

*INDEV Committee Member Possible Ratings:				
<p>The proposal <b>Meets Entirely</b> if the standard is met with no changes needed. The proposal <b>Meets with Suggested Edits</b> if minor changes are needed to meet the standard. The proposal <b>Does Not Meet</b> if major edits are needed or no information is provided pertaining to the standard. If a rating of <b>Meets Entirely or Meets with Suggested Edits</b> is earned, comments are provided through the APPS and faculty need <b>NOT</b> attend the INDEV meeting. Therefore, the proposal can be approved online completely or after simple edits are made by the College Rep. or faculty member. Proposals earning a rating of <b>Does Not Meet</b> require discussion and the faculty member <b>SHOULD</b> attend the INDEV meeting to discuss necessary edits.</p>				
<u>Standard</u>	<u>Examples</u> (NOTE: These are examples. All syllabi do not need this exact wording.)	*COMMITTEE MEMBER RATING		
		<u>Meets Entirely</u>	<u>Meets with Suggested Edits</u>	<u>Does Not Meet</u>
<b>Syllabus: Description</b>				
1. Course designator, number and title, and Carolina Core designation (if applicable) are listed and are accurate	<p>AFAM 201 – Introduction to African American Studies: Social and Historical Foundations</p> <p>If Carolina Core designation, example may include: GSS – Global Citizenship and Multicultural Understanding – Social Sciences or appropriate designation</p>			
2. Academic bulletin description is included.	<p>ACCT 225 – Introduction to Financial Accounting</p> <p>User-oriented approach to the study of financial accounting and reporting topics related to business decisions.</p>			
<p>3. Learning outcomes are listed, measurable, and stated as observable learner behaviors using action verbs</p> <p>*See Revised Bloom’s Taxonomy Action Verbs: <a href="http://www.apu.edu/live_data/files/333/bl_ooms_taxonomy_action_verbs.pdf">http://www.apu.edu/live_data/files/333/bl_ooms_taxonomy_action_verbs.pdf</a></p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1) explain three examples of professional etiquette in communication;</li> <li>2) articulate two strategies for facilitating effective group process using the Social Change Model of Leadership;</li> <li>3) describe. . .</li> <li>4) calculate. . .</li> <li>5) evaluate. . .</li> </ol>			
4. Statement verifying learning outcomes are equivalent to those of a face-to-face (F2F) version of the course	All learning outcomes in this Distributed Learning course are equivalent to face-to-face (F2F) version of this course.			

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<b>Syllabus: Materials, Grading, Assignments, and Learning Activities</b>				
5. A citation is provided for all required readings/materials and all readings/materials comply with copyright/fair use policies.	Smith, A., & Zendel, R. F. (2015). <i>Principles of Extensive Learning Environments</i> . National Geographic. ISBN: 0-382-283823			
6. Grading policy is clearly stated and includes grading scale, weights of graded assignments, and explanation of how grades (A-F) will be assigned	<p>Discussion Board 20%</p> <p>Quizzes 30%</p> <p>Hands-on Projects 30%</p> <p>Final Exam 20%</p> <p>90-100% = A    80-89% = B    70-79% = C    60-69% = D    Below 60% = F</p>			
7. Major assignments and course activities are fully described and correspond to the course learning outcomes and grading policy	<p>Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thurs. by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m.</p> <p>Five quizzes will be assigned. Each quiz will be based on book chapters and will consist of True/False &amp; Multiple Choice questions. Quizzes will be automatically evaluated. Students will have 3 opportunities to complete quizzes to achieve a higher score. The highest score will be recorded.</p> <p>Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters &amp; Project Alert software will be utilized to complete the projects. Students may only complete each hands-on project one time.</p> <p>The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive.</p>			
8. <b>Required only for 500-600 level courses:</b> Different requirements for undergraduate versus graduate credit are clearly explained.	<p>Graduate level students will complete an additional research project resulting in a comprehensive presentation based on a well-developed literature review. The grading scale for graduate level students differs from the undergraduate grading scale and is as follows:</p> <p>Discussion Board 20%                      90-100% = A</p> <p>Quizzes 10%                                      85-89% = B</p> <p>Hand-on Projects 30%                        75-84% = C</p> <p>Research Project 20%                        65-74% = D</p> <p>Final Exam 20%                                Below 65% = F</p>			

