

College of Visual and Performing Arts Syllabus Policy (5/13/21)
(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, as well as posted on Blackboard. 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 instructor any non-compliant issues and the syllabus must be resubmitted after the changes have been made.

Faculty must forward electronic copies to their Department Chairs by:

- the Friday following the 1st day of class (Fall and Spring semesters)
- the Wednesday following the 1st day of class (Summer Sessions)

Department Chairs must forward the electronic copies to the CVPA Dean’s Office by:

- the 2nd Friday following the 1st day of class (Fall and Spring semesters)
- the Friday following the 1st day of class (Summer Sessions)

Procedures: All courses must include the minimum information listed below. 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 2021*)
- Course designator and number, section number, and course title
- Course catalog description; prerequisites if any
- Location of class meeting
- 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: Course goals are what you expect students to gain from taking the course. Collectively, course goals support the program goals. Courses required in a major shall have specific course goals that are part of the record on file for the course, developed and agreed upon by faculty, and aligned with the program goals in that major. Where applicable, please include applicable University Level Competencies (ULC). Courses that are a part of the General Education program must include pertinent ULC’s. (Please refer to the chair of the department if you are unclear what the course goals are for the course.)

Student Learning Outcomes (SLO's)

SLO's for a particular course, and notated on each syllabus, are the specific and measurable skills, knowledge, and attitudes that students should be able to do or to demonstrate as a result of the course. SLO's are precise statements about observable, measurable evidence that the course goals have been achieved. They usually describe the specific knowledge and skills that students will be able to demonstrate upon completion of the course. The student learning outcomes will serve as the basis for grading and assessment.

Examples of how to write SLO's:

- Students will be able to distinguish between ... and ...
- Students will be able to analyze ...
- Students will be able to apply ...
- Students will be able to <perform a skill> ...

Student Performance Assessment Measures - These are the activities and assignments that are used to evaluate students' achievement of the student learning outcomes and include such things as critiques, tests, performances, research assignments, papers, oral presentations, etc.

Course Requirements, including required and optional texts, field trips, safety procedures, etc.

Grading System, including plus and minus grade policy

Attendance Policy

Students are expected to attend classes and should understand that they are responsible for the academic consequences of absence. The student is responsible for all requirements of the course regardless of absences. Students are expected to make every effort to attend class and departmental activities and events.

Unexcused absences may affect the final grade at the discretion of the instructor—three unexcused absences may result in course failure for classes that meet two or three times per week, and two unexcused absences may result in course failure for classes that meet once per week. Attending class without the materials necessary to execute the work, or not participating (sitting out), may count as an absence. Arriving more than 10 minutes late or leaving class early may result in being marked absent at the discretion of the instructor. Departments may establish different attendance requirements for courses within these limitations. The following policy will be in effect unless the instructor specifies otherwise: if a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the previous section, a grade of F or U shall be assigned.

Excused absences: Instructors are obligated to provide makeup opportunities only for students who are absent with adequate cause such as incapacitating illness, death of an immediate family member, observance of religious holidays, or authorized representation of the university. The student is responsible for providing documentation certifying the legitimacy of the absence to his or her instructor in advance of such absences. In health-related or family emergency cases where advance notice is not possible, documentation should be provided to the instructor no later than the date the

student returns to class. Attendance at a counseling/medical appointment is not by itself a justifiable reason for class absence. If the instructor denies the adequacy of cause, then the student can appeal the denial to the Provost/Vice President for Academic Affairs, who will judge the adequacy of cause, and if found to be adequate, will require the instructor to provide a make-up opportunity. Students who have an unforeseen emergency such as family death, inpatient hospitalization, or other unexpected event that will prevent them from attending several class meetings should consult with an academic advisor to discuss the withdrawal and medical withdrawal criteria and process.

Tentative Course Calendar or Schedule, including final exam date

Syllabus Change Policy

Include a statement which indicates that the syllabus is a guide for the course and is subject to change.

Accessibility

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner. OA contact information: accessibility@winthrop.edu; 803-323-3290; 307 Bancroft Hall Annex.

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. More explicit policies relative to a specific discipline/college also may be posted in the syllabus.

Confidentiality of Course Discussion Statement

With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., and the use of social media, it is essential to be mindful of the following policies and considerations:

- Faculty and students need a safe space in which to discuss topics that can be difficult due to differing experiences and points of view. Students and faculty must agree that course discussions in any format are safe from the fear of being posted or shared with individuals outside of the course section.
- No recordings of any format (audio and/or video) may be captured without direct permission from the instructor.
- Recordings, even those approved by the instructor, may not be posted to any internet hosted location, copied/duplicated, or shared with others.
- Any approved recording is to be used as a learning resource only by the students in the specific section.
- At the end of the semester, any and all personal copies of recordings must be destroyed (deleted and removed from trash) from either university-provided storage resources or student-owned storage devices.
- Faculty should notify students prior to recording any in person or online class sessions, and allow students to disable video feed if desired.

Diversity, Equity, and Inclusion

The College of Visual and Performing Arts is committed to providing a learning environment that is inclusive and respectful of diverse communities. As creators, we have the power to raise awareness, create meaningful change, and impact social justice—empowering students to become informed, responsible citizens. We are dedicated to being a community of creatives who promote and advance students independent of gender identity, race, ethnicity, national origin, religious affiliation, sexual orientation, socioeconomic background, political beliefs, age, and other social identities and life experiences. The ArtsWinthrop community encourages and appreciates expressions of different ideas, opinions, and beliefs. Listening to and respecting individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and creative learning community, where we take responsibility for our actions and treat everyone with dignity.

Stacked Classes

Courses that are cross-listed but offered at the same time and day and include students of varying levels of expertise are considered stacked. 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.

Online Learning: Syllabi for online learning courses must also include the following 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.” Information regarding any mandatory on-campus meetings, field trips, or specialized library or laboratory work expected of the student in the course.

Winthrop University Syllabus Policy

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