



Example Syllabus Template

**Please note that this is one example of a syllabus that contains all of the required information as listed in the [TCNJ Syllabus Policy](#), as long as there is a link to the [TCNJ Student Support Resources and Classroom Policies](#). Faculty can distribute course syllabi 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. However, please note that Course syllabi should be prepared in a format that can easily be shared electronically or printed, such as an MS Word DOC or an accessible PDF file. This is a benefit to students as well as departments. Faculty can add interactivity to their MS WORD or PDF syllabi by embedding links to Canvas modules, pages, assignments and assessments. The Center for Excellence in Teaching and Learning offers courses and online tutorials on these topics and can provide resources to faculty who wish to explore these options.*

Course Name

Course Number and Title:

Professor:

Office Address:

Email Address:

Office Hours:

Primary Means of Communication:

Expected Response Time:

Course Description

Include: 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.

Course Materials

Include: a clear listing of all required materials (such as books, lab manuals, study guides, and supplies) and technology. A supplemental listing of recommended readings may also be appended. In addition, instructors are strongly encouraged to inform students on how they plan to use CANVAS (or other learning management systems) and where students can find up-to-date information regarding course assignments and due dates.

Course Purpose and Learning Goals

Include: 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.

Course Schedule

Include: a chronological listing of topics covered with dates due for major assignments, examinations, presentations, field trips, laboratory experiences, and/or synchronous meeting times

for online/blended courses. This section should include a statement indicating that the syllabus is a tentative document and that the instructor has discretion to make reasonable changes as long as they adhere to the Learning Goals and Objectives (example include, changing the precise due dates, mention of the possibilities of unannounced quizzes, minor changes in requirements, and the like). Instructors should add a note indicating that students must notify the instructor two weeks before the final assessment if they have a conflict as defined by the [Final Assessment and Reading Day policy](#).

Also include for one-unit undergraduate courses: a statement about the use of the 4th hour.

Grading

Include: 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 instructors have a late policy, please disclose this on the syllabus.

Commitment to Diversity, Equity, Inclusion, Access, and Belonging

Include a statement that references the college's commitment to diversity, equity, inclusion, access, and belonging, along with the link to the TCNJ Campus Diversity Statement. Instructors are encouraged to include the following statement in their syllabus:

“The TCNJ community is composed of people with diverse backgrounds, perspectives, and experiences, and the college is committed to diversity, equity, inclusion, access and belonging. Read the college's [Campus Diversity Statement](#).

Please note that instructors can consider adding additional language to indicate their own personal commitment to diversity, equity, inclusion, access and belonging.

Classroom Environment and Commitment to Student Success, Safety, and Well-Being

Include a statement that refers the student to the “TCNJ Student Support Resources and Classroom Policies” webpage. Instructors are encouraged to include the following statement in their syllabus:

“The TCNJ community is dedicated to the success, safety and well-being of each student. TCNJ strictly follows key policies that govern all TCNJ community members rights and responsibilities in and out of the classroom. In addition, TCNJ has established several student support offices that can provide the support and resources to help students achieve their personal and professional goals and to promote health and well-being. You can find more information about these policies and resources at the [TCNJ Student Support Resources and Classroom Policies webpage](#).

Students who anticipate and/or experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The [Accessibility Resource Center \(ARC\)](#) is available to facilitate the removal of barriers and to ensure reasonable accommodations.

Please note that the “[TCNJ Student Support Resources and Classroom Policies](#)” webpage contains all of the relevant policies that govern the classroom; however, faculty should feel free to include specific statements about any of the policies that they would like students to highlight and review with students (e.g., Absence and Attendance Policy, Classroom Recording Policy).