Winthrop University  
College of Arts and Sciences  
Syllabus Policy  
(All courses must include the minimum information listed below. Individuals may choose to provide additional information as needed.)

File Name Format: Designatorandcoursenumber-sectionnumber-term-facultylastname  

A syllabus provides a course description, sets forth the vision for a course, and informs students of what is expected of them in meeting course requirements. The Southern Association of Colleges and Schools (SACS) requires that “students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.”

Winthrop University and the College of Arts and Sciences collect electronic copies of syllabi each term in order to meet accreditation standards. A syllabus must be available electronically for every course assigned a unique CRN in the Banner system. This means that in addition to regularly scheduled courses, a syllabus is needed for honors sections created when a student and faculty member create an honors contract, when an internship is completed for course credit, when a student is taking independent study credit, and when a thesis credit is scheduled. Further, syllabi are maintained according to the name of the instructor; therefore, faculty teaching courses outside of their primary department must provide a copy of the course to their home department in addition to the department in which the course is housed. For example, an instructor in the department of English who is teaching HMXP 102 would submit the syllabus for that course to the English department (in addition to University College) so that the syllabus can be included among all those submitted to the CAS Dean’s office by the English department for all its faculty.

A syllabus must be distributed to students in all courses in either hard copy or electronic version. An electronic copy must be forwarded to the department chair no later than the end of the second week of classes of a semester. Department chairs will forward the electronic copies to the appropriate college office by the following dates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2012</td>
<td>August 31</td>
</tr>
<tr>
<td>Spring Semester 2013</td>
<td>January 18</td>
</tr>
</tbody>
</table>

Content Requirements
All syllabi, regardless of format, are required to include:

• Course designator and number, section number, and course title

• Credit hours

• Name(s) of instructor(s)

• Contact information for all involved in teaching the course, including office locations, office hours, e-mail addresses, and phone numbers

• Course goals: These are the broad goals that may appear in a formal course description. They should connect to and/or be a part of program goals in the major, or they should include the applicable University Level Competencies and/or Touchstone goal(s), if the course is a part of the Touchstone Program. For Touchstone Program courses, course goals would be the larger
goals for the program and are based on the segment of the program of which the course is a part. For example, a science course in the Touchstone Program would, at minimum, refer to Touchstone Program Goal Five: “To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character.” A philosophy course in the Touchstone Program might refer to Touchstone Program Goal Four—“To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles”—and/or Goal Seven: “To examine values, attitudes, beliefs, and habits which define the nature and quality of life.”

- **Student learning outcomes:** These are the specific and measureable skills, knowledge, and attitudes that students should be able to do or to demonstrate as a result of the course. Learning outcomes are often expressed in such terms as “Students will demonstrate . . .” or “Students will acquire knowledge about . . .” In a science course, for example, a student learning outcome might be the following, as listed in the Touchstone Program: students will “identify and develop hypotheses, design studies, and collect data in light of these hypotheses.” In an ethics course, a student learning outcome might be the following: students will demonstrate the use of an ethical framework in explaining the consequences of decisions.

In order to keep in mind that student learning outcomes are connected to course goals and larger program goals; therefore, the learning outcomes constitute an important part of program assessment plans.

- **Course requirements**
  - **Student Learning Activities (performance measures):** These are the activities and assignments that are used to evaluate students’ achievement of the learning outcomes and include such things as tests, performances, research assignments, papers, debates, oral presentations, essays, lesson plans, marketing plans, etc. In a science course, such items might include the development of an experiment and the collection of data to test a hypothesis about the response of damaged cardiac muscle to a specific protein. In a philosophy course, such items might include an essay in which students must analyze the ethical implications of a case study describing team decision-making.
  - **Other course requirements such as required and optional texts, field trips, safety procedures, etc.**

- **Grading system, including plus and minus grade policy**

- **Attendance policy**

- **Tentative course calendar or schedule**

- **Final exam date and time**

- **Syllabus change policy**

- **Students with disabilities policy:**
  Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.
- Student code of conduct:
  As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf). More explicit policies relative to a specific discipline/department may also be posted in a syllabus.

- List of Touchstone Program area(s) that the course fulfills.

- Graduate level requirements in 500-Level Courses: A 500-level course may have students who are taking the course for graduate credit and others who are taking it for undergraduate credit. According to SACS guidelines, a syllabus must indicate the specific course requirements that address the advanced nature of the course and the advanced requirements for graduate students.

- Global Learning Initiative Statement for courses with at least one global component:
  - The global learning component(s) of this course is/are the following: [insert list. For example, 'a comparison of the US Bill of Rights and the Universal Declaration of Human Rights' or 'students will read nine culturally different versions of the Cinderella story' or 'students will engage with non-native English speaking students attending the Rock Hill public schools'].
  - Courses in foreign language or those approved to meet the Touchstone Program's Global Perspectives requirement may simply state, “This course participates in the Global Learning Initiative by its very nature.”

Recommended Information
Departments may have additional syllabi requirements. The following information is recommended:
- course catalog description
- prerequisites
- classroom where the course is held
- discussion of teaching philosophy and methods
- expectations for students
- important academic dates, such as drop and add, withdrawal, S/U status
- other important policies ([The CAS Faculty Assembly adopted a policy on handheld electronic devices] [cell phones, etc.] in the classroom, available on the College Faculty Resources webpage.)
- information on support services such as the Academic Success Center, Mathematics Tutorial Center, and the Writing Center

Suggestions for alternative course types:
- Honors sections in which a contract is designed: the initial course syllabus with a copy of the honors contract is acceptable documentation. The instructor should make a copy of the contract before returning it to the student.
- Independent Study: A contract or list of guidelines with goals and expectations is acceptable documentation.
- Internships: The requirements, guidelines, or contract provided for the student outlining expectations is acceptable documentation.
- Thesis Credit: The guidelines and expectations for thesis creation are acceptable documentation. The instructor of record in the Banner system should be the thesis director.

Original policy was approved by the Academic Leadership Council, August 2009

Updated: Aug-12
Quick Reference Checklist for Required Syllabus Elements

File Name Format: Designatorandcoursenumber-sectionnumber-term-facultylastname

_______ Attendance policy
_______ Course designator and number
_______ Course goals/University Level Competencies/Touchstone Goals
_______ Course requirements
_______ Course title
_______ Credit hours
_______ E-mail addresses
_______ Final exam date and time
_______ Global Learning Initiative Statement for courses with at least one global component:
_______ Grading system, including plus and minus grade policy
_______ Graduate level requirements in 500-Level Courses
_______ Instructor(s) office locations
_______ List of any Touchstone Program area(s) that the course fulfills.
_______ Name(s) of instructor(s)
_______ Office hours
_______ Phone numbers
_______ Section number
_______ Student code of conduct
_______ Student learning outcomes
_______ Students with disabilities policy
_______ Syllabus change policy
_______ Tentative course calendar or schedule

Updated: Aug-12