

**\*INDEV Committee Member Possible Ratings:**

- The proposal **Meets Entirely** if the standard is met with no changes needed.
- The proposal **Meets with Suggested Edits** if minor changes are needed to meet the standard.
- The proposal **Does Not Meet** if major edits are needed or no information is provided pertaining to the standard.

If a rating of **Meets Entirely or Meets with Suggested Edits** is earned, comments are provided through the APPS and faculty need **NOT** attend the INDEV meeting. Therefore, the proposal can be approved online completely or after simple edits are made by the College Rep. or faculty member. Proposals earning a rating of **Does Not Meet** require discussion and the faculty member **IS REQUESTED** to attend the INDEV meeting to discuss necessary edits.

Faculty/instructors are encouraged to work with the **Center for Teaching Excellence** to ensure all course materials are accessible for students with disabilities. A syllabus template for online courses is provided at [https://sc.edu/about/offices\\_and\\_divisions/cte/teaching\\_resources/syllabus\\_templates/index.php](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php)

Common reasons proposals are returned from the Curricula and Courses Committee are available at [https://sc.edu/about/offices\\_and\\_divisions/provost/planning/academicprograms/courses/curriculandcoursestips.pdf](https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/courses/curriculandcoursestips.pdf)

*\* To expedite the review process, faculty/instructors are encouraged to provide syllabus components in the order shown below.*

<b>Syllabus Components</b>	<b>Examples</b> <b>(NOTE: These are examples. All syllabi may not need this exact wording.)</b>
1. Course designator, number and title, and Carolina Core designation (if applicable)	AFAM 201 – Introduction to African American Studies: Social and Historical Foundations GSS – Global Citizenship and Multicultural Understanding – Social Sciences or appropriate designation
2. Academic bulletin description	ACCT 225 – Introduction to Financial Accounting User-oriented approach to the study of financial accounting and reporting topics related to business decisions.
3. Prerequisite(s). If there is no prerequisite, note that no prerequisite is required.	Prerequisite: ENGL 101 or Prerequisite: None
4. a) List of learning outcomes which are measurable and stated as observable learner behaviors using action verbs; (NOTE: Learning outcomes for Carolina Core courses may not be changed through this committee)	a) The students <b>will (or will be able to)</b> : 1) explain three examples of professional etiquette in communication; 2) articulate two strategies for facilitating effective group process using the Social Change Model of Leadership; 3) calculate . . . 4) evaluate . . .  <i>*See Revised Bloom's Taxonomy Action Verbs:</i> <a href="http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf">http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf</a>

<p>b) For 500-600 level courses: InDev suggests adding at least one learning outcome for graduate credit which must be connected to the additional work product.</p>	<p>b) Graduate students will be able to:  *5) Analyze appropriate literature to develop a literature review based on a provided topic.  *This learning outcome connects directly to the Literature Review Assignment all graduate students must complete for full graduate credit.</p>
<p><b>5. Recommended only for 500-600 level courses:</b> At least one additional learning outcome for graduate credit which must be connected to the additional work product (see #9 below)</p>	<p>Graduate students will be able to:  *5) Analyze appropriate literature to develop a literature review based on a provided topic.  *This learning outcome connects directly to the Literature Review Assignment all graduate students must complete for full graduate credit.</p>
<p>5. Statement verifying learning outcomes are equivalent to those of a face-to-face (F2F) version of the course</p>	<p>All learning outcomes in this Distributed Learning course are equivalent to face-to-face (F2F) version of this course.</p>
<p>6. A citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies.   Note: Syllabi should include information about any special software or other products that are required for the course.</p>	<p>A. Smith, A., &amp; Zendel, R. F. (2015). <i>Principles of Extensive Learning Environments</i>. National Geographic. ISBN: 0-382-283823   B. Jackson, B. C. (2016). Extensive learning in today's educational arena. <i>Journal of Learning and Educational Excellence</i>, 6(2), 283-299.   C. <u>Required textbook or e-book</u>: Basic Business Statistics, (14th Edition), Berenson M.L., Levine, D.M., and Szabat, K.A., Pearson Education, Inc. <u>Required resource</u>: Registration for Pearson MyStatLab online learning platform.   All readings/materials comply with copyright/fair use policies.</p>
<p>7.  a) Overview of how the course will be conducted; and  b) Communication/feedback turnaround time on discussion board postings, emails, assignments, etc.</p>	<p>a) This course is an asynchronous online course. Students will work at different times from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time. The Project Alert software must be utilized for the projects in this class. All students must download if from the publisher's website at <a href="https://project.alert.software/download.html">https://project.alert.software/download.html</a>   b) All discussion board posts and emails will be responded to within 24 hours. Feedback will be provided on all assignments within 48 hours.</p>
<p>8.  a) Specific technologies/software/programs to be used in the course; and</p>	<p>a) Online lectures will be provided through Adobe Connect Professional. Therefore, students must have access to the Internet to view/hear lectures. No special software is required. Students will also submit all assignments and take all quizzes/tests through Blackboard.</p>

