



JEFFERSON (PHILADELPHIA UNIVERSITY + THOMAS JEFFERSON UNIVERSITY) EAST FALLS CAMPUS

SYLLABUS GUIDELINES, *fall 2018*

Faculty Responsibilities:

- a. It is the responsibility of each faculty member to prepare and distribute a current syllabus at the beginning of each course.
- b. It is the responsibility of each faculty to provide a current syllabus to the college or school, following the procedures provided by the college or school.
- c. A course syllabus must be available to students. Faculty are encouraged to post their syllabus as a PDF file to their Blackboard course site or supply students with a PDF via email, etc.
- d. It is the responsibility of each faculty member to be familiar with University policies.

An effective syllabus will contain the following information:

- a. **Course number and title [exactly as it appears in the catalog], semester offered, credits, course type, prerequisite(s)**
- b. **Credit Hour**
Recommended statement concerning what constitutes a credit hour:
A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.
- c. **Professor's name, contact information (phone number and university email address), office location and office hours**
- d. **Course description [exactly as it appears in the catalog].** Faculty can add semester-specific comments [for example "During the fall 2016 semester, we will focus our attention on...."] and describe how it fits with and elaborates on the catalog course description.
- e. **A statement about the course and its relationship to the program curriculum, general education and/or other requirements such as accreditation.**
- f. **Course Learning Objectives**
The syllabus should identify learning objectives, or what students will learn as a result of taking the course. These statements are intended to communicate to the students what aspects of the course the faculty considers to be the most important.

Best practices suggest faculty articulate 3-5 objectives of the specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working and acting that students will learn in the course. The objectives typically use specific and descriptive verbs (see Bloom's taxonomy, <http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy>) to indicate the level a student will learn a particular topic. Course objectives should be measurable and they should be assessed as part of the evaluation practices of the course.

The course objectives identify the most important aspects of what students will learn. Course assessment measures how effectively students are learning these objectives. Both the objectives and their assessment (see "i." below) should be included in the syllabus.

Hallmarks: If your program director or course coordinator has indicated that your (traditional, day division) undergraduate course contributes to the Hallmarks Core or Hallmarks Program, the assigned Hallmarks Learning Goals should be inserted here. At the end of the Syllabus Guidelines, see the Addendum: Additional Information for Hallmarks Courses* for guidance on the Learning Goals statement.

- g. Required text(s) and/or supplies**
- h. An overview of the expectations for the course, including major assignments or projects**
- i. Grade evaluation breakdown and learning outcomes assessment** (see "f." above)
- j. Course outline** (weekly) including reading and/or homework assignments, time frames and deadlines for exams, major assignments and/or projects
- k. Official Class Enrollment** – All students must be officially enrolled in this course (either for credit or auditing) to attend. If you are not on the class list/roster, you are not registered and will not be permitted to stay in the class. All students must enroll for classes through the appropriate registration processes.
- l. Preferred Name** – For students who have submitted the "Preferred First Name Request" form to the Office of the Registrar for review and approval prior to the start of the semester, the preferred name will appear on the class roster. For additional information on the policy, see the Academic Policies and Procedures section in the Academic Catalog, <http://www.eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/index.html>. For instructions for completing the request, see the Registrar's website, <http://www.eastfalls.jefferson.edu/registrar/>.
- m. University academic integrity policy statement** with a reference to the University's full academic policy and procedure (published in the Academic Catalog), including a definition of plagiarism, and the sanctions that could be taken if a student is found guilty of academic dishonesty. In addition to the University standardized statement, faculty should add and discuss with students any specifics related to academic honesty which would be relevant to their particular courses - *e.g.* lab reports, designs, group projects.

Recommended statement below:

Academic Integrity (excerpt from Academic Integrity Policy in the Academic Catalog)

Academic Integrity and honesty is the foundation of the University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the University community commits an offense against all members of

this group. In order for all to know and understand the standards that define academic integrity at University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Academic integrity is a policy about ethical behavior at the University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions.

The University's complete academic integrity policy is available in the Academic Catalog:

<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt> and
<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt>.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website:

<http://www.eastfalls.jefferson.edu/successcenter/writing/writingResources.html>.

n. Professor's policies on lateness, makeup work, absenteeism. *Please note:*

As stated in the Absence for Medical Reasons policy (published in the Academic Catalog,

<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbMed> and

<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Absence>, faculty may not require a doctor's note from University Health Services or other medical professional due to HIPAA privacy rules when students miss class due to illness. If a student is absent for several class sessions, the faculty should use STARFISH to send an alert.

Policy related to Absence due to Religious Holidays policy is published in Academic Catalog,

<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbsenceforReligious> and

<http://eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Religious>. For additional logistical information for faculty planning purposes, please see <http://www.eastfalls.jefferson.edu/provost/resources/index.html>.

Recommended syllabus statement regarding absences below:

In accordance with University policy, students are expected to attend class every day with all relevant required course materials and work. If you are absent from class, contact your faculty as soon as possible, preferably before the next class meeting. Students remain responsible for any missed work, for work completed in class, and for work due and must arrange for that work to be delivered to the faculty on time.

Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740). Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

The University respects students' rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

Faculty may add specific attendance policy here, including penalties for non-participation.

o. Inclement Weather Policy

Recommended syllabus statement:

To ensure the continuation of student learning in time of emergencies, including severe weather, it is the policy of University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

p. Information regarding the collection of student work for assessment.

It is recommended that the following statement be included in every course syllabus – particularly those whose student work will be collected as part of the program assessment plan.

Recommended syllabus statement regarding assessment below:

The University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

- q. **Information on digital resources**, e.g. a course system site, materials placed on electronic reserve, class email distribution lists, and course-specific websites. If no digital course supplements are being used, the syllabus should indicate as much. *Note: The use of Blackboard is recommended to provide effective communication and supporting resources.*
- r. **Use of Electronic and Recording Devices with Prior Permission**

Recommended syllabus statement below: (excerpt from Student Life Policies in Student Handbook)

Electronic devices may be used to record a lecture, presentation, interview or similar activity with prior permission of the individual being recorded. This permission does not extend to others who may be present. Verbal permission may be sufficient for recording within a class or meeting for personal use. However, written permission must be obtained prior to recording or transmitting someone's image or speech over the airwaves, in public, on the web, as part of a class assignment or any University sponsored activity or program. The University's complete "Use of Electronic and Recording Devices" is available in the Student Handbook, <http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/studentlifepolicies/electronicandrecordingdevices.html>.

- s. **Information about the University's Academic Support Services.**

Recommended syllabus language regarding Academic Support Services below:

Academic Support Services

Gutman Library (<http://www.eastfalls.jefferson.edu/library>)

Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at <http://libguides.philau.edu>. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

The Academic Success Center (<http://www.eastfalls.jefferson.edu/successcenter/>)

For first year course syllabi:

First year students are encouraged to consult with a first year academic advisor on all academic questions and decisions. First year advisors are available for consultation every weekday from 9AM to 5PM at the Academic Success Center, Haggar Hall. The Academic Success Center also provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall, or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website, <http://www.eastfalls.jefferson.edu/successcenter/>.

For all syllabi:

The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

*[*Note: Faculty who wish to include a reference to tutoring for their own course or to require tutoring for their students should contact the tutorial coordinator at x6834 to make certain such tutoring is available.]*

Technology Resources (<http://www.eastfalls.jefferson.edu/oir/>)

The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.

Accessibility Services (<http://eastfalls.jefferson.edu/accessibilityservices/>)

The University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact the Office of Student Accessibility Services by email at AccessibilityServices@philau.edu, phone at (215.951.6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Student Accessibility Services to the instructor, before accommodations may be made. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact the Office of Student Accessibility Services.

***Addendum: Additional Information for Hallmarks Courses**

Every Hallmarks Core and Hallmarks course syllabus should include text about the Hallmarks learning goals and the program.

Syllabus statement for courses aligned with Hallmarks learning goals (required for all courses in the Hallmarks Core and in any courses in the majors that appear on the Hallmarks curriculum map for that program. Hallmarks curriculum maps for all majors can be found here: <https://www.jefferson.edu/university/hallmarks-program/curriculum-maps.html>

Statement format:

Hallmarks Learning Goals in [name of course here]

The Hallmarks Program for General Education is designed to help you reach 8 learning goals that are essential for your personal and professional success. [Name of course here] addresses the [one-word name of learning goal here: Curiosity, Confidence, Contextual Understanding, Global Perspectives, Empathy, Collaboration, Initiative, or Ethical Reflection] learning goal:

[Copy and paste the definition and description of the learning goal here. This information can be found here: <https://www.jefferson.edu/university/hallmarks-program/goals-portfolio-info.html>]

[Example:]

CURIOSITY: Create strategies for expanding knowledge through reflection and research.

This learning goal emphasizes the skills that allow you to identify gaps in your knowledge (reflection) and then take action to fill those gaps (research). Satisfying your curiosity requires you not only to know what you don't know, but also to have a set of tools that you can use to learn on your own. These include information literacy skills and an awareness of how you can use different academic disciplines and methodologies to find reliable answers.

In the context of this course, you are developing your [one-word name of learning goal here: Curiosity, Confidence, etc.] outcome when you:

[Insert one or more relevant bullet points here from the description of the specific learning goal—the four possible options for each learning goal can be found here:

<http://philau.edu/hallmarks/goalDescriptions.html>]

[Example]

- Design a systematic approach for generating or compiling data relevant to a given problem or project and carry it out rigorously.
- Assess the major methodologies for creating new knowledge and apply academic disciplines appropriately when investigating our social and natural worlds.

By the end of this course, you should have an example of your work that can be posted as an artifact for the [one-word name of learning goal here: Curiosity, Confidence, etc.] learning goal. Add this work to your e-portfolio along with a reflective essay that explains how it connects with the learning objectives listed above.