

**APPENDIX A-2  
SYLLABUS FORMAT**

All faculty at Maryville University should use the following format when preparing a course syllabus. This format establishes those items that must be included. The inclusion of additional materials can be the prerogative of the instructor. This appendix includes some examples in sections VI and VII; these examples are only examples, not required wording. If you have any questions, please contact your program director or assistant/associate dean.

**I. Course Information**

- a. The heading on each course syllabus should include the following: Maryville University, Course Syllabus, semester/year, course number and title.
- b. The first page should also contain the following information: instructor contact information including name, Maryville email and phone, office location and hours; class information should include: class days/time/meeting dates, credits, location and any prerequisites and/or co-requisites. Also include required and/or optional texts; and any pre-assignment(s) for WEC classes.

*Example:*

**MARYVILLE UNIVERSITY  
Course Syllabus – Semester/Year  
Course Number/Title**

<b>Instructor:</b> <b>Maryville Email/phone:</b> <b>Office Location/Hours:</b>  <b>Class Days/Times/Meeting Dates:</b> <b>Credits:</b> <b>Location:</b> <b>Prerequisites/Co-requisites:</b>
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**Required Text(s):**

**Optional Text(s):**

**Pre-Assignment for Weekend & Evening College (WEC) Classes:**

**II. Course Description**

The course description is the current catalog description followed by any other information that explains how the course is related to the general aims of the University, the program, and the discipline.

**III. Course Objectives**

Objectives should communicate what the instructor wants the students to accomplish. They should be written to indicate what the student will be able to do as a result of successfully completing the course. Course objectives should be specific, rather than broad. (An objective must be reachable, teachable, and one at which student learning activities can be directed.)

**IV. Instructional Methods/Materials/Student Activities**

The instructor should determine the best “match” of instructional methods, materials, and student activities to course objectives. Because meeting with the students may help determine these variables, the instructor’s methods of presentation and the students’ learning activities may be stated in general terms. Student activities, which require safety or other protocols, should be clearly delineated in writing.

## V. Course Requirements

The instructor's expectations, consistent with course objectives and activities, should be set forth in detail including type and number of examinations, required papers and/or projects, homework assignments, requirements of class participation, requirements related to work missed, and the like. Day/evening course requirements should reflect the progression of the course. WEC course requirements should be related to each class session, including the first.

## VI. Course Content and Calendar

Content is the medium for affecting the course objectives. An outline should be used to make certain that all major topics are recognized and addressed during the course. A topical or chronological outline presents the content in a concise manner. For day/evening courses content should reflect the progression of the course; for WEC courses content should be related to each class session. See table example below:

Date of Class	Topic	Reading or Assignments
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### Notes:

- 1) Any field trips or other off-site requirements should be clearly established in the assignment calendar.
- 2) The University's policy on attendance states: "Because successful work depends largely upon regular class attendance, Maryville University makes no provision for a system of 'cuts' or excused absences."

## VII. Evaluation and Grading

Both the criteria for evaluation and a specific grading system should be established.

*The Evaluation Section* requires assigning a number of points or a percentage to each assignment or cluster of assignments. It is recommended that at least five different types of assessments be used in grade determination.

In this section the instructor's policies regarding attendance, make-up exams, and deadlines should also be clearly defined.

<b>Points Evaluation System</b>	
5 Papers	5x 100 = 500 pts
In-class exercises	100 pts
Leading one discussion	50 pts
Homework exercises	100 pts
2 Exams	2 x 100 = 200 pts
Power Point Presentation	50 pts
Total Possible Points	<b>1000</b>

<b>Percentage Evaluation System</b>	
5 Papers (10% each)	50%
In-class exercises	10%
Leading one discussion	5%
Homework exercises	10%
2 Exams (10% each)	20%
Power Point Presentation	5%
Total Possible Points	<b>100%</b>

Here is one example of a **Class Attendance Policy**: Students are expected to attend, completely, all class meetings. Much of the course work is done in class and in groups—work that can't be done effectively with a group member missing. Students with more than 1 authorized absence for an 8-session course; 2 authorized absences for once a week classes and laboratories; or 3 authorized absences for twice and three times a week classes will receive a lower course grade than their work would otherwise merit: for each additional absence beyond the allowed, a student's

final grade is lowered by one letter grade. (Two instances of tardiness equals one missed class for course grade purposes.) Students missing more than 5 classes will receive a course grade of F. An **authorized absence** is defined as a serious personal illness; a family emergency such as a serious illness or death involving a member of the immediate family; jury or military duty; and representing the University in athletics, academic, professional and leadership development pursuits. **Authorized absences must be officially documented.** Clearly explained consequences of absences are encouraged on syllabi.

Here is an example of a statement about **make-up exams**: All students are expected to be present on the date of an exam. If, due to unavoidable circumstances, you are unable to be present, you should contact me **immediately** so that we may discuss whether or not a make-up exam is to be allowed and under what conditions. Any make-up exam for the first or second exam must be taken before the next class meeting, when exams will be returned to the class

Here is an example of a statement about **deadlines**: Please note: Without an approved extension, all late work will result in automatic point deductions (10 points per day). Work more than a week late will NOT be accepted.

*The Grading Section* should include the instructor's grading scale. Please note: Maryville does not issue D+ or D- grades. Anything less than a C- is either a D or an F. Instructors may determine their own grading scale for courses, considering level, content, and evaluation criteria. Below is an example:

<u>Grading Scale</u>			
A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	<60%

## VIII. Required Statements

### Academic Support

The Center for Academic Success and First-Year Experience provides assistance and support for all students. Services include peer tutoring, individual consultation to assist students with achieving their academic goals, study skills materials, Writing Studio, and accommodations for students with documented disabilities. The Center is located on the main floor of the University Library. Writing and math tutors are also available on a regular basis. Call [314-529-9228](tel:314-529-9228) or email [peertutors@maryville.edu](mailto:peertutors@maryville.edu) for more information.