<p>b) Minimal student technical requirements/skills.</p> <p><b>Note:</b> Syllabi should include information about test proctoring services that are required for the course.</p>	<p>b) Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have include the ability to:</p> <ul style="list-style-type: none"> <li>• organize and save electronic files,</li> <li>• use email and attached files,</li> <li>• check email and Blackboard daily, and</li> <li>• download and upload documents.</li> </ul> <p>If you have tech-related questions or need help with the software, please contact the Division of Information technology (DoIT) at <a href="https://www.uts.sc.edu/support/servicedesk.shtml">https://www.uts.sc.edu/support/servicedesk.shtml</a>/<a href="https://sc.edu/about/offices_and_divisions/division_of_information_technology/index.php">https://sc.edu/about/offices_and_divisions/division_of_information_technology/index.php</a></p> <p>c) [If applicable] The secure online proctoring service, ProctorU, lets you schedule exam times and locations that fit your schedule. ProctorU verifies your identity and records your testing session. Each testing session is reviewed by a certified proctor to ensure integrity. You will be required to pay an \$8-14 fee for online proctoring, depending on the length of the exam, directly to ProctorU. You must also have access to a computer with a webcam and reliable Internet connection to use ProctorU.</p>
<p>9.</p> <p>a) Full description and number of major assignments and course activities which correspond to the course learning outcomes and grading policy,</p> <p>b) Rubric information;</p> <p>c) How tests/quizzes are secured (if applicable);</p> <p><b>d) Required only for 500-600 level courses:</b> At least one additional, distinct assignment must be required of graduate students. <b>The additional task must account for at least one letter grade. That is, if the additional task is not completed, the student must not be able to earn an "A" in the course.</b></p>	<p>a) Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thursday by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m. A full discussion board rubric is provided in Blackboard.</p> <p>Five quizzes will be assigned. Each quiz will be based on book chapters and will consist of True/False &amp; Multiple Choice questions. Quizzes will be automatically evaluated. Quiz questions/answers are randomly displayed and drawn from substantial test banks. Students will have 3 opportunities to complete quizzes to achieve a higher score. The highest score will be recorded.</p> <p>Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters &amp; Project Alert software will be utilized to complete the projects. Students may only complete each hands-on project one time.</p> <p>b) Complete rubrics will be provided in Blackboard.</p> <p>c) The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive. Exam questions/answers are randomly displayed and drawn from substantial test banks. All online quizzes and tests are secured in Blackboard with a password.</p>

