College of Visual and Performing Arts
Syllabus Policy (6/13/18)

(All courses must include the minimum information listed below. Individuals may choose to provide additional information as needed.)

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.”

A syllabus must be distributed to students in all courses in either hard copy or electronic version. An electronic copy also must be forwarded to the department chair by the end of the first two weeks of a semester. The chair will then notify the author of non-compliant issues and that the syllabus must be resubmitted after the changes have been made.

Faculty must forward electronic copies to their Department Chairs by:
- Friday, August 31, 2018 (Fall 2018 semester)
- Friday, January 18, 2019 (Spring 2019 semester)
- the Wednesday following the 1st day of class (Summer Sessions 2019)

Department Chairs must forward the electronic copies to the CVPA Dean’s Office by:
- Friday, September 7, 2018 (Fall Semester 2018)
- Friday, January 25, 2019 (Spring Semester 2019)
- the Friday following the 1st day of class (Summer Sessions 2019)

Online Learning: Syllabi for online learning courses must also include the following:
1. Statement concerning course: management: “Students who are enrolled in online courses are entitled to the campus resources made available to on-campus students. These resources include admissions counseling and health services, library, student services, and recreational facilities. Questions regarding access to these resources should be directed to the assigned academic advisor.”
2. Information regarding any mandatory on-campus meetings, field trips, or specialized library or laboratory work expected of the student in the course.

Procedures: All courses must include the minimum information listed below. Individuals, colleges, or departments may choose to require additional information as needed.

Content Requirements
All syllabi, regardless of format, are required to include:
- **Semester and year** (for example, Fall Semester 2018)
- **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, Winthrop e-mail address, and phone numbers
Course Goals: Courses required in a major should align with the programs goals in that major and include an applicable University Level Competency (ULC). Courses that are a part of the General Education/Touchstone Program must include pertinent ULCs. Other courses also should include ULCs if applicable.

Global Learning Initiative (GLI): If the course includes at least one global learning component, the syllabus should state, "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's Program's Global Perspectives requirement may simply state, "This course participates in the Global Learning Initiative by its very nature."

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…” When writing outcomes, it is helpful to use verbs that are measurable or that describe an observable action. Such verbs help faculty (and students) avoid misinterpretation. The best outcomes will include a description of the conditions (“when given x, you will be able to…”) and the acceptable performance level. It is important 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.

Student Performance Assessment 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 digital photography course, such items might include an assignment that utilizes blur techniques to create motion for hard/soft line effect.
In an applied music class, such items might include a proficiency exam that includes sight reading appropriate literature, performing a prepared piano repertoire and all major and minor scales, keyboard chord patterns in major and minor keys.
Activities that measure student proficiency (tests, quizzes, presentations, essays, etc.) should be linked to the specific learning outcomes that are included on the syllabus.

Course Requirements - Including 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
Include a statement which indicates that the syllabus is a guide for the course and is subject to change with advance notice.
Students with Disabilities/Need of Accommodations for Access
Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu, as early as possible to discuss your concerns.

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 (www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf - p. 61). More explicit policies relative to a specific discipline/college also may be posted in a syllabus.

General Education Courses
Courses that are part of the General Education/Touchstone Program must include the pertinent ULCs.

“Piggy-Backed” Classes
Courses that are cross-listed but offered at the same time and day and include students of varying levels of expertise. These courses must have separate and distinct syllabi that distinguish between the learning outcomes and requirements for each level of student enrolled in the class.

500-Level Courses
A 500-level course that may be taken for undergraduate or graduate credit must indicate the specific course requirements that address the advanced nature of the course and the advanced requirements for graduate students. Instructors must file separate syllabi for undergraduate and graduate courses that are cross-listed.

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2. Information regarding any mandatory on-campus meetings, field trips, or specialized library or laboratory work expected of the student in the course.

Recommended Information
Colleges and departments may have additional syllabi requirements. The following information is recommended:
- course catalog description
- prerequisites
- classroom where the course is held
- discussion of teaching methods and instructor expectations
- important academic dates, such as drop and add, withdrawal, S/U status

Winthrop University Syllabus Policy
apps.winthrop.edu/policyrepository/Policy/FullPolicy?PID=220