Recommendations for Syllabi

At Albion College, there are no required templates for individual course syllabi, but all course syllabi should include certain elements that are indicated below with a bullet point. We hope that these recommendations will prove helpful. **Syllabi should be on file in the departmental office each semester or term when the course is offered.**

- Faculty member’s name, office room number (including building), office hours, office and/or departmental phone number
- Faculty member’s voice mail, e-mail, Moodle information or website information
- Course number, course title, section number, classroom, laboratory or studio (as applicable), time
- General Education mode or category, if applicable
- Course description. This description *must* be identical to the *Catalog* description. An expanded course description may also be stated.
- Pre-requisites, co-requisites, recommended courses
- Cross-listing statement (if applicable), reminding the student that the course may not be taken again under the other designator
- Course objectives. Objectives should be written as Student Learning Outcomes (SLO’s) in measurable terms, e.g., “The student will be able to...” Objectives must be consistent with the objectives that were submitted and approved through the Albion curricular process. Objectives must be consistent across multiple sections of the same course.
- Statement of course requirements. This should be specific, e.g., numbers of examinations and their weighting, graded assignments, class participation. Please note the specific requirements for writing intensive courses (attached).
- Required materials, at the discretion of the faculty member, including textbooks, readings, lab manuals, flash drives, examination booklets, etc.
- Grading scale, including composition of the final grade and its translation to the college’s numeric scale. See the *College Catalog* for the meanings attached to the 0.00-4.00 designations.
- Accommodations statement: Any student with a disability who believes the requirements of this course may require accommodations or modifications should contact the Learning Support Center (LSC) Director, Dr. Pamela Schwartz, who will work with you to develop a plan for reasonable accommodations based on your information and supporting documentation. If you have completed this process and have requested accommodations through the LSC for this semester, plan to meet with me as early as possible to discuss a plan for implementing these modifications in this class. It is best if we can talk at least one week prior to their implementation. The LSC is located in 114 Ferguson Hall (on the first floor of the administration building) and is open during regular business hours throughout the school year. The main phone is 517/629-0825, and the number for the Adaptive Technology Office is 517/629-0411.

Please note that this statement is very important, and the guidelines (above) should be followed appropriately.

- Statement on attendance. The following is the Albion College statement: “Regular attendance in all classes is expected. Every absence from class is inevitably a loss—usually one which can never be made up. A student has the responsibility to inform his or her faculty member, whenever possible in advance, of an absence due to serious or prolonged illness, and verification of absences due to emergency reasons, may be obtained from the Office of Residential Life.” According to the Faculty Handbook it is the prerogative of the individual faculty member to include attendance and class participation as criteria for evaluation of the final grade. Except as provided for in the Faculty Handbook (3.8), the decision to excuse an absence, as well as the decision to allow a student to make up assignments missed, rests solely with the faculty member. It is important for faculty members to include specific provisions concerning attendance, e.g. deduction of points from the final grade for absences (specifying the amount of deduction). Similarly, the acceptance of late materials, and on what terms, should be addressed in the syllabus.
- Schedule of classes, including (as applicable) deadlines, homework assignments, examination dates (including the final examination). Any required out-of-class experiences should also be included (e.g., field trips). Please note the Albion requirement that students not miss more than two consecutive class periods for college-sanctioned out-of-class trips/experiences or more than one class day for an intercollegiate athletic trip. The Provost must be notified well in advance of the event if the guidelines above cannot be accommodated.

According to the Faculty Handbook, in courses having a final examination, faculty should not schedule any other written work requiring substantial student preparation (including examinations and term papers) for completion within the three days immediately before the last day of classes unless the nature of the work clearly requires a later date. For further information, please see the Faculty Handbook, pp. 67-68.

Please note that when a class does not meet for four hours per week (1 unit), expectations and requirements should be delineated in the schedule of classes sufficiently well that an outside accreditor would be able to make a reasoned and informed judgment that the course met accreditation standards.

- Statement on academic integrity: “As an academic community, Albion College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft.” Faculty members may indicate penalties for academic dishonesty in the syllabus. Faculty members may also wish to reference the full policy in the on-line Catalog (see Academic Regulations) and on-line Student Handbook.

Statement of expectations of student behavior, if desired (e.g., tardiness, disruptive behavior, lack of preparation)

Other policies of the individual faculty member, program, department, division

Other information about book reviews, abstracts, term papers, manuscript preparation, research and creative activities, library services, bibliographies, websites.

If you are interested in including information on your syllabus about the Academic Skills Center, this language is recommended.

**College-Wide Learning Support:**
Academic support at Albion College is provided through the Academic Skills Center and the Learning Support Center.

**THE ACADEMIC SKILLS CENTER** located in the Seeley Mudd Building of the Library supports student success at Albion College through the Quantitative Studies Center and the Writing Center. The ASC also operates Study Rooms in various academic areas. For information, visit the ASC website at http://www.albion.edu/asc.

- **THE QUANTITATIVE STUDIES CENTER** provides a wide range of support to students in many subject areas. Students are free to drop in for occasional help from trained student tutors or to make appointments for on-going tutorial sessions. QSC staff members are available to assist you with the use of mathematics, statistics, spreadsheets, or graphing calculators in any course. The center also offers workshops on topics such as partial derivatives in chemistry and preparing for graduate school exams. For more information, contact the QSC Director, Karla McCavit, (x0824; kmccavit@albion.edu).

- **THE WRITING CENTER** provides trained peer consultants prepared to work with writers at every stage of the writing process—from getting started brainstorming to writing drafts, and from organizing ideas to revising or final editing. Writing consultants support students by responding to writing in process, not by proofreading, editing, or writing students’ papers. Both drop-in tutoring and scheduled appointments are available during the Writing Center’s evening hours. For more information, contact the Writing Center (x0828; writing@albion.edu) or the Director, Scott Hendrix (shendrix@albion.edu).

**THE LEARNING SUPPORT CENTER**, located in 114 Ferguson Hall (the administration building), offers individualized assistance with college-level study strategy and skill development. Students frequently utilize the center to improve grades, reading speed or comprehension. As part of this mission, the LSC also provides individual peer tutoring support for most introductory courses. In addition, the LSC provides assistance and accommodations to students who have documented learning disabilities. For more information, contact the LSC Director, Pamela Schwartz (x0825); pschwartz@albion.edu.