	<p>d) Additional graduate student assignment: Graduate students will analyze the current literature and develop a 3-5 page literature review on a topic provided by the professor. This literature review must be word processed in 12 point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric is provided in Blackboard.</p>																								
<p>10. a) Grading policy which is clearly stated and includes grading scale, weights of each graded assignment, and explanation of how grades (A-F) will be assigned; and b) If course is offered with a Pass/Fail option, how those grades are determined.</p>	<p>Evaluation Information for Undergraduate Students:</p> <table border="0"> <tr> <td>Discussion Board (10 @ 10 points each)</td> <td>100 points</td> </tr> <tr> <td>Quizzes (5 @ 20 points each)</td> <td>100 points</td> </tr> <tr> <td>Analysis Paper (1 @ 150 points)</td> <td>150 points</td> </tr> <tr> <td>Hands-on Project (1 @ 400 points)</td> <td>400 points</td> </tr> <tr> <td>Final Exam (1 @ 250 points)</td> <td>250 points</td> </tr> <tr> <td style="text-align: right;">Total Points</td> <td>1000 points</td> </tr> </table> <p>90-100% = 900 – 1000 points = A  80-89% = 800 – 899 points = B  70-79% = 700 – 799 points = C  60-69% = 600 – 699 points = D  Below 60% = 0 – 599 points = F</p> <p>b) Students enrolled in this course under a Pass/Fail option must achieve at least 700 points) in order to earn a "Pass" designation.</p>	Discussion Board (10 @ 10 points each)	100 points	Quizzes (5 @ 20 points each)	100 points	Analysis Paper (1 @ 150 points)	150 points	Hands-on Project (1 @ 400 points)	400 points	Final Exam (1 @ 250 points)	250 points	Total Points	1000 points												
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<p>11. <b>Required only for 500-600 level courses:</b> Different requirements for undergraduate versus graduate credit clearly identified in two distinct grading scales.</p>	<p>Evaluation Information for Undergraduate Students:</p> <table border="0"> <tr> <td>Discussion Board</td> <td>20%</td> <td>90-100% = A</td> </tr> <tr> <td>Quizzes</td> <td>25%</td> <td>85-89% = B</td> </tr> <tr> <td>Hand-on Projects</td> <td>30%</td> <td>75-84% = C</td> </tr> <tr> <td>Final Exam</td> <td>25%</td> <td>65-74% = D</td> </tr> <tr> <td></td> <td></td> <td>Below 65% = F</td> </tr> </table> <p>Evaluation Information for Graduate Students:</p> <p>Graduate level students will complete an additional research project (described previously with other major assignments) resulting in a comprehensive presentation based on a well-developed literature review. The grading scale for graduate level students differs from the undergraduate grading scale and is as follows:</p> <table border="0"> <tr> <td>Discussion Board</td> <td>20%</td> <td>90-100% = A</td> </tr> <tr> <td>Quizzes</td> <td>10%</td> <td>85-89% = B</td> </tr> <tr> <td>Hand-on Projects</td> <td>30%</td> <td>75-84% = C</td> </tr> </table>	Discussion Board	20%	90-100% = A	Quizzes	25%	85-89% = B	Hand-on Projects	30%	75-84% = C	Final Exam	25%	65-74% = D			Below 65% = F	Discussion Board	20%	90-100% = A	Quizzes	10%	85-89% = B	Hand-on Projects	30%	75-84% = C
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	<p>Research Project      20%      65-74% = D  Final Exam              20%      Below 65% = F</p>
12. Statement that identifies provisions and resources for students with disabilities	<p>Students with disabilities should contact the Student Disability Resource Center. The contact information is below:  1523 Greene Street, LeConte Room 112A  Columbia, SC 29208  Phone: 803.777.6142    Fax: 803.777.6741  Email: <a href="mailto:sasds@mailbox.sc.edu">sasds@mailbox.sc.edu</a>  Web: <a href="https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php">https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php</a></p> <p>These services provide assistance with accessibility and other issues to help those with disabilities be more successful. Additionally, students with should review the information on the Disabilities Services website and communicate with the professor during the first week of class. Other academic support resources may help students be more successful in the course as well.  Library Services (<a href="http://www.sc.edu/study/libraries_and_collections">http://www.sc.edu/study/libraries_and_collections</a>)  Writing Center (<a href="http://www.cas.sc.edu/write">http://www.cas.sc.edu/write</a>)  Carolina Tech Zone (<a href="http://www.sc.edu/technology/techstudents.html">http://www.sc.edu/technology/techstudents.html</a>)</p>
13. Statement with the university's academic integrity policy and consequences for violating the policy	<p>All students must review the Office of Academic Integrity sanctions. <b>This information may be found at</b> <a href="https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/hearings/hearing_outcomes/honor_code_sanctions/index.php">https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/hearings/hearing_outcomes/honor_code_sanctions/index.php</a> One or more of the following sanctions may be imposed for Academic Integrity violations: 1) Expulsion from the University; 2) Suspension from the University for a period of no less than one semester; and/or Probation. A combination of the above sanctions may be implemented. It should be noted that submitting someone else's work is cheating and against the Carolina Code. Cheating, or any other Academic Integrity violations, will result in <b>failure of the course for all involved parties</b>. All parties will also be referred to the Office of Academic Integrity for additional retribution. Contact Information: Byrnes 201, 803.777.4333, <a href="https://www.sa.sc.edu/academicintegrity">https://www.sa.sc.edu/academicintegrity</a></p>
14. A module-by-module (or unit by unit) schedule for course topics and activities that demonstrates students will be expected to expend approximately the same amount of total time and effort per credit hour as they would in a traditional face-to-face version of the course.  <b>NOTE:</b> The University of South Carolina requires that for a traditional, face-to-face	<p>NOTE: The module-by-module schedule is best displayed in table format.</p> <p>Module 1: Start Here! Introduction Module</p> <ul style="list-style-type: none"> <li>● Discussion Board Introduction</li> <li>● Blackboard Orientation Quiz</li> <li>● Syllabus Quiz</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively</p> <ul style="list-style-type: none"> <li>● Chapter 1 Video Overview</li> <li>● End of Chapter Review Questions</li> <li>● Discussion Board Postings</li> </ul>

