

# SYLLABUS GUIDELINES

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A LSCPA GUIDELINE FOR STATE AND ACCREDITOR COMPLIANCE

# Syllabus Vocabulary

**Academic Course Guide Manual (ACGM):** Official list of all lower division (freshman, sophomore) level courses approved by THECB for institutional core curriculum requirements and general academic transfer to state universities.

**Course Learning Outcomes:** Course learning outcomes describe what students should be able to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course.

**Core Curriculum:** Every public institution in Texas has a Core (42-28 semester credit hours), which is designed to provide a solid foundation for your college education and to make transfers between and among Texas institutions of higher education as smooth and seamless as possible.

**Core Curriculum Objectives:** The six outcomes associated with the Texas Core Curriculum, required by THECB to be integrated into all core curriculum courses.

**Guidelines for Instructional Programs in Workforce Education(GIPWE):** manual provides guidelines for the design, development, operation, and evaluation of credit and non-credit workforce education programs.

**Program Student Learning Outcomes (PSLO):** The specific specific skills and competencies identified for each component area (Core/Gen Ed) or workforce program (WECM).

**Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):** One of six regional accreditation agencies recognized by the U.S. Dept of Education and Council for Higher Education Accreditation.

**Texas Higher Education Coordinating Board (THECB):** State agency that oversees all public post-secondary education in Texas

**Workforce Education Course Manual:** digital archive of all courses approved by THECB for institutional workforce(technical) programs.

**State Regulations:** During the 2009 legislative session, the Texas Legislature passed legislation, designated HB 2504; that mandates that public institutions of higher learning in the State of Texas make available to the public certain information concerning undergraduate classroom courses offered for credit. The Faculty Course Syllabus is the means to communicate this course information directly to each student.

**SACSCOC Requirements:** As described in the Principles of Accreditation, SACSCOC requires evidence that the institution make available to the public certain information concerning undergraduate classroom courses offered for credit. This includes Learning Outcomes (course and program), calendars with content and assignments, grading scales, student complaint procedures.

# Course Outcomes, Core Objectives and Program Outcomes

All courses, academic and technical/workforce, have course learning outcomes. Academic course outcomes are described in the Academic Course Guide Manual (**ACGM**). Technical /Workforce course outcomes are described in the Workforce Education Course Manual (**WECM**). **Links are found on the syllabus template.**

SACSCOC requires that institutions provide evidence that the learning outcomes are communicated to all students in all locations by all modes. The course syllabus is the means to communicate these learning outcomes. SACSCOC evaluators understand that Course Outcomes, Texas Core Objectives and Program Outcomes *are not the same*.

# Course Student Learning Outcomes

Course Student Learning Outcomes (CSLO) are the course-specific outcomes that state advisory committees have developed.

## **Academic Courses:**

State-mandated CSLOs are found in the Academic Course Guide Manual (ACGM).

## **Technical/Workforce Courses:**

State-mandated CSLOs are found in the Workforce Education Course Manual (WECM).



# Workforce Education Course Manual

[THECB Home](#) [THECB Data](#) [ACGM](#) [GIPWE](#) [Archived Courses](#) [Training](#) [Comments](#)

[WECM User Guide](#) [WECM Protocol Manual](#)

## Select Report

Search Courses ▼

Status

Active ▼

CIP

Rubric

Course #

Year

ALL ▼

Type Instruction

Search All Courses ▼

Output Options

Includes:  All  Any

Title:

Description:

Outcomes:

Course Type

- SCH
- CEU
- CEU Short Hour (7-40)
- Prof. Dev. (<7)

- Special Topics
- Clinical
- Cooperative
- Internship
- Practicum

- HTML
- PDF
- Excel
- Active HTML

Search

Detail

Clear Filters

# Texas Higher Education Coordinating Board

## Academic Course Guide Manual

CIP

FOC\_NONE

Discipline Areas in ACGM

ALL

<==>

CIP Area

ALL

Updated Date Range

Begin



End



TCCNS Rubric and Course Number

Rubric

ALL

Course #

ALL

Run

**Lower-Division Academic Course Guide Manual (ACGM)**

[Spring 2020 Manual](#)

[Spring 2019 Manual](#)

# Core Objectives

## **Academic Courses:**

Defined by the THECB, these Texas Core Objectives serve as the basic mandated measures for all LSCPA academic courses:

Critical Thinking Skills

Communication Skills

Empirical and Quantitative Skills

Teamwork Skills

Social Responsibility Skills

Personal Responsibility Skills

## **Technical Courses:**

LSCPA technical courses are not accountable for the TCC (yet).



