

## **Common Document for Online Course Development**

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**\*INDEV Committee Member Possible Ratings:**

The proposal **Meets Entirely** if the standard is met with no changes needed. The proposal **Meets with Suggested Edits** if minor changes are needed to meet the standard. The proposal **Does Not Meet** if major edits are needed or no information is provided pertaining to the standard. If a rating of **Meets Entirely or Meets with Suggested Edits** is earned, comments are provided through the APPS and faculty need **NOT** 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 **Does Not Meet** require discussion and the faculty member **IS REQUESTED** to attend the INDEV meeting to discuss necessary edits.

**It is recommended that faculty/instructors work with the Center for Teaching Excellence to ensure all course materials are accessible for students with disabilities. A syllabus template for online courses is provided at [https://sc.edu/about/offices\\_and\\_divisions/cte/teaching\\_resources/syllabus\\_templates/index.php](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php)**

**Common reasons proposals are returned from the Curricula and Courses Committee are available at [https://sc.edu/about/offices\\_and\\_divisions/provost/planning/academicprograms/courses/curriculandcoursestips.pdf](https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/courses/curriculandcoursestips.pdf)**

**\*It is preferred that the syllabus components described below be included in the following order.**

<u><b>Syllabus Components</b></u>	<u><b>Examples</b></u> (NOTE: These are examples. All syllabi may not need this exact wording.)
1. Course designator, number and title, and Carolina Core designation (if applicable)	AFAM 201 – Introduction to African American Studies: Social and Historical Foundations  GSS – Global Citizenship and Multicultural Understanding – Social Sciences or appropriate designation
2. Academic bulletin description	ACCT 225 – Introduction to Financial Accounting User-oriented approach to the study of financial accounting and reporting topics related to business decisions.
3. Prerequisite(s). If there is no prerequisite, note that no prerequisite is required.	Prerequisite: ENGL 101 or Prerequisite: None
4. List of learning outcomes which are measurable and stated as observable learner behaviors using action verbs. NOTE: Learning outcomes for Carolina Core courses may not be changed through this committee.	The students will be able to: 1) explain three examples of professional etiquette in communication; 2) articulate two strategies for facilitating effective group process using the Social Change Model of Leadership; 3) calculate. . . 4) evaluate. . . *See Revised Bloom's Taxonomy Action Verbs: <a href="http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf">http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf</a>

<u><b>Syllabus Components</b></u>	<u><b>Examples</b></u> <b>(NOTE: These are examples. All syllabi may not need this exact wording.)</b>
5. <b>Recommended only for 500-600 level courses:</b> At least one additional learning outcome for graduate credit which must be connected to the additional work product (see #9 below)	Graduate students will be able to: *5) Analyze appropriate literature to develop a literature review based on a provided topic.  *This learning outcome connects directly to the Literature Review Assignment all graduate students must complete for full graduate credit.
6. 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.
7. A citation for each required reading/material and a notation that 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  Jackson, B. C. (2016). Extensive learning in today's educational arena. <i>Journal of Learning and Educational Excellence</i> , 64(2), 283-299. Retrieved from <a href="http://www.jlee.org/64-2/extensivelearning.html">http://www.jlee.org/64-2/extensivelearning.html</a>  All readings/materials comply with copyright/fair use policies.
8. a) Overview of how the course will be conducted, b) Communication/feedback turnaround time on discussion board postings, emails, assignments, etc.	a) This course is an asynchronous online course. Students will work at different times from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time. The Project Alert software must be utilized for the projects in this class. All students must download if from the publisher's website at <a href="https://project.alert.software/download.html">https://project.alert.software/download.html</a>  b) All discussion board posts and emails will be responded to within 24 hours. Feedback will be provided on all assignments within 48 hours.

