This memorandum is to remind you that the Office of the Dean of Faculty is required for purposes of accreditation to maintain a file of all course syllabi for the current academic year.

Please submit to Jill Trostle, Assistant to the Dean of Faculty, (trostlej@etown.edu) one electronic copy of each of your fall 2013 course syllabi on or before September 6, 2013.

In some cases, department assistants will collect syllabi and forward them to our office. Please check with your assistant and if that is the case, it is not necessary to forward syllabi individually to our office, only to your assistant, who will send them as a group.

An electronic copy of all syllabi will be kept on file in the Office of Dean of Faculty; our office will forward an electronic copy to the library where they keep an archive of syllabi (for campus use only). Please make sure your department chair reviews your syllabi for approval.

Requirements for the electronic copy of your syllabus are:

1. Use Microsoft Word

2. Email the Microsoft Word Document as an attachment with the following name structure for archiving: CourseNameCourseNumber Last, FirstName.doc (ex: CS115 Smith, John.docx)

   Please do not send syllabi titled in any format other than this example.

3. Please do not send any hard copies (paper) to the Dean of Faculty or the Library. Send electronic copies to: trostlej@etown.edu.

If there are any questions or problems, please contact Jill Trostle at extension 1555.

Also attached to this document is a copy of Essential Information for All Course Syllabi, approved by the Academic Council, as a reminder of what information is to be included in all course syllabi. Of course, the format and degree of amplification of the syllabi are matters for individual faculty members to determine.
Please note that Student Learning Outcomes (SLOs) are included in the list of required elements in syllabi, replacing Course Objectives. In a footnote, I have attempted to provide guidance on the differences between course objectives and SLOs.

I want to emphasize the importance of including Student Learning Outcomes in all syllabi. Our five-year Periodic Review Report to Middle States is due this academic year, and we need to demonstrate complete alignment of learning outcomes from the institutional level (Institutional Learning Goals) to the program level (Major SLOs) to the classroom level (SLOs in course syllabi). For your reference, here are the guidelines:

1. All courses in the Core Program should have all SLOs listed from their respective Areas of Understanding or Common Core (First-Year Seminars). The SLOs for Core can be found here: [http://catalog.etown.edu/content.php?catoid=6&navoid=239](http://catalog.etown.edu/content.php?catoid=6&navoid=239).
2. All courses in the major, whether required or electives, should have at least one SLO listed from the major SLOs located in the Elizabethtown College Catalog.
3. Descriptions of SLOs in course syllabi do not have to be verbatim from the College Catalog but should be strongly connected.

For your reference in working with faculty, staff, and students from diverse religious traditions, here is a link to major Christian, Jewish and Muslim holidays during the academic year: [http://www.religiouslife.emory.edu/traditions/calendar_2014.cfm](http://www.religiouslife.emory.edu/traditions/calendar_2014.cfm).

Please note the following reminders:

1. A syllabus is generally understood to be a “contract” offered by the faculty member to the students enrolled in the class.

2. Prior to final exams, no unit tests or quizzes of any type may be administered within the last three meeting days for classes. Lab exams are an exception to this rule. Major papers and projects may be assigned due dates that fall within the last three meeting days for classes, providing the due dates are specified on the syllabus.

3. All academic courses are expected to conclude with a final examination administered during the assigned time during the final examination period. Instructors of lab sections, advanced seminars where an assigned paper or project is the major activity, performance classes where a recital or artistic performance is required, internships and practicums may choose not to require a final examination.

4. Note also that growing problems with citation standards and incidents of plagiarism make it imperative that some sort of statement concerning these matters must be addressed in each syllabus.

Thank you for your cooperation and I wish you a successful semester.
I. Basic Information
   A. Number and Name of Course
   B. Date (e.g., Fall 2013)
   C. Instructor Information
      1. Name
      2. E-mail address
      3. Office location and phone number
      4. Office hours
   D. Textbook and other required materials
   E. Reference books and collateral reading
   F. Statement on acceptable documentation standards
   G. Required participation outside hours the course is normally scheduled
      (e.g., for field trips, special sessions, etc.)
   H. Special projects and instructional techniques
   I. Any prerequisites

II. Course Coverage
   A. Course content in broad outline
   B. Readings to be covered
   C. Daily assignments, other activities, projects, etc. (Optional)

III. Student Learning Outcomes

   A. Statements of the knowledge, skills and dispositions the student is expected to have obtained at the
      completion of the course
   B. Student learning outcomes should be observable and measurable

IV. Policy Statements
   A. Grading policy and standards
      1. Relative weight of each course assignments or components
      2. Quantitative or qualitative standards expected for letter grades earned
   B. Attendance policy
   C. Examination policies
      1. Dates of exams (tests)
         a. For evaluation purposes, it will prove useful to have some assessment of
            student performance graded by the end of the fifth week of the semester.
      2. Final exam [see the college’s Final Exam Policy (Chapter 4.H. of the Faculty Handbook)]
      3. Make-up exams (tests)
   D. Any other expectations of the student that could influence the grade

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1 Generally speaking, course objectives are statements of intent that shape the instructional activities that will occur throughout or at various times during a semester, e.g. introduce students to American governmental institutions. Student Learning Outcomes (SLOs) refer to statements of what students should know and be able to do specifically at the end of instruction, e.g. explain the purposes, operations and effects of the checks and balances system. If faculty members are unsure about what SLOs to use for specific courses, they should refer to departmental SLOs for courses in the major or SLOs in the appropriate Area of Understanding for courses in the Core Program. For further help, look at the Writing Learning Outcomes Workshop (9/16/09) PowerPoint presentation in Fletcher McClellan’s public folder (homdirs/faculty and staff by department/political science/mcclelef).
V. Statement on Plagiarism
Statement on academic dishonesty (See: Academic Integrity at Elizabethtown College or Fostering Academic Integrity; A Guide for Professors at Elizabethtown College available in all departments and the High Library)

VI. Statement on Disability
Course syllabus statement on Disability (see following) – required for all courses

COURSE SYLLABUS STATEMENT ON DISABILITY

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail daviesl@etown.edu. If your documentation meets the college’s documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.

NOTE TO FACULTY:
To ensure that all students with disabilities have been informed of the procedure, faculty should read the above statement from the syllabus to each class at the beginning of each semester.

Faculty and staff need to maintain strict confidentiality about a student’s disability and implement accommodations in such a way as not to compromise a student’s confidentiality.