

Syllabus Format Requirements for the Carolina Core Approval Process

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Intended Audience for this Syllabus Guide: *Faculty proposing courses to satisfy the Carolina Core* – not students or individual course instructors.

The **Carolina Core Course Designation Approval Form** (available online at <https://www.sc.edu/programproposal/login.php>) allows proponents to propose Carolina Core designation for existing courses or for new or modified courses.

- The syllabus needed for proposing an existing course for Carolina Core designation with no other changes must contain a **basic set of syllabus elements** that provide the necessary designation information for the Carolina Core specialty team and University Curricula and Courses Committee.
- The syllabus accompanying a proposal for Carolina Core designation for a new or changed course must present a **full set of syllabus elements**. The full set of syllabus elements contains both the information the Carolina Core specialty team needs to determine Carolina Core designation as well as the information the University Curricula and Courses Committee reviews for the regular Faculty Senate approval process for course creation or course changes.

All syllabi that successfully complete the Carolina Core approval process must satisfy two purposes:

- 1) demonstrate that the course satisfies the learning outcomes and syllabus rubric for the relevant part of the Carolina Core; see <http://www.sc.edu/generaleducation/courseapproval.shtml#syllabus>
- 2) be presented in a format that can be posted online, with minimal editing, as a general reference to the wide variety of potential future instructors of that course.

It is expected that all future sections of courses approved as Carolina Core will use essentially the same learning outcomes as those submitted in the approved syllabus, regardless of changes of instructor or venue. The other portions of the submitted syllabus will likely change based on the preferences of the individual faculty members teaching a particular section of the course (subject to departmental and college policies), but still reflecting the official bulletin description (as required by the *Faculty Manual*) and the learning outcomes (to maintain designation as Carolina Core).

BASIC SET OF SYLLABUS REQUIREMENTS

***Required for all Carolina Core Designation Proposals
(existing and new/modified courses)***

The material in this section will be presented to future instructors of the Carolina Core course as a model for the corresponding sections of their own syllabi. This section also contains the primary material for verifying that the course satisfies the requirements of the Carolina Core learning outcomes and rubric. The specific Learning Outcome questions on the Carolina Core Designation Approval Form allow you to explain fully the alignment between the experiences and assignments contained in the syllabus and the Carolina Core learning outcome.

1. **Bulletin Material:** 4 letter designator, course number, course title, credit hours, bulletin description, and prerequisites/corequisites as they do (or will) appear in the bulletin (excluding the annotation that it will satisfy the core requirement.)
2. **Sample Course Overview:** Typically a basic (few sentences or paragraph) overview of the course and its purpose.
3. **Itemized Learning Outcomes:** This section heading must be labeled “Learning Outcomes.” It should begin with a statement similar to “Upon successful completion of the course, students will be able to . . .” and then contain an itemized list of the outcomes. Learning outcomes should express what the student will be able to know or do, and they must be measurable, expressing what the student will be able to define, discuss, explain, demonstrate, solve, criticize, create, etc. Please see examples developed by the Center for Teaching Excellence at <http://www.sc.edu/cte/learningoutcomes/index.shtml>

NOTE: These learning outcomes should be in a form that can and should be used essentially unchanged in the syllabi presented to the students in essentially all sections of the course. They should not, for example, reference the Carolina Core learning outcomes by name or number.

4. **Sample required text book and list of other materials**
5. **Sample course outline including timeline of topics and assignments:** 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. The timeline should be in terms of week or lecture number and not calendar dates.
6. **Sample list of assignments and/or exams with a brief description of expectations:** Please note that this is **not** the grading scheme or weights of assignments in the final course grade.

FULL SET OF SYLLABUS REQUIREMENTS

Required for Carolina Core Designation Proposals only for new/modified courses

All elements in the Basic Set of Syllabus Requirements must be included in the Full Set.

The syllabus elements below are required for consideration of new/modified courses, but will not be posted with the online sample syllabus for other instructors. The submitted syllabi in this case must include the required instructor specific information that would be given out in a syllabus for the students.

7. **Grading scheme and weights:** Weights of assignments and how final letter grades are determined.
8. **For 500 or 600 level courses:** As per ACAF 2.03, 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.
9. **Attendance policy:** Link to University policy if applicable.
10. **For distributed delivery courses:**
 - 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)

Optional Syllabus Components: General classroom policies and procedures do not need to be included in the syllabi submitted for Carolina Core approval.

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