USCB Syllabus Guidelines for Courses and Curriculum Committee

Syllabi submitted as part of a course proposal packet to C3 should include the required information described in the most current version of the “USCB Syllabus Guidelines.” For your convenience, these requirements are listed below, as a checklist.

All USCB syllabi must have the following required information:

☐ Course Number
☐ Course Name
☐ Term/Year
☐ Instructor’s Name and Contact Information:
  o include office &/or home phone as well as email address & office location
☐ Office Hours:
  o full-time faculty should have at least six hours
  o part-time should indicate when available; include “and by appointment”
☐ Required Materials / Texts:
  o Title, edition, author(s), ISBN #, retail price, etc.
☐ Prerequisites: (copy from undergraduate bulletin)
☐ Course Description: (copy from undergraduate bulletin)
☐ Course Objectives:
  o Purpose of course and what will be covered.
  o Courses that have multiple sections need to share common objectives. (See examples below)
☐ Student Learning Outcomes:
  o This will be clear if you begin with:
    ▪ “Students who complete this course with a grade of “C” or better should be able to do the following:” then list phrases beginning with action verbs that can be assessed by the instructor (solve, describe, discuss, make, formulate, compare, analyze, etc.).
  o Courses that have multiple sections need to share common outcomes. Contact the Dept. Chair for questions. See examples below.
  o Course Objectives and Student Learning Outcomes are separate and distinct from one another.
☐ Participation / Attendance: you may want to include the USC policy or make one less stringent.
  o “University Policy: “Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences” (USCB Bulletin).
☐ Grading Policies:
  o 1) a listing of what will be graded and how much each “counts”
  o 2) what scores will produce what grades
☐ Course Outline:
  o Generally, this is a planned schedule of course activities by date. Include reading as well as homework assignments, papers, exams, presentations, reports, labs, etc.
☐ Policy on Academic Integrity:
  o The Student Handbook, lists academic regulations relating to the honor system; reference to this will put students on notice of repercussions of code violations, also include.
    ▪ “USCB Plagiarism Policy: Plagiarism, even a first offense, will result in a failing grade for the course. For more information on campus policies see the USCB Bulletin. For more information on plagiarism, see: http://www.sc.edu/beaufort/library/pages/liblink/plagiarism.shtml
☐ At the request of the EVCAA, all syllabi must contain the following statements:

Disability Services: Students who have a documented disability or suspect they might, and have not yet received accommodations from USCB Disability Services, should schedule an appointment to discuss their needs. Email disability@uscb.edu or call 843-208-8379.

Counseling Services: USCB offers cost-free counseling to all enrolled students. Licensed therapists are here to help you address any issue that is causing you academic or other life stress. Email counseling@uscb.edu or call 843-208-8379.

Inclement Weather: In case of inclement weather or other extreme circumstances, all announcements about USCB openings or closings will be communicated officially through the University’s main web page www.uscb.edu. Check Blackboard for individual course changes due to official delays.
GUIDELINES AND EXAMPLES FOR WRITING COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES FOR COURSE SYLLABI (REQUIRED ITEMS #9 AND #10)

Courses that have multiple sections need to share common course objectives and student learning outcomes. Contact the Department Chair for questions.

Course Objectives: Write course objectives so students understand what they are expected to learn and be able to do at the conclusion of this course. The course objectives should answer these questions: What is the purpose of the course? What are the goals for the course? What will be covered and what can the student expect to learn in this class?

Examples:

Example 1: English 101 is designed to help you become a careful reader, an analytical thinker, and a more effective writer. You will learn how to generate ideas for essays, analyze audiences, create thesis statements, frame and construct arguments, revise and edit drafts, and compile and cite reference sources.

Example 2: In this class, we will be comparing a variety of ancient societies (in the Near East, India, China and those of the Americas) to each other and to our own. We will also consider points of interaction and conflict between these societies.

Example 3: This course is designed to provide a balanced presentation of the basic principles of biology. This will include a survey of the structure and function of the major classes of biologically relevant macromolecules, the structural and functional organization of the cell and its genome and the fundamental concepts of energetic and metabolisms, including photosynthesis and respiration. The course will also cover the process and molecular basis of cell division, reproduction and inheritance and the fundamental concepts of natural selection, evolution and adaptation.

Student Learning Outcomes: SLOs are specific student performance/behaviors that demonstrate student learning and skill development. Describe the specific skills, knowledge, values and/or attitudes students should be able to exhibit when they have completed the course.

Phrased as: "Students who complete this course with a grade of "C" or better should be able to do the following:”, then list phrases beginning with action verbs that can be assessed by the instructor (solve, describe, discuss, make, formulate, compare, analyze, identify, etc.).

Examples:

Example 1: Students who complete this course with a grade of "C" or better should be able to describe how populations evolve.

Example 2: Students who complete this course with a grade of "C" or better should be able to
- Read texts with understanding, critical awareness, and an appreciation for style and structure appropriate to purpose, audience, thesis, and disciplinary field.
- Analyze, evaluate, and construct arguments.
- Formulate a clear thesis.
- Organize a paper using logic appropriate to your purpose.
- Structure a paragraph to give it a clear sense of unity, purpose, and coherence.
- Use topic sentences to unify paragraphs and keep a thesis in focus throughout the essay.