*Course Designator and Title: (e.g., EDUC 110, Teachers, Schools and Society)
*Section Number:
*Credit Hours:
Semester:
Times and Days:
*Instructor:
*Office:
*Office Telephone:
*E-Mail:
*Office hours:
Appointments: If appropriate, include your policy on appointments.

Course Description: Include the catalog description here.

Expanded Description: The instructor may provide a more detailed description of the course, if desired.

Prerequisite or Co-requisite courses: List required prerequisite and co-requisite courses.

*Course Goals: List the major goals of the course.

*Assessment of Learning Outcomes and Standards: Complete the table below.
The Learning Outcomes in the first column are measurable activities (e.g., objectives) linked to the course goals. In the second column, list the standards from your professional organization that apply to each Learning Outcome. All educator preparation programs must reference the appropriate Conceptual Framework as well. Undergraduate and MAT programs reference the Themes (e.g., Human Development) from their Conceptual Frameworks. Advanced preparation programs reference the learning outcomes from the Advanced Conceptual Framework. Student Performance Assessment refers to the assessment of the outcome (e.g., test, research paper).

<table>
<thead>
<tr>
<th>*Learning Outcomes (Objectives)</th>
<th>*Standards and/or Conceptual Framework Organizing Concept/Theme</th>
<th>*Student Performance Assessments</th>
</tr>
</thead>
</table>

Teaching Methods: The instructor may wish to describe teaching methods used in the course; e.g., lecture, cooperative learning, small group discussions, etc.

*Course Requirements

*Required and Optional Texts: List required and recommended texts.

*Reading list: List required and recommended readings.

Assignments: Describe the major assignments in the class and requirements for those assignments.
*Grading System: The instructor should provide details on criteria used for grading assignments and assignment of the course grade, including the plus/minus grading policy.

*Class Attendance Policy: Discuss the policies on class attendance and how students should report attendance problems. Class participation requirements can be addressed here.

*Students with Disabilities Policy: Include the policy for students with disabilities. (Sent annually from the Office of Health and Counseling Services).

*Final Exam Date and Time:

*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 Student Handbook online (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf). Note: More explicit policies relative to a specific discipline/college also may be posted in a syllabus.

*Syllabus Change Policy: Suggested language: This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

*500 Level Course Requirements: A course that students may take for undergraduate or graduate credit must indicate the specific course requirements for graduate students that address the advanced nature of the 500 level course.

*Tentative Course Calendar: Include course meeting dates, assignments, assessments, and topics.

*Indicates mandatory SACS requirement. This item must be addressed in the syllabus.