

# **SCHOOL OF HEALTH AND REHABILITATION SCIENCES**

## **CURRICULUM HANDBOOK 2017-18**

# School of Health and Rehabilitation Sciences- Curriculum Handbook

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# SCHOOL OF HEALTH AND REHABILITATION SCIENCES

## Curricular Approval Process

### SHRS Curriculum Committee

**Introduction:** The goal of the curriculum committee is to assist with development of program proposals and courses that are theoretically, conceptually and technically sound in a timely, efficient manner consistent with The Ohio State University rules. The OAA Academic Organization, Curriculum, and Assessment Handbook 2016-17 is the most recent university curriculum resource: <http://oaa.osu.edu/handbook.html>.

### Organizational Structure and Roles

Per the Patterns of Administration (POA) for SSHRS: *“The Curriculum Committee shall act on undergraduate and graduate course and curriculum requests and forward them to the appropriate administrative and university officials and committees; the committee shall review proposals for and make recommendations concerning educational and academic policies of the School. The Committee shall review and recommend action on proposals for the alteration and/or abolition of units or programs in the School.*

*The Committee shall consist of six voting members appointed by the Committee of Chairs, including five members of the regular faculty and one undergraduate student appointed by Student Council. The Chair of the Committee will be the Director of Academic Affairs. The Director of Student Services will be an ex officio member of the committee.”*

**Concurrence:** Defined: It is the responsibility of the curriculum committee members, along with any university counterparts outside the School, to ensure that issues of concurrence are resolved as early as possible and have specific due dates for semester actions. (See Appendices for Concurrence Form)

# **The Approval Process by Type of Proposal**

## **Program Proposal**

### **Graduate Program Proposal:**

1. The SSHRS Graduate committee must approve all new graduate programs prior to their review by the Curriculum Committee.
2. Proposals should follow this process:
  - a. Initial discussion with Director of the School (in conjunction with Director of Academic Affairs and Chair of Graduate Studies).
  - b. Submit for review by the division
  - c. Submit for review by SHRS graduate committee.
  - d. Submit for review by SHRS curriculum committee.
  - e. Approved proposal is then submitted to curriculum.osu.edu by appointed staff in the Office of SHRS Academic Affairs for the subsequent approval by:
    - i. Director, School of SHRS
    - ii. Vice Dean of Education, College of Medicine
    - iii. Dean of the Graduate School
    - iv. Council on Academic Affairs (CAA).

Please see the OAA Academic Organization, Curriculum, and Assessment Handbook for details.

<http://oaa.osu.edu/handbook.html>

### **Undergraduate and Minor Program Proposals:**

1. Program Proposals (including Honors Programs) should follow these steps:
  - a. Initial discussion with the Director of the School in conjunction with Director of Academic Affairs, the Chair of Graduate Studies (if applicable) and Chair of Honors (if applicable)
  - b. Submit for review by the division
  - c. Submit for review by SHRS curriculum committee.
2. Approved program proposals are then submitted to curriculum.osu.edu by appointed staff in the Office of SHRS Academic Affairs for subsequent approval by:
  - a. Director, School of SHRS
  - b. Vice Dean of Education, College of Medicine
  - c. Council on Academic Affairs (CAA).
3. Non-GE and Honors Undergraduate Courses: Proposals will follow the individual course procedure outlined in the section for individual course proposal.

*Please see the OAA Academic Organization, Curriculum, and Assessment Handbook for details.*

<http://oaa.osu.edu/handbook.html>.

## Certificate proposal

### **1. Certificate proposals should follow these steps:**

**a.** Initial discussion with the Director of the School in conjunction with Director of Academic Affairs, and the Chair of Graduate Studies (if applicable)

**b.** Meet with ODEE if the certificate will contain an online-component. See: <https://odee.osu.edu/news/2016/09/09/ohio-state-offer-online-certificates>

**c.** Proposal should follow the format provided in the University Office of Academic Affairs: <https://oaa.osu.edu/assets/files/curriculum-manual/CertificateofStudy.pdf>

**d.** Submit for review by division.

**e.** Submit for review by the SHRS Curriculum Committee.

**2.** Approved program proposals are submitted to curriculum.osu.edu by appointed staff in the Office of SHRS Academic Affairs for subsequent approval by:

- a. Director, School of SHRS
- b. Vice Dean of Education, College of Medicine
- c. Council on Academic Affairs (CAA).

## **Individual course requests – NEW AND REVISED**

### **Background from the OAA Academic Organization, Curriculum, and Assessment Handbook:**

The following items must be addressed for all New Course, Group Studies, Study Tour, and Flexibly Scheduled/Off Campus/Workshop Requests; and Course Change Requests involving:

- course number change
- level change (e.g., from undergraduate to undergraduate and graduate)
- extensive revision to the course title or the course description
- a change in credit hours
- change in class hours or course format (e.g. from lecture only to lecture/lab)
- significant prerequisite change
- change in grading option
- addition of an off-campus field experience

All newly proposed courses and all significant course changes, as stated above, including but not limited to delivery process (online, hybrid, face to face); goals and objectives; and a significant change in content require a course request change. Minor changes such as a textbook do not require curricular approval. All course requests should begin with discussion with division director or division curriculum committee.

# Honors Course

Any faculty member in a School of Health and Rehabilitation Sciences academic division may initiate a proposal for a new honors course or an honors version of an existing course. Consult with Chair of Honors committee, Division curriculum committee and Director, Academic Affairs

Once approved by the honors committee, the division and the Curriculum Committee. Copies of any proposal involving the honors designation (H suffix for course number) should be submitted through curriculum.osu.edu.

The University Curriculum Committee established the following criteria (all of which should be addressed either in the proposal form or within the accompanying materials) for an honors course or honors version of an existing course:

- a) Limited enrollment to ensure the opportunity for student participation and for faculty/student interchange. The recommended limits are 25 for standard honors courses.
- b) Structure and instruction which is different from a lecture, a laboratory, and discussion meetings and materials for a non-honors course covering the same or similar subject matter.
- c) Instruction by regular faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.
- d) High expectations for student performance in writing, problem-solving, logical thought, analysis, synthesis, and oral presentation.
- e) Content that transcends the textbook and introduces appropriate concepts, uses appropriate sources for intensive study of the topic, relates the discipline to other disciplines, and prepares the student for subsequent courses.
- f) Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.
- g) Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading.
- h) Grading that neither penalizes nor rewards the student because of his or her honors status. The grades in an honors course are not curved, because the class is not a normal population.
- i) Work load and pace which both maintain the interest and challenge the ability of honors students.
- j) Communication of the enthusiasm and satisfaction which a scholar brings to his or her discipline.

## **WHAT TO SUBMIT for an honors course request**

1. Submit all information to SHRS curriculum committee first and follow all steps outlined for SHRS course request.

### The Honor's course proposal will include:

- a) A new course request form in curriculum.osu.edu.
- b) A cover letter with a rationale for offering the honors embedded course. Note that course proposals originating from a regional campus should be proposed for all regional campuses.
- c) A description of how the course will offer honors students enhanced student/faculty interaction, including an estimate of such frequency.
- d) A description of the enhanced expectations and experiences, which need to be more rigorous and enriching in ways that constitute honors content and not simply additional work. Proposals should give the approximate amount of additional hours of work expected of the student per week.

### Additional honors experiences may involve, but are not be limited to:

A related research project; A special in-class presentation; Presenting at an out-of-class activity related to the course; Developing a teaching tool related to the course or assisting a faculty member in course improvement/development; Enhanced laboratory experience; Differential assignments/learning experiences based on the honor student's honors program. Interaction with other students pursuing the E option.; College-wide enrichment experiences, such as an open-forum debate on a topic related to curricula in the College, a field trip to a research facility or industry location, or a prominently known guest speaker sharing research.; Delving more deeply into the methodology, structure, and/or theory; addressing more sophisticated questions; and satisfying more rigorous standards than are generally expected.

- e) A description of the grading. The student's grade should reflect all of the student's work in the course, including work done in common with other students, as well as work done for the honors element. An agreement on grading procedures needs to be established in advance of the beginning of the course.
- f) The syllabus for the regular course and the honors embedded addendum. Note that the syllabus objectives should also reflect the honors embedded experience.
- g) If the new honors embedded course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

2. Whether an academic unit is proposing an honors version of an existing course or a brand-new honors course, the unit should provide documentation as requested below and complete a New Course form in curriculum.osu.edu.
3. In the event that an academic unit wishes to replace an existing non-honors course with an honors version, the unit should provide documentation as requested below and complete a Course Change form in curriculum.osu.edu.
4. Since X194 courses require approval each time they are offered, the academic unit should provide documentation as requested below and complete:
  - Group Studies Request form in curriculum.osu.edu if the unit has prior approval for the HX194 designation;
  - If the unit does not have prior approval for the HX194 designation, it will also have to fill out a New Course Request form

**The following documents will be submitted in curriculum.osu.edu:**

1. Explanation of Intended Audience for Honors Course

(Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

2. Syllabus for the Proposed Honors Course

Follow the standard syllabus template. In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course that will designate that it is a Honors course. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

3. Syllabus of Existing Non-Honors Course

For comparative purposes, the Curriculum Committee requires a copy of a syllabus for the already existing non-honors course that parallels the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course so that the Panel has some standard within the division for comparative purposes.

- 4) Statement of Qualitative Difference

The Curriculum Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

- a. How the specific goals of the course will be achieved.
- b. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.



