

## **FSP Course Syllabus Requirements with College Course Policies**

Adapted with permission from Psychology Department document

Below is the complete TCNJ syllabus policy (approved spring 2010), which can also be found at: <http://academicaffairs.pages.tcnj.edu/college-governance/policies/syllabus-course-document/>. Page 3 includes a syllabus template developed based on the model provided by the College's Committee on Academic Programs in 2012. The template includes all of the required elements, and instructors should add additional information as needed.

The syllabus shall be distributed in every course during the first week of the course. A syllabus must include the following information, although the precise order is variable:

1. The course prefix and number, catalog description, number of course units, and prerequisites (or co-requisites). For cross-listed courses all applicable prefixes and course numbers should be on the syllabus.
2. The instructor's name, office address, College email address and office hours by specified times or by appointment.
3. A clear listing of all required materials (such as books, lab manuals, study guides, and supplies). A supplemental listing of recommended readings may also be appended.
4. Course requirements (including assignments, tests and examinations, projects, term papers, field trips, laboratory experiences, etc.).
5. A purpose statement including a thoughtful, reflective statement as to why the course exists, and if applicable the rationale for cross-listing the course. It must also indicate learning goals and learning activities and how they relate to each other. Performance goals can be referenced to specific state or accreditation standards as appropriate and should be defined in terms of specific skills students should acquire.
6. A chronological listing of topics covered with dates due for assignments, examinations, field trips, and/or laboratory experiences. This section may include a disclaimer about precise dates and mention of the possibilities of unannounced quizzes, minor changes in requirements, and the like.
7. Criteria for determining final grades. These include the relative value of graded assignments, formulae for computing grades, and, if applicable, rubrics for evaluating other work. However, it may be appropriate to inform students that more precise information on assignments and how they are to be graded will be given out later in the course. The College Final Examination Policy can be found here: <http://policies.tcnj.edu/policies/digest.php?docId=9136>
8. A statement of adherence to TCNJ's attendance policy with the text appended or URL for the website (<http://policies.tcnj.edu/policies/digest.php?docId=9134>)
9. A statement of adherence to TCNJ's academic integrity policy with the URL for the website (<http://policies.tcnj.edu/policies/digest.php?docId=7642>).
10. A statement of adherence to TCNJ's Americans with Disabilities Act (ADA) policy with the URL for the website (<http://policies.tcnj.edu/policies/digest.php?docId=8082>) and Disability Support Services (<http://differingabilities.pages.tcnj.edu>).

11. The Learning Outcomes for FSP courses. These are available at <http://fspfaculty.pages.tcnj.edu/fsp-resource-page/>. Faculty should feel free to include their own learning goals as well.

12. A statement regarding the course's use of the fourth hour. As described by the HSS policy (but the statement is required by all faculty): "When the College went through transformation, the vast majority of our courses were "transformed" from 3-credit to 4-credit (1 unit) learning experiences. While many of the classes continued to meet for only 3 academic hours (typically 150 minutes on the TCNJ schedule grid), it was understood that the "transformed" courses offered a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour, including, sometimes, an actual additional hour of class interaction." Please include all that apply on the syllabus:

- a) the class meets for an additional hour each week through the options on the schedule grid in a regularly scheduled classroom
- b) the class meets for an additional hour through another session that appears on the students' schedule in PAWS, such as the Oral Proficiency Class for many courses in World Languages, in a regularly scheduled classroom
- c) the class meets several times during the semester for additional learning experiences conducted off-campus, including community-engaged learning programming, no classroom spaces on campus are needed
- d) the class meets several times during the semester for additional learning experiences conducted on-campus, but not in classroom spaces (e.g., films in the Library Auditorium or concerts in Mayo Concert Hall)
- e) the students are assigned to work in groups on one or more learning projects and the group work unfolds during the fourth hour, for which no classroom space is required, since students meet in the library or in their dorm rooms or dorm lounges, or other spaces at their convenience
- f) the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous, and no additional classroom space is needed
- g) other - please explain

A model template for the syllabus is available at:

<http://policies.tcnj.edu/policies/digest.php?docId=9204>.

**COURSE TITLE**  
**FSP XXX**

“FSP” prefix is required. For cross-listed courses, all applicable prefixes and course numbers should be listed.