<b><u>Syllabus Components</u></b>	<b><u>Examples</u></b> <b>(NOTE: These are examples. All syllabi may not need this exact wording.)</b>
<p>9. a) Specific technologies/software/programs to be used in the course, and b) Minimal student technical requirements/skills.</p>	<p>a) Online lectures will be provided through Adobe Connect Professional. Therefore, students must have access to the Internet to view/hear lectures. No special software is required. Students will also submit all assignments and take all quizzes/tests through Blackboard.</p> <p>b) Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students <b>MUST</b> 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 EST.</p>
<p>10. a) Full description and number of major assignments and course activities which correspond to the course learning outcomes and grading policy, b) Rubric information, and c) How tests/quizzes are secured (if applicable)</p> <p><b>Required only for 500-600 level courses:</b> At least one additional, distinct assignment must be required of graduate students.</p>	<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. A full discussion board rubric is provided in Blackboard.</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. Quiz questions/answers are randomly displayed and drawn from substantial test banks. 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. Complete rubrics will be provided in Blackboard.</p> <p>The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive. Exam questions/answers are randomly displayed and drawn from substantial test banks.</p> <p><b>CONTINUED ON NEXT PAGE</b></p>

<u>Syllabus Components</u>	<u>Examples</u> (NOTE: These are examples. All syllabi may not need this exact wording.)															
	<p>All online quizzes and tests are secured in Blackboard with a password.</p> <p>Additional graduate student assignment: Graduate students will analyze the current literature and develop a 3-5 page literature review on a topic provided by the professor. This literature review must be word processed in 12 point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric is provided in Blackboard.</p>															
11. Grading policy which is clearly stated and includes grading scale, weights of each graded assignment, and explanation of how grades (A-F) will be assigned	<p>Evaluation Information for Undergraduate Students:</p> <table><tr><td>Discussion Board (10 @ 10 points each)</td><td>100 points</td></tr><tr><td>Quizzes (5 @ 20 points each)</td><td>100 points</td></tr><tr><td>Analysis Paper (1 @ 100 points)</td><td>150 points</td></tr><tr><td>Hands-on Project (1 @ 400 points)</td><td>400 points</td></tr><tr><td>Final Exam (1 @ 250 points)</td><td>250 points</td></tr><tr><td colspan="2">Total Points 1000 points</td></tr></table> <p>90-100% = 900 – 1000 points = A 80-89% = 800 – 899 points = B 70-79% = 700 – 799 points = C 60-69% = 600 – 699 points = D Below 60% = 0 – 599 points = F</p>	Discussion Board (10 @ 10 points each)	100 points	Quizzes (5 @ 20 points each)	100 points	Analysis Paper (1 @ 100 points)	150 points	Hands-on Project (1 @ 400 points)	400 points	Final Exam (1 @ 250 points)	250 points	Total Points 1000 points				
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12. <b>Required only for 500-600 level courses:</b> Different requirements for undergraduate versus graduate credit clearly identified in two distinct grading scales.	<p>Evaluation Information for Undergraduate Students:</p> <table><tr><td>Discussion Board</td><td>20%</td><td>90-100% = A</td></tr><tr><td>Quizzes</td><td>25%</td><td>85-89% = B</td></tr><tr><td>Hand-on Projects</td><td>30%</td><td>75-84% = C</td></tr><tr><td>Final Exam</td><td>25%</td><td>65-74% = D</td></tr><tr><td colspan="2"></td><td>Below 65% = F</td></tr></table> <p>Evaluation Information for Graduate Students:</p> <p>Graduate level students will complete an additional research project (described previously with other major assignments) 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><b>CONTINUED ON NEXT PAGE</b></p>	Discussion Board	20%	90-100% = A	Quizzes	25%	85-89% = B	Hand-on Projects	30%	75-84% = C	Final Exam	25%	65-74% = D			Below 65% = F
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	<div> <div>Discussion Board</div> <div>20%</div> <div>90-100% = A</div> </div> <div> <div>Quizzes</div> <div>10%</div> <div>85-89% = B</div> </div> <div> <div>Hand-on Projects</div> <div>30%</div> <div>75-84% = C</div> </div> <div> <div>Research Project</div> <div>20%</div> <div>65-74% = D</div> </div> <div> <div>Final Exam</div> <div>20%</div> <div>Below 65% = F</div> </div>
13. Statement that identifies provisions and resources for students with disabilities	<p>Students with disabilities should contact the Student Disability Resource Center. The contact information is below:</p> <p>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></p> <p>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.</p> <p><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>
14. Statement 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. Contact Information: Byrnes 201, 803.777.4333, <a href="https://www.sa.sc.edu/academicintegrity">https://www.sa.sc.edu/academicintegrity</a></p>

