# Syllabus Template Ver. 202001

Material written below in italics include items you need to provide in your syllabus. You should reference the Faculty Manual as you prepare your syllabus. These are minimum requirements; you can add other material as you think is needed to assist your students in doing well in the class. Please make a copy of this template and remove the text here in blue.

A copy of your syllabus must be POSTED TO THE CANVAS COURSE SHELL assigned to your course at the beginning of every term. It is recommended that you post the copy (pdf or docx version) on the Syllabus page in Canvas.

**NOTE**: The ACBSP logo must not be used on syllabi for MGMT 600-level courses. Those courses are in the MSPA program which is not ACBSP accredited.

#### Course Department (ACCT/ECON/MGMT), Number and Name

#### Semester and Year of the Course

#### Day and Time of Class Meeting, Location of Class Meeting

#### 

###### Instructor Information

Name: *Your name here*

Office: *Your assigned office location* Office Hours: *Time and day(s) of your office hours*

*(alternatively state where your office hours can be found*

*online)*

Telephone: *Office phone number at which you can be contacted*

Email: *Your email address*

Canvas: <http://moravian.edu/login>

###### Course Description

*Catalog description of the course as published by the College.*

###### Student Learning Objectives

After completing this course, students will be able to

*List the specific learning objectives of your class, one by one. Each needs to be measurable and aligned with the program learning objectives for the course. You should have four to eight student learning objectives. Please check the* [*Learning Outcomes Department and Discipline*](https://docs.google.com/document/d/1RyPvwNFkBz3wNYsTf8LUbVhCrcMa3xqOA_aZDLfOk3o/edit) *document for approved departmental and course learning objectives.*

###### Program Learning Objectives Related to This Course

*List all of the learning objectives of the graduate program or undergraduate major associated with this course. If you do not know these contact the Director for Assessment and Accreditation for assistance.*

###### Text and Articles

*List the required textbooks and other material or equipment students will need for the course.*

###### Optional Information Sources (Recommended by not required)

*Use this section to list optional texts, journals, magazines, web sites, and the like that students will find helpful in completing the course.*

###### Assignments

*List categories of assignments or detailed, individual assignments -- readings, videos to view, papers or other written assignments to complete, and the like -- in this section. If listing only the general categories please provide detailed individual assignments in an appendix to the syllabus. The list should include all graded assignments. You should indicate for each assignment when it is due either in this section or the appendix. For written assignments, such as papers and reports, and presentations, we strongly recommend that you develop a rubric to inform students of your expectations for assignments. When providing assignment information to students give them complete information that explains your expectations for the assignments and explain what they need to do to perform well in the assignments; rubrics can help you do this. If participation is part of students’ final grade, explain what participation is in your class and the weight participation has with respect to the final grade. Where excessive absences will lower students’ grades, you should state such in the syllabus.*

###### Grading Summary

*All syllabi must contain an explanation of how a student’s final grade is determined, including the components of the final grade (mid-term exam, term paper, final exam, class participation, journal, etc.) and the weight of each individual component in determining the final grade (usually given as a percentage). You can provide this in a table, a list, or other form. Students also find a breakdown of how your numerical grades relate to the letter grades you report to the Registrar helpful. You can provide that information in this section of the syllabus.*

*Your syllabus must include the grading scale you used to assign final grades. Students will assume something like 93-100= A, 90-92 =A-, and so forth. You are not required to follow this scale, but you are required to make it clear to the students what scale you are using.*

*If you change the requirements for the grade at some point in the semester put that in writing in the form of an addendum or revised syllabus, and post the change to Canvas (including the date of the change).*

*Reminders About Grading and Testing*

* 1. In the determination of final grades no single evaluation device (e.g., no *one* paper, no one quiz) is to be weighted more than one-third.
  2. In no course may the final examination be counted as more than one-third of the final grade.
  3. In 100-level courses, at least 15% of the final course grade should be determined and communicated to the students by the end of the fifth week of the term. Teachers are encouraged to inform a student’s advisor as well. Instructors are urged to consider a similar policy for courses above the 100 level.
  4. No final exams may be scheduled during the last five days of classes.
  5. No tests, quizzes, papers or projects worth more than 20% of the final grade for the course may be scheduled for the last 5 days of classes.
  6. If a test other than a final exam is given during the last week of classes, it must not overrun the allotted time period of the class.
  7. These regulations, however, do not prohibit lab practicals, lab finals, or foreign languages dictations or conversations in the last week of classes if such specialized testing cannot be accommodated during the final examination, or an Honors exam, if this should be necessary, in the last week of classes. The regulation *does* apply to take-home final examinations, which should be due at the scheduled time during the final examination period.
  8. All tests and quizzes are to be returned no later than two weeks after they are given and, in any event, no later than the next-to-the-last class meeting.
  9. All papers are to be returned no later than three weeks after the due date or in any case no later than the scheduled final exam for the class, or by the last day of classes in courses with no scheduled final exam.
  10. Music juries and art critiques may be held at the convenience of both the students and faculty during the final exam period. Such events do *not* count as a “third exam” on a single day, though the students should be given flexibility in scheduling these events so as not to conflict with scheduled finals.

