

Syllabi requirements (updated June 2019)

- Title and course number of the course, as well as the term of instruction
- Instructor's name, office location, office phone number (home phone is optional), and office hours (or where office hours may be found--such as on your web page or on your office door--once they have been established)
- Goals of the course. This is an opportunity to define course objectives and thus provide the instructor with a focus for assessment of student achievement. This may be done in prose or bullet list. This is *not* a list of topics covered, but rather a **short list (4-8)** of intended student outcomes. **(Please note if your course is required for students in any of the teacher certification programs, you must include the PDE learning outcomes. Please consult with the education department for more information.)** For example, a music history class might focus on specific composers, genre, and standard repertoire in its "topics covered," but the goals of the course might include "Students will learn to identify by ear standard traits of 18th-century classical style," or "Students will be able to describe the compositional styles of major composers in the Western tradition," or "Students will demonstrate the ability to apply standard musical terminology and analytical methods in a written analysis of a major work of Western music." LinC-approved courses should, at a minimum, list the category outcomes for which the course has been approved.
- List of required and recommended texts
- Attendance policy, including how lateness might affect a student's grade. The Student Handbook clearly 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." 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 Faculty Handbook (p. 61) further states: "It is the responsibility of the faculty member to set forth in writing at the beginning of a course any special conditions regarding absences in his or her course. In many classes (e.g., seminars, laboratories, studios, physical education) the student's participation in class constitutes a substantial part of the work of the course, in which case excessive absence will lower grades."
- **Academic code of conduct** (formerly the academic honesty policy), which could simply reference the pages in the [Student Handbook](#) where the college's policy is stated. The Academic Standards Committee urges faculty to be consistent in following the policy listed in the Catalog and Student Handbook and asks faculty to supply the ASC with suggestions for updating and improving of this policy. We understand that there may be discipline-specific guidelines that are not covered by that blanket policy; those "amendments" to our standard policy should be clearly spelled out in your syllabus.
- How the grade is to be determined. It is in the instructor's best interest to be specific here. If you expect the students to keep a journal, say so in the syllabus. *If you change the requirements for the grade at some point in the semester, again, put it in writing in the form of an addendum or revised syllabus, and post the change to Canvas (including the date of the change)*. Please recall the established policies with regard to grading and testing procedure:
 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.

In constructing the course, the instructor should devise assessment instruments which are tied directly to the intended student outcomes.

As always, one copy of every syllabus must be POSTED TO THE CANVAS COURSE SHELL associated with that course at the beginning of every term. **Please post the pdf under SYLLABUS** (not under files) so that it can be retrieved and archived.

All syllabi **must** include a statement regarding disabilities, such as the following:

“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.”

All syllabi must also contain the following statement, which is designed to assist students in better understanding Title IX and the role of faculty members as responsible employees.

"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, Health Center, and Religious Life (chaplain). Survivors are encouraged to seek immediate assistance by contacting the Advocates at (484) 764-9242. For more information, please visit www.moravian.edu/titleix."

Syllabi for courses which are writing-intensive (including Writing 100, LINC 101, LINC 102, or WRIT190/191), as well as any other courses in which you might require or expect students to use the Writing Center, must include the following statement: “All members of the Moravian College community are welcome to visit the Writing Center. Writing Center tutors work with papers and multimodal compositions for any class, at any stage of the writing process. If you need the services of the Writing Center, please visit moravian.mywconline.com to make an appointment or call 610-861-1592.

The Writing Center is located on the second floor of Zinzendorf Hall, a building that is not accessible to persons with mobility impairments. If this impacts your ability to use the Writing Center, we will gladly make arrangements to meet with you in an accessible location.” (updated 8/16/19)

It is also advisable to include the following items:

- some kind of statement indicating that it is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course;
- a statement that the syllabus is subject to change; and
- your grading scale, if you do not use the conventional 90-100=A, 80-89=B, etc..

In addition, it is advisable to explain what the instructor expects for “participation” if participation is to be considered in the grade. Most students now assume that attendance equals participation, and that by simply being in class, they deserve the highest possible participation grade; most faculty members, however, will distinguish between “active participation” (volunteering thoughtful answers on a regular basis) and “passive participation” (being there, taking notes, even looking attentive).