<u><b>Syllabus Components</b></u>	<u><b>Examples</b></u> <b>(NOTE: These are examples. All syllabi may not need this exact wording.)</b>
15. A module-by-module (or unit by unit) schedule for course topics and activities	<p>NOTE: The module-by-module schedule is best displayed in table format.</p> <p>Module 1: Start Here! Introduction Module</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</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>16. <b>Required only for courses that are fully or primarily asynchronous:</b></p> <p>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>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</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</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.</p> <p style="text-align: center;">TOTAL: 6435 LM <b>excluding</b> final exam</p> <p><b><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 <b>does not</b> need to be provided to students in the final syllabus.</i></b></p>



<u><b>Additional APPS Components</b></u>	<u><b>Examples</b></u> <b>(NOTE: These are examples. All proposals may not need this exact wording.)</b>
<p><b>17. Required only for courses that are fully or primarily <u>synchronous</u>:</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).</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</p> <ul style="list-style-type: none"> <li>• Disc. Board Intro w/ Instructor Responses (S2I – 45 CM)</li> <li>• Synchronous Class Meeting (S2I – 60 CM)</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively</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.</p> <p style="text-align: right;">TOTAL: 2185 S2I CM</p> <p><b><i>NOTE: 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 <b>does not</b> need to be provided to students in the final syllabus.</i></b></p>
<p>18. A “Justification for Distributed Delivery Offering” statement briefly explains the benefits of developing a Distributed Learning version of this course  NOTE: This component does not have to be included in the syllabus, but must be included in the APPS proposal.</p>	<p>The professor will work with a Center for Teaching Excellence instructional designer to ensure course components are ADA compliant. 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>

<b><u>Additional APPS Components</u></b>	<b><u>Examples</u></b> <b>(NOTE: These are examples. All proposals may not need this exact wording.)</b>
<p>19. 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>NOTE: This component does not have to be included in the syllabus, but must be included in the APPS proposal.</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>

## Common Reasons Proposals are Returned from the Curricula and Courses Committee

The University Academic Affairs policy [ACAF 2.03](#) is the authoritative document that outlines what is required to be included in a proposal to either create or change a course. The university faculty have legislative authority over matters pertaining to the curriculum. For the Columbia campus, the Faculty Senate Curricula and Courses Committee is charged with reviewing and approving all requests to create, revise, or eliminate undergraduate courses to ensure that all offerings meet the academic expectations of the university.

To help proponents with this process and avoid delays when it reaches the Curricula and Courses Committee, common issues that cause proposals to be returned for revision and/or clarification are summarized below. [ACAF 2.03](#) section K lists the requirements for course syllabi. There are also links to sample syllabus statements provided by the [Center for Teaching Excellence](#) that can be adapted for course proposals. The Curricula and Courses committee typically defers to the Instructional Development (INDEV) Committee on issues related to [distributed learning requirements](#).

- I. **Advanced Undergraduate/Entry Level Graduate Courses 500 – 600 Level Courses:** Since both undergraduate and graduate students can take these classes, they have additional requirements.
1. All 500 and 600 level courses must provide differentiated grading criteria for graduate students. Furthermore, this difference must amount to a letter grade if not completed (e.g., a student cannot earn an A if the assignment is not completed). Simply suggesting that graduate students will be given “harder” questions or “will be graded with higher standards” when all point values are the same, is not sufficient. *Differences must be described in the syllabus.*
  2. A separate learning outcome tied to the differentiated task for graduate students is recommended but not required.

