

## Behavioral and Social Science Distributive Syllabus Checklist

1. Course number and name
2. Instructor's name
3. Office location
4. Office telephone number
5. Email address
6. Scheduled office hours
7. Required and/or recommended textbook(s) and other materials
8. If applicable: [Distance Education Course Proposal Required Statement Checklist](#)  
The syllabus must include a clear statement indicating:
  - What percentage of the course will be offered via distance?
  - How online office hours are conducted, including ways in which instructor(s) may be contacted.
  - The minimum level of student preparation needed.
  - The minimum technical skills needed for students to be successful.
  - The required hardware (e.g., PC/Mac, webcam) and software (e.g., version of operating system or software).
  - A method for instructing students on how to access resources (e.g., library) at a distance.
  - A method for informing students of the technical support, including contacts to help resolve technical problems.
  - A method for ensuring the integrity of evaluation methods including information about proctored exams, if required.
  - A method for communicating expectations for participation in online discussions, email, and other communication.
  - A method for providing students with a schedule of class activities including deadlines and due dates for all course activities and, if applicable, a schedule of when students must be in attendance for traditional in-class instruction.
  - A method for ensuring appropriate student-student and student-faculty interaction through appropriate course design.
  - A method for addressing issues related to students who fall under the Americans with Disabilities Act.
9. Evaluation & Grading:  
A letter grade will be assigned based on performance in the course according to the following scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	

B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	

10. The syllabus must include a prominent statement identifying the course as an approved Behavioral and Social Science General Education distributive course.
11. Student Learning Outcomes (SLOs): All syllabi must communicate the course-level student learning outcomes (SLOs), what the course is intended to accomplish. These must be clear, observable and measurable. The link between SLOs and assessments (exams, papers, etc.) must be explicit.
12. If applicable, course Student Learning Outcomes should be linked to programmatic SLOs. Syllabi for required courses must state relevant program-level SLOs and link the SLOs to how they are assessed.
13. All Behavioral and Social Science Distributive courses must meet General Education Goal 1: *Communicate Effectively*  
Student Learning Outcome(s)  
Address at least **one** of the following:
- Express oneself effectively in common college-level written forms
  - Revise and improve written and/or presentations
  - Express oneself effectively in presentations
  - Demonstrate comprehension of and ability to explain information and ideas accessed through reading.

*Explicitly link the Gen Ed goals & specific SLO(s) with how they are assessed (e.g., via exams, papers, etc.).*

14. All Behavioral and Social Science Distributive courses must meet General Education Goal 2: *Think Critically and Analytically*  
Student Learning Outcome(s)  
Address at least **one** of the following:
- Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea
  - Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counter-arguments
  - Reach sound conclusions based on a logical analysis of evidence
  - Develop creative or innovative approaches to assignments or projects

*Explicitly link the Gen Ed goals & specific SLO(s) with how they are assessed (e.g., via exams, papers, etc.).*

15. Additionally Behavioral and Social Science Distributives must meet General Education Goals 3 and/or 6.

Goal 3: *Employ Quantitative Concepts and Mathematical Methods*

Student Learning Outcome(s)

Address **both** of the following:

- a) Employ quantitative methods to examine a problem in the natural or physical world.
- b) Apply the basic methods and thought processes of the scientific method for natural/physical science in a particular discipline.

Goal 6: *Understand Varied Historical, Cultural, and Philosophical Traditions*

Student Learning Outcome(s)

Address **both** of the following:

- a) Analyze, define, and explore what it means to be human (including how language, thought, and creative expression speak to an individual's values, beliefs, and traditions)
- b) Demonstrate an understanding of varied historical, cultural, and/or philosophical traditions.

*Explicitly link the Gen Ed goals & specific SLO(s) with how they are assessed (e.g., via exams, papers, etc.).*

16. Behavioral and Social Science Distributive courses should be thought of as broad (as opposed to overly specialized) and foundational (as opposed to advanced), tending toward the pure rather than the applied. If this were the only course a student takes in a Behavioral and Social Science Distributive area, we want to ensure that they leave WCU with an idea of what the discipline is about, their methods, theories, approaches, etc.
17. Behavioral and Social Science Distributive courses include an exposure to, and the application of specific methods, approaches, and styles of inquiry used in one or more of the typical disciplines in the Behavioral and Social Science Distributive area at WCU. Regardless of where a course is housed, to be a compelling Distributive course, it should be clear from the syllabus that the course not only covers traditional Behavioral and Social Science content and issues, but also *that it does so through the lens of one of the disciplines typically housed in that distributive area. The use of that lens should be integral to the course.*
18. Evaluation policy:
1. Faculty must inform students at the beginning of a course of the nature and number of evaluations.
  2. Faculty teaching courses below the 400-level should examine student academic progress by means of at least three major evaluations during a semester.
  3. One major evaluation should be given prior to the end of the 8th week of the semester (or its equivalent during summer session).
  4. Final examinations in courses below the 400-level should be weighted to not exceed one-third of the final grade.
19. Identify an artifact to upload to Electronic Portfolio (ePortfolio)
20. Course outline
21. Instructor's attendance policy

22. Policies common to all WCU syllabi: No Grade, Academic Integrity, Student Code of Conduct, ADA, Title IX, E-mail, Emergency Preparedness, University-sanctioned Events, Inclusive Learning Environment and Anti-Racist Statement.

[Common Syllabus Statements \(Undergraduate\)](#)