###### Other Important Information

###### Academic Code of Conduct (required)

*State your academic honesty policy here. This could simply reference the pages in Academic Code of Conduct (https://www.moravian.edu/handbook/academic-life/code-of-conduct) where the college’s policy is stated. There may be discipline-specific guidelines that are not covered by that blanket policy; those “amendments” to the standard policy should be clearly spelled out in your syllabus. We welcome suggestions for updating and improving this policy. If you require students to follow specific conventions (such as APA, MLA, Chicago style manual) for citing and formatting footnotes and references, you should state this in the syllabus and provide basic examples. You can also refer students to a web site that provides examples of the use of your chosen style guide. The College’s Academic Code of Conduct allows individual faculty members or departments to define what constitutes plagiarism (e.g. using more than three consecutive words without citing and referencing). If you use a specific definition of this sort, you should state this here. In any regard, you should familiarize yourself with the Code of Conduct as it does specify your rights with regard to allegations of violations of the code.*

###### Academic Support (required)

Moravian offers a variety of kinds of support for academics beyond the classroom.  For more information on the offerings that can help you be successful in classes, visit the [Academic Support website](https://www.moravian.edu/academic-support). All academic support offerings are free to all Moravian students.

Academic Support includes peer learning and tutoring of several kinds. All tutoring begins in the second week of classes. At that time, drop-in tutoring services become available for a variety of different subjects and courses. For a full list of these for each semester, visit [this website](https://www.moravian.edu/academic-support/drop-in-schedule). These sessions do not require an appointment. For subjects and classes not covered by drop-in tutoring, peer tutoring may still be available.  Please read more about tutoring and peer learning options, policies, and operations [here](https://www.moravian.edu/academic-support/tutoring-peer-learning). If you have questions about tutoring or other academic support services after reviewing the information in these links, please contact Mr. Matthew Werkheiser, Coordinator for Tutoring and Academic Support, at 610-625-7843 or by email at [werkheiserm@moravian.edu](mailto:werkheiserm@moravian.edu).

###### Attendance (required)

*Include your policy for student attendance in this section. This policy should include how both absence and lateness might affect a student’s grade. There is no specific college-wide policy, other than to encourage students to attend classes regularly. If attendance (or lack thereof) might impact a student’s grade, this needs to be stated on your syllabus. The Handbook states: “It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absences in the course.” Where a student’s participation in class constitutes a substantial part of the work of the course and excessive absences will lower grades, you should state so in the syllabus.*

###### Canvas

*State here how you will be using Canvas in this course. A reminder: all faculty are expected to use a Canvas shell for their courses. You* ***must*** *post an electronic copy of your syllabus in your Canvas course shell. You* ***must*** *also take attendance in your Canvas shell. If you need help using Canvas, you may contact Moravian's Instructional Technologist, Liz Tate at* [*tatee@moravian.edu*](mailto:tatee@moravian.edu)*.*

###### Canceled Classes

*Class may be canceled due to weather or for some other reason. In the case of cancellation, the instructor will post an announcement on Canvas to inform students of the cancellation, as well as in AMOS. It is the student's responsibility to check prior to each class period to determine if class is canceled.*

###### Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder’s permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

###### Disabilities (required)

###### *Moravian College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Accessibility Services Center (ASC) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ASC. The ASC works with students confidentially and does not disclose any disability-related information without their permission. To contact the Accessibility Services Center (ASC), located in the lower level of Monocacy Hall, stop in, call 610-861-1401 or email:* [*asc@moravian.edu*](mailto:asc@moravian.edu)*.*

###### e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College’s emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian’s campus.

###### Expectations of Students

*State your expectations of students, their behavior in class, responsibility for homework assignments, and the like in this section. You can cover the use of cell phones and smartphones in class in this section as well. If participation is considered in the students’ grades, explain what you mean by participation.*

###### Grading Judgment

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

###### Inclement Weather

In the case of inclement weather, the instructor will post a message on Canvas and in AMOS to inform students if the class is canceled. It is the student's responsibility to check prior to each class period for cancellations due to inclement weather. The College may cancel classes due to inclement weather, as well.

###### Civility and Inclusion

###### Our Values

Moravian College is a welcoming community that embraces and values the diversity and individuality of all members of the campus community.  We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community.  We comply with Moravian College’s nondiscrimination policy. But more than just legal compliance, we, in the Economics & Department, acknowledge a moral obligation and commitment to create a safe and inclusive learning environment in which we can all grow and learn together and are sensitive to the varied backgrounds and needs of everyone in our community in order to progress as a College that values the diversity and inclusion of students and faculty.  Both safety and inclusion enhance the quality and effectiveness of the learning experience.

