

Quarter to Semester Conversion Template: Courses

This template presents the information that will need to be submitted to and reviewed by the Office of Academic Affairs for quarter to semester conversion of courses. An electronic submission process has been developed. The goal is to have the online worksheet already filled in with as much information from the current system as possible, and to use terminology consistent with the Student Information System [SIS]. This template has been modified based on user feedback.

GENERAL COURSE INFORMATION

1. Course Bulletin Listing / Subject Area (*Note: This and subsequent headings are presented in the following format: Current academic terminology / SIS terminology*) **ARTS&SCI**
2. Fiscal Unit / Academic Organization **ARTS&SCI**
3. College / Academic Group **ARTS&SCI**
4. Level / Career (undergraduate, graduate, etc.) (*Note: Can select multiple careers*) **Undergraduate**
5. Course Number / Catalog Number (*Note: Four digit number with optional addition of 2-digit decimal and/or single letter suffix [H = honors, E= honors embedded, S= service learning, T= Agricultural Technology Institute course]*) **3142.01**
6. Course Title (*100-character maximum*) **Online Research and the Science Literature**
7. Transcript Abbreviation of Course Title (*18-character maximum*) **Onl Res & Sci Lit**
8. Course Description (*250-character maximum for inclusion in Course Bulletin*)

This online course, with life/physical sciences and engineering students in mind, explores concepts related to online science information resources. Students will learn searching techniques, information resource types, evaluating results, and search tools.

9. Semester Credit Hours / Semester Units: **2 credit hours - fixed and single number**
 - Fixed or Variable credit
 - Single number or minimum and maximum number

OFFERING INFORMATION

10. Length of Course (14-week semester, 7-week term, 4-week May session, 12-week May + Summer combined) *Note: Can select multiple offering lengths* **7-week term**
11. Flexibly Scheduled Course (Always / Sometimes / **Never**)
12. Does any section of this course have a distance education component (**Yes** / No)
 - If yes, is any section of the course offered... (*Note: check all that apply*)
 - **100% at a distance?**
 - Greater or equal to 50% at a distance?
 - Less than 50% at a distance?
13. Grading Basis (Letter grade, Satisfactory / Unsatisfactory, Progress: Satisfactory / Unsatisfactory, Progress: Letter grade) **Letter grade**

14. Repeatable (Yes / No)

- 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 (Yes / No)

15. Course Components (lecture, laboratory, recitation, clinical, field experience, independent study, seminar, workshop)

- To which component should the course's grade roster be attached? **Lecture**

16. Available for Credit by Examination (Yes / No)

- 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

17. Admission Condition Course (Yes / No)

- If yes, select conditions (*Note: check all that apply*)
 - Any recommended requirement
 - English
 - Foreign Language – Hours
 - Foreign Language – Level
 - Math
 - Natural Science
 - Social Science
 - Visual or Performing Arts

18. Off Campus (Always / Sometimes / Never)

19. Campus of Offering (check all that apply: Columbus, Lima, Mansfield, Marion, Newark, Wooster / ATI)

20. Prerequisites / Corequisites (500-character maximum) **ARTS&SCI 1120 (Quarter #: ARTS&SCI 120)**

21. Exclusions (500-character maximum)

22. Cross-listings (250-character maximum)

23. U.S. Department of Education's Classification of Instructional Programs (CIP) code (*Note: search <<http://nces.ed.gov/ipeds/cipcode/>> for list of options*) **11.0401**

24. Subsidy Level (Professional, Doctoral, Masters, Baccalaureate, General Studies, Developmental, Technical)

25. Intended Rank, within their program of study, of students enrolling in this course: **freshman, sophomore, junior, senior**, masters, doctoral, and/or professional (*Note: check all that apply*)

QUARTERS to SEMESTERS

26. Quarter to Semester Conversion Designation (select most appropriate choice):

New course – Give a rationale statement explaining the purpose of the new course, including what academic units were approached for concurrence if applicable.

This course is designed as an introduction to information literacy skills for all science students. It introduces students to the different types of resources commonly used in the sciences, search tools and how to use them, evaluating search results, and searching for interdisciplinary scientific topics.

Note: This course will also be proposed as a new 3 credit hour quarter course.

Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses -- **List the current courses by number and title that are to be subsumed into proposed course**

Semester equivalent of a quarter **course** (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters) -- **List the number and title of current course being converted**

Semester equivalent of a quarter course **sequence** (e.g., a 3 quarter sequence becomes a 2 semester sequence, a 2 quarter sequence becomes a 2 semester sequence, a 2 quarter sequence becomes a 1 semester course) -- **List the current and proposed sequences by number and title**

Transition or bridge course -- **Explain the role of the course, identify the current and proposed courses for which it will serve as a bridge, and how long the course will be offered** (A 2-year maximum is recommended.)

27. Requirement / Elective Designation (check all that apply):

a. Required for this unit's degrees, majors, and/or minors

b. General Education course

c. Elective course or service course for other units

COURSE DETAILS

28. Course Goals or Learning Objectives / Outcomes (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of successful completion of course. (*Notes:*

- *These should be broad goals, not necessarily detailed ones*
- *These may or may not correspond with the program goals of those programs requiring the proposed course*

Students will:

- **Recognize the purpose of resources in the physical and life sciences: blogs, pre-prints, research databases (articles, conference papers, etc.), e-books, citation searching, specialized web search engines and wikis in order to find a variety of resources on a topic.**
- **Employ effective search strategies in a variety of search tools in order to find relevant information on a topic**
- **Evaluate search results in order to choose the most relevant information resources for a topic**
- **Formulate a new search plan in order to research a new topic in the same interdisciplinary subject area**
- **Use a citation database in order to explore the flow of information**

Notes: Initiators are encouraged to work with their college's curricular associate dean for guidance on how to complete this Course Details section. For more information on developing course goals and other course design topics, contact the University Center for the Advancement of Teaching for consulting services, workshops, and recommended readings <<http://ucats.osu.edu/>>.

ATTACHMENTS (*Note: Program / plan approval requires the following information types. Multiple information types can be satisfied by one or more attachments.*)

a. Syllabus (only if required by college for approval)

b. Concurrence letters, if appropriate

c. Additional documentation as appropriate for:

- General Education approval
- Honors approval
- Office of International Affairs approval
- Graduate School approval

Version Guide