Section:	II.3.42
Title:	Syllabus
Effective Date:	July 27, 2022
Approved By:	Provost
Responsible Unit:	Academic Affairs (609) 771-3080; academic@tcnj.edu
Related Documents:	Template for Complete Syllabus TCNJ Student Support Resources and Classroom Policies website

History:		
Version	Date	Notes
3.0	July 27, 2022	Revised
2.0	November 21, 2014	Revised
1.0	2010	New policy; Initial Release

I. INTRODUCTION

This policy outlines the requirements for creation and distribution of syllabi for TCNJ courses.

II. DEFINTIONS

TCNJ Syllabus Resources Website (Student Support Resources and Classroom Policies): This is a website created in 2022 that contains A) A list of all of the policies that govern student and instructor rights and responsibilities in the classroom and B) has links to the TCNJ Offices that provide support to foster student success in the classroom. This website will be maintained by TCNJ Academic Affairs in consultation with the appropriate units. Instructors are encouraged to review the information on this website ahead of the semester as policies may change over time.

III. POLICY

The syllabus shall be distributed and discussed/reviewed in every course by the end of the first week of the course. The distribution of the syllabus can be in the form of printed sheets or the syllabus can be made available online or the syllabus can be embedded in the course's learning management system (All syllabi for all courses each semester must be kept on record in the department or school.)

A syllabus must include the following information, although the precise order is variable and items need not be arranged in any set number of categories:

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. Instructors should indicate the primary mechanism for communication with students (e.g. CANVAS, email) and the expected response time. Instructors should indicate which learning management system (LMS; e.g. CANVAS) will be primarily used.

3. A clear listing of all required materials (such as books, lab manuals, study guides, course packs, and supplies) and technology. A supplemental listing of recommended readings may also be appended.

4. 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.

The syllabus of any course with one or more Liberal Learning designations is required to include the learning outcomes for those designations

5. For undergraduate one-unit courses, a statement regarding the course's use of the fourth hour to promote deep learning and to provide more rigorous course content. This statement should indicate if the fourth hour is accomplished by the options on the schedule grid, by another session that appears on the student's schedule (such as the oral proficiency class), by community-engaged learning programming, or by other learning experiences.

6. Course requirements (including assignments, tests and examinations, projects, term papers, field trips, laboratory experiences, synchronous meeting times for online/blended courses, etc.).

7. A chronological listing of topics and/or learning goals covered with dates due for major assignments, examinations, presentations, field trips, and/or laboratory experiences. A note that students should notify instructors two weeks before the final assessment if they have a conflict as defined by the Final Assessment and Reading Day policy https://policies.tcnj.edu/?p=266).

8. 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. If the instructor has a late work policy, please disclose this on the syllabus. Instructors are encouraged to review the College Final Assessment and Reading Day Policy found here: https://policies.pages.tcnj.edu/?p=266.

9. A statement that references the college's commitment to diversity, equity, inclusion, access, and belonging, along with a link to the TCNJ Campus Diversity Statement (https://diversity.tcnj.edu/campus-diversity-statement/).

10. A statement that references TCNJ policies that govern instructor and student rights and responsibilities in the classroom and TCNJ's commitment to student success, safety, and well-being, along with the URL to the "TCNJ Student Support Resources and Classroom Policies" webpage (https://academicaffairs.tcnj.edu/tcnj-syllabus-resources/). Instructors are encouraged to review the information on this webpage ahead of each semester.

11. Instructors should include a statement to indicate that the syllabus is a tentative document. Instructors have discretion to change the syllabus while adhering to this policy and learning goals and outcomes; however, instructors should refrain from making frequent or unreasonable changes to the syllabus. Students must be notified of any changes in a timely manner.