### Sample approaches to address this requirement

- a. First, and the simplest approach is to have a separate graduate student requirement worth at least one letter grade (usually, 10% of the grade—often this is an added research paper, but, it can be something else).

For example:

<u>Grading Rubric</u>	<u>Undergraduate</u>	<u>Graduate</u>
Homework	20%	20%
Research Project *	0%	20%
Presentations	20%	20%
Reports	30%	20%
Final	30%	20%

\*The Research Project is only a Graduate Student requirement.

### Grading Scale:

A	= 90 to 100%
B+	= 85- 89%
B	= 80 – 84%
C+	= 75 – 79%
C	= 70 – 74%
D+	= 65 – 69%
D	= 60 – 64%
F	= 0 – 59%

- b. A second approach is to have an alternate requirement for undergraduate and graduate students, with separate grading criteria. For example:
- Undergraduate Students – Book Report (with a description of what is required)
  - Graduate Students – Research Paper (with a description of what is required))

<u>Grading Rubric</u>	<u>Undergraduate</u>	<u>Graduate</u>
Homework	20%	20%
Book Report*	20%	0%
Research Project**	0%	20%
Presentations	20%	20%
Reports	30%	20%
Final	30%	20%

\*The Book Report is only a requirement for Undergraduate Students.

\*\*The Research Project is only a requirement for Graduate Students.

**Grading Scale:**

A	= 90 to 100%
B+	= 85 – 89%
B	= 80 – 84%
C+	= 75 – 79%
C	= 70 – 74%
D+	= 65 – 69%
D	= 60 – 64%
F	= 0 – 59%

**II. Bulletin related Issues:** The following are issues related to the content in the bulletin that will result in a returned proposal. The main issues are:

1. **Number of times a course can be taken for credit:** *Normally this is one (1).* The number of times a course can be taken for credit is not how many times a course can be repeated (in case of failure to pass), but rather how many times it can be counted on the transcript as part of the program of study. Normally the only courses that would have a number other than one (1) are special topics courses and internship/field experience courses to gain varied experiences. If it is greater than one (1), it is important to explain this in the proposal comments.
2. **Grading System:** If you specify Standard (Letter Grades with Pass/Fail option), you must indicate what constitutes a Pass in the syllabus. If you are submitting a course change, note that what is pulled into APPS is the default for the course that is in Banner. If you do not wish to offer the class as pass/fail, change this option in APPS.
3. **Pre-/Co-Requisites:** Changes to Pre-/Co-requisites (either their addition or removal) require a letter of concurrence for the department offering the pre-/co-requisite course unless the impacted courses are in the same department as the subject course. The reason is that these changes have resource implications for departments.

Also, if a course has a pre-requisite listed, it needs to indicate what grade the student must earn in order to satisfy the pre-requisite. This is required because Banner assumes a grade of D or better satisfies progression requirements when the bulletin does not state some other criteria. This is true even if the degree requires a higher grade in the pre-requisite course to graduate.

4. **Cross Listing:** Whenever a proposal has a cross listing, *a letter of concurrence is needed from all cross-listed courses to indicate agreement with the proposed change.*

In some cases, letters of concurrence are not enough, and separate proposals are needed to ensure that the appropriate changes are made to the bulletin. Separate proposals are needed:

- Anytime a course is being deleted. If multiple cross-listed courses are being deleted, separate proposals are needed.
- Anytime a new course is being created. If a new course is to be cross listed with another new course, two proposals are needed (one for each course).
- If a new course is going to be cross listed with an existing course, only one proposal is needed. The proposal that creates the new course can also create the cross list, but does need a letter of concurrency.