<p>course, students experience at least <u>700 minutes (14 hours)</u> (of 50 minutes each) of classroom instruction with the expectation of twice that amount and (at least 28 hours) of supplementary academic work outside the classroom per each credit hour. Courses offered through non-traditional forms of delivery must demonstrate equivalent expectations for student achievement and incorporate an equivalent amount of work.</p>	<p>Etc- SAMPLE:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(Dates) <b>Module 1: Start Here! Introduction Module</b></p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Post to and Read Discussion Board Self-Introductions</li> <li>• Complete Blackboard Orientation Quiz</li> <li>• Complete Syllabus Quiz</li> <li>• Watch Module 1 Part 1 Video</li> <li>• Watch Module 1 Part 2 Video</li> <li>• Watch Module 1 Part 3 Video</li> <li>• Watch Module 1 Part 4 Video</li> <li>• Watch Module 1 Part 5 Video</li> <li>• Read "Start Here" section</li> <li>• Read Ch. 1 and Article #1 . . .</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p>(Dates) <b>Module 2: Communicating Effectively</b></p> <ul style="list-style-type: none"> <li>• Watch Module 2 Part 1 Video</li> <li>• Watch Module 2 Part 2 Video</li> <li>• Watch Module 2 Part 3 Video</li> <li>• Watch Module 2 Part 4 Video</li> <li>• Complete Video Summary Questions</li> <li>• Post "Industry update" video</li> <li>• Discuss Group Project Topic, Assignment #1 (Group Work)</li> <li>• Read Ch. 2 and website (URL)</li> <li>• Study for Quiz #1</li> <li>• Submit Assignment #1 Group Project Topic</li> <li>• Take Quiz #1 . . .</li> </ul> </div> <p>Module 3 . . .</p> <p><b>NOTE:</b> You are not required to tabulate the number of minutes a student would expend on each assigned task. However, for approval purposes, all proposals must reflect continuous and ongoing instructional time similar to that of a traditional F2F course. Similarly, best practices in online and blended course design call for planning all activities you would like for a student to complete, whether equivalent to "in-class" or "out-of-class" work. A CTE Instructional Designer can help you in planning your course. Planning fully now will save you time later when you build the course in Blackboard.</p>
<p>16. <del>Required only for courses that are fully or primarily asynchronous.</del> Course schedule includes a tally showing</p>	<p>NOTE: This information may be included in the module by module schedule and is best displayed in table format. Learning Minutes (LM)</p>

**Commented [HT1]:** I made this edit because ACAF 2.03 refers to 700 minutes not 14 hours (700 minutes = 14 hours but I wanted to be more consistent with ACAF policy)

