Recommended Syllabus Components and Format
Approved EHE Curriculum Committee 11/23/09

(Recommended heading)
The Ohio State University
College of Education and Human Ecology
Department or School of _____________
School or Department Abbreviation and Course Number
Quarter Year
Class Meeting Day/Time/Location (if known)

*OAA recommended syllabus items

Preparer name (for course submission) Instructor Name (for student handouts), Office, Phone, E-mail, Office Hours (If a generic course submission, this information can be left off; however, it can be helpful to know who proposed the course.) *OAA requests preparer information and date of preparation.

*Course Number, Title and Description (*from Course Offering Bulletin), Credit Hours

*U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information, exclusions, cross-listing (also on course form, so may not be needed here)

*Course Objectives/*Learning Outcomes -- Required for Teacher Licensure and/or NCATE -- Candidates preparing to work in schools as teachers or other professional school personnel must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Explain what this course seeks to achieve and how knowledge and skills will be demonstrated. To focus on student outcomes, try using the lead in phrase: Following successful completion of this course, the student will be able to....

*Required Text(s) and Course Materials -- Include titles, authors, and publication dates in standardized format. For graduate courses, consider a review of the literature; a list of references that form the foundation of the course.

*Grading Plan/Grading Rubric -- Point structure for assignments and tests, *including lab assignments, if applicable. Include explanation of how student performance will be assessed.

Grading Scale -- Sample grading scale as listed on Carmen

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
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<tr>
<td>B+</td>
<td>83-86</td>
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<tr>
<td>B+</td>
<td>80-82</td>
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<td>C</td>
<td>77-79</td>
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<tr>
<td>C+</td>
<td>73-76</td>
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<td>C+</td>
<td>70-72</td>
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<td>D</td>
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<td>D+</td>
<td>60-66</td>
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<tr>
<td>E</td>
<td>59% or less</td>
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S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.

*Topical Outline - Schedule of Topics, Readings, Assignments -- Including assignment due dates, exam dates, and final exam date and time

Assignment Details -- Description, format, due dates, evaluation criteria, examples, (some of this may be provided as the quarter progresses)

Policies for Missed Exams/Quizzes - Make-up options, acceptable reasons, notification of absence, etc.

Policies for Student Conduct and Participation -- Provide clear information about attendance, class and group participation, and other aspects of conduct that impact on individual student’s and class members’ learning and professional development.
Academic Misconduct – (Example statement) 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.

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/pdfs/csc_12-31-07.pdf).

Intellectual Property/Audio and Video Recording – (example statements)
Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct
or
Students who wish to record their classes must first obtain written permission of the instructor/professor.
Otherwise, such recording constitutes a violation of the Code of Student Conduct

ODS Statement – (Example statement) Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.osu.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- (Example statement) 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 – (Example statement) The College of Education and Human Ecology 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.

*U/G Courses -- If a U/G course, state differences in expectations for undergraduate and graduate students. If there are no differences, state so in the evaluation section.

Off-Campus Field Experiences -- Describe the nature of and provisions made for off-campus field experiences in terms of: (1) collaboration between OSU and school (or other) partners and (2) what will be the evidence that field experience objectives have been attained.

Technology -- Required for Teacher Licensure and/or NCATE -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students’ electronic portfolios.