### Accommodations for Students with Disabilities

We provide accommodations and support for students with documented disabilities as defined by the Americans with Disabilities Act. If you have a documented disability and wish to discuss academic accommodations, please contact the Center for Academic Success & First-Year Experience, as soon as possible by phone at [314-529-9374](tel:314-529-9374) or by email at [academictesting@maryville.edu](mailto:academictesting@maryville.edu).

### Academic Integrity Policy

Because Maryville values academic integrity both in the character of our students and in the reputation of the university, all instances of academic dishonesty are addressed with consequences. These consequences range from a failing grade on a test or an assignment to suspension or expulsion from the university.

### Technology in Class

Personal electronics (e.g., laptops, iPads, cell phones) can be used to enhance learning and instruction in a variety of ways, but during class time they should be used only for class-related activities. Texting and the use of other electronic devices for non-class-related activities should be reserved for class break times. Additionally, with

permission of the instructor, audio and/or video recordings may be used for your individual learning, but cannot be distributed to others without the instructor's permission.

### **Campus Notification System: Saints Alert**

All members of the Maryville University community, including students, staff, and faculty, are strongly encouraged to sign up for the campus notification system that is designed to enhance and improve communication in the event of an emergency. You may sign up for Saints Alert, the campus notification system at:

<https://intranet.maryville.edu/PublicSafety/alert.asp>

### **Subject to Change Clause**

This syllabus is subject to change at the discretion of the instructor to accommodate the instructional and/or student needs.

### **FOR classes in the AD3D Building: (ART & DESIGN CLASSES ONLY!)**

#### **AD3D Studio Use**

The AD3D studios are open for your use during non-scheduled class times. Scheduled class times will be posted each semester and building hours are from 8:00am to 11:00pm. After 10 pm please call security at 529-9500 to open the door if it is locked. Please be courteous, by asking the instructor, if you would like to work during a scheduled class time that is not your own.

Maintenance times for daily sweeping and mopping will be posted each semester in the studio. Students are responsible to know when these times are and students may not be in the studio for health reasons at this time.

**IX. Federal Credit Hour Report: Table of Minimum Hours of Instruction and Outside-of-Class Work**

Federal regulations require the following information be included on syllabi. (Official guidelines provided at end of document.)

Course Title: \_\_\_\_\_ Number of Credit Hours: \_\_\_\_\_

**Learning Outcomes:** *\*Learning outcomes are now a required component of each course and must be included in every syllabus. **Before you create and submit your syllabus, please contact your program director** for the learning outcomes associated with the course you are teaching.*

*The following table summarizes the minimum clock hour estimates for this course in compliance with Maryville University credit hour policy and Federal Guidelines (34 CFR Section 668.8).*

**Note:** *The hours presented in the table below provide estimates for the average time required for completion of course components. Students may require additional time to successfully master topics, complete projects or to comprehend required readings. Completing the times listed below does not guarantee a specific level of success in the course.*

Hours of Instruction <sup>1</sup>	Hours (Carnegie unit) <sup>2</sup>
Classroom	
Labs	
Studio	
Field Experience (Clinical, Practicum)	
<b>Subtotal</b>	
Hours of Student Work Outside of Class <sup>3</sup>	Clock Hours <sup>4</sup>
Required Discussions/Conferences/Field	
Classroom Preparation (Readings/Practice/Assignments/Tutorials/Problems)	
Quiz Study, Exam Study and Take Home Exams	
Projects (Research/Papers/Presentations)	
<b>Subtotal</b>	
<b>TOTAL HOURS</b>	

<sup>1</sup> Minimum requirements for 1 credit hour are defined as 15 hours of instruction accompanying a minimum of 30 hours of out-of-class work. Hours of instruction and out-of-class work may be redistributed proportionately to reflect modified academic calendars, formats of study, and academic activities as established by the institution. Hours listed may exceed minimum requirements.

<sup>2</sup> 50 minutes of actual instruction time is the equivalent of 1 “Carnegie unit” or “Carnegie hour”. This unit of time is used only in the calculation of “Hours of Instruction” and should not be used in calculations of “Hours of Student Work Outside of Class”.

<sup>3</sup> 30 hours of out-of-class preparation per 1 credit hour is typical. Courses that deviate from this minimum due to particular pedagogical needs must meet the equivalent work requirement as specified in note 1 above. Hours listed may exceed minimum requirements.

<sup>4</sup> 60 minutes of out of class work is the equivalent of 1 “Clock Hour”. This unit of time is used only in the calculation of “Hours of Student Work Outside of Class” and should not be used in calculations of “Hours of Instruction”.

**Official Guidelines** (*for reference only—do not include in syllabus*)

**Based on guidelines presented in GEN-11-06 (March 18, 2011) “Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010”**

§600.2 Definitions

Credit hour: Except as provided in 34 CFR 668.8(k) and (1), a credit hour is an amount of work represented in intended earning outcomes and verified by evidence of student achievement that 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 fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Table of Minimum Hours of Instruction and Outside of Class Work**

	Hours of Instruction Minimum	Outside of Class Work Minimum	Total Hours per Semester Unit
1 hour class	15	30	45
2 hour class	30	60	90
3 hour class	45	90	135
1 hour lab	15-60	Variable	45
2 hour lab	45-90	Variable	90
1 hour clinical	Variable	Variable	45
1 hour studio	30-45	15	45