- c. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.
- d. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
- e. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
- f. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).
- g. Ways that creative thinking will be an essential aspect of the course requirements.
- h. How the course will embrace, as appropriate, interdisciplinary work and study.
- i. Evidence of a pedagogical process that will demand a high level of intellectual output.

5) Curriculum map

If the new honors course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

### **Honors Embedded Course**

The university recognizes that in some colleges, stand-alone honors courses will never be possible in upper-level courses, nor in some lower-level courses due to normally low enrollments. Therefore, in order to facilitate the offering of more honors experiences to honors students in selected non-honors courses, the following guidelines will apply to the creation and monitoring of honors experiences embedded within current non-honors courses.

This process is not intended to be a replacement for offering honors courses, but rather, an option that faculty may voluntarily offer to students once an honors embedded (E) course is approved. E courses are not considered to be the equivalent of regular honors courses, and therefore should not be considered an automatic entry to the next course in an honors course sequence. Permission of instructor is required for entry to the next honors course in a sequence if an honors embedded course is taken.

The honors embedded experience will be limited to no more than 12 honors students enrolled within a non-honors course. In cases where the demand for an honors embedded experience is greater than 12 honors students, departments are encouraged to offer a regular honors section. Additionally, embedded honors experiences cannot be offered in courses where honors sections already exist, except on the regional campuses. The School or Division may decide to set further limits on the E option. Approval of a course for honors embedded experience does not obligate faculty to offer such an experience each time the course is offered.

- a) Faculty who teach honors embedded courses may request Pressey Enrichment funds from the University Honors & Scholars Center to cover costs of honors enrichment activities (e.g., field trips).

- b) The colleges and the University Honors & Scholars Center will maintain a list of courses approved for embedded experiences in a manner accessible to both students and faculty, e.g., college and H&S websites, honors handbooks.
- c) Note that substantial changes to the approved E syllabus will require the approval process again.
- d) College honors committees and the University Honors Faculty Advisory Committee will review these guidelines periodically.
- e) When requested by the Council on Academic Affairs, the University Honors & Scholars Center will report to the Council on honors embedded courses approved and offered, including number, enrollments, and student/ faculty feedback.

## **WHAT TO SUBMIT to the Curriculum Committee:**

### **The SHRS course curriculum request should include:**

1. the new or revised syllabus (with tracked changes – if applicable);
2. Course syllabus (New and old) that includes:
  - Course title
  - Course instructor & contact info
  - Purpose/description
  - Required reading materials
  - Grade scheme
  - Standard OSU Disability Statement
  - Credits
  - Meeting times (at least #/week & length)
  - Goals/objectives
  - Assessments/evaluations
  - Topics/schedule (w/o dates)
  - Standard OSU Academic misconduct statement
3. Letter of support from division/program director that includes the rationale for the request (see Section for rationale preparation)
4. Course request form (available in Curriculum Committee folder on Faculty Council drive and in appendices)  
Information from this form is transferred directly to curriculum.osu.edu – it must be accurate!! It includes all of the information for the Registrar’s Office and for Buckeye Link.
5. If the new course can count toward the major of the submitting division (whether as a required course or as an elective), please include the curriculum guide of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet

Examples of changes that **MUST** be submitted to curriculum committee

Examples of changes that **DO NOT** need to be submitted to curriculum committee

- Course number, title, credits, length, description
- Prerequisites (if prerequisites impact another division or department within the university)
- Delivery of class: Change from in-person to on-line and vice-versa
- Required reading/materials
- Order of course topics
- Minor changes to objectives
- Prerequisites: if changes are simply an update (such as a current prerequisite changing course numbers)

### General Guidance:

The SHRS curriculum committee will review course requests to ensure that, *for example*:

- Course is appropriately rigorous for the level of course;
- Course includes sufficient contact hours and out-of-class assignments for the requested number of credit hours
- If course is repeatable, the limits are reasonable;
- If required for a program, the course will be adequately offered;
- Syllabus includes all necessary components
- Level is appropriate (if proposed at the 5000-level, course needs to be listed as both Undergraduate and Graduate)

### PREPARING YOUR RATIONALE:

When judging the merits of a course request and rationale, the Curriculum Committee and academic administrators at the division, school, college, and university levels will need clear documentation on three main issues: the value of the course, the quality and content of the course, and the capability of the academic unit to teach the course.

- **Rationale:** State the need for and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.
- **Course Objectives and/or Student Learning Outcomes:** Course objectives should explain what the course seeks to achieve in terms of knowledge and cognitive skills which emphasize recall, comprehension, application, analysis, synthesis, and critical judgment; and/or acquisition of attitudes, values, and aesthetic judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymnasias, as well as classrooms.
- **Relationship to other Courses/Curricula:** Describe how the course relates to courses and curricula of other academic units. List academic units which may have an interest in or responsibility for portions of the course content. Append to the course form letters or electronic communications of support or concern

## Submission Deadlines:

Effective Semester of Offering	Documentation due to SHRS Curriculum Committee	Documentation due to University
Spring	Graduate courses/programs: June 15	September 1
	Undergraduate courses/programs: July 1	
Summer	Graduate courses/programs: October 15	January 1
	Undergraduate courses/programs: November 1	
Autumn	Graduate courses/programs: November 15	February 1
	Undergraduate courses/programs: December 1	

## **Syllabus Template and Checklist:**

A syllabus template is located in Appendix 2. The required elements are as follows:

<b>Syllabus Checklist</b>
Data matches course request form
Course title
Credits
Course instructor and contact info
Meeting times/days
Purpose/description
Goals/objectives
Textbooks
Academic misconduct statement
Disability statement
Assessments/evaluation
Grade scheme
Topics/schedule

## **COURSE FORM CHECKLIST:**

A sample course form is located in Appendix 10. Fillable course forms are located on the school curriculum drive and in the SHRS faculty OneSource site.

<b>Course Form Checklist</b>	<b>Additional explanation</b>
Effective Term	What semester will it be offered?
Division/Program	
Grad/Undergrad/Both	1000 level= freshman 2000= sophomore 3000= junior 4000 = senior 5000 level can be senior UG/G 6000 and above are graduate level
Course Number	See section on course numbering in SHRS
Honors Component?	Must be approved by Honors committee
Course Title	Full title of course
Transcript Abbreviation	
Course Description (250 char. max)	This is what will be in the course catalog
# Credit hours *	
Semester Credit Type	
Course Length (Weeks) Selected?	If course could be offered in different
Distance Learning Component?	Check both if for hybrid or online to be offered
Grading Basis	This is S/U or grade
Repeatable Course?	Generally, yes – as students could retake for improvement in grade
Course Type (Clinical/Lab/Lecture)	Can include more than one course type
Credit by Exam Accepted?	Generally, no except in specific cases
Campus (other than Columbus)?*	Generally, always Columbus but there may be exceptions (e.g. Lima for Health Sciences)
*If so: Which other Campus?	
Prerequisites Listing	
Exclusions Listing	
Any Cross-Listings?	Shared course with another department/college
Intended Rank	
Required/Elective Selected?	
Course Goals/Learning Objectives	These must match the syllabus

### **Course Prerequisite Changes**

1. If prerequisite changes are simply an update for a course number change, submit the revised syllabus with updated prerequisites to Academic Affairs.
2. If the prerequisite changes or exclusions will require use of courses from another division or department across the university, documentation of communication with that division or department is required. The revised syllabus and prerequisites are submitted to the curriculum committee as a revised course.

### **Course Withdrawal**

If a course no longer fits into the curriculum, it should be formally withdrawn.

1. Submit this request, including explanation of why the course is being withdrawn to the SHRS Curriculum Committee.
2. The SHRS Office of Academic Affairs will use curriculum.osu.edu to generate a Course change request form. In the course change information section, please explain why the course is being withdrawn. Select “yes” for the question “Is this a request to withdraw the course?”

### **One-Time Course Offerings: Group Studies/Flexibly Scheduled/Study Tour/Workshop/Off-Campus Courses**

A One-Time Offering Request form is available in curriculum.osu.edu. This form is used to request specific term offerings of Group Studies/Flexibly Scheduled/Study Tour/Workshop and/or Off-Campus courses. All such requests are for a single semester of offering and the courses are not permanently added to the Course Offering Bulletin as with New Course Requests. One-Time Course requests must complete the full approval process before a call number can be released by the Scheduling Office. These requests are typically expedited by the Curriculum Committee.

1. Submit this request, including rationale for the one time course offerings
2. The SHRS Office of Academic Affairs will submit the one-time offering request. The One-Time Offering Request is found towards the bottom of the Home page in curriculum.osu.edu by clicking the button labeled “Create a new One-Time Offering Request.” Search for your course. Once your course appears at the bottom of the page, click on “Create One-Time Offering” (under “Action” heading). Please fill out the form, which includes information such as type of request, term of offering, level/career, the rationale for the offering, and the course description for this offering. Just as in other curriculum.osu.edu web forms, there is a section for comments. For example, if General Education (GE) status is being sought for your One-Time Offering, please note that fact in the comments area (and, of course, attach all the documents necessary for a GE request). When all of the requested information has been entered in the appropriate fields and attachments have been uploaded, simply click “Save and Continue,” then click “Submit” and the request will move along the approval workflow chain.

