APPENDIX D

Senate Committee on Courses (SCOC) Guidelines for Course Syllabi

A course syllabus is required by SCOC for all proposals for new courses and for existing courses requesting online delivery.

These guidelines communicate to academic units the syllabus components that SCOC considers when reviewing undergraduate course proposals. They reflect some best practices but are not exhaustive. School/departmental committees may require additional information. While SCOC reviews all of these components, those with an asterisk (*) will receive greater scrutiny.

1. Course Information

1a. Course Number and Title*

1b. Instructor Name and Contact Information
   - For all new courses, instructor should be ladder rank faculty.*
   - On rare occasions, SCOC may consider requests for exceptions if provided a written justification including a description of the non-ladder faculty’s qualifications to teach the proposed course.

1c. Office Location and Office Hours (if by appointment, provide contact information; if online, provide the site location and time)

1d. The syllabus should include a description of the course requirements or work that will be assigned to ensure the total amount of work for the course will match the number of units proposed. UCI’s unit value is modeled on the Carnegie unit, which calls for one unit of credit for three hours of work (in-class instruction or outside course-related assignments) by each student per week.
   - This information is optional when the number of course units matches the number of instructor contact hours. For example, a typical four-unit course should have four instructor contact hours per week (in class instruction, discussion section, etc.) and the expectation is that students would spend two hours of preparation or course-related work outside of class for each in-class hour.
   - Clarification is needed when the number of course units is more than the number of instructor contact hours. In such cases, the syllabus should include a description of the additional course requirements or work that will be assigned (beyond the standard course load) to ensure the total amount of work for the course will at a minimum match the number of units proposed (that is, three hours of work each week for one unit of course credit).

2. Course Description:*
   Briefly describe course content and goals. Descriptions should make clear how the course presents an integrated body of knowledge with a focus on core principles and theories. If the course focuses primarily on the development of skills or techniques, the description should describe whether skills/techniques are emphasized (a) as a means of learning, analyzing, and criticizing theories and principles, and/or (b) as an integral part of professional training in a recognized professional curriculum. Finally, instructors should identify specific course learning outcomes that will be assessed in the course. For the list of student learning outcomes for individual majors please refer to [http://assessment.uci.edu/assessment/assessment-of-undergraduate-majors/](http://assessment.uci.edu/assessment/assessment-of-undergraduate-majors/).

3. Prerequisites (if applicable): Explain what subject background and/or courses the student should be familiar with in order to comprehend the material presented in this course. If appropriate, indicate if the student should have upper- or lower-division standing in a specific area.

4. Reading Lists/Texts:*
   List the text(s) and/or readings that are required for the course. If the reading list is extensive, separate it into required and recommended.

5. Weekly Course Outline:*
   Provide a list of weekly or daily topics and the readings and/or text assignments associated with the topic. Specific topics may vary to some degree from quarter to quarter. This list should include those topics most likely to be covered in all offerings of the course, regardless of the instructor.
As a reminder, each course must have a finals week activity during the 11th week of the quarter.* For courses that have multiple assessment activities, at least one of the activities should be scheduled during finals week. Examples of finals week activities include:

a) The final exam for courses that rely on exams for student assessment.

b) The due date for the term paper or project in courses for which a term project or paper is required in lieu of a final exam.

c) Student presentations in courses graded based on student presentations.

d) Lab practical in courses graded based on student performance in laboratory.

6. Topical Outline for Other Course Components (Laboratories, Field Trips, Discussions, etc.): If applicable, provide a list of weekly or daily topics (and any associated readings) to be covered for these components and information about related requirements (forms, fees, etc.). Since the topics may vary, include topics most likely to be covered in all offerings.

7. Grading and Course Requirements: * Indicate activities that contribute to the workload of students in the course and explain the basis for determining grades. (e.g., papers, problem sets, reports, examinations, participation, attendance, etc. and the percentage of the course grade that corresponds to each of the items that are used to determine the grade).

8. Online and hybrid courses: Please include the additional information listed below in the syllabus:
   - Describe the online/hybrid components and mechanisms, the mode (synchronous vs. asynchronous), and the allotted time and mode for interactions between the instructor, TAs and the students.
   - Describe the mechanism by which student work will be assessed to ensure academic integrity.
   - Describe the software requirements students will need to take the course.
   - Online Course Questionnaire needs to be attached with syllabus submission.

9. Explanation of Potential Course Overlap (if applicable): Compare this course with apparently similar existing courses in the same department or in other departments on campus, indicating the degree of overlap, justification for the overlap, and the unique contribution of the proposed course.

10. Concurrent Enrollment (graduate/undergraduate): * Concurrent course forms are submitted simultaneously. An explanation/clarification of the distinction between graduate and undergraduate grading criteria must be included.

11. It is recommended by SCOC that the syllabus include information about disability services, academic dishonesty, and copyright policy:
   - Disability Services link: https://dsc.uci.edu/
   - Academic Dishonesty link: https://aisc.uci.edu/students/academic-integrity/index.php
   - Copyright policy link: http://copyright.universityofcalifornia.edu/use/teaching.html

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