**QM Aligned Parts of a Course Syllabus**

1. **Heading of Syllabus:**

School/Academic Area:

Course Number, Title, Level, and Credit Hour:

Instructor Name:

Instructor Contact Information:

Office Hours (Location/Days/Times):

1. **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.
2. **Relationship to Other Courses/Curricula:** Describe how the course relates to other courses/curricula of other academic units in the college and across campus. List academic units which may have an interest in portion of the course content, and include a signed “Department Course Review Concurrence Form” from each of these academic units.

**Prerequisite needed:**

1. **Knowledge, Skills, and Dispositions** (Objectives/Student Learning Outcomes): Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. **Explain how the course will achieve these goals.**
2. **Texts/Reading List/Bibliography:** Include titles, authors, and publication dates. (Must directly relate to #5 Topical Outline)
3. **Course Requirements/Evaluation**: Indicate a percentage next to each course requirement so students may easily see how performance relates to grade:

**Example for Letter Grading**:

A 94 – 100%

3 quizzes 20% A- 90 – 93% C- 70 – 73%

Topical Paper 25% B+ 87 – 89% D+ 67 – 69%

Case Study 15% B 84 – 86% D 64 – 66%

Weekly Journal 20% B- 80 – 83% E 63% and below

Final Exam 20% C+ 77 – 79%

C 74 – 76%

**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.

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

**Late Work:** Outline your policy for late work clearly so that students know if late work is accepted and how many points/percentage points/letter grades the assignment will be deducted for late submissions.

**Make-up Exams:** Under what conditions will students be permitted to take a make-up exam?

1. **Assignment Descriptions:** Assignments should be described in detail so that students have a good idea of how they will be assessed. In this section, it should also be clear which learning objectives are being assessed in each assignment.
2. **Course/Online Policies:** Various policies are applicable in this section when Carmen is being used in the course in any capacity.

**Communication policies:**

* The university’s official mode of communication is via university email. Students must use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.
* Clearly state how long students can expect to wait until they receive an email response from you after they have contacted you via email. Similarly, how long can they expect to wait after assignments have been submitted before they will receive feedback.
* How do you expect students to address you, and how should they begin their emails? For example, “Hello Dr. Smith, I am in your EDS 1111, section 001 course and I have a question…Thank you, Jo Student”
* Remind students to avoid colors like red and green for accessibility reasons.

**Netiquette:**

* These policies are generally used for student communication on discussion boards and the chat area of CarmenConnect.
* Here is a great source for netiquette guidelines: <https://onlinelearning.rutgers.edu/faculty-resources/netiquette>

**Technology:**

* List the software and hardware requirements students will need access to in order to successfully complete the course.
* List the technological skills students will need to possess in order to be successful in the course.

1. **INSTITUTIONAL POLICIES**

**Academic Integrity (Academic Misconduct)** – Academic integrity in 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:

1. The Committee on Academic Misconduct web pages [(COAM Home)](http://oaa.osu.edu/coam.html)
2. *Ten Suggestions for Preserving Academic Integrity* [(Ten Suggestions)](http://oaa.osu.edu/coamtensuggestions.html)

*Eight Cardinal Rules for Academic Integrity* (<http://www.northwestern.edu/provost/policies/academic-integrity/index.html>)

**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.

**Diversity 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 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 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, health status, or veteran status.

**Statement of Student Rights**: “Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.” (<http://ods.osu.edu/>)

**Grievances 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 outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

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

* Collaboration between OSU and school partners
* Evidence of attainment of field experience objectives

**INTELLECTUAL PROPERTY**

**Course Audio and Video Recording**

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

**Student Generated materials**

Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.

**Course materials**

These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

**Mental Health Statement:** A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

1. **Topical Outline:** List the topics to be covered in each of the sixteen weeks of the semester. (Topical outline must relate directly to the bibliography/readings.)
2. **Include appendices** below if applicable to your course:

**Appendix I**

**NCATE Standards 2001**

Below are relevant NCATE standards for Teacher Education course development.

**Standard I. Candidate Knowledge, Skills, and Dispositions**. Teacher preparation courses should be designed with candidate performance in mind (knowledge, skills, and dispositions). 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. Subsequent assessments should indicate that candidates meet professional, state, and institutional standards.

**Standard III**. **Field Experiences and Clinical Practices**. Field Experience Courses or courses with a field experience component or clinical practice should be designed so the candidates can develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Standard IV**. **Diversity**. Courses should be designed with an opportunity for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.

**Appendix II**

**ISLLC Interstate School Leaders Licensure Consortium**

**Standards for School Leaders**

Below are ISLLC Standards for School Leaders relevant to course development.

**Standard I**. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard II**. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard III**. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard IV**. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard V**. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard VI**. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.