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<b>Syllabus: Other Information</b>				
9. Statement is included that identifies provisions and resources for students with disabilities	<p>Students with disabilities should contact the Office of Student Disability Services. The contact information is below:            1523 Greene Street, LeConte Room 112A            Columbia, SC 29208            Phone: 803.777.6142 Fax: 803.777.6741            Email: <a href="mailto:sasds@mailbox.sc.edu">sasds@mailbox.sc.edu</a> Web: <a href="http://www.sa.sc.edu/sds/">http://www.sa.sc.edu/sds/</a>            These services provide assistance with accessibility and other issues to help those with disabilities be more successful. Additionally, students with should review the information on the Disabilities Services website and communicate with the professor during the first week of class. Other academic support resources may help students be more successful in the course as well.  <u>Library Services (<a href="http://www.sc.edu/study/libraries_and_collections">http://www.sc.edu/study/libraries_and_collections</a>)</u>  <u>Writing Center (<a href="http://www.cas.sc.edu/write">http://www.cas.sc.edu/write</a>)</u>  <u>Student Technology Resources (<a href="http://www.sc.edu/technology/techstudents.html">http://www.sc.edu/technology/techstudents.html</a>)</u></p>			
10. Statements are included that describe 1) the specific technologies to be used in the course, 2) minimal student technology requirements/skills, 3) specific software/programs, and 4) how tests/quizzes are secured (if applicable)	<p>Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have include the ability to:</p> <ul style="list-style-type: none"> <li>• organize and save electronic files,</li> <li>• use email and attached files,</li> <li>• check email and Blackboard daily, and</li> <li>• download and upload documents.</li> </ul> <p>If you have problems with your computer, please contact University Technology Support (UTS) Help Desk at 803.777.1800 or <a href="mailto:helpdesk@sc.edu">helpdesk@sc.edu</a>. The UTS Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM.            All online quizzes and tests are secured in Blackboard with a password. Quiz and test questions/answers are randomly displayed and drawn from substantial test banks.</p>			
11. Statement is included to provide students with the university's academic integrity policy and consequences for violating the policy	<p>All students must review the Office of Academic Integrity sanctions. This information may be found at <a href="http://www.housing.sc.edu/academicintegrity/sanctions.html">http://www.housing.sc.edu/academicintegrity/sanctions.html</a> One or more of the following sanctions may be imposed for Academic Integrity violations: 1) Expulsion from the University; 2) Suspension from the University for a period of no less than one semester; and/or Probation. A combination of the above sanctions may be implemented. It should be noted that submitting someone else's work is cheating and against the Carolina Code. Cheating, or any other Academic Integrity violations, will result in <b>failure of the course for all involved parties</b>. All parties will also be referred to the Office of Academic Integrity for additional retribution.</p>			