###### Promoting Safety & Inclusion

It is the responsibility of faculty, staff, and students to promote safety and inclusion by cultivating a culture that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas.  By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients. It is everyone’s responsibility to respect the thoughts and opinions of others, especially when they differ from our own.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

|  |  |
| --- | --- |
| **Behavior** | **Description** |
| Listening to understand | Listening with an open mind to fully understand all aspects of a situation |
| Seeing multiple points of view | Understanding that our perspective is not the only one when looking at a situation, issue, or person |
| Giving & receiving feedback | Inviting and giving feedback |
| Enhancing inclusion | Helping others feel included and involved |
| Addressing inappropriate behavior | Acknowledging inappropriate behavior, such as hostile or aggressive actions, discrimination, and/or vulgar or inappropriate language (i.e. cursing, obscenities).  In addition, it is necessary to communicate expectations for appropriate behavior. |
| Cultivating & sustaining a safe learning environment | Acknowledging the physical, emotional, and intellectual dimensions of *safety,* so that students feel comfortable expressing themselves authentically. |
| Challenging respectfully | Asking questions, sharing opinions, and making statements that provoke individuals to think about a situation differently or against the norm enhances learning for students and faculty.  It is imperative that this be done in ways that build esteem and mutual respect. |

The Department complies with ethics, complaints and grievances policies and processes established by the College.  Any situations which arise that would fall under one of these categories will be referred appropriately.

###### Participation (required)

*State in this section your expectations of participation by students in the class and how participation, or lack thereof, will be considered in their grade.*

###### Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

*If you change the requirements for the grade at some point in the semester put that in writing in the form of an addendum or revised syllabus, and post the change to Canvas (including the date of the change).*

###### Title IX (required)

Moravian College faculty are committed to providing a learning environment free from gender discrimination and sexual violence. Should a student disclose a concern of this nature, the faculty member is obligated to inform the Title IX Coordinator, who will assist the student in determining resources for support and resolution. Fully confidential reporting options include the [Counseling Center](https://www.moravian.edu/counseling), [Health Center](https://www.moravian.edu/healthcenter), and [Religious Life](https://www.moravian.edu/religious-life) (chaplain). Survivors are encouraged to seek immediate assistance by contacting the [Advocates](https://www.moravian.edu/student-life/take-care) at [(484) 764-9242](about:blank). For more information, please visit [www.moravian.edu/titleix](http://www.moravian.edu/titleix).

###### Workload

Students can expect to work at least *number of* hours on average outside of class in reading, preparation, and project activities for each hour of class time.

###### Writing Center

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-625-7820.

###### Writing-Enriched Curriculum Research

Students in this course are automatically part of the Writing-Enriched Curriculum research project. The purpose of this research is to collect and analyze student-produced writing in this discipline in order to better understand and articulate disciplinary writing conventions. Student names will be redacted from all work; the goal of this research is instructional and educational, and your writing will be treated respectfully. If you decide that you would like your work to be excluded from this research project, you can withdraw your consent by emailing Dr. Crystal Fodrey, Director of Writing ([fodreyc@moravian.edu](mailto:fodreyc@moravian.edu)). Opting out of this process will not affect your course grade in any way.

#### Important Note About Minimum Required Hours of Work

Moravian College requires a minimum number of hours of work for each credit hour a student earns.

For graduate classes the requirement is 44 hours of work for each credit hour, or 132 hours of work for a three credit hour course. This requirement works out to 16.5 hours of work required per week of an eight week course, or 18.9 hours per week if the course is delivered over seven weeks.

For undergraduate classes the requirement is also 44 hours of work for each credit hour, or 176 hours of work for a one unit, four credit hour course. This requirement works out to 11.7 hours of work required per week over a 15 week semester.

What is included in this calculation of hours of work?

* Class hours - the time spent in the classroom in instruction, including exams (This can include both in person and online content delivery)
* Work outside of the classroom, including but not limited to
  + Assigned readings, preparation writing for class, homework assignments, general research associated with regular classroom work
  + Special assignments, such as completing background research/project, writing drafts/revising drafts, and presenting completed work
  + Other academic activities, including service learning, field work, attending assigned events, problem solving sessions, group tutoring, group project meetings/outside group work, participation in electronic discussion boards, individual meetings with instructors.

A way frequently used to estimate course work hours is to use the Course Workload Estimator made on the web site of the Rice University Center for Teaching Excellence. The link to that page is <http://cte.rice.edu/workload/> Please use that site to estimate your class work time.

As an example of using the Rice calculator with MGMT 557 Big Data Analytics

* 38 pages average reading per week in the statistics textbook (high density, many new concepts, engagement goal)
* 7 homework assignments averaging five hours each
* Research presentation (calculated as a writing assignment in the calculator) requiring the equivalent of 10 pages double spaced, minimal drafting
* 8 class meetings of three hours each

**Total class hours per week**: 16.98 hours

Include the total class hours per week calculation in the Workload section of your syllabus.

###### Logos to Use on Your Syllabus

Undergraduate Course Logo



Graduate Course Logo



ACBSP Accreditation Logo – Use only for courses that are offered in ACBSP accredited programs