### 3. **Group Studies Request (X194):**

Group Studies Requests are intended to pilot a course or offer a single course for a special purpose (such as a visiting scholar). A One-Time Course Request Form (with “Group Studies” checked off) is required to request a new or previously offered group studies course and should be accompanied by a syllabus. Care should be taken to ensure that a group studies course does not encroach upon material being taught in established courses. Concurrences should be sought for such requests if appropriate. Regular course numbers should be sought for group studies courses taught three times with success. For each X194 topic an academic unit wishes to offer in any given semester, a One-Time Request form must be submitted. If a unit does not already have the appropriate Group Studies level shell course as a listing, a New Course Request must be submitted to create the permanent number for the department/unit. Thereafter, Group Studies requests may be submitted using a Group Studies Form, which must complete the approval process before a call number can be released by the Scheduling Office. Group Studies Request numbers include 1194, 2194, 3194, 4194, 5194, 6194, 7194, and 8194.

#### **Flexibly Scheduled Course:**

A One-Time Course Request Form (with “Flexibly Scheduled” checked off) should be used to request a course for a concentrated period of time (less than one semester or term in duration) and should be accompanied by a syllabus. Concurrences should be sought for such requests if appropriate.

#### **Study Tour/Workshop/Off Campus Courses:**

A One-Time Course Request Form (with “Workshop,” “Study Tour,” or “Off Campus” checked off) should be used to request such courses and should be accompanied by a syllabus and any additional rationale or details deemed appropriate by the proposer. Concurrences should be sought if appropriate.



## **EDUCATION ABROAD COURSE (NON-GE)**

New courses that contain an Education Abroad component should, if at all possible, be created as versions of x797 or x798 (if necessary, decimalized). As indicated in Appendix 8, those numbers have been set aside by OAA for studies at foreign institutions and study tours respectively.

If a new course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

New Education Abroad course proposals that will be offered under a unit's generic x797 or x798 numbers (i.e., will not need their own unique number and thus will not be submitted via curriculum.osu.edu) do need to be reviewed by the Curriculum Committee (in addition to being approved by the Office of International Affairs for feasibility).

When filling out the course submission form (in curriculum.osu.edu) the submitter should choose "yes" for "Does any section of this course have a distance education component?" Three additional options will then appear on the screen:

1. 100% at a distance
2. Greater or equal to 50% at a distance
3. Less than 50% at a distance

The submitter should select all the categories that apply for the course.

Course requests for which either the "100% at a distance" box and/or the "Greater or equal to 50% at a distance" box are selected will be reviewed by the Curriculum Committee. If this course is also offered in-person, the course goals, objectives, title must match the distance version exactly. Assignments and lecture content may differ. In addition, the Office of Distance Education can review the proposal for technical feasibility and provide technology support to the submitting unit.

If a unit wishes to develop a distance learning course, as always we encourage you to first consult with the Curriculum Committee. Then, consult with ODEE on the technical aspects of the course:

Contact ODEE to set up a meeting to discuss your new or converted distance learning course. They will guide you in the development of your course and walk you through a detailed list of distance-specific syllabus elements, do's and don'ts, and tips. The ODEE Syllabus Template is located in Appendix 9.

Once your work with ODEE is completed, the proposal should include: (1) a complete syllabus for the distance learning course, (2) a syllabus for the class version of the course (if applicable), and (3) the completed Distance Learning Technical Feasibility Review Checklist.

Proposal submission should follow this process:

- a. Initial discussion with Director of Academic Affairs in conjunction with the Chair of Graduate Studies and the Director of the School
- b. Review by the division
- c. Submitted and reviewed by SHRS curriculum committee.

- d. Approved proposals are then submitted by appointed staff in the Office of SHRS Academic Affairs to the:
  - i. Director, School of SHRS
  - ii. Vice Dean of Education, College of Medicine
  - iii. Dean of the Graduate School
  - iv. Council on Academic Affairs (CAA).

## **SHRS Curriculum Contact Information**

**Office of Academic Affairs**

**Chair, Curriculum Committee**

**Chair, Graduate Studies**

**Chair, Honors Program**

### **Appendices**

1. Course Syllabi Best Practices
2. Syllabi Template
3. Designation of Semester Hours
4. University Standard Class Offering Formats
5. University Semester Standards
6. University Course Numbering System
7. SHRS Category Courses
8. Ohio State Distance Education Definitions
9. Ohio State Office of Distance Education Syllabus for Distance Education
10. Concurrence Form
11. Curriculum Map

## APPENDIX 1: Course Syllabi Best Practices

The following represent best practice of the kinds of information students need to know about the courses in which they are enrolled. This template provides guidance to those faculty members proposing new courses in order to help the proposal move through the approval process. Language in boxes represents boilerplate language that can be adopted for any syllabus.

All syllabi submitted with new course and flexibly scheduled/off-campus/workshop requests must include the following information. Course change requests with content revisions must also include a syllabus with this information.

- I. Information about the course and instructor (or placeholder information)
  - A. Course
    1. Current year and semester
    2. Name and number of course
    3. Meeting time (with days of the week)
    4. Location
  - B. Instructor and teaching assistants if applicable
    1. Name
    2. Phone number and email address
    3. Location of office
    4. Office hours
- II. Clear statement of learning goals: This section must contain a statement of learning goals expressed as learning outcomes—what students will be expected to know at the end of the course—rather than what the instructor plans to do.
- III. GE courses: The Faculty of the Arts and Sciences requires that the syllabi for all GE courses contain specific information about how the course satisfies GE requirements. Additional information can be found at <http://artsandsciences.osu.edu/currofc/updates.cfm>.
  - A. GE category or categories fulfilled (e.g. Category 2. Breadth, C. Arts and Humanities, (3) Cultures and Ideas)
  - B. GE learning goals and objectives boilerplate language pertaining to the appropriate area(s)
  - C. Statement that explains how the course will satisfy the stated learning goals and objectives
- IV. Description of means/activities for approaching course goals: Possible activities include lecture, discussions with active participation, problem-solving groups, field trips, guest lecturers, assignments, audio-visual materials, Carmen or other distance-learning websites (provide the web address and log-in instructions for any website required in the course).
- V. Required and optional materials: List all required texts, course packets, reading assignments, and other materials required for the course. Clearly indicate any resources and materials that are

supplemental but not required. Also include information on where students can obtain these materials.

VI. Grading criteria

- A. Components of final grade
- B. Weighting of various grades
- C. Relationship of participation and attendance to final grade

VII. Assignments and examinations: Include information about all homework and other assignments, papers, examinations, projects. (See Rule 3335-8-19.)

VIII. Course policies

- A. Attendance policy as approved by department (see Rule 3335-9-21.)
- B. Academic misconduct: Include the Committee on Academic Misconduct statement on academic integrity, or similar statement. Additional information can be found at <http://oaa.osu.edu/coam/home.html>.

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

([www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html))

- Ten Suggestions for Preserving Academic Integrity ([www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

C. Other policies: Include other policies that are relevant to the course. These may include late assignments, make-up exams, requesting an extension, reporting illness, and cell phones.

IX. Disability statement: Include the Office for Disability Services statement on accommodating (16 pt. font is recommended). Additional information can be found at <http://www.ods.ohio-state.edu/default.asp>.

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. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

X. Schedule: At a minimum the class-by-class schedule must include the following

- A. Dates with corresponding sequence of class topics, including the preparations that are required and suggested
- B. Due dates for assignments
- C. Exam dates
- D. Holidays or other dates when the class will not convene

XI. University Escort Service: Several years ago the Undergraduate Student Government requested that faculty include the phone number for the University Escort Service on their syllabi, preferably on the first page somewhere and especially for courses that meet or end after dark.

University Escort Service—292-3322

Service available after 6 PM.

## APPENDIX 2: SHRS sample SYLLABUS TEMPLATE

**enter program enter course number** – enter official course title  
choose term year # Semester credit hours Lecture: days times bldg & room

The Ohio State University  
School of Health & Rehabilitation Sciences

Lab: days times bldg & room

Instructor(s): enter name & credentials  
mail

Phone: enter phone

E-mail: enter e-

Office: enter building & room

Office Hours: enter days & times

**Course Description:** Click here to enter description. Be sure it includes or accurately reflects the description in the course catalog.

### Required Texts:

- Click here to enter author, title, edition, year & ISBN

### Course Objectives:

- Click here to enter several specific, measurable objectives that you assess with your exams, assignments, labs, practicals, etc. Objectives that are not assessed are not really objectives at all! Let Mark know if you need assistance in developing objectives.

### Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
<b>TOTAL POINTS FOR THE COURSE</b>			

### Graded Item Descriptions:

- Click here to enter information describing every assignment/graded item in the course. For exams, include the question formats and whether cumulative, for written assignments describe the length and format, for practicals describe the format, for projects include a description. If Attendance is GRADED, then explain how attendance impacts the grade here. Be sure to include due dates and how you want things submitted (in-class or on CARMEN, etc).

### Course Policies:

- **All School and Program course policies apply to this course. See SHRS Student Handbook.**
- **Additional course policies are as follows:**
- **Academic Misconduct** – The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism, collaboration on assignments assigned to be independent, using the same work for more than one course, and dishonest practices in connection with examinations and quizzes. The code of student conduct defines plagiarism as “... the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s idea.” Students are expected to report to the instructor peers’ actions that they believe to represent academic misconduct.
  - Instructors shall report all instances of alleged academic misconduct to the committee and the committee will determine a course of action (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>]. Please see SHRS Student Handbook Policy #2 - Academic Misconduct
- **Disabilities** - 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. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue
- **Electronic Devices**– The use of mobile phones, including texting, is inappropriate during class time and phones should be turned off or set to “Silent” and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and place the phone on vibrate to minimize any potential interruption. The use of smartphones, netbooks, laptops, tablets, or other electronic devices should be restricted to course related uses such as taking notes, reviewing class supporting documents, and reading CARMEN when directed to do so by your instructor. All forms of electronic communication are prohibited during any type of examination.
- **Disruptive Behavior** – Students are expected to conduct themselves in a professional manner. Regardless of cause, disruptive behavior that interferes with the learning environment of the classroom or lab will not be permitted and students engaging in such behavior will be asked to leave the classroom. An ongoing pattern of such behavior may be grounds dismissal from the course. See SHRS Student Handbook Policy #6
- **Dress Code** - Students are expected to present themselves in a professional manner in respect to dress, grooming and hygiene. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities. See SHRS Student Handbook Policy #1.



- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all class sessions and activities. Click here to add the specifics of your attendance policy if you have not already included it in the graded items description above.
- **Due Dates / Make-up Assignments** - Click here to describe your due dates policy and be sure to include your policy on make-up assignments and exams. For example, will you accept late assignments at your discretion with a verified excuse? Are assignments due at the beginning of class or at any time on the due date? Should planned absences on lab or exam days be made up ahead of time, etc? Accepting late assignments without a verified excuse of an extenuating circumstance is strongly discouraged.
- Click here to enter any additional policies for your course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

### Weekly Course Schedule

Week	Topic	Readings	Assignments Due
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
Finals	The final exam for this course is scheduled for <a href="#">Click here to enter date, time, and location.</a>		

### APPENDIX 3: DESIGNATION OF SEMESTER HOURS

The Ohio Board of Regents guidelines state, “One semester credit hour will be awarded for a minimum of 750 minutes [i.e., 12.5 hours] of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction [i.e., 1500 minutes or 25 hours]. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes.” Further, the Board of Regents notes that “credit hours may be awarded on a different basis for other types of instructional activities,” but in all cases the foundational assumption is that one semester credit is the equivalent of approximately 2,250 minutes [i.e., 37.5 hours] of coursework, combining formalized instruction with out-of-class work. For laboratory or studio course work, for example, that requires little or no out-of-class study, the Board of Regents states that “One hour of credit shall be awarded for a total of 2,250 minutes [37.5 hours] of instructional time” for laboratory or studio courses in which “instruction is supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the [laboratory or studio] experience, then one hour of credit shall be awarded for a total of 1,500 minutes [or 25 hours]” of instructional time.

One semester = 14 weeks of "instructional time" - 70 day of classes - but generally covers a span of 16 weeks

Course Type	Minutes	Weekly hours for semester offering
In person – 1 credit hour	750 minutes	55 minutes per week
Laboratory – 1 credit hour	2250 minutes	140 minutes/week 2.3 hours/week

Example: Three credit hour course per semester must meet 165 minutes per week for 16 weeks

## **HRS Clinical Rules for Credit Hour Interpretation:**

For any student enrolled in clinical hours as a part of their required curriculum, the following formula has been adapted for use in Health and Rehabilitation Sciences in determination of credit hours:

1. Student enrolled in clinical rotations full-time (40 hours):

**Undergraduate** 12 credit hours based on a 15 week AU,SP semester [40 hrs x 15 weeks = 600 hours = 12 credit hours)

**Graduate** 8 credit hours based on 15 week AU/SP semester

SU semester = 12 weeks

**Undergraduate = 9 credit hours**

[Based on a 12 week SU semester \_40 hrs x 12 weeks = 480 hours/600 = .80 12x .8 = 9.68 credit hours]

**Graduate = 6 credit hours**

[Based on a 12 week SU semester 40 x 12 = 480 480/600= .80 8x.80 = 6.4 credit hours]

2. Student enrolled in less than 40 hours/week: calculate proportion based on clock hours in the number of weeks students are enrolled (15 weeks for semester AU.SP; 12 weeks SU)

### **Example:**

a. UG spending 32 hours/week/15 week semester:  $32/40=.80$  12 credit hours x .80 = 9.6 credit hours (round to 9 or 10)

b. G spending 32 hours/week/15 week semester:  $32/40=.8$  8 credit hours x .80 = 6.4 credit hours

## APPENDIX 4: STANDARD CLASS OFFERING FORMATS

(Per OSU Registrar -

<https://registrar.osu.edu/scheduling/SchedulingContent/Managing%20the%20Schedule%20of%20Classes.pdf>)

Courses offered should be scheduled consistent with university approved times and patterns.

Courses scheduled outside of these times will not receive priority classroom schedule.

<b>Course Type</b>	<b>Standard Offering Pattern</b>
2 semester credits	110 minutes/day: 1 day per week (M)
3 semester credits	55 minutes/day: 3 days per week (MWF)
3 semester credits	80 minutes/day: 2 days per week (TTH)
3 semester credits	80 minutes/day: 2 days per week (WF)
3 semester credits	165 minutes/day: 1 day per week (M)
4 semester credits	55 minutes/day: 4 days per week (T-F)
4 semester credits	55 minutes/day: 4 days per week (M-R)
5 semester credits	55 minutes/day: 5 days per week (M-F)

# Approved Weekly Schedule

Approved Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:05					
8:10					
8:15					
8:20					
8:25	8:00-8:55	8:00-8:55	8:00-8:55	8:00-8:55	8:00-8:55
8:30				8:00-9:20	8:00-9:20
8:35		8:00-9:20	8:00-9:20		
8:40					
8:45					
8:50	8:00-9:50				
8:55					
9:00					
9:05					
9:10					
9:15					
9:20					
9:25					
9:30	8:10-10:05	8:10-10:05	8:10-10:05	8:10-10:05	8:10-10:05
9:35					
9:40					
9:45					
9:50					
9:55					
10:00					
10:05					
10:10		9:35-10:55	9:35-10:55	9:35-10:55	9:35-10:55
10:15					
10:20					
10:25					
10:30					
10:35					
10:40					
10:45	10:20-11:15	10:20-11:15	10:20-11:15	10:20-11:15	10:20-11:15
10:50					
10:55	10:05-11:55				
11:00					
11:05					
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40					
11:45		11:10-12:30	11:10-12:30	11:10-12:30	11:10-12:30
11:50					
11:55	11:30-12:20	11:30-12:20	11:30-12:20	11:30-12:20	11:30-12:20
12:00					
12:05					
12:10					
12:15					
12:20					
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
1:00					
1:05	12:45-1:35	12:45-1:35	12:45-1:35	12:45-1:35	12:45-1:35
1:10					
1:15					
1:20		12:45-2:05	12:45-2:05	12:45-2:05	12:45-2:05
1:25					
1:30					
1:35					

Key	
<span style="display:inline-block; width:15px; height:10px; background-color:red;"></span>	55 minutes per day 3, 4, or 5 days per week
<span style="display:inline-block; width:15px; height:10px; background-color:gray;"></span>	80 minutes per day 2 days per week
<span style="display:inline-block; width:15px; height:10px; background-color:yellow;"></span>	110 minutes per day 1 day per week
<span style="display:inline-block; width:15px; height:10px; background-color:lightgreen;"></span>	165 minutes per day 1 day per week

**Philosophy**

Classes following primary meeting patterns will be accommodated with classroom space first. Alternate meeting patterns will be accommodated with classroom space second, and will be subject to availability. Meeting patterns not listed below will be accommodated with classroom space, if possible, after all requests for primary and alternate meeting patterns have been fulfilled.

Primary meeting pattern formats, by course credit hour value:

- 2 semester hours: 110 minutes per day, 1 day per week (M)
- 3 semester hours: 55 minutes per day, 3 days per week (MWF)
- 3 semester hours: 80 minutes per day, 2 days per week (TR)
- 4 semester hours: 55 minutes per day, 4 days per week (TF)
- 5 semester hours: 55 minutes per day, 5 days per week (M-F)

Alternate meeting pattern formats, by course credit hour value:

- 3 semester hours: 80 minutes per day, 2 days per week (WF)
- 3 semester hours: 165 minutes per day, 1 day per week (M)
- 4 semester hours: 55 minutes per day, 4 days per week (M-F)

**Space and Scheduling Guidelines**

**Guiding Principle:** colleges will take responsibility for assuring that space is used appropriately and that student access to courses is a priority.

- Classes not following an approved pattern will be considered an exception.
- In order for a course to follow the pattern it must meet in the same space for each occurrence.
- Classes following an approved pattern will be scheduled before courses that are exceptions.
- A department (or group of departments) may use a combination of classes to fulfill a pattern and not be considered an exception, with the understanding that this could cause exam scheduling difficulties.
- Term classes meeting for half of a semester should be paired with a course appropriately using the same space for the other half of the semester in order to not be considered an exception.
- Classes crossing time blocks (e.g. combining two 55 minute sections on a single day) will be considered an exception.
- Classes crossing terms (e.g. Spring Semester and May Session) will be considered an exception.
- Class enrollment limits are required to fill 70% of the seats in the room assigned.
- Departments are required to spread their courses throughout the day so that no more than 11% of their class meetings occur at any one time of the day.
- Departments are required to spread their courses throughout the week by balancing the number of classes meeting three times a week with the number of classes meeting twice per week.
- Priority for specific general assignment classrooms or building preferences does not supersede following an approved pattern.
- All pre-assigned classes (those manually placed by the department) must follow an approved pattern.

## **APPENDIX 5: UNIVERSITY SEMESTER STANDARDS**

### **AUTUMN SEMESTER**

Autumn semester (14 weeks of "instructional time" - 70 day of classes - but generally covers a span of 16 weeks)

Autumn session 1 (generally 7 weeks of "instructional time")

Autumn session 2 (generally 7 weeks of "instructional time")

Autumn semester will start about a month earlier than autumn quarter did, and commencement will fall later in December.

