# Appendix C: Recommended Syllabus Components and Format

Items in **bold** *must* be included in the syllabus template document. Items not in bold are required only for operational syllabi (i.e., those distributed to students) but not for the syllabus template. However, please feel free to include this information in the template if it is available. If you have an existing operational syllabus that includes all the elements below, you may submit that document in lieu of this template.

**The Ohio State University**

**College of Education and Human Ecology**

**Department of \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department Abbreviation and Course Number/Semester/Year**

Class Meeting Day/Time/Location (if known)

**Preparer name** (OAA requests preparer information)

Instructor Name, Office, Phone, E-mail, Office Hours

**Course Title, Credit Hours, Description, and Prerequisites (from Course Offering Bulletin), Undergraduate or Graduate Level**

Semesters offered, exclusions, cross-listing

**Course Objectives/Learning Outcomes** – Course objectives/Learning Outcomes should align to program goals. Illustrate the alignment by including a program curriculum map with course requests (see Appendix F for sample curriculum map) and by providing a table similar to the one shown here:

|  |  |  |
| --- | --- | --- |
| **Objective** | **Program Goal or Standard** | **Course Assessment** |
| Following successful completion of this course, the student will be able to…. | Program Standard or Goal 1 | Lesson plan assignment |
| Following successful completion of this course, the student will be able to…. | Program Standard or Goal 5 | Midterm and final examination |

**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** – Example grading scale as listed on Carmen

|  |  |  |  |
| --- | --- | --- | --- |
| A 93-100% | B+ 87-89 | C+ 77-79 | D+ 67-69 |
| A- 90-92 | B 83-86 | C 73-76 | D 60-66 |
|  | B- 80-82 | C- 70-72 | E 59% or less |

S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.

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

**Assignment Details** – Description, format, due dates, evaluation criteria, examples

**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.

**(Following is the COAM recommended syllabus statement for academic integrity)**

**Academic Integrity (Academic Misconduct) --** 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*, 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:

* The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html))
* *Ten Suggestions for Preserving Academic Integrity (*[Ten Suggestions](http://oaa.osu.edu/coamtensuggestions.html)*)*
* *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

**(Following is the ODS recommended syllabus statement for disability accommodations)**

**Office of Disability Services Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**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.

The College of Education and Human Ecology 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 College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’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.

**U/G Courses** -- If a U/G course, state differences in expectations for undergraduate and graduate students.

**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 Council for the Accreditation of Educator Preparation (CAEP)** -- 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.