

PREPARING YOUR COURSE SYLLABUS

Electronic Course Syllabus Review/Approval Process

All YTC course syllabi for credit courses will be posted to the website after an electronic review/approval process. The *Electronic Course Syllabus Review/Approval Process* form can be downloaded and saved on your computer. You can find pertinent information on the Instructional Development web page or in your Outlook Folder List. Click on:

- Public Folders
- All Public Folders
- Shared files
- Forms
- Syllabi
- Approval form

Each time you develop or revise a syllabus, complete this form and forward it along with your syllabus to your department manager. The department manager will follow the forwarding sequence as outlined on the approval process form. If at any time there are questions or corrections, the syllabus and form will be sent back to the preceding person in the routing sequence.

During the review/approval process, the document is scrutinized both from the viewpoint of a student and an editor. For example:

Student's viewpoint:

1. Are the evaluation/grading criteria easy to understand?
2. Are the competencies clearly written?
3. Are the minimal standards for success in the course clear?

Editor's viewpoint:

1. Are all the required components on the course syllabus?
2. Is the syllabus in module format? How is the course content divided?
3. Is the format consistent both within the syllabus itself and with others in the department/division? Does the information in the syllabus contradict information in another part of the syllabus?
4. Are there typos or grammatical/punctuation errors?
5. Do the course description, prerequisites and co-requisites match those in the college catalog?
6. Does the course description match the description in the South Carolina Catalog of Approved Courses (CAC)?
7. Are the lecture/lab hours accurate?
8. Are the grading scale and evaluation methods accurate and appropriate for the course/program?
9. Does the syllabus follow college policy?

All approved syllabi at YTC can be reviewed via the York Technical College webpage at www.yorktech.com/syllabi/.

COMPONENTS OF THE YORK TECHNICAL COLLEGE COURSE SYLLABUS

COURSE INFORMATION

COURSE PREFIX/NO: **AAA 111**
COURSE TITLE: **YORK TECH COURSE**
LEC HRS/WEEK: **#.0**
LAB HRS/WEEK: **#.0**
CREDIT HRS/SEMESTER: **#.0**

The course prefix/number, course title, lecture hours per week, laboratory hours per week, and credit hours per semester should be documented as they appear in the State CAC (State Catalog of Approved Courses), which is published by the State Board for Technical and Comprehensive Education.

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

Key these two lines into your syllabus. Links will be provided to clarify distance learning attendance and Veteran's Administration requirements. A link to the York Technical College Bookstore will be provided so that individuals may check to see what textbook(s) will be required for the course.

COURSE DESCRIPTION

The course description should be as written in the State CAC.

COURSE/MODULE COMPETENCIES

Course competencies indicate what students are expected to be able to do upon completion of the course, and the course competencies should be grouped within modules. Each module in the course syllabus should be named and/or numbered, followed by corresponding competencies. The number of modules in your course should be determined by course content. A typical course may range from three to six modules, but your course may be atypical.

Competencies describe specific performances expected of the learner. Course competencies are based on tasks identified from various sources such as a DACUM panel, Advisory Committees, accreditation agencies, and program graduates. The level of expected learning should be indicated by the choice of verbs in the competency statement. Action verbs indicate the level of competency. Refer to the list of action verbs based on Bloom's taxonomy.

MINIMAL STANDARDS

Minimal standards state the acceptable level of student mastery for competencies. Your course or program may require quality standards, degrees of accuracy, steps to be completed, time standards, safety standards, or other critical indicators.

EVALUATION STRATEGIES/GRADING

The method of computing the student's grade should be indicated. The type of evaluation instruments, such as tests, quizzes, projects, laboratory reports, participation, and attitudes should be addressed. Because York Technical College policy allows the departments to decide whether or not a comprehensive final examination will be given, the examination policy should be stated. Opportunities to validate competencies acquired

through prior learning should be indicated. The overall grading scale should be provided along with the value of evaluation components and/or modules if appropriate. Modules may be weighted differently depending on the scope of each module.

ATTENDANCE

Your course or program may have specific attendance requirements. Include your expectations for attendance, tardiness, missed work, etc. Communicate the College's withdrawal policy. You may also refer students to the *YTC Catalog and Handbook*.

ACADEMIC INTEGRITY

You may state your expectations of academic integrity or refer students to the YTC handbook.

ENTRY-LEVEL SKILLS

Entry-level skills needed for successful completion of the course should be described.

PREREQUISITES

Any prerequisites stated in the college catalog should be recorded.

CO-REQUISITES

Any co-requisites stated in the college catalog should be recorded.

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR)) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.

WHAT SHOULD BE ON MY SYLLABUS ADDENDUM?

An addendum may be used by each instructor for that individual's class section(s). Specific information to be included is at the discretion of individual faculty or departments. A course addendum should accompany the course syllabus, not replace it; it may not contradict information contained in the approved syllabus posted on the college website or any policies outlined in the college catalog/handbook. This list may guide you in creating your own syllabus addendum.