### **SPRING SEMESTER**

Spring semester (14 weeks of "instructional time" - 70 day of classes - but generally covers a span of 16 weeks)

Spring session 1 (generally 7 weeks of "instructional time")

Spring session 2 (generally 7 weeks of "instructional time")

Spring Semester will start a few days later than winter quarter did, and spring commencement, most years, will be in early May.

### **SUMMER TERM**

There are two parts to summer term:

Summer session (generally 7 weeks of "instructional time")

Summer term (begins the first day of May session and ends the last day of summer session)

A break of two weeks will separate the end of summer term and summer session from the start of autumn semester.

## APPENDIX 6: UNIVERSITY COURSE NUMBERING SYSTEM

1000—1099	UG (Undergraduate) - Non Credit Courses Non-credit courses for orientation, remedial, or other non-college-level experiences. These are courses in addition to a program's graduation requirements.
1100—1999	UG - Introductory Level Undergraduate Courses Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.
2000—2999	UG - Intermediate Level Undergraduate Courses Intermediate courses providing undergraduate credit and may be counted toward a major or field of specialization.
3000—3999	UG - Upper Level Undergraduate Courses Upper Level courses providing undergraduate credit that may be counted toward a major or field of specialization.
4000—4999	UG - Advanced Level Undergraduate Courses Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own graduate program.
5000—5999	UG and G (Graduate) - Dual Career Level Courses Courses that are regularly offered for both graduate credit and undergraduate credit. Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Foundational coursework and research providing graduate or professional credit.
6000—6999	G - Foundational Level Graduate and Professional Courses Foundational courses and research providing graduate or professional credit.
7000—7999	G - Intermediate Level Graduate and Professional Courses Intermediate courses and research providing graduate or professional credit.
8000—8999	G Advanced Level Graduate and Professional Courses Advanced courses and research providing graduate or professional credit.

### Suffixes

H	Honors Course
E	Honors Embedded Course
T	ATI Course
S	Service-Learning Course

### Special Course Designations

X189	Field Experience & Field Work
X191	Internships
X193	Individual Studies
X194	Group Studies

X797	Study at a Foreign Institution
X798	Study Tours
X998	Research
X999	Research for Thesis
8999	Research for Dissertation
X78Y	Research Principles and Techniques
X88Y	Interdepartmental Seminars
X89Y	Colloquia, Workshops, & Special Topics Seminars
2367	GE Second Writing Course
2596, 3596 or 4596	GE Cross-disciplinary Seminar
3597 or 4597	Contemporary World/Capstone Course (subset of GE Cross-Disciplinary Seminars; grandfathered into semesters)



## **APPENDIX 7:** **SHRS CATEGORY COURSES FOR ACADEMIC STANDARDS**

### **UNDERGRADUATE AND GRADUATE**

**Category 1** – Required course in which students must achieve a C- or better before progressing in divisional or other sequential courses

- *Probation issued; LOA required; competency exam required upon return*

**Category 2** – Required course in which students must achieve a C- or better

- *Probation issued*

**Category 3** – All other courses in which students must achieve a D or better

- *Warning issued*

<b>SHRS Category 1 Courses</b>	
<b>Course</b>	<b>Title</b>
ATHTRNG 2100	AT Skills Assess 1
ATHTRNG 2189	Intro Clinical Care
ATHTRNG 2200	Found AT Diagnostics
ATHTRNG 2289	AT Clinical Exp 1
ATHTRNG 2300	AT Diag & Mgmt 1
ATHTRNG 2301	AT Diag & Mgmt 1 Lab
ATHTRNG 2310	AT Diag & Mgmt 2
ATHTRNG 2311	AT Diag & Mgmt 2 Lab
ATHTRNG 3089	Risk Emergencies Preseason
ATHTRNG 3100	AT Skills Assess 2
ATHTRNG 3110	AT Skills Assess 3
ATHTRNG 3189	AT Clinical Experience
ATHTRNG 3289	AT Clinical Experience 2
ATHTRNG 3389	AT Clinical Experience 3
ATHTRNG 3500	AT Ther Modalities
ATHTRNG 3501	AT Ther Modalities Lab
ATHTRNG 3600	AT Biomechanics
ATHTRNG 3601	AT Biomechanics Lab
ATHTRNG 3700	AT Ther Exercise
ATHTRNG 3701	AT Ther Exercise Lab
ATHTRNG 3750	Muscul Scr & Cor Techn
ATHTRNG 3800	Emrg Trauma Dis
ATHTRNG 3801	Emrg Trauma Dis Lab
ATHTRNG 4100	AT Skills Assess 4
ATHTRNG 4110	AT Skills Asses 5
ATHTRNG 4120	AT Skills Asses 6

ATHTRNG 4189	AT Clin: High Sch
ATHTRNG 4289	AT Clin: Gen Med
ATHTRNG 4389	AT Clin: Elective
ATHTRNG 4500	Admin in AT
ATHTRNG 4600	Psychosocial Issues, ID, Med
HTHRHSC 5550	Intro to Sports Medicine
HIMS 2100	Careers in HIMS
HIMS 3520	Fundals of HIM
HIMS 3520E	Fundals of HIM
HIMS 3589	HIM Prof Pract Exp
HIMS 4645	Mgt HI Serv Tech
HIMS 4689	HIM Prof Pract Exp
HIMS 5193	Individual Studies
HIMS 5535	CI Class Sys
HIMS 5536	CI Proc Code System
HIMS 5540	HC Data Mgt & Anal
HIMS 5545	Fund Law Ethic HIM
HIMS 5620	HC Reimbursement
HIMS 5635	Qual Mgt PI in HC
HIMS 5650	HS IS & Tech
HIMS 5654	HIS Analy & Design
HIMS 5655	Healthcare DB Admin
HIMS 5660	HC Fin Mgt
HIMS 5890	Seminar in HIMI
HIMS 5537	Rev Cycle Mgt & Anal
HTHRHSC 1100	SHRS Survey
HTHRHSC 2200	CPR for Healthcare Prof
HTHRHSC 2500	Med Term
OCCTHER 6110	Occ Ther Fnd Theo
OCCTHER 6120	Occ Life Community
OCCTHER 6130	Ther Self & Grp
OCCTHER 6140	Task Skills
OCCTHER 6150	Neuro OT
OCCTHER 6210	Neuromusculoskeletal and Sensory Function
OCCTHER 6220	Mental Health and Cognitive Function
OCCTHER 6230	Orthopedics in Occupational Therapy
OCCTHER 6510S	Service Learning
OCCTHER 6740	Clinical Guidelines and Health Planning
OCCTHER 7189	OT Fieldwork
OCCTHER 7231	Orth Pros 2
OCCTHER 7260	Occupational Therapy with Older Adults
OCCTHER 7270	Occ Perfo Env Cont
OCCTHER 7280	Adv Top Geriatrics
OCCTHER 7289	Clin Doc Exp 1
OCCTHER 7310	OT for Children 1
OCCTHER 7320	OT for Children 2
OCCTHER 7350	Advanced Topics: Pediatric Practice

OCCTHER 7411	Asst Tech
OCCTHER 7420	Management OT
OCCTHER 7430	Suprv Consult
OCCTHER 7440	OT FW Prep
OCCTHER 7447	OT Fieldwork Preparation II
OCCTHER 7710	Capstone Preparation
OCCTHER 7720	Capstone Project Proposal
OCCTHER 7730	Capstone Project Completion
OCCTHER 7780	Advanced Topics in Neurorehabilitation Practice
PHYSTHR 6021	Intro Phys Ther Pr
PHYSTHR 6189	Integ Clinic Exper
PHYSTHR 6250	Neural Basis Mvmnt
PHYSTHR 6260	Pathology for PT
PHYSTHR 6410	Prin Prac 1
PHYSTHR 6415	Prin Prac 2
PHYSTHR 7012	Documen & Reimburs
PHYSTHR 7189	Intrmd Clin In 1
PHYSTHR 7210	Biomech
PHYSTHR 7215	MSK Diag Mgmt 1
PHYSTHR 7250	Neurol Bases Rehab
PHYSTHR 7289	Intrmd Clin In 2
PHYSTHR 7410	MSK Skills Lab 1
PHYSTHR 8013	Contemporary Pract
PHYSTHR 8030	Top Pediatric PT
PHYSTHR 8050	Topic Rehab & LTC
PHYSTHR 8065S	Serv Learning
PHYSTHR 8189	Term Clin Intern 1
PHYSTHR 8210	MKS Diag Mgmt 2
PHYSTHR 8230	Clin App in Pediat
PHYSTHR 8250	Adult Neuro Rehab
PHYSTHR 8270	Geriatric Management
PHYSTHR 8272	CardioPulm Rehab
PHYSTHR 8274	Integum Rehabiltn
PHYSTHR 8276	Adapt Equip Commun
PHYSTHR 8289	Term Clin Intern 2
PHYSTHR 8410	MSK Skills Lab 2
PHYSTHR 8430	Pediatric Laborato
PHYSTHR 8450	Neurolog Laborat
PHYSTHR 8474	Integ Comm Lab
PHYSTHR 8630	Clin Sci Pediatric
PHYSTHR 8670	Imaging PT Practic
PHYSTHR 8674	Adv Ther Ex Progre
PHYSTHR 8677	Diff DX PhyTher 2
PHYSTHR 8999	Thesis
RADSCI 3089	Rad Pract 1
RADSCI 3189	Rad Pract 2
RADSCI 3200	Rad Sci EBP