# Program Student Learning Outcomes

## **Academic Courses:**

LSCPA requires PSLO Alpha, Critical Thinking and Communications for all academic courses. The **Foundation Component Area** table provides a mapping of TCC to Foundation Components.

PSLO Alpha

Critical Thinking

Communications

Plus 1 or 2 foundation- specific PSLO's

## **Technical Courses:**

LSCPA requires PSLO Alpha, and the four institutionally developed program specific PSLO's

**THECB ALIGNMENT OF CORE OBJECTIVES & FOUNDATIONAL COMPONENT AREAS**

Foundational Component Area	SCH	Required Core			Optional Core Objectives		
		CT	COM	EQS	TW	SR	PR
<b>Communication</b>	6	●	●	○	●	○	●
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
<b>Mathematics</b>	3	●	●	●	○	○	○
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
<b>Life and Physical Sciences</b>	6	●	●	●	●	○	○
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
<b>Language, Philosophy &amp; Culture</b>	3	●	●	○	○	●	●
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
<b>Creative Arts</b>	3	●	●	○	●	●	○
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
<b>American History</b>	6	●	●	○	○	●	●
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
<b>Government/Political Science</b>	6	●	●	○	○	●	●
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
<b>Social and Behavioral Sciences</b>	3	●	●	●	○	●	○
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
<b>Component Area Option</b>	6	●	●	○	○	○	○
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that: (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.							

# Calendars and Grading Scales

SACSCOCs requires that institutions provide evidence that the curriculum and instruction is consistent regardless of mode or location.

- The Lecture Topics Outline demonstrates that faculty do communicate the same content to all students in all locations in all modes, regardless of the semester length. Thus, the need to show week to week planning for each semester.
- The Major Assignment Schedule demonstrates that the same assessments are accomplished regardless of the semester length. Thus, the need to identify only the major assignments and not the full lecture outline.
- The Grading Scale and Determination of Final Grades demonstrate consistency in all modes and locations.

# Lecture Topics Outline

Week by Week outline of course content.

- Adjust the outline each semester to reflect holidays, breaks, and length of semester (fall/spring or summer).
- Brief listing: chapter heading

Such as:

Week 1: Introduction, PSLO Alpha pre-test

Week 2: Chapter 1 lecture & discussion

Week 3: Chapter 2-3 lecture & discussion

Week 8: Spring Break

Week 16: Final Exam with PSLO Alpha post-test

# Major Assignment Schedule

*Not a copy of the Lecture Topics Outline*

Breakdown all scheduled assignments (quizzes, research papers, essays, tests, presentations, etc.)  
with dates and content

Such as:

Week 1/Date: PSLO-Alpha pre-test

Week 2/Date: Quiz 1, Content/Chapter(s)

Week 4/Date: Essay 1, Content

Week 6/Date: Test 1, Content/Chapter(s)

Week 9: Mid-term Exam Content/Chapter(s)

Week 10/Date: Quiz 2, Content/Chapter(s)

Week 12/Date: Essay 2, Content

Week 14/Date: Test 2, Content/Chapter(s)

Week 16/Date Final Exam Comprehensive



# Final Exam Date

Drop down menu requires selection of exact day and time for each course

# Grading Scale

A/S= use point range, B= use point range, C= use point range, D= use point range, U/F= use point range

# Determination of Final Grade

Homework by percent or points.

Such As:

Projects/Presentation by percent or points

Quizzes by percent or points

Tests by percent or points

Final Exam by percent or points

Attendance by percent or points



As stated, all syllabi are subject to review by THECB or SACSCOC when submitted as evidence of compliance in related assessment reports.

**State Requirements:** THECB requires each institution submit an assessment of the Institutional Core Curriculum every 10 years. Syllabi are collected from every core curriculum course for the full year prior to the report submission date.

**SACSCOC Requirements:** SACSCOCs requires each institution submit compliance certifications every 5<sup>th</sup> year (Fifth-Year Interim Report-22 standards), and every 10<sup>th</sup> year (Reaffirmation- 72 standards). Syllabi are collected from every degree program and/or course for the full year prior to the report submission date.