Course Number and Section

Instructor Contact Information

- Name
- Phone number
- Office number
- Office hours/availability
- Other information as necessary

Textbook/Course Materials Information

Evaluation Procedures

- Specific assignments/assessments
- Specific grading policies
- Module/course grade calculation

Technology Implementation

- Online learning management system usage/requirements
- Campus Cruiser usage/requirements
- Other technology integration/requirements

Course Outline/Tentative Schedule

Division/Departmental Standards or Policies

Instructor Policies

- Missed assessments (tests, exams, papers, projects, etc.)
- Communication (instructor availability, e-mail response time, etc.)
- Electronic devices
- Assignment submission
- Student/faculty expectations
- Other policies as necessary

Other Pertinent Information

- Student Support Services (tutoring, study skills, etc.)
- Public Safety phone number – 803-327-8013

ELECTRONIC COURSE SYLLABUS REVIEW/APPROVAL FORM

Review/Approval Process

The course developer(s) should complete Section A, enter name and date for the Course Developer in Section B, and forward *electronic* copies of this form and the course syllabus to the department manager. The remaining approval/routing sequence includes the dean and the instructional developer. Upon final approval, the final syllabus will be posted to the college website.

Section A. Course Information/Components

COURSE INFORMATION		COURSE COMPONENTS	
New Syllabus _____ Revised Syllabus _____ (Complete information in each space below.)		For a new syllabus, all components will be evaluated. For a revised syllabus, only components that changed will be evaluated. Place an X beside the revised components.	
Course Prefix/No:			Course Description (State Board Catalog of Approved Courses)
Course Title:			Course Competencies in Module Format
Lec Hrs/Week:			Minimal Standards (i.e. performance objectives, competency checklist)
Lab Hrs/Week:			Course Requirements (i.e. attendance, academic honesty)
Credit Hrs/Sem:			Evaluation Strategies/Grading
			Entry-level Skills
			Prerequisites
			Co-requisites

Section B. Electronic Routing Sequence

Marking “**Yes**” indicates that you approve the syllabus as written. Type your name and the date of your approval in the appropriate block below. **Forward an electronic copy of the syllabus and this form** to the next person in the routing sequence.

Marking “**No**” indicates you do not approve the syllabus as written. Indicate suggested revisions in the “Comments” block and send an **electronic copy of the syllabus and this form** back to the person preceding you in the routing sequence. After the syllabus is returned to you and approved, delete your comments, mark “yes” and proceed with process.

Course Developer(s): Date:			
	Yes	No	Comments
Department Manager: Date:			
Division Dean: Date:			
Instructional Developer: Date:			
Processed by: Date posted on Website:			

NOTE: Any/all changes to this syllabus MUST be re-submitted through the electronic review/approval process.

SAMPLE ACTION VERBS FROM BLOOM'S TAXONOMY

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Conclude	Administer	Analyze	Arrange	Appraise
Classify	Convert	Adopt a plan	Appraise	Assemble	Ascertain value
Complete	Convey	Apply	Arrange in order		Assay
Correct	Convey meaning of			Categorize	Assess
		Carry out	Break down	Collect	
Define	Decode	Change		Combine	Choose
	Defend	Compute	Calculate	Compile	Compare
Identify	Describe		Combine	Compose	Criticize
		Demonstrate	Compare	Construct	
Know	Describe in your own words	Discover	Contract	Create	Diagnose
		Dramatize	Criticize		
Label				Design	Estimate
List	Discuss	Employ	Debate	Develop	Evaluate
			Deduce	Devise	
Mark	Estimate	Illustrate	Designate		Fix value of
Match	Explain	Interpret	Detect	Fabricate	
Memorize	Express		Determine	Formulate	Interpret
	Extend	Make use of	Diagram		
Name	Extrapolate	Manipulate	Differentiate	Formulate hypothesis	Judge
		Modify	Discriminate		Justify
Outline	Generalize		Distinguish		
	Give examples	Operate		Generate	List in order of importance
Read	Give reasons		Examine		
Recall		Perform	Experiment	Integrate	
Recite	Illustrate	Plot			Measure
Recognize	Identify	Practice	Formulate	Manage	
Record	Infer	Prepare		Modify	Rank in order of importance
Relate	Interpret	Produce	Inspect		
Repeat		Put in action	Inventory	Organize	
Reproduce	Locate	Put to use			Rate
			Outline	Plan	Revise
Select	Paraphrase	Schedule		Prepare	
Show	Predict	Shop	Printout	Propose	Score
State		Show			Select
	Recognize	Sketch	Question	Rearrange	Support
Tell	Reformulate	Solve		Reconstruct	
	Report		Relate	Reorganize	Value
Write	Restate	Translate		Restructure	
	Review		Separate	Revise	
	Rewrite	Use	Solve	Rewrite	
			Subdivide		
	Summarize			Set up	
			Test		
	Tell				
	Tell why				
	Translate				