RADSCI 3289	Rad Ther Pract 1
RADSCI 3310	Intro Rad Sci
RADSCI 3389	Rad Ther Pract 2
RADSCI 3411	Rad Proced 1
RADSCI 3414	Rad Therapy Equip
RADSCI 3425	Rad Img 1
RADSCI 3430	Gen Sonography
RADSCI 3431	Gen Sonography 2
RADSCI 3471	Rad Physics
RADSCI 3483	Dose Calc
RADSCI 3486	DMS Physics 1
RADSCI 3487	DMS Physics 2
RADSCI 3489	Sono Pract 1
RADSCI 3573	Appl Rad Onc 1
RADSCI 3574	Appl Rad Onc 2
RADSCI 3589	Sono Pract 2
RADSCI 3672	Rad Sen Anat
RADSCI 3689	Sonogr Pract 3
RADSCI 4089	Rad Pract 3
RADSCI 4189	Rad Pract 4
RADSCI 4289	Rad Pract 5
RADSCI 4389	Rad Ther Pract 3
RADSCI 4426	Rad Img 2
RADSCI 4432	Gen Sonography 3
RADSCI 3483	Dose Calc
RADSCI 3486	DMS Physics 1
RADSCI 3487	DMS Physics 2
RADSCI 3489	Sono Pract 1
RADSCI 3573	Appl Rad Onc 1
RADSCI 3574	Appl Rad Onc 2
RADSCI 3589	Sono Pract 2
RADSCI 3672	Rad Sen Anat
RADSCI 3689	Sonogr Pract 3
RADSCI 4089	Rad Pract 3
RADSCI 4189	Rad Pract 4
RADSCI 4289	Rad Pract 5
RADSCI 4389	Rad Ther Pract 3
RADSCI 4426	Rad Img 2
RADSCI 4432	Gen Sonography 3
RADSCI 3483	Dose Calc
RADSCI 3486	DMS Physics 1
RADSCI 3487	DMS Physics 2
RADSCI 3489	Sono Pract 1
RADSCI 3573	Appl Rad Onc 1
RADSCI 3574	Appl Rad Onc 2
RADSCI 3589	Sono Pract 2
RADSCI 3672	Rad Sen Anat

RADSCI 3689	Sonogr Pract 3
RADSCI 4089	Rad Pract 3
RADSCI 4189	Rad Pract 4
RADSCI 4289	Rad Pract 5
RADSCI 4389	Rad Ther Pract 3
RADSCI 4426	Rad Img 2
RADSCI 4432	Gen Sonography 3
RADSCI 4488	DMS Physics 3
RADSCI 4478	Rad Ther Phys 1
RADSCI 4482	Rad Ther Phys 2
RADSCI 4485	Treatment Planning
RADSCI 4489	Rad Ther Pract 4
RADSCI 4520	Vascular Sono 1
RADSCI 4530-8084	Rad Sci QM
RADSCI 4530-8085	Rad Sci QM
RADSCI 4521	Vascular Sono 2
RADSCI 4589	Rad Ther Pract 5
RADSCI 4615	Rad Clin Corr
RADSCI 4618	Clinical Rad Onc
RADSCI 4630-5094	Trans Clin Prac
RADSCI 4630-5288	Trans Clin Prac
RADSCI 4630-5321	Trans Clin Prac
RADSCI 4670	Radbio and Protect
RADSCI 4689	Vascular Pract 1
RADSCI 4789	Vascular Pract 2
RADSCI 5089	CT Practicum
RADSCI 5189	MR Practicum
RADSCI 5289	Mammo Prac
RADSCI 5389	Admin QM Practicum
RADSCI 5489	Rad Sci Edu Pract
RADSCI 5589	VIR Practicum
RESPTHR 4400	Bsc Rsp Cr
RESPTHR 4410	Intro Cln Rsp Care
RESPTHR 4430	Eval Resp Function
RESPTHR 4500	Resp Ther Spec Pop
RESPTHR 4515	Intensv Resp Care
RESPTHR 4589	Clin Exp Ph 2
RESPTHR 4689	Intro Ad Cln Prc 1
RESPTHR 4789	Intr Ad Cln Prc 2
<b>SHRS Category 2 Courses</b>	
<b>Course</b>	<b>Title</b>
ATHTRNG 2000	Basic Athletic Training
ATHTRNG 2010	AT Pre-Clinical Skills
HIMS 5648	PC Apps in HS
HTHRHSC 2530	Art & Sci Medicine
HTHRHSC 2530	Art & Sci Medicine
HTHRHSC 3000	Intro Health Science

HTHRHSC 3000	Intro Health Science
HTHRHSC 3400	Health Promo/Dis Prev
HTHRHSC 3400	Health Promo/Dis Prev
HTHRHSC 3500	Crit Phases Life
HTHRHSC 3500	Crit Phases Life
HTHRHSC 4000	Ethics Hlth Care
HTHRHSC 4000	Ethics Hlth Care
HTHRHSC 4189	Hlth Sci Intern
HTHRHSC 4193	UG Indep Studies
HTHRHSC 4300	Contemp Topcs Hsci
HTHRHSC 4300	Contemp Topcs Hsci
HTHRHSC 4320	Clin Int/Assess HC
HTHRHSC 4350	Legal Concepts
HTHRHSC 4370	Com Pol Infl HC
HTHRHSC 4400	Ind Dif Pt Popul
HTHRHSC 4400	Ind Dif Pt Popul
HTHRHSC 4450	Hlth Prmo Pract
HTHRHSC 4450	Hlth Prmo Pract
HTHRHSC 4470S	Tmwrk & Ldrshp HSc
HTHRHSC 4530	Nutr for Fitness
HTHRHSC 4530	Nutr for Fitness
HTHRHSC 4570	Integrative Med
HTHRHSC 4570	Integrative Med
HTHRHSC 4600S	Hlth Later Yrs
HTHRHSC 4900	EvidBsd Res HthSci
HTHRHSC 4914	Hlthcare Grp Ed
HTHRHSC 4950	HS Prog Dev & Eval
HTHRHSC 4998	Undergrad Research
HTHRHSC 5000	Interdis Case Mngm
HTHRHSC 5300	Mgt & HR Healthcare
HTHRHSC 5350	Case Studies Health Sci
HTHRHSC 5370	Hlthcr Deliv Syst
HTHRHSC 5500	Intro to Pathophys
HTHRHSC 5510	Pharm Asp Prac SHRS
HTHRHSC 5600	Global Age
HTHRHSC 5610	Death/Grief Perspc
HTHRHSC 5620	Age, Access, Desgn
HTHRHSC 5650	Aging & Publ Pol
HTHRHSC 5660	LTC Services
HTHRHSC 5800.03	Interprof Ethics
HTHRHSC 5900	Resrch Intrp Appl
HTHRHSC 5900	Resrch Intrp Appl
HTHRHSC 6193	Independent Studies
HTHRHSC 6795	Intro Grad Studies
HTHRHSC 7100	Intro SHRS 1
HTHRHSC 7193	Ind Studies
HTHRHSC 7289	Educ Practicum

HTHRHSC 7300	Mgt & HR Healthcare
HTHRHSC 7350	Hth Sci Iss & Pol
HTHRHSC 7389	Admin Practicum
HTHRHSC 7650S	Case Studies Geron
HTHRHSC 7717	Interdis Dev Dis
HTHRHSC 7718	Interdis ASD
HTHRHSC 7700S	Global Hlth in HP
HTHRHSC 7883	Responsible Res
HTHRHSC 7888	SHRS Ground Rounds
HTHRHSC 7900	EBP 1: Meas Dx
HTHRHSC 7910	Crit Analy
HTHRHSC 7990	NonThesis Research
HTHRHSC 7998	Research Practicum
HTHRHSC 7999	Thesis Research
HTHRHSC 8289	PhD Teaching Practicum
HTHRHSC 8888	SHRS Grand Rounds
HTHRHSC 8998	PhD Teaching Practicum
HTHRHSC 8999	Research Practicum
MEDDIET 3100	Hum Nutr and Metab
MEDDIET 3100	Hum Nutr and Metab
MEDDIET 4200	Med Diet Management
MEDDIET 4500	Commuity Nutr
MEDDIET 4900	Nutr Assessment
MEDDIET 4910	Nutr Care Process 1
MEDDIET 4911	Nutr Care Process 2
MEDDIET 4912	Nutr Care Process 3
MEDDIET 4923	Nutr Care Proc 4
MEDDIET 4924	Nutr Care Proc 5
MEDDIET 4925	Nutr Care Proc 6
MEDDIET 5189	Diet Prof Prac 1
MEDDIET 5289	Diet Prof Prac 2
MEDDIET 5389	Diet Prof Prac 3
MEDDIET 5705	Ntr and Phys Performance
MEDDIET 5800	Adv Nutr Ther
MEDDIET 6189	Clin Nutr Pract
MEDDIET 6200	Commuity Nutr
MEDDIET 6300	Adv Nutr & Metab
MEDDIET 6900	Nutr Genomics
MEDLBS 5005	Med Lab Micro 1 Lab
MEDLBS 5050	Med Lab Hematology
MEDLBS 5055	Med Lab Hem Lab
MEDLBS 5089	Clin Practice MLS
MEDLBS 5100	Med Lab Micro 2
MEDLBS 5105	MLS Micro 2 Lab
MEDLBS 5150	Microscopy
MEDLBS 5155	Microscopy Lab
MEDLBS 5200	Med Lab Immunology

