

# Syllabus Elements for Faculty Teaching Carolina Core Courses

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**Intended Audience for this Syllabus Guide:** *Faculty teaching Carolina Core courses* – not students.

This syllabus guide provides basic information on constructing syllabi for Carolina Core courses. As for any syllabus on campus, it should satisfy the requirements of the University Faculty Manual, Bulletin, and Academic Policy ACAF 2.03. Additional insight into preparing syllabi can be found at the Center for Teaching Excellence page: <http://www.sc.edu/cte/guide/syllabus/index.shtml> .

**ALL sections of Carolina Core courses must use essentially the same learning outcomes as those approved by the Carolina Core Committee and Faculty Senate Committee on Curriculum and Courses.** These can be found in the model syllabi posted at <http://www.sc.edu/generaleducation/coursesapproved.php> .

The model syllabi also contain other information that may be valuable as a base for a given section's syllabus. Please check with your department on any departmental or college policies concerning additional syllabus requirements.

**The syllabus should "Tell It, Teach It, Test It"**, i.e., tell the learning outcomes for the course, indicate where these outcomes are taught, and indicate where students demonstrate mastery of the outcomes.

**Typical syllabus format:** Required elements (as per ACAF 2.03 and the University Bulletin) are noted.

## 1. General Section Information:

- Course Designator, Course Title, Course Number, and Semester (***Required***)
- Instructor Contact Information
- Office Hours and Location
- Course Meeting Location and Times.

2. **Bulletin Material:** 4 letter designator, course number, course title, credit hours, Bulletin description, and prerequisites/corequisites as they appear in the Bulletin.

3. **Sample Course Overview:** Typically a basic (few sentences or paragraph) overview of the course and its purpose.

4. **Itemized Learning Outcomes (***Required***):** This section heading must be labeled "Learning Outcomes." **It should contain the learning outcomes from Carolina Core model syllabus for this course.**

5. **Required text book and/or suggested readings (*Required*):** This section could also list other necessary materials. Information on the use of copyrighted materials in a course can be found at:  
<http://www.sc.edu/cte/guide/policies/index.shtml#copyrightedmaterials>
6. **Course outline including timeline of topics and assignments (*Required*):** A typical format for this section would be a daily or weekly breakdown by topic and assignments. Please keep in mind that 14 weeks = 42 MWF classes or 28 TTh classes. Please note University policy: “No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. In any course or laboratory which meets more than three times per week, no quiz, test, or examination may be given during the last three class meetings prior to the regular examination period. Self-paced courses are exempt from this regulation.”  
[http://bulletin.sc.edu/content.php?catoid=36&navoid=3739#Final\\_Examinations\\_](http://bulletin.sc.edu/content.php?catoid=36&navoid=3739#Final_Examinations_)
7. **List of assignments and/or exams with a brief description of expectations (*Required*)**
8. **Grading scheme and weights (*Required*):** The weights of individual assignments may be included in (7).
9. **For 500 or 600 level courses (*Required*):** The syllabus must have clearly distinguished requirements for undergraduate credit and graduate credit. Graduate students are expected to perform at a higher level with additional graduate level requirements.
10. **For distributed delivery courses (*Required*):**
  - a) Explain the delivery method to be used (e.g., streaming video, online, blend of 2/3 online and 1/3 face-to-face)
  - b) State the estimated instructional time commitments for students (e.g., “students will spend approximately 150 minutes of instructional time during the 14 week session using Blackboard or other web technologies...”)
  - c) Identify the provisions that will be made for student-professor and student-student interaction (email, blogs, discussion boards, Blackboard.

11. **Attendance policy (*Required*)**: As per the University Bulletin, “Faculty members should notify classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.” The Bulletin information is at: <http://bulletin.sc.edu/content.php?catoid=36&navoid=3738> . Note that the Bulletin specifically recommends considering several types of events and circumstances as excusable absences.

12. **Optional syllabus components**: A variety of optional components concerning policies and procedures are discussed at:  
<http://www.sc.edu/cte/guide/syllabus/index.shtml>

In particular, these may include:

- Disability Accommodations (link to University policy)
- Late/Missing Work Policy
- Academic Integrity and the Carolinian Creed
- Expectations for Classroom Behavior