### III. Cross Listing

#### 1. Cross listed classes must have identical:

- Title
- Course Description
- Pre-requisites and Co-requisites
- Catalog Restrictions
- Carolina Core (including integrative) or GLD designation
- Grade Mode (e.g., letter grades only, or letter and pass/fail)
- Schedule Type (e.g., (Co-op, Seminar, Lecture, etc.)
- Be at the Same Level
  1. Lower Division (100-200)
  2. Upper Division (300-400)
  3. Advanced Undergraduate/Entry Level Graduate (500-600)
  4. Graduate Courses (700 and above)
- Cannot cross list within same 4-letter designator

#### 2. Getting approval for distributed learning for one course does not automatically approve cross listed courses for distributed learning delivery. Separate submissions are required for each course.

### IV. Course Syllabi: The syllabus is the single most important instrument of structure in a course. It outlines what is to be learned, how learning will occur, and how learning will be evaluated.

#### 1) When is a Syllabus required by the Curricula and Courses Committee?

A syllabus should only be included in a proposal when necessary. When a syllabus is included, it will be reviewed by the committee.

##### Proposals that require a syllabus

- New course
- Significant change in the course description, and/or title
- When required by other committees (i.e., Carolina Core and Instructional Development - INDEV)

##### Proposals that do not require a syllabus

- Minor revisions to the course description or course title (e.g., slight rephrasing to replace terms as dictated by professional organizations often related to accreditation)
- Change in co-requisites or pre-requisites
- Change in course level, as long as not changing to/from 500 or 600.
- Change in Catalog Restrictions
- Change in Carolina Core or GLD designations
- Change in Grade Mode (not needed for removing pass/fail; needed if adding pass/fail)
- Change in Schedule Type (e.g., adding/changing lecture/lab/practicum format]
- Deleting a course

## 2) What is required in a syllabus?

The syllabus establishes the standards, and sets the tone, for a course. All undergraduate and graduate courses must have a course syllabus that includes the following:

1. Course title (including course subject designator and number)
2. Instructor name and relevant contact information
3. Final Exam day and time, as appropriate (from Registrar's website)
4. Class meeting days, times, and location, or equivalent
5. Undergraduate or Graduate Bulletin course description
6. Course learning outcomes (*see below*)
7. Required text(s) and/or suggested readings, as appropriate
8. Course requirements and grading
  - Assignments, projects, quizzes, and/or exams with brief descriptions of expectations with points/weights assigned to each activity.
  - Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600--level) must include one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments. Graduate work is normally evaluated on a more rigorous basis than that of Undergraduate work.
  - Grading scheme and weights including what a student must do to receive a grade of A through F for a letter grade-based course, or an S or U, or a T or U, or a P or F, as appropriate for a non-letter grade course.
  - Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600--level) must include separate grading schemes for undergraduate and graduate credit.
9. Topical outline of content to be covered and time allocated to each topic, to cover a typical 14 week semester or equivalent, indicating a minimum of 700 minutes per credit hour).
10. Statement regarding academic integrity, honorable behavior and/or the Carolinian Creed (or excerpt thereof).
11. Course attendance policy consistent with the expectations stated in the Academic Bulletin.
12. Statement regarding disability services.

## V. Other Issues

1. **Learning Outcomes:** In most cases, course proposals must use the term Learning Outcomes, and not "Learning Objectives", "Student Outcomes", or something similar. Learning Outcomes are statements that describe significant and essential learning that students will achieve, and can reliably demonstrate at the end of a course or program—as distinguished from what the instructor will cover. Learning outcomes must be phrased with action verbs that identify quantifiable or measurable actions. For guidance on writing effective Learning Outcomes (see [https://www.sc.edu/about/offices\\_and\\_divisions/cte/teaching\\_resources/coursedevelopment/learning\\_outcomes/](https://www.sc.edu/about/offices_and_divisions/cte/teaching_resources/coursedevelopment/learning_outcomes/)).
- In special cases, the committee will approve alternate phrasing, such as instances where an accrediting body specifies how learning outcomes must be phrased. The proponent should highlight this requirement in the justification portion of the proposal.
2. **Sample Syllabus Statements** - The Center for Teaching Excellence provides useful information and example syllabi statements related to academic integrity, attendance policy, and disability services (see [https://www.sc.edu/about/offices\\_and\\_divisions/cte/teaching\\_resources/syllabus\\_templates/index.php](https://www.sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php)).

