assignment to be delivered before end of semester.** The grading policy appears on page 8. Stoplight Assessments (ungraded) will be given 4 times during the semester so that students understand their performance leading up to the final deliverables.

40% Team's final video, presentation, and written report

30% Team's Weekly Performance evident in:

- **Oral Presentation quality**, demonstrating critical thinking, communication skills, learning, and creativity.
- **Written Report quality**, demonstrating information-synthesis, critical thinking, and communication skills.
- **Effort to 'get out of the building' for customer discovery or validation**, demonstrating customer-focus, curiosity, hypothesis-formulation and -testing, and applied critical thinking.

30% Individual's Engagement reflected in:

- **Teammates' evaluation** of individual's contributions, reflecting trustworthiness and collaboration skills
- **Class Participation** demonstrating active listening and attentiveness, commitment to team, and perseverance.

Required Texts: Students can access textbook information via the Barnes & Noble bookstore website: <https://ohiostate.bncollege.com> as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

- IDEO, *The Field Guide to Human-Centered Design*, 1st edition 2015. Free digital download at: http://www.designkit.org/resources/1?utm_medium=ApproachPage&utm_source=www.ideo.org&utm_campaign=FGButton
- Constable & Rimalovski, *Talking to Humans – Success Starts With Understanding Your Customers*. Free digital download for non-profits/schools at: <https://www.talkingtohumans.com/download.html> or Paperback: 88 pages Publisher: Giff Constable (September 23, 2014) ISBN-13: 978-0990800927
- Osterwalder and Pigneur, [VPD] *Value Proposition Design – How to Create Products and Services Customers Want* Paperback: Publisher: Wiley ISBN-13: 978-1118968055

Course Schedule Overview See detailed instructions in Carmen/Navigator.

Class	Date	Friday class			Friday -through- Thursday	Wednesday	Thursday
		Hour 1	Hour 2	Hour 3			
I, Phase: Discovery							
1	Aug 27	Instructors: Orientation	Lunch with Sponsor: <i>Sponsor Discovery</i>	Teams: Initial Discovery Presentation (5min) <i>Team Scheduling</i>	8/27-9/2: Find & read 5 sources/student about your problem and sponsor & summarize 'bottom lines' from the sources in team Slack channel Interview Sponsor(s), Mentors, Tech Advisors as a Team Team develops presentation	9/1: Attend Team Office Hour w. Instructor	9/2: By noon: post Status Report Pre-brief Sponsor, Mentors
2	Sept 3	Teams: Sponsor & Problem Discovery Presentation (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Professionalism & Team Dynamics	Instructors: Systems-thinking & Solving Complex Problems	9/3-9/9: Find & read 5 sources/student about your problem and sponsor & summarize 'bottom lines' of the sources in team Slack channel Interview 1 - 3 POCs to test hypotheses Team work session: develop presentation	9/8: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	9/9: By noon: post Status Report Pre-brief Sponsor, Mentors
3	Sept10	Teams: End-User Discovery (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Interviewing	Instructors: Innovation Process & Mindset	9/10-9/16: Review Instructors' Stoplight Assessment + Adjust Work Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: Synthesis	9/15: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	9/16: By noon: post Status Report Update Sponsor, Mentors

Class	Date	Friday class			Friday -through- Thursday	Wednesday	Thursday
		Hour 1	Hour 2	Hour 3			
II. Phase: Concept Development							
4	Sept 17	Workshop: Ideation: Empathy-mapping & Information Synthesis		Instructors: Innovation's Desirability	9/17-9/23: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: develop presentation	9/22: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	9/23: By noon: post Status Report Pre-brief Sponsor, Mentors
5	Sept 24	Teams: Solution Update (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Workflow Mapping		9/24-9/30: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: Synthesis	9/29: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	9/30: By noon: post Status Report Update Sponsor, Mentors
6	Oct 1	Workshop: Hypothesis-testing		Instructors: Innovation's Feasibility	10/1-10/7: Review Instructors' Stoplight Assessment + Adjust Work Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: develop presentation	10/6: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	10/7: By noon: post Status Report Pre-brief Sponsor, Mentors
7	Oct 8	Teams: Solution Update (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Iterative Design		10/8-10/13: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: Synthesis Turn in Mid-point Survey	10/13: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	OSU closed Fall Break Oct 14. Possible Team Field Trips and Explorations