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<b>Course Schedule</b>				
12. A module-by-module (or unit by unit) schedule for course topics and activities is included	<p>NOTE: The module-by-module schedule is best displayed in table format.</p> <p>Module 1: Start Here! Introduction Module – Due 08/30/15 9:00 PM</p> <ul style="list-style-type: none"> <li>• Discussion Board Introduction</li> <li>• Blackboard Orientation Quiz</li> <li>• Syllabus Quiz</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively – Due 9/15/15 9:00 PM</p> <ul style="list-style-type: none"> <li>• Chapter 1 Video Overview</li> <li>• End of Chapter Review Questions</li> <li>• Discussion Board Postings</li> </ul> <p>Etc.</p>			
<p>13. <b>Required only for courses that are fully or primarily asynchronous:</b> Course schedule includes a tally showing the total number of student “learning minutes” per activity within each module/unit, showing a total minimum of 2100 “learning minutes per credit hour (6300 learning minutes for a 3-credit hour course).</p> <p><i>NOTE: The final exam period may not count as “learning minutes.” The tally of minutes is based on the time it would take an average students to complete the activity and tally of minutes is provided for committee review purposes only and does not need to be provided to students in the final syllabus.</i></p>	<p>NOTE: This information may be included in the module-by-module schedule and is best displayed in table format. *Learning Minutes (LM)</p> <p>Module 1: Start Here! Introduction Module – Due 08/30 9:00 PM</p> <ul style="list-style-type: none"> <li>• Discussion Board Introduction (30 LM)</li> <li>• Blackboard Orientation Quiz (30 LM)</li> <li>• Syllabus Quiz (20 LM)</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively – Due 9/15 9:00 PM</p> <ul style="list-style-type: none"> <li>• Chapter 1 Reading (60 LM)</li> <li>• Chapter 1 Video Overview (25 LM)</li> <li>• Video Questions (25 LM)</li> <li>• End of Chapter Review Questions (15 LM)</li> </ul> <p>Etc. TOTAL: 6435 Learning Minutes (LM)</p>			

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<p>14. <b>Required only for courses that are fully or primarily synchronous:</b> Course schedule includes a tally showing a total of 700 synchronous “student-to-instructor contact minutes” per credit hour (2100 minutes for a 3-credit hour course).  <b>NOTE:</b> <i>The tally of minutes is based on the time it would take an average students to complete the activity and tally of minutes is provided for committee review purposes only and does not need to be provided to students in the final syllabus.</i></p>	<p>NOTE: This information may be included in the module-by-module schedule and is best displayed in table format. *Student-to-Instructor Contact Minutes (I2S-CM)</p> <p>Module 1: Start Here! Introduction Module – Due 08/30 9:00 PM</p> <ul style="list-style-type: none"> <li>• Discussion Board Intro with Instructor Responses (S2I – 45 CM)</li> <li>• Synchronous Class Meeting (S2I – 60 CM)</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively – Due 9/15 9:00 PM</p> <ul style="list-style-type: none"> <li>• Chapter 1 Video Overview (S2I – 25 CM)</li> <li>• Discussion Board Postings (S2I – 30 LM)</li> <li>• Synchronous Class Meeting (S2I – 60 CM)</li> </ul> <p>Etc. TOTAL: 2185 S2I CM</p>			
<b>Justification Statements</b>				
<p>15. A “Justification for Distributed Delivery Offering” statement briefly explains the benefits of developing a Distributed Learning version of this course</p>	<p>This course is of high interest to students as a general elective and is a pre-requisite for a higher level departmental course. The department is currently unable to teach enough face-to-face sections to meet the course demand. Providing the course online will allow the department to offer larger sections, not be bound by physical classroom space, and allow more students to complete the course. The course materials incorporate basic accessibility features, provide for appropriate learning activities and allow for appropriate interaction.</p>			
<p>16. An “Identification of Provisions for Student-to-Instructor (S2I), Student-to-Student (S2S), and Student-to-Content (S2C) Interactions” briefly explains how each type of interaction has been appropriately incorporated within the course.</p>	<p>Student-to-Instructor (S2I) Interaction: Students listen/view lectures online via voice-over PowerPoint presentations and interact with the professor through discussion boards. The professor will post weekly prompts and post comments to students’ postings. The professor will post weekly announcements, provide individual feedback to students, and hold online office hours with Adobe Connect.</p> <p>Students-to-Student (S2S) Interaction: Students will engage in discussions through the discussion board and will interact through a team project.</p> <p>Student-to-Content (S2C) Interaction: Students will engage with course content by completing reading assignments; listening/reviewing PowerPoint presentations; writing discussion board postings; and completing homework assignments.</p>			