

**TALLAHASSEE COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES
ADMINISTRATIVE PROCEDURES**

TITLE: Master Course Syllabus and Instructor Syllabus	NUMBER: Article 14
UPDATE: August 13, 2013; June 8, 2017	

A. Master Course Syllabus Requirements

A current master course syllabus is maintained for each course offered by the College. Copies of this master syllabus are on file in each respective academic division office and in the office of the Provost and Vice President for Academic Affairs.

Purpose: the Master Syllabus serves as the *official record* for a course and facilitates transfer to other institutions. It establishes the course content and learning outcomes and provides curriculum consistency across all sections of a course.

The master syllabus is a permanent record of the course that is useful for accountability and official documentation. The master syllabus provides the requirements that must be followed by all instructors who teach the course. As a permanent record, the master syllabus serves as the official document for what was covered in the course, at what level, scope and depth, and for what credit. It is useful for students who transfer and for awarding credit from older courses.

The master course syllabi for all courses shall be reviewed and updated as needed in each division/department and a final set of division syllabi will be provided to the Provost's office

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prior to start of fall term each year. Each division must maintain written records indicating appropriate faculty have approved the master syllabus.

The master syllabus must contain the following information:

1. The title and SCNS number of the course.
2. The name of the faculty member(s) who prepared the syllabus and the date of preparation or revision.
3. The catalog description of the course including number of credits; prerequisites and/or co-requisites; total number of contact hours in lecture, laboratory, clinic or number of clock hours (PSAV); and credit type (college, postsecondary adult vocational, developmental).
4. Identification of courses that satisfy state communication and computation requirements ([6A-10.0316](#) and/or [6A-10.030](#)) and/or the computer proficiency graduation requirement.
5. The current textbook(s) and software utilized, including author, title and publisher.
6. A list of teaching aids and devices both suggested for teacher use as well as required for student purchase and use. Examples include safety goggles, graphing calculators, art supplies, cameras, dental instruments.
7. General Education Learning Outcomes (if applicable)
8. Program Learning Outcomes (if applicable)
9. The course student learning outcomes and associated assessment method(s) for the learning outcomes.
10. QEP: Digital Focus Learning Outcomes
 - a. Students will find, operate, and/or utilize digital tools for academic and professional purposes.
 - b. Students will use digital tool(s) to create, modify, and/or organize content,
 - c. Students will use digital tool(s) and/or communicate content effectively.
11. The course outline which identifies the content to be covered and/or pacing chart to facilitate course pace and assure required content is covered. Course outline may be topical by units, chapters, or other methods that delineate the broad subjects or topics covered in the course.
12. A list of references or source materials.
13. Factors common to all sections which are required for evaluating and grading students, such as tests, projects, writing assignments, in-class assessments. Identify minimum number of acceptable assessments and types.
14. Information about a final exam (especially whether or not it is required for the course), and any departmental policies regarding grading scale in determining final grade.

15. Additional information required for the course. This may include a background check, medical clearance, required certifications, and so on.

B. Instructor Syllabus Requirements

The academic dean/program director shall provide each faculty member with a copy of the master course syllabus for each course taught so that the faculty member can prepare the individual course syllabus for each class using the master syllabus requirements.

Some divisions/departments also provide instructor syllabi to faculty; faculty should check with the division/department regarding instructor syllabi.

Though not an official contract, the instructor syllabus documents the requirements and rules associated with a specific class being taught by a specific instructor and should be used much like a contract. The instructor syllabus sets forth what is expected during the term and guides the behaviors of both students and faculty. Responsibilities of both students and faculty should be included, and the syllabus should reference appropriate college policies, procedures, and commitments.

The instructor syllabus should also serve as a learning tool for students, guiding student learning and providing information about additional support and resources available to students. This may include the instructor's own philosophy about teaching, learning, and the subject matter as well as many of the following:

- Planning and self-management skills
- Time needed for studying outside of class
- Tips on how to prepare for and succeed on assessments
- Common misconceptions or mistakes about the course or subject or a particular topic
- Specific study strategies
- Campus resources for assistance
- Relevance and importance of the course to students
- Models of high-quality work.

It is useful to reinforce these and other learning strategies throughout the course; some faculty may prefer to provide these strategies separately from the syllabus with a shorter statement about learning support in the syllabus.

The instructor must provide the instructor syllabus to the Division Office and to all students the first day of class (hard copy or electronic format).

Instructors must highlight and date any changes to the instructor syllabus made after the initial syllabus is distributed. Changes cannot negatively affect work or behaviors already completed (e.g., cannot reduce number of absences). Students must be informed in writing (email, Blackboard announcement, e.g.) of the change and effective date. A new syllabus with the changes identified and dated must be submitted to the Division Office.

In addition to the required information contained in the master syllabus, the instructor syllabus must include the following:

1. Complete instructor contact information including TCC telephone number, email address, office number and office hours. Additional contact information for Distance Learning courses is required.
2. Clear and detailed attendance policy, policy for late or missed exams, quizzes, and assignments; incompletes; and administrative withdrawal policy.
3. Classroom policies and expectations, including academic dishonesty policy and academic freedom policy
4. ADA statement
5. Pacing schedule for the class including
 - Dates of exams (indicate if definite or approximate)
 - Due dates of major assignments (indicate if definite or approximate)
 - Date and time of final exam
 - Holidays, non-class days
6. Factors used and the specific formula used in determining the course grade
7. Out-of-class resources that can assist the students (include Learning Commons and Library)
8. Strategies and/or suggestions that students can utilize to be successful in the class
9. For web-based courses – instructors should also include
 - Specific test information including proctor requirements and possible costs
10. Official class cancellation policy **for emergency situations**
 - TCC is committed to the safety of its students, faculty, staff and visitors, and when conditions warrant will be in constant communication with the appropriate state and local agencies. Through TCC and the College's [TCC Alerts](#) web site as well as local radio and television stations, TCC will communicate important emergency information during weather-related or other emergencies.
11. Information on how changes to the syllabus will be communicated.