**Course Syllabi Guidelines**

Date effective: Fall 2022

*“The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.” (Habenek, 2005)*

INTENT:

These syllabi guidelines define expectations for course syllabi, their distribution to students, and submission to the Dean’s office. The required and recommended components of the syllabus are described.

POLICY:

All undergraduate and graduate courses must have a syllabus meeting the minimum content requirements defined in this policy.

Faculty will provide a course syllabus to all registered students no later than the first class meeting. The syllabus will be provided either in paper or electronic format, although given the Millersville University commitment to sustainability, electronic is the preferred method for dissemination.

The syllabus for each course taught by the faculty will be provided in electronic format to the appropriate academic department and to the appropriate Dean by the end of the second week of the session.

Departments, colleges and schools may develop formats consistent with disciplinary or accreditation expectations.

Some references of information around the syllabus and inclusive pedagogy can be found at the end of this document.

Course syllabi elements are defined below and designated as required or recommended following best practices:

|  |  |  |
| --- | --- | --- |
| **Required** | **Recommended** | **Syllabus Component** |
| X |  | Course number and title |
| X |  | Credit hours associated with course |
|  | X | Course prerequisites  |
| X |  | Course description (may copy/paste from course catalog) |
| X |  | Instructor's name, office phone number, email address, and specific office hours |
| X |  | Class location and meeting days/times and modality |
| X |  | Course student learning objectives/outcomes formatted as specific statements that describe what the students should be able to do or know after completing the course |
|  | X | Course student learning objectives/outcomes assessment methods |
|  | X | Link program and course-level student learning objectives/outcomes |
|  | X | If the course is approved for the General Education Program, include the relevant General Education category and learning outcomes |
| X |  | List of required texts, readings, or other material or media required to complete the course  |
| X |  | Student Assessment/Evaluation Policy (information on grading scale, determination of grades, expectations for class participation, description of assignments to be used in determining the final grade, guidelines for assignments, consequences about attendance and missed/late assessments, make up policy if applicable, and grading rubrics if applicable) |
| X |  | Class schedule with class topics, assigned readings, and tentative due dates for assignments/scheduled exams or quizzes (Note: Is this calendar changes during the semester, students should be given advanced notice) |
| X |  | ADA Program (Office of Learning Services) [Americans With Disability Act | Millersville University](https://www.millersville.edu/hr/ada/index.php) (if you have a disability that requires accommodations under the Americans with Disabilities Act, please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about the Millersville University Office of Learning Services-please contact the office at 717-871-5554) |
| X |  | Required syllabi language provided by the administration (link to Provost web page or cut and paste into syllabus) SEE BELOW* Academic Honesty Policy link
* Attendance Policy
* Inclusion Statement
* Land Acknowledgement
* Policy on Delays and Cancellations
* Preferred Name FAQs
* Privacy Rights under FERPA
* Student Conduct and Community Standards
* Title IX Reporting Requirements and the Faculty member
 |
|  | X | Philosophy about Teaching and Learning |
|  | X | Policy on mobile device use in the classroom |
|  | X | Laboratory/Studio/Course Safety expectations if applicable |

Millersville University Policies and Links for Syllabi:

* Academic Honesty Policy link [Governance Manual (millersville.edu)](https://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-honesty-and-dishonesty.pdf); for additional information please see the following: [What is Academic Integrity? | Millersville University](https://www.millersville.edu/cae/teaching-and-learning/academic-integrity.php)
* Attendance Policy link: [Class Attendance Policy | Millersville University](https://www.millersville.edu/registrar/faculty/attendance-policy.php)
* Inclusion Statement: [Millersville University Inclusion Statement | Millersville University](https://www.millersville.edu/dsj/inclusionstatement/)
* Land Acknowledgement: [Land Acknowledgement | Millersville University](https://www.millersville.edu/dsj/land-acknowledgement/index.php)
* Policy on Delays and Cancellations link [Policy on Delays & Cancellations | Millersville University](https://www.millersville.edu/delays.php)
* Preferred Name FAQs link [Preferred Name FAQs | Millersville University](https://www.millersville.edu/dsj/inclusionstatement/preferred-name-faqs.php)
* Privacy Rights under FERPA link [Annual Notification of Student Rights Under FERPA | Millersville University](https://www.millersville.edu/registrar/ferpaforstudents.php)
* Student Conduct and Community Standards Handbook link [studentcodeofconduct.pdf (millersville.edu)](https://www.millersville.edu/studentconduct/files/studentcodeofconduct.pdf)
* Title IX Reporting Requirements and the Faculty member: Millersville University is committed to maintaining a safe education environment for all students. In compliance with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a students who was, or is, a child (under 18 years of age) when the abuse allegedly occurred to the person. Information about Title IX, resources and reporting can be found at: [What is Title IX | Millersville University](https://www.millersville.edu/titleix/index.php)

**Some selected references:**

Darlene V. Habanek, "An Examination of the Integrity of the Syllabus," *College Teaching* 53, no. 2

(Spring 2005): 62-4.

<https://www.insidehighered.com/news/2022/04/21/instructors-revise-syllabi-add-supportive-language>

[Your Syllabus as a Tool to Promote Student Equity, Belonging, and Growth (studentexperienceproject.org)](https://library.studentexperienceproject.org/courses/syllabus)

[Microsoft Word - Syllabus Review Protocol\_REVAMP 7.docx (cuesta.edu)](https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf)

[Cue Syllabus Review Tool (usc.edu)](https://cue-equitytools.usc.edu/)

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

<https://www.cast.org/impact/universal-design-for-learning-udl>

Assessing Learner-Centredness Through Course Syllabi: <https://doi.org/10.1080/02602930801956018>

<https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html>

<https://www.teaching-matters-blog.ed.ac.uk/creating-a-relentless-welcome/>

<https://www.chronicle.com/interactives/advice-syllabus>

<http://www.thetattooedprof.com/wp-content/uploads/2019/09/The-Syllabus-from-a-student-perspective.pdf>

<https://community.acue.org/blog/inclusive-curriculum/>

<https://www.chronicle.com/article/distracted-minds-the-role-of-tempo-in-good-teaching>

<https://wamu.org/story/19/10/06/college-students-how-to-make-office-hours-less-scary>

<https://teachinginhighered.com/podcast/reach-everyone-teach-everyone/#transcriptcontainer>

Changes in syllabus tone affect warmth (but not competence) ratings of both male and female instructors: <https://doi.org/10.1007/s11218-017-9409-7>