Class	Date	Friday class			Friday -through- Thursday	Wednesday	Thursday
		Hour 1	Hour 2	Hour 3			
8	Oct 15	No Class (Fall Break). Possible Team Field Trips and Explorations			11/22-11/28: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: develop presentation	10/20: Attend Team Office Hour & Update interview log	10/21: By noon: post Status Report & Pre-brief Sponsor, Mentors
III. Phase: Prototyping							
9	Oct 22	Teams: Solution Update (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Prototyping I	Instructors: Innovation's Viability	10/22-10/28: Review Instructors' Stoplight Assessment + Adjust Work Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: Synthesis	10/27: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	10/28: By noon: post Status Report Update Sponsor, Mentors
10	Oct 29	Instructors: Implementation Realities & Public Sector Dynamics		Workshop: Assessing Unintended Consequences	10/29-11/4: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: develop presentation	11/3: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	11/4: By noon: post Status Report Pre-brief Sponsor, Mentors
11	Nov 5	Teams: Solution Update (10min; 10m q&a) See detailed instructions in Carmen/Navigator	Workshop: Prototyping II	Guest Speaker: Innovating in the Public Interest	11/5-11/11: Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: Synthesis	11/10: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	11/11: By noon: post Status Report Update Sponsor, Mentors

Class	Date	Friday class			Friday -through- Thursday	Wednesday	Thursday
		Hour 1	Hour 2	Hour 3			
12	Nov 12	Instructors: Course Deliverables & their Intended Audiences	Workshop: Visual Story-making / Video Tips Digital Union	Workshop: Compelling Story-telling & red-teaming storyboards	11/12-11/18: Review Instructors' Stoplight Assessment + Adjust Work Read/Watch Assignments Interview 1 - 3 POCs to test hypotheses Team work session: draft video & presentation	11/17: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	11/18: By noon: post Status Report Pre-brief Sponsor, Mentors
IV. Phase: Validation and Story-telling							
13	Nov 19	Teams: Rehearsal 1 -- Draft Video, Presentation See detailed instructions in Carmen/Navigator	Instructors	Workshop: Red-teaming (paired critiques)	11/19-11/24: Share draft video & presentation with as many POCs as possible for feedback Team work session: Synthesis	11/24: Attend Team Office Hour w. Instructor Update interview log with key take-aways & attendees	OSU closed for Thanksgiving Nov. 25
14	Nov 26	No Class (Thanksgiving break)			11/27-12/2: Share draft video & presentation with as many POCs as possible for feedback; then finalize Test live-streaming w.Ethan before 12/3	12/1: Teams: Rehearsal 2 w. instructors during Office Hour: almost-Final Video & Presentation	12/2: Pre-brief Sponsor, Mentors Update interview log with key take-aways & attendees
15	Dec 3	Teams: FINAL Video and Oral Presentation to Sponsors and Audience LUNCH CELEBRATION immediately following Class			12/3-12/10: Share draft written report with instructors for feedback; then finalize	12/8 All: submit peer evaluations of teammates	12/9 Graduate students only: submit Reflections paper
<i>Exam Week</i>	Dec 10	Teams: Submit final written report					

Your Mental Health matters to us. 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 your ability to participate in daily activities. Whether or not you are engaged in distance learning, the Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns.

If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). 24-hour emergency help is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource. For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the [Collegiate Recovery Community](#). For students facing food insecurity, learn more about the free on-campus food pantry by visiting the [Buckeye Food Alliance](#). For students interested in speaking with a peer to learn more about campus resources, call the [Buckeye Peer Access Line](#). For students interested in meeting with a peer and setting holistic wellness goals, learn more about [Wellness Coaching](#).

Teamwork is required for the successful completion of the course, and team-assignment is a privilege. This interdisciplinary course is a team-based learning experience designed to engage and leverage perspectives from multiple disciplines and lived-experiences. In keeping with our goal of promoting professional work standards, individuals' behavior and teamwork are monitored by the instructors and assigned mentors. Instructors will intervene when conduct is deemed detrimental to a team's progress or damaging to another individual's learning or sense of belonging or value. Possible interventions include instructors' providing one-on-one coaching or group coaching, or an individual's losing the privilege to continue on a team. Loss of team-assignment will result in a failing grade in the course.

