

## Syllabi Requirements (updated August 2022)

**Note that, due to a software update, we are no longer able to post language that is common to all syllabi, such as how students should reach out for learning accommodations.**

[Click for detailed instructions for posting your syllabus in Canvas.](#)

- 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) *Please note that you must use your Moravian.edu for FERPA-protected communications with students, and should send only to student's moravian.edu email address. Do not discuss grades, attendance, or other academic issues with students through a non-moravian.edu email address.*
- 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 18<sup>th</sup>-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. NOTE THAT Writing-Intensive courses also need to include the writing-intensive course outcomes.
- List of required and recommended texts & course materials
- Attendance policy, including how lateness might affect a student's grade. Please review the attendance statement in the Moravian University catalog (<https://www.moravian.edu/catalog/academic-regulations/attendance-policy>), which includes the statement: 'All students are expected to regularly demonstrate academic engagement within each of their classes.' The Faculty Handbook 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) the student's participation in class constitutes a

substantial part of the work of the course, in which case excessive absence will lower grades.” Some students have particular obligation to demonstrate their regularly academic engagement (e.g.: conditions of certain scholarships, requirements from athletics, probation conditions). If any student fails to demonstrate academic engagement (attending class, submitting a homework assignment, participating on a class discussion board, etc) for a full week, please raise a flag in Momentum so the appropriate people can follow up with the student.

<https://www.moravian.edu/handbook>

- A link to the academic code of conduct (formerly the academic honesty policy): “All students are expected to follow the Academic Code of Conduct all times.” 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, please put this in writing in the form of an addendum to the syllabus, or by posting a revised syllabus to Canvas. Please include 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. This restriction does not apply to graduate level courses, or the senior honors thesis (400-401).  
**NOTE:** Faculty may apply to their appropriate school dean for a waiver to this policy for selective courses taught at the 300 or 400 level, keeping in mind that multiple forms and numbers of assessment remain the best way to assess student learning over the course of an entire class.
  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. Instructors 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, except in courses offered in an accelerated format. In this case, the last class meeting is reserved for the final exam. Please note that final exams are not required for any course, and are offered solely at the instructor’s discretion.
  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.
11. For accelerated courses, final exams are to be scheduled during the last class meeting. Take-home exams are due by Friday of the last week of the class where the course is offered in an accelerated format.

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

As always, a copy of every syllabus must be POSTED TO THE CANVAS COURSE SHELL associated with that course at the beginning of every term. **Please post 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 University is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability) and, as a result, you need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the institution’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 only discloses disability-related information on a need to know basis or with the student’s permission. To contact the Accessibility Services Center (ASC), located in the lower level of the HUB call 610-861-1401, or email [asc@moravian.edu](mailto:asc@moravian.edu).

All syllabi must also contain the following statement, which is designed to assist students in better understanding the role of faculty members as mandatory reporters of harassment and discrimination.

Moravian University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. The University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived race, ethnicity, color, sex, religion, age, ancestry, national origin, caste, sexual orientation, gender identity or expression, genetic information, pregnancy, familial status, marital status, citizenship status, veteran/military status, disability status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

Syllabi for courses which are writing-intensive (including Writing 100, LINC 101, LINC 102, or WRIT105/106), 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 University community are welcome to visit the Writing Center. Writing Center consultants 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](http://moravian.mywconline.com) to make an appointment. 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.”

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).

Legally, the syllabus is not a contract between you and the student about their learning. It does, however, set the tone from the very beginning about what your expectations will be and your relationship will be with the students. Consider how to hold students accountable to high standards while also inviting them into the learning process and the environment of your classroom, lab, studio, or virtual environment.