MEDLBS 5205	Med Lab Immunology Lab
MEDLBS 5250	Med Lab Immunohem
MEDLBS 5255	MLS Immunochem Lab
MEDLBS 5300	Med Lab Chem
MEDLBS 5305	Med Lab Chem Lab
MEDLBS 5350	Prof Iss. In MLS
MEDLBS 5400	Mol Tech MLS
MEDLBS 5405	Mol Tech MLS Lab
MEDLBS 5690	Adv. Topics in MLS
MEDLBS 5693	Individual Studies
MEDLBS 6885	MLS Clin Pract
MEDLBS 6890	MLS Grad Sem
OCCTHER 6189	FW 1 Men Health
OCCTHER 6289	Level I Fieldwork (Physical Function)
OCCTHER 6389	Level I Fieldwork (Pediatrics)
OCCTHER 7610	OT Pract Spec
OCCTHER 7620	OT Research Spec
PHYSTHR 8071	Mgt 2 Admin Skill
PHYSTHR 8193	Indiv Studies
PHYSTHR 8640	Complex Scenarios
PHYSTHR 8650	Adv Neurolog Rehab
PHYSTHR 8989	Capstone Prac Exp
PHYSTHR 8998	Research Practicum
RESPTHR 4320	Resp Health Dis
RESPTHR 4593	Ind Stds Resp Ther
RESPTHR 5520	Issues Resp Care
RESPTHR 5525	Teaching & Lrn Resp
RESPTHR 5600	Fund Resp Care Rsc

<b>SSHS Category 3 Courses</b>	
<b>Course</b>	<b>Title</b>
PHYSTHR 8612	Adv Sport PhysTher
RESPTHR 4895	Seminar

<b>SSHS Category 4 Courses</b>	
<b>Course</b>	<b>Title</b>
PHYSTHR 8620	Entrep Leader PT



## APPENDIX 8: OHIO STATE DISTANCE EDUCATION DEFINITIONS

The consistent use of labels with distance education programs, courses and students is critical for compliance requirements, accreditation reporting, and clear and effective consumer information.

### Distance Education at Ohio State

**Distance course:** 75% or more of instruction is offered by distance

Ohio State defines distance courses by two instruction modes:

- Distance Learning (DL): 100% of instruction is offered by distance
- Distance Enhanced (DH): 75-99% of instruction is offered by distance

**Distance program:** 50% or more of the courses offered in a program are distance courses

Students in Ohio State Online programs are enrolled in the ONL (Online Learning) Sub-plan.

NOTE: Ohio State interprets instruction as formalized instruction.

In order to serve a larger set of potential students and to meet university goals, ODEE advocates distance programs that comprise Distance Learning (DL) courses only.

### Distance Course

A distance course is one where 75% or more of instruction (synchronous or asynchronous) uses one or more of the following technologies: the Internet; one-way and two-way transmission through open broadcast, closed-circuit cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio-conferencing; or videocassettes, DVDs, and CD-ROMs used in conjunction with any of the other technologies.

### Distance Program

A distance program is a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

NOTE: Ohio State does not include minors as a stand-alone educational credential for distance Education.

### eLearning

eLearning is broadly inclusive of all forms of educational technology in learning and teaching. eLearning occurs when learning opportunities are directed via electronic media, typically on the Internet.

eLearning can occur in or out of the classroom and is particularly suited to distance learning and other technology-empowered learning models, such as Hybrid, Flipped, and HyFlex.

### Office of Distance Education and eLearning

odee.osu.edu | [odee@osu.edu](mailto:odee@osu.edu)

Mode	Description	Percentage of formalized instruction eligible to be completed at a distance	Percentage of formalized instruction required to be completed in-person	Class Delivery Method
DL	Distance Learning	100%	0%	WE: World Wide Web is used to present course-related materials and links to supplementary sites; includes audio or video castings of material OD: Other Technology Other emerging technologies not covered in other defined areas
DH	Distance Enhanced	75-99%	1-24%	
HY	Hybrid Delivery	25-74%	25-74%	
P	In-person	0-24%	75-100%	

### Considerations

**FEES:** Any student who is enrolled in only Distance Learning (DL) courses throughout a term is charged a \$100 distance education administration surcharge. A \$5 non-resident distance education fee will replace any applicable Non-resident fees, and all university site-based fees will be waived. If a student has any Distance Enhanced (DH), Hybrid (HY), or In-Person (P) courses scheduled, all regular fees will be assessed.

**DISTANCE EDUCATION FUNDING MODEL:** The distance education funding model is student-centered. If a student is enrolled in an Ohio State Online program (identified by the ONL Sub-plan), the distance education funding model will be applied to all Distance Learning (DL) and Distance Enhanced (DH) credit hours for that student.

**NOTE:** The distance education funding model is distinct from the distance education admin surcharge.

**COURSE SECTIONS:** Course instruction mode is determined one section at a time. Many courses have a lecture section and a recitation or lab section. It is entirely possible to have a course that comprises both a Distance Learning (DL) lecture section and an In-Person (P) lab or recitation section.

**DH vs. DL:** For Distance Enhanced (DH) courses, consider opportunities for students to complete the in-person requirements at a distance so the course can be considered Distance Learning (DL), thus opening the course to a wider audience. If students are permitted to find alternative means to complete all in-person requirements at a distance, the course should be labeled Distance Learning (DL), not Distance Enhanced (DH).

**INSTRUCTION TIME:** The Ohio Board of Regents defines one semester credit hour as a minimum of 750

minutes of formalized instruction, typically requiring students to work on out-of-class assignments an average of twice that amount of time.

The following chart may assist you in calculating percentages for the instruction mode:

**DL—Distance Learning; P—In-Person DH—Distance Enhanced HY—Hybrid Delivery**  
**Credit Hours 100% of instruction 75% to 99% of instruction 25% to 74% of instruction**

1 750 mins 563 to 749 mins 188 to 562 mins

2 1,500 mins 1,125 to 1,499 mins 376 to 1,124 mins

3 2,250 mins\* 1,688 to 2,249 mins 564 to 1,687 mins

4 3,000 mins 2,250 to 2,999 mins 752 to 2,249 mins

5 3,750 mins 2,813 to 3,749 mins 940 to 2,812 mins

\*In order to fulfill the 2,250 minute requirement, a typical three-credit-hour course will meet either three times per week for 55 minutes or two times per week for 80 minutes.

**UPDATED 4/29/16**

# APPENDIX 9: OFFICE OF DISTANCE EDUCATION AND EVALUATION SYLLABUS FOR DISTANCE EDUCATION

ODEE SYLLABUS: ABC/1100

TITLE OF THE COURSE

TERM

*To instructor: This syllabus template has been created to provide distance-education-related course information and to be screen-reader accessible. Edit according to your own course policies and content, then remove the red notes.*

## Course overview

### Instructor

Instructor:

Email address:

Phone number:

Office hours:

### Course description

[Course description]

### Course learning outcomes

By the end of this course, students should successfully be able to:

- [Learning outcome]
- [Learning outcome]
- [Learning outcome]
- [Learning outcome]
- [Learning outcome]
- [Learning outcome]

### Course materials

*To instructor: List course textbooks and supplemental materials. Include citations, when appropriate, and indicate whether materials are print or electronic*

#### Required

[Text Title] (print)

[Text Title] (electronic, on Carmen)

#### Required supplemental materials

[Text Title] (print)

[Text Title] (print)

#### Optional materials

[Text Title] (print)

[Text Title] (print)

#### **Other fees or requirements**

***To instructor: List any other fees, out-of-class attendance requirements, etc., including proctoring. Delete if not applicable.***

- 

#### **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

***To instructor: Amend this list according to your course technology requirements***

#### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen

#### **Technology skills necessary for this specific course**

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

#### **Necessary equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

#### **Necessary software**

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

**Grading and faculty response**

**Grades**

Assignment or category	Points
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates

**Late assignments**

[Fill in late assignment policy]]

**Grading scale**

- 93–100: A
- 90–92.9: A-
- 87–89.9: B+
- 83–86.9: B
- 80–82.9: B-
- 77–79.9: C+
- 73–76.9: C
- 70–72.9: C-
- 67–69.9: D+
- 60–66.9: D
- Below 60: E

**Faculty feedback and response time**

***To instructor: The following template provided as a suggestion; fill in your own policies***

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

**Grading and feedback**

For large weekly assignments, you can generally expect feedback within **7 days**.

#### **E-mail**

I will reply to e-mails within **24 hours on school days**.

#### **Discussion board**

I will check and reply to messages in the discussion boards every **24 hours on school days**.