PROFESSOR:  
OFFICE ADDRESS:  
EMAIL ADDRESS:  
OFFICE HOURS:

*Include: days and times of scheduled office hours, means by which to communicate with the faculty member outside of the class period (e.g., email, phone), and clear expectations for faculty response time to electronic communications (e.g., “I normally will respond to email within [insert timeframe]”). Full-time faculty members must hold office hours for a minimum of 160 minutes each week. For part-time faculty members, the minimum is determined by the fraction of the appointment (e.g., for a faculty member with a 5/8 appointment, the minimum expectation is 5/8 of 160 minutes or 100 minutes each week). Adjunct faculty are not required to hold regularly scheduled office hours but are expected to be available to meet students outside of scheduled class time as necessary.*

**COURSE DESCRIPTION**

The complete office hours policy (approved by CFA spring 2011) can be found at: <http://policies.tcnj.edu/policies/digest.php?docId=7983>

Number of course units:  
Prerequisites:  
Catalog description (from PAWS):  
Instructor description:

This element is not required, but instructors may want to include a more specific course description, especially for seminar courses that have generic catalog descriptions.

**COURSE MATERIALS**

*Include: listing of all required materials (books, lab manuals, study guides, supplies, etc.).*

**COURSE REQUIREMENTS**

*Include: assignments, tests and examinations, projects, term papers, trips, laboratory experiences, etc.*

**COURSE PURPOSE & LEARNING GOALS**

*Include: a thoughtful, reflective purpose statement as to why the course exists, and if applicable the rationale for cross-listing the course. This statement should be followed by a description of learning goals and learning activities and how they relate to each other.*

*In addition to listing your own goals and associated learning activities, please include the FSP learning goals included below. You might also have Civic Responsibility goals to list, which can be found at <http://liberallearning.tcnj.edu/about/goals-outcomes/#civic>.*

**This course fulfills the following FSP learning goals:**

- To foster intellectual curiosity in the students;
- To introduce students to college-level assignments and college-level expectations in terms of writing, reading, research, and oral presentations;
- To improve the students’ ability to think critically about their world, their culture, and their own beliefs;
- To foster a student culture of intellectual engagement outside the classroom,
- To encourage students to take greater responsibility for their own learning;
- To introduce students to the concept of a well-rounded education based on a breadth of knowledge that goes beyond their immediate professional or academic field; and
- To accomplish the appropriate Liberal Learning domain goals and any appropriate interdisciplinary concentration goals for the course.

## **COURSE SCHEDULE**

*Include: a chronological listing of topics covered with dates due for assignments, examinations, field trips, and/or laboratory experiences. This section may include a disclaimer about precise dates and mention the possibilities of unannounced quizzes, minor changes in requirements, etc.*

*Also include a statement about the use of the 4<sup>th</sup> hour and CEL-Experience.*

## **GRADING**

*Include: criteria for determining final grades. These include the relative value of graded assignments, formulae for computing grades, and, if applicable, rubrics for evaluating other work. However, it may be appropriate to inform students that more precise information on assignments and how they are to be graded will be given out later in the course.*

Given that instructors may use different grading scales (e.g., A = 93-100), it is recommended that all syllabi include grading scales for assigning final grades.

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## **SELECTED TCNJ POLICIES**

TCNJ's final examination policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9136>

This policy is valuable but is not a required syllabus element.

### **Attendance**

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions.

Syllabus must include a section about attendance and include this URL.

TCNJ's attendance policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9134>

### **Academic Integrity Policy**

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

TCNJ's academic integrity policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

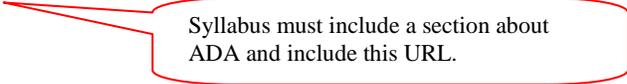
Syllabus must include a section about academic integrity and include this URL.

### **Americans with Disabilities Act (ADA) Policy**

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Disability Support Services (<http://differingabilities.pages.tcnj.edu>) (609-771-3199). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>)



Syllabus must include a section about ADA and include this URL.

Other policies you may wish to include:

**Privacy policy** (<http://recreg.pages.tcnj.edu/student-privacy-rights/>). There are very strict laws regarding what student information you can give out. In particular, you should not provide student information to parents unless you know that a student has waived their right to privacy. Also, information such as Social Security numbers or PAWS ids may not be used as identifying information when posting grades.

**Mid-semester evaluation policy** (<http://academicaffairs.pages.tcnj.edu/collegegovernance/policies/mid-semester-evaluations/>). At the mid-point of the semester, faculty must indicate whether students are performing satisfactorily in the course. Faculty will need to indicate (on PAWS) whether the student performance performing is satisfactory, unsatisfactory, or borderline in their course. It is particularly important to indicate this for FSP students as they are in their first semester at TCNJ.