<p>the total number of student “learning minutes” per activity within each module/unit, showing a total minimum of 2100 “learning minutes per credit hour (6300 learning minutes for a 3-credit hour course).</p>	<p>Module 1: Start Here! Introduction Module</p> <ul style="list-style-type: none"> <li>● Discussion Board Introduction (30 LM)</li> <li>● Blackboard Orientation Quiz (30 LM)</li> <li>● Syllabus Quiz (20 LM)</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively</p> <ul style="list-style-type: none"> <li>● Chapter 1 Reading (60 LM)</li> <li>● Chapter 1 Video Overview (25 LM)</li> <li>● Video Questions (25 LM)</li> <li>● End of Chapter Review Questions (15 LM)</li> </ul> <p>Etc. _____</p> <p style="text-align: right;">TOTAL: 6435 LM <b>excluding</b> final exam</p> <p>● <b>NOTE: The final exam period may not count as “learning minutes.”</b> The tally of minutes is based on the time it would take an average student to complete the activity and tally of minutes is provided for committee review purposes only and <b>does not</b> need to be provided to students in the final syllabus.</p>
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Additional APPS Components	Examples (NOTE: These are examples. All proposals may not need this exact wording.)
<p>17. <del>Required only for courses that are fully or primarily synchronous.</del> Course schedule includes a tally showing a total of 700 synchronous “student to instructor contact minutes” per credit hour (2100 minutes for a 3-credit hour course).</p>	<p>NOTE: This information may be included in the module by module schedule and is best displayed in table format. *Student to Instructor Contact Minutes (S2I CM)</p> <p>Module 1: Start Here! Introduction Module</p> <ul style="list-style-type: none"> <li>● Disc. Board Intro w/ Instructor Responses (S2I 45 CM)</li> <li>● Synchronous Class Meeting (S2I 60 CM)</li> </ul> <p>Module 2: Chapter 1: Communicating Effectively</p> <ul style="list-style-type: none"> <li>● Chapter 1 Video Overview (S2I 25 CM)</li> <li>● Discussion Board Postings (S2I 30 LM)</li> <li>● Synchronous Class Meeting (S2I 60 CM)</li> </ul> <p>Etc. _____</p> <p style="text-align: right;">TOTAL: 2185 S2I CM</p> <p><b>NOTE: The tally of minutes is based on the time it would take an average student to complete the activity and tally of minutes is provided for committee review purposes only and <b>does not</b> need to be provided to students in the final syllabus.</b></p>
<p>15. A “Justification for Distributed Delivery Offering” statement briefly explains the</p>	<p><del>The professor will work with a Center for Teaching Excellence instructional designer to ensure course components are ADA compliant.</del> This course is of high interest to students as a general elective and is a pre-requisite for a higher-level departmental course. The department is currently unable to teach</p>

<p>benefits of developing a Distributed Learning version of this course</p> <p>NOTE: This component does not have to be included in the syllabus, but must be included in the APPS proposal.</p>	<p>enough face-to-face sections to meet the course demand. Providing the course online will allow the department to offer larger sections, not be bound by physical classroom space, and allow more students to complete the course. The course materials incorporate basic accessibility features, provide for appropriate learning activities and allow for appropriate interaction.</p>
<p>16. An "Identification of Provisions for Student-to-Instructor (S2I), Student-to-Student (S2S), and Student-to-Content (S2C) Interactions" briefly explains how each type of interaction has been appropriately incorporated within the course.</p> <p>NOTE: This component does not have to be included in the syllabus, but must be included in the APPS proposal.</p>	<p>Student-to-Instructor (S2I) Interaction: Students listen/view lectures online via voice-over PowerPoint presentations and interact with the professor through discussion boards. The professor will post weekly prompts and post comments to students' postings. The professor will post weekly announcements, provide individual feedback to students, and hold online office hours with Adobe Connect.</p> <p>Students-to-Student (S2S) Interaction: Students will engage in discussions through the discussion board and will interact through a team project.</p> <p>Student-to-Content (S2C) Interaction: Students will engage with course content by completing reading assignments; listening/reviewing PowerPoint presentations; writing discussion board postings; and completing homework assignments.</p>