

College of Education  
**2005 Guidelines for Submitting a New Course Syllabus**  
*(Including suggestions in italics)*

**Heading of syllabus will include:** School/Academic Area: (Example: School of Physical Activity and Educational Services – Counselor Education).

**Course Number, Title, level and credit hr.** (Example: 775 Group Counseling UG 03). *Because the approved syllabus will become a part of the University Master Course File, it should be a generic version. Therefore, do not include instructor name, specific class dates, times, etc.*

**Description/Rationale:** *State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/College/University.*

**Relationship to Other Courses/Curricula:** *If applicable, describe how the course relates to other courses/curricula in other academic units in the College and/or across campus. List the academic units that may have an interest in the course content, and include a signed “Department Course Review Concurrence Form” from each academic unit. (Concurrence Form is available on the Web.)*

**Objectives (Student Learning Outcomes):** *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.***

**Off-Campus Field Experiences:** *If applicable, describe the nature of and provisions made for off-campus field experiences in terms of the following:*

- *Collaboration between OSU and school (or other) partners*
- *Evidence of attainment of field experience objectives*

## Guidelines - New Courses (Page 2)

**Diversity:** It is important that each course and instructor acknowledge a commitment to promoting and 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 her or his own potential. Explain how students will become aware of different teaching and learning styles shaped by cultural or other influences and develop the ability to adapt instruction appropriately for all students. The College and its three schools prohibit discrimination against any member of the College community on any basis including that of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, health status, or veteran status. Faculty, staff, and students are encouraged to contact the College Assistant Dean for Equity and Diversity and/or the School diversity coordinators regarding issues, concerns, or questions around equity and diversity.

**Technology - Describe the role of technology in the proposed course.** Show that students will be encouraged to use software and web-based materials and have access to a course web platform that will be used to post lecture notes, review questions, and to facilitate student sharing of information and encourage discussions. (*For educator licensure courses, products from the course may be integrated into students' electronic portfolios.*) To demonstrate that the course will use technology in a variety of ways to strengthen the learning objectives of the course, consider the following when writing the technology statement: 1) What is the role of technology in the proposed course? 2) Will students access online library catalogs and journal databases, digital repositories, and other sources of professional and scholarly information needed to complete the course successfully? 3) What technology competencies will students develop in this course?

Please be sure students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology

Guidelines New Courses (page 3)

**Topical Outline:** *List the topics to be covered in each of the ten weeks of the quarter. State the number of class sessions (e.g. week 1, 2, etc. Do not use specific dates or times. Describe the assignments for each class and reference the text/readings for each week's assignment. (Topical outline must relate directly to the bibliography/readings.)*

**Course Requirements/Evaluation:** *Indicate a percentage next to each Of the course requirements (for a total of 100%) so students may easily see how performance relates to grade. Attendance alone can account for no more than 10%. If this course requires a **project, case study, etc.** please include a brief description.*

**Example for Letter Grading:**

|                |     |             |                 |
|----------------|-----|-------------|-----------------|
| 3 quizzes      | 20% | A 94 - 100% | C- 70 - 73%     |
| Topical Paper  | 25% | A- 90 - 93% | D+ 67 - 69%     |
| Case Study     | 15% | B+ 87- 89%  | D 64 - 66%      |
| Weekly Journal | 20% | B 84 - 86%  | E 63% and below |
| Final Exam     | 20% | B- 80 - 83% |                 |
|                |     | C+ 77-79%   |                 |
|                |     | C 74 -76%   |                 |

(There is no D- in the OSU grading scale)

**Example for S/U Grading:**

|               |     |                               |
|---------------|-----|-------------------------------|
| Attendance    | 10% | S = 75% or above              |
| Participation | 10% |                               |
| Quiz          | 15% |                               |
| Paper         | 30% | Note: attendance alone cannot |
| Project       | 35% | count for more than 10%       |

U/G Courses: *If a course is offered to both undergraduate and graduate students, list the differences in requirements. If there are no differences, state so in the evaluation section.*

Variable Credit: *If the course can be taken for a range of credits, explain the requirements for earning each different credit value.*

800 and 900-level courses: *Requirements for these courses must reflect graduate-level rigor.*

Guidelines New Courses (page 4)

**Texts/Reading List/Bibliography:** *Include titles, authors, and publication dates. (Please integrate text/reading assignments into #8 Topical Outline) Be sure that bibliography is in a standardized format. .)* For graduate level courses especially, consider expanding this section to include a review of the literature; a list of references that form the foundations of the course (from a faculty perspective).

**Statement of Student Rights:** Example: *“Any student with a documented disability who may require special accommodations should inform the instructor as early in the quarter as possible to receive effective and timely accommodations.”*

**Other Questions?** Contact :

BJ Moran  
Office of Associate Dean for Curriculum and Program  
149 Arps Hall  
292-8225 or [moran.5@osu.edu](mailto:moran.5@osu.edu).

Revised: August, 2005