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])* 3200

6. Course title *(100-character maximum)* Exploring Careers in the Information Professions

7. Transcript abbreviation of course title *(18-character maximum)* Expl Car in Info Profs

8. Course description *(250-character maximum for inclusion in Course Bulletin)*
This very interactive hybrid course provides students a context, skills, and knowledge for investigating information professions as potential careers. Within that context, students learn about their own career interests and learning styles, analyze both theoretical and practical elements of information itself, and study information professions. The course helps them develop their skills (a) in information literacy so they can find, evaluate, and analyze information about potential careers from print, online, and in-person sources; (b) in collaborating with others (necessary in most of the information professions); and (c) in presenting their ideas (necessary for all the information professions). By the end of the course they develop the skills and knowledge necessary to decide whether they are interested in pursuing such a career and, if so, what their next steps should be. The featured information professions around which skill and knowledge development are focused are: reporter, information designer, technical writer, publisher, intelligence agent, librarian, information broker, museum curator, database administrator, information architect, knowledge manager, informationist, and archivist. (Individual students interested in other information professions may ask to focus on one of those.)

9. Semester credit hours / Semester units: 3 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* 14-week semester

11. Flex 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)

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 / co-requisites *(500-character maximum; include both quarter and semester courses, if known)* None

21. Exclusions *(500-character maximum; include both quarter and semester courses, if known)*

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.**
• **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 Arts & Sci XXX Exploring Careers in the Information Professions**
• **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.

These should be stated to make clear what students will know, be able to do, or the perspective they will acquire in the course experience. The goals should align with but not necessarily be identical to any program learning goals the course is associated with (e.g., major, general education, graduate degree).

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
• A minimum of 2 to 4 goals is recommended
• Inclusion of course goals is encouraged but not required unless already mandatory due to specific college requirements or General Education status of the course

• Course goals will be required for all course proposals received after the semester conversion is accomplished.

After taking this course, students will be able to:

1. Define, explain, and apply terms and concepts regarding the nature, characteristics, and purposes of information, its societal benefits and consequences, and future predictions regarding information and information professions.
2. Use online skills and tools to explore their own career interests and learning styles.
3. Find, evaluate, and legally use online, print, and primary source information to compare and contrast information professions, including the work products and processes, personal and societal benefits, job conditions, and the preparation for each profession. The information literacy skills they will be able to use include choosing search terms; using logical operators; limiting or expanding search results; selecting and using the best Web search tools; looking for news stories on the Internet; using library research databases; using a variety of Web-based job, education, and news databases; searching the OSU Libraries' catalog to locate books (key words, full records, subject searches, and OhioLINK); using periodical indexes to locate articles online and in the library; evaluating web sources; and legally using information from others under various conditions.
4. Use online tools and resources, including a discussion forum and a Carmen wiki, to demonstrate skill in collaboration and the presentation of their ideas about information professions.
5. Decide which, if any, information profession is right for them and, if so, what next steps they should take.

29. Content topics list (*Notes: These should be broad topics, not necessarily detailed ones. If the course is a "special topics" or seminar course where topics change with term of offering, indicate the overall type of topics without specifying individual content.*)

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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://ucat.osu.edu/>.
ATTACHMENTS *(Note: Attachments are not required for most course proposals. The following list applies to those course proposals that have approval requirements beyond what is required by the Office of Academic Affairs.)*

a. <mark>Syllabus (only if required by college for approval)</mark>
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

Version Number	Date	Changes made
1.0	1/14/10	Initial release
1.1	2/26/10	• Added SIS terminology to se
• Added course number suffix
and removed separate questic
identifying those types of cou
• Made course title a separate
• Clarified length of course op
• Revised delivery mode optic
• Deleted technology needs a
needs questions
• Modified prerequisites and
question to ask if they should
• Clarified the required text fi
options in question