Practicalities:

Required Attendance

- **Mode of delivery:** This course is an **in-person** class.
- You are expected to attend class Fridays from 12:00pm – 3:00pm and Team Office Hours. If you have a situation that might cause you to miss class, please discuss it with me as soon as possible.

Required Equipment

- Computer: current Mac (MacOS) or PC (Windows 10) 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) to use for BuckeyePass authentication
- If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please see these links and request accommodations as early as possible:

[CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)

[CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

CarmenCanvas Access. You will need to use BuckeyePass (buckeyepass.osu.edu) 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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-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.
- Install the Duo Mobile application (go.osu.edu/install-duo) on 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 IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support. For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Policy

COVID Accommodations can be provided. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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 may 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. SLDS contact information: slds@osu.edu; 614-292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Deadlines may be Extended. Extensions will be granted for family emergencies, religious observances, or unanticipated/unavoidable work-related contingencies, provided the instructors receive such requests by telephone or e-mail before the applicable deadline. Extensions will automatically be granted in the case of *force majeure* events including natural disasters or other Acts of God. However, in such cases, we will attempt to collaborate online using video conferencing or other tools and will adjust deliverables' deadlines as appropriate.

Ohio State and the Glenn College value Diversity. Ohio State and the Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe environment which promotes civil discourse and acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Ohio State will have 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,
- Call 614-247-5838 or TTY 614-688-8605
- Or email 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.

Ohio State enforces its 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](#) (studentconduct.osu.edu), 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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

[Committee on Academic Misconduct](#) (go.osu.edu/coam)

[Ten Suggestions for Preserving Academic Integrity](#) (go.osu.edu/ten-suggestions)

[Eight Cardinal Rules of Academic Integrity](#) (go.osu.edu/cardinal-rules)

Ohio State will make reasonable accommodations to ensure your Access to Learning Experiences. The university strives to make all learning experiences as accessible as possible. 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 may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. Disability Services may be contacted:

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Grading Policy

Grading rubrics for deliverables will be distributed well in advance of deadline dates. Generally the criteria for earning grades are consistent with these standard guidelines:

Grade	GPA %	Criteria
A	4.0 (93-100)	Brilliant and original work; nearly publishable. Commendably clear and thoroughly analytical; comprehensively supported by, and systematically substantiated with, voluminous empirical evidence.
A-	3.67 (90-92.9)	Excellent work; powerful analysis with distinctive, well- structured argument; critical and full awareness of the literature alongside masterful use of empirical evidence to support and substantiate the arguments presented.
B+	3.33 (87-89.9)	Very good; fine analysis with a coherent argument, most of the most important points are developed in a structured discussion; well-substantiated with clear and firm command of supporting empirical evidence.
B	3.0 (83-86.9)	Good; sound analytical skill shown from identification and understanding of the core intellectual problem accompanied by a clear discussion of the subject substantiated with some (albeit insufficient) empirical evidence.
B-	2.67 (80-82.9)	Satisfactory; basic analytical skills apparent from identification of the intellectual problem and an insufficiently developed discussion of the same. Poorly structured argument with inadequate empirical evidence.
C+	2.33 (77-79.9)	Average; little analysis and an insufficiently developed argument. <i>Some</i> , albeit cursory knowledge of the main intellectual problem; <i>some</i> key empirical points may have been identified and touched on, basic, but are anemically developed. No detailed familiarity with the literature evident.
C	2.0 (73-76.9)	Below average. weak analysis and an incoherent argument, bare evidence of ability to identify intellectual problem, little use of empirical evidence and minimal knowledge of the relevant literature.
C-	1.7 (70-72.9)	Below average, very weak analysis and an incoherent argument, and little use of empirical evidence and minimum to little knowledge of the relevant literature.
D+	1.3 (67-69.9)	Unsatisfactory, absence of argument, analysis; and little reference to, much less knowledge of, the relevant literature.
D	1.0 (60-66.9)	Unsatisfactory, absence of argument, analysis; and little or much less knowledge of, the relevant literature.
E	0.0 (0-59)	Totally unsatisfactory, absence of argument, analysis; and little if any reference to, much less knowledge of, the relevant literature.