

Syllabus

PN 2.025

A syllabus is required for every course. A paper or electronic copy of the syllabus must be distributed to each student in the class by the second class period. In addition, two copies (either paper or electronic) must be given to the department's administrative assistant (one copy to be retained by the department and available for review by prospective students, and one copy for University files).

Syllabi are to include the following:

1. Course title, number, section, semester, and year.
2. The instructor's name, office number, building name, telephone numbers of faculty office/secretary, and office hours (posted and statement indicating available by appointment).
3. Course description as it appears in current catalog.
4. A description of major course objectives, activities, assignments, and examinations or other evaluations.
5. List of learning resources (required/recommended textbooks and other course materials or expenses particular to the course).
6. Statements on:
 - a. Attendance and tardiness, including an explicit statement of terms and/or penalties that pertain to student participation in co- and extracurricular activities.
 - b. Late, incomplete, or missing assignments; make up exams.
 - c. Grading procedures, including relative weightings and methods for determining the final grade. (Included in the discussion of grading should be a statement concerning whether or not the CS, in Core Skills courses, or the NC, for students with fewer than 60 credits earned, is an option in this course; if so, what criteria will be used to determine whether a student is eligible for this grade; and, for the CS, what the students' future obligations are if they receive this grade.)
 - d. Class participation.
 - e. Academic dishonesty, including plagiarism.
7. A schedule of assignments, readings, and examinations or evaluations: a per-class schedule of activities (as appropriate for the course).
8. A description of activities and the schedule for the final examination period (the 15th week of the semester).

9. Course syllabi for courses listed for both undergraduate and graduate credit should be different. The general expectation is a student receiving graduate credit should be required to perform at a higher level than an undergraduate student. As such, the graduate syllabi should reflect specific learning outcomes appropriate for graduate-level students. Graduate grading options are also different in that graduate students cannot be awarded a “D” letter grade for below average performance.

New course proposals for 400/500 classes should be submitted with two distinct syllabi, one identifying the undergraduate course requirements and a second that identifies graduate requirements.

10. All syllabi must include a clear statement explaining that instructors are mandatory reporters of child abuse and of gender-based harassment, misconduct, and violence. The following is the suggested statement, though instructors may adjust it as long as it remains consistent with state law and FSU policy:

CONFIDENTIALITY & MANDATORY REPORTING

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

11. All syllabi for courses in the General Education Program must include, on the first page of the syllabus, the following statement and table which align the course to one or more of the General Education Learning objectives. The table contains the operationalized definitions of six GEP learning objectives. All six must appear on the syllabus. Each instructor should mark an “X” by those objectives that are introduced, emphasized, and/or reinforced in the course.

GENERAL EDUCATION PROGRAM LEARNING OBJECTIVES:

This course is part of the General Education Program at Frostburg State University. The activities and assignments in this course introduce, emphasize,

and/or reinforce the learning objectives of the General Education Program marked/checked below.	
Written Communication—We want our students to demonstrate proficiency in their written communication that would satisfy both academic and applied audiences. (Links to GEP Goal 1: Core Skills)	
Oral Communication —We want our students to demonstrate proficiency and professionalism in oral communication. (Links to GEP Goal 1: Core Skills)	
Mathematical and Quantitative Reasoning —We want our students to analyze and assess problems through calculation and by employing quantitative tools. (Links to GEP Goal 1: Core Skills)	
Critical Thinking and Reasoning —We want our students to demonstrate skill and knowledge in solving problems using qualitative skills and conceptual rigor. (Links to GEP Goal 2: Liberal knowledge and skills of inquiry, critical thinking, and synthesis)	
Values and Social Responsibility —We want our students to demonstrate civic oriented behaviors and apply principles of social responsibility to solve community challenges. (Links to GEP Goal 3: Values and Social Responsibility)	
Appreciation of Cultural Identities—We want our students to interpret situations through a lens of diversity and globalization. (Links to GEP Goal 4: Appreciation of Cultural Identities)	

It is strongly recommended that syllabi include notice of the contingency plan to provide students with a way to continue coursework via the use of online or mailed materials should the University be forced to close as a result of pandemic flu.

Should educational or practical considerations necessitate changes in the syllabus, these are to be announced appropriately in advance and preferably in writing.

Revised
8/8/17