## Syllabus Best Practices for Faculty

A primary purpose of a syllabus is to communicate to your students what the course is about, why it is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade. Because students will view your syllabus as a kind of "contract," it is important to be as clear as possible, and to avoid changing major aspects of the syllabus after the first day of class. View the [Center for Teaching Excellence's website](#) for additional information on creating a quality syllabus.

Below is a list of best practices for you to include in your syllabus. Items marked with \* are required and must be included in your syllabus.

General Course Information	
1.	*Course designator, course number, course title and Carolina Core designation (if applicable)
2.	Semester and year of offering
3.	*Class meeting days, time and location
Instructor/TA Contact Information	
4.	*Instructor name
5.	Instructor preferred title
6.	*Contact information (phone, email)
7.	Preferred method of contact
8.	Office location
9.	Office hours
10.	TA contact information (if applicable)
Course Description	
11.	*Undergraduate or Graduate Academic Bulletin course description
12.	*Prerequisite(s)
13.	*Course learning outcomes (measurable and stated as observable learner behaviors using action verbs)
14.	*Statement verifying learning outcomes are equivalent to those of a face-to-face (F2F) version of the course (distributed learning course)
15.	*Overview of how the course will be conducted (distributed learning course)
16.	*Communication/feedback turnaround time on discussion board postings, email, assignments, etc (distributed learning course)
Instructional and Technology Information	
17.	*List of required textbooks or materials (include ISBN and edition for all books and differentiate between required and optional textbooks)
18.	*Citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies (distributed learning course)
19.	*Specific technologies/software/programs to be used in the course (distributed learning course)
20.	*Minimal student technical requirements/skills (distributed learning course)
21.	Technical support
Course Assignments and Assessments	
22.	*Assignments, projects, quizzes, and/or exams with brief descriptions of expectations with points/weights assigned to each activity

23. \*Grading scheme and weights

*Note: Courses at the Advanced Undergraduate/Entry Level Graduate Courses must include separate grading schemes for undergraduate and graduate credit.*

24. \*Rubric information or statement (if applicable) (distributed learning course)

25. Formatting for assignments

26. \*Securing online tests/quizzes statement (distributed learning course)

27. \*Clearly distinguished requirements for undergraduate and graduate credit (for 500 or 600 level courses).

*Note: Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600 level) must include one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments.*

### **Course Policies and Procedures**

28. \*Attendance policy (absences and tardiness for traditional course)

29. \*Academic integrity statement

30. Expectations for classroom behavior

31. Laptop/smartphone policy (face-to-face courses)

32. Netiquette statement (distributed learning courses)

33. Late work/make-up policy

34. Instructional methods

35. Diversity and inclusion

36. Expectations of the instructor

37. \*Copyright/fair use statement

### **Student Support Resources**

38. Academic success statement

39. Student Success Center (undergraduate students only)

40. Writing Center

41. Library resources

42. \*Disability services

### **Course Outline/Schedule**

43. \*Topics and timeline

*Note: For course syllabi that will be submitted for Distributed Education Delivery (DED) approval, a course schedule showing learning minutes per activity and total learning minutes for the course (asynchronous courses) or showing a total of 700 student-to-instructor contact minutes per credit hour (synchronous courses) must be included.*

44. Reading assignments

45. Due dates for assignments

46. Test and exam dates

47. Use of first class session – more than syllabus review

48. No tests or major assignments due last week of class

49. \*Final exam date/time included (from university schedule)

*Note: It's important to use Final Exam period for Final Exam or other activity*