#### **Attendance, participation, and discussions**

##### **Student participation requirements**

*To instructor: The following template provided as a suggestion; fill in your own policies*

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

##### **Discussion and communication guidelines**

*To instructor: The following template provided as a suggestion; fill in your own policies*

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

#### **Other course policies**

##### **Academic integrity policy**

**To instructor: The following template provided as a suggestion; fill in with your own policies and the types of assignments in your course**

#### **Policies for this online course**

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

#### **Ohio State's 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*, 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](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

#### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

#### **Trigger warning**

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

#### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

#### **Accessibility accommodations for students with disabilities**

##### **Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

**Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- 

**Your mental health!**

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 College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

**Course schedule (tentative)**

Week	Dates	Topics, Readings, Assignments, Deadlines
1		
2		
3		
4		
5		
6		
7		CONTINUE for weeks 8-16

## Appendix 10: Course Request Form

NEW or REVISED COURSE REQUEST FORM	
Course Details	Submission Date:
General Information	
<p>*EFFECTIVE TERM: _____ (e.g. Autumn 2014, Summer 2014)</p> <p>*Course Bulletin Listing/Subject Area: : <u>Select Division</u>            Fiscal Unit/Academic Org D2504 - SAMP</p> <p>*College/Academic Org List Health and Rehabilitation Sciences/ School of Allied Medical Prof</p> <p>*Level/Career _____ Undergraduate _____ Graduate _____ Professional</p> <p>*Course Number/Catalog: _____ Honors Designation Select.</p> <p>*Course Title: _____ (Max 100 Characters)</p> <p>*Transcript Abbreviation: _____ (Max 18-Characters)(This is what will show up on the student's transcript for the course)</p> <p>*Course Description: <u>(Maximum 250 Characters for Course Bulletin)</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>*Semester Credit Hours: _____ Fixed _____ Variable</p>	
Offering Information	
<p>*Length of Course _____ 4 Week (May Session) _____ 7 Week _____ 14 Week            _____ 12 Week (May + Summer)</p> <p>*Flex Schedule Course Select.</p> <p>*Does any section of this course have a distance education component? Select.            *If yes, is any section of the course offered... (Note: check all that apply)</p> <p>_____ 100% at a distance?</p> <p>_____ Greater or equal to 50% at a distance?</p> <p>_____ Less than 50% at a distance?</p>	

**\*Grading Basis**

- Letter Grade
- Satisfactory/Unsatisfactory
- Progress – S/U
- Progress – Letter

**\*Repeatable** Select

\*If Yes, state: \_\_\_\_\_

\*Maximum number of credit hours / units allowed \_\_\_\_\_

\*Maximum number of separate course completions allowed \_\_\_\_\_

\*Whether to allow multiple enrollments in a term **Select One**

**\*Course Component**

- \_\_\_\_\_ Seminar
- \_\_\_\_\_ Clinical
- \_\_\_\_\_ Field Experience
- \_\_\_\_\_ Independent Study
- \_\_\_\_\_ Laboratory
- \_\_\_\_\_ Lecture
- \_\_\_\_\_ Workshop
- \_\_\_\_\_ Recitation

**\*Graded Component**

- \_\_\_\_\_ Seminar
- \_\_\_\_\_ Clinical
- \_\_\_\_\_ Field Experience
- \_\_\_\_\_ Independent Study
- \_\_\_\_\_ Laboratory
- \_\_\_\_\_ Lecture
- \_\_\_\_\_ Workshop
- \_\_\_\_\_ Recitation

**\*Credit Available by Exam** Select.

\*If yes, select exam type (Note: check all that apply)

- \_\_\_\_\_ Advanced Placement Program (AP)
- \_\_\_\_\_ College Level Examination Program (CLEP)
- \_\_\_\_\_ Departmental Exam
- \_\_\_\_\_ EM Tests via university Office of Testing
- \_\_\_\_\_ International Baccalaureate

**\*Admission Condition Course** Select.

\*If yes, select conditions (Note: check all that apply)

- \_\_\_\_\_ Any recommended requirement
- \_\_\_\_\_ English
- \_\_\_\_\_ Math
- \_\_\_\_\_ Natural Science
- \_\_\_\_\_ Social Science

**\*Off Campus** Select.

\*Campus Offering (Check all that Apply): \_\_\_\_\_ Columbus \_ LIMA \_ other – which one/s? \_\_\_\_\_

**Prerequisites and Exclusions**

**\*Prerequisites/Co-requisites** Max 500 Characters (Write out prerequisites here!)

**\*Exclusions** Max 500 Characters (Write any exclusions here (quarter equivalencies, etc.))

Cross-Listings
<b>*Cross-Listings</b> Max 250 Characters (Will your course be cross listed with any other course? If so, which one(s)?)

Subject/CIP Code
<b>*Subject/CIP Code</b> _____ (Note: search < <a href="http://nces.ed.gov/ipeds/cipcode/">http://nces.ed.gov/ipeds/cipcode/</a> > for list of options)
<b>*Subsidy Level</b> <b>Choose</b> (Professional, Doctoral, Masters, Baccalaureate, General Studies, Developmental, Technical)
<b>*Intended Rank (Check all that apply)</b> <input type="checkbox"/> Freshman <input type="checkbox"/> Junior <input type="checkbox"/> Masters <input type="checkbox"/> Professional <input type="checkbox"/> Sophomore <input type="checkbox"/> Senior <input type="checkbox"/> Doctoral
<b>*COMMENTS:</b> (List course comments here, including term(s)/session(s) when course is offered)

Approval Signatures
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**Faculty Member Course Initiator:**

Signature	Date
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**Department/Division Director:**

Signature	Date
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**Curriculum Chair:**

Signature	Date
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**Graduate Studies Committee Chair:**

Signature	Date
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**Academic Unit Chair/School Director:**

Signature	Date
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**Honors (if appropriate)**

Signature	Date
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## APPENDIX 11: Credit Allocation Guidelines for Education Abroad Programs Background Context and Framework

The Board of Regents does not establish specific guidelines for awarding credit for education abroad experiences, but working within the framework established here, we have developed the following guidelines for determining appropriate credit awards for education abroad programs.

### Credit Allocation for Education Abroad Courses

Traditional OSU courses require 12.5 hours of formalized (i.e., classroom) instruction per 1 credit hour. Similarly, formalized, instructor-led coursework in-country is credited as all other formal classroom experiences, with a requirement of 12.5 hours of instructional time per credit. Assigned educational experiences outside of such formalized settings as a conventional classroom, faculty-led tours or lectures *in situ*, or organized discussions with local authorities, will be regarded as analogous to the hybrid studio/lab course model described in the paragraph above, which requires 25 hours per credit.

To determine credit hours for an education abroad program, the students' experiences should be regarded as falling into one of the following general categories, with the attendant credit-hour guides:

1. **Formalized instruction.** This includes traditional classroom time (either at a foreign institution or in OSU faculty-led class sessions); formalized lecture/discussion sessions "in situ," led by a faculty member or resident academic authority. These should be considered regular class-time, i.e., requiring 12.5 contact hours per credit.
2. **Other required or structured educational experiences, not conducted by an approved instructor.** These include visits to cultural locations (museums, monuments, historical or cultural sites) that do not include formal lecture components by the designated instructor; visits with local authorities/experts; independent but assigned observations of local cultural phenomena, etc. These should be considered out-of-class work to be assessed using the standard of 25 hours per credit.
3. **Informal "free time" in-country,** including travel time, meals, socializing, independent touring. While these experiential activities are an integral part of the education abroad experience, they do not count toward credit-earning hours.

### Additional Guidelines

There are many possible configurations for education abroad experiences, with various durations: these may range from formal classroom instruction at a foreign institution to OSU-faculty-led study tours; from self-contained in-country courses to courses that require an on-campus course prerequisite to on-campus courses that include an in-country component as part of the course; etc. Regardless of the format or duration, the credit allocation guidelines articulated here will apply.

- Program leaders/instructors are encouraged to schedule academic content hours prior to and after the in-country part of the program. Pre-travel academic content might include discussions of assigned readings about the location, the cultural context, and the subject area under study. These

academic components are computed into the credit-earning instructional time. Pre-travel sessions on travel logistics and/or the standard Health/Safety orientations required by the Office of International Affairs (OIA) should not be counted in the computation of credit-earning time. Post-travel academic content may include facilitated “reflection” time so students can process and assess their in-country experiences; additional discussions of readings/research; or completing class-based projects. This time is incorporated into the computation of credit-earning class time.

- If a *single course* has both on-campus and in-country components, credits are based on the cumulative instructional time of both components. However, if an education abroad program requires the student to enroll in a *separate*, on-campus course as a pre- or co-requisite, coursework completed for the on-campus course may not be double-counted for credit for the education abroad program.
- Typically, the Global May courses (not discipline-specific and aimed chiefly at first- and second-year undergraduates) involve roughly 3 ½ weeks in-country, and the successful completion of these courses typically earns 3 semester credits. A number of successful programs exist for both longer and shorter durations than this—ranging from 1-week study tours to full semester study at a foreign institution; but credit for education abroad programs of any length are calculated using the guidelines articulated above.

# APPENDIX 12: CONCURRENCE FORM

**The Ohio State University  
School of Health and Rehabilitation Sciences  
College of Medicine Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

### A. Proposal to review

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Initiating Academic Unit	Course Number	Course Title	
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Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
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Academic Unit Asked to Review needed	Date response
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### B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

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### Signatures

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1. Name	Position	Unit	Date
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2. Name	Position	Unit	Date
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3. Name	Position	Unit	Date
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## APPENDIX 13: CURRICULUM MAP (FOR MAJOR PROGRAMS)

	Program Learning Goals			
Required Courses (offered by the unit)	Goal #1	Goal #2	Goal #3	Goal #4, etc.
Course 1	beginning		beginning	
Course 2		beginning	intermediate	beginning
Course 3	intermediate	intermediate	intermediate	
Course 4	advanced			intermediate
Course 5, etc.	advanced	advanced	advanced	advanced
Required Courses (offered outside of the unit)				
Course 1	beginning			beginning
Course 2, etc.			intermediate	
Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)				
Category 1				
Course 1 under Category 1	beginning			
Course 2 under Category 1, etc.		intermediate		
Category 2, etc.				
Course 1 under Category 2	beginning			
Course 2 under Category 2, etc.				intermediate
General Education courses			beginning	