An effective syllabus conveys what the class will be like, what students will do and learn, as well as what they can expect of you. As well designed syllabus achieves the following:

It increases the likelihood of student success in your class. Thus, success elsewhere and higher retention.

It decreases the number of problems which arise in the course. Fewer misunderstandings arise when the “rules” are openly stated.

It assists in your professional development. Writing and revising your syllabi provide you the recurring opportunity to reflect on both the form and purpose of your approach to teaching such questions as:

- Why do I select the content I do?
- Should I present the content in this order?
- Are these the best teaching strategies for this course?
- Is there a better way to evaluate achievement?

The course syllabus should be available to students the 1st day of class or before using Blackboard.

A copy of each course syllabus should be submitted to the departmental secretary within the first week of the semester.

Service courses with multiple divisions (e.g., ENGL 101, MA 153, COM 114, PSY 120) should have, in general, a common syllabus (i.e., common course requirements) for each division.

A course syllabus should contain, at minimum, the following information:

- Instructor’s name
- Instructor’s office number (departmental office if an instructor does not have a designated office on campus)
- Instructor phone number (departmental secretary’s phone number if a PNC phone number is not available – it would be advisable for limited term lecturers to provide a home or work phone number for the departmental secretary)
- Instructor’s PNC email address (The PNC e-mail system is the campus default communication system; accordingly all instructional staff must use their PNC e-mail account)
- Department Office number and phone number
- Office hours; 4-6 hours per week
Course policies could be a separate document or posted on Blackboard with a link within the syllabus.

- **Academic Integrity**: Academic Integrity is a core value of our community. Academic honesty and appropriate classroom behavior are the responsibility of each PNC student. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions such as failing grade in the class and/or in cases where the student may have a pattern of misconduct with the University, the student may be separated from the University because of this behavior.

Students are expected to be familiar with the University’s Code of Conduct and possible sanctions. Students can access this document on the Dean of Students webpage under University and Campus Policies/Student Conduct, Disciplinary Procedures and Appeals, or at: [http://www.pnc.edu/policy/conduct/](http://www.pnc.edu/policy/conduct/). Students should also make themselves aware of an addendum covering classroom disruption which can be found at: [http://www.pnc.edu/academic_affairs/wp-content/uploads/sites/20/2013/05/Disruption-in-Classroom-Policy.pdf](http://www.pnc.edu/academic_affairs/wp-content/uploads/sites/20/2013/05/Disruption-in-Classroom-Policy.pdf).

Students should understand that if they are charged with an offense, pleading ignorance of the rules will not serve as an excuse. Students need to make themselves familiar with these university documents. Any questions you may have can be directed to the Dean of Students.

- **Blackboard:**
  - **Access**: Students must be capable of accessing the Blackboard Learning Management System from home, campus, or other computer capable of connecting on a regular basis with the campus version. Since students must develop a good working knowledge of Blackboard, it is recommended that they are directed to the following student website for support: [http://www.pnc.edu/distance/student-support](http://www.pnc.edu/distance/student-support). In addition, students should have access to the Blackboard Student Tutorial that faculty can provide their students from within their Blackboard courses.
• **System Outage:** A statement should be present concerning Blackboard system outages and resulting contingency plans. For example: inform students that they must use their regular PNC email accounts to continue communication. Consider including a statement about giving extensions. For long-term outages, consider informing them that they should use their PNC email to continue to receive instructional materials and assignments, as well as submit them.

• **Communication/Participation:** A statement regarding communication expectations should be present. Timeframes for student and instructor response should be clearly defined. For example: require students to respond within 24-48 hours during the week, longer on the weekends and holidays. Inform them that you will follow the same protocol. If using discussion boards, debates, or online journaling, etc., provide a clear statement of how often students are expected to participate via posting and responding within those activities.

  ○ **PNC Password:** Students must obtain and use their PNC password for this course.

  ○ **Email:** Two requirements are important. First, the PNC email-system is the campus default communication system, accordingly all instructional staff must use their PNC email account. You may use this through Banner, Outlook or Blackboard. The email tool in Blackboard should be enabled and students should use this option for communicating with the instructor about individual or private matters. Second, if Blackboard experiences interruptions in service, the instructor can send messages about adjustments and class work through the PNC regular email system, the one outside of Blackboard. Thus, students must check their PNC email regularly directly or by forwarding it to their home email.

  ○ **Internet:** Some learning activities may require students to use the Internet.

  ○ **Emergencies:** Include statements from the Guide on Academic Continuity Fall 2009 or insert a link to the Academic Continuity Guide. In the event of a major campus emergency or closing, course requirements, deadlines and grading percentages are subject to changes necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Here are ways to get information about changes in this course.

    • Course web page or Blackboard (list address)
    • Instructor’s email (list address)
    • Instructor’s phone (list numbers)

  ○ **Attendance policy:** Federal Regulations on Title IV financial aid require all faculty to document a last date of attendance for students that are not attending classes. If a student misses more than 3 consecutive classes that are not approved by the instructor, then the student’s name must be sent to the Student Success Center’s “Early Alert Program” at [http://www.pnc.edu/ssc/early](http://www.pnc.edu/ssc/early).
○ **Counseling Services:** Short term confidential counseling is available to enrolled students, free of charge, through the Student Counseling Services office located in LSF-103. The phone number is 219-785-5230 or 1-800-872-1231 ext. 5230. Call or stop in to make an appointment Monday through Friday 8:00 AM to 4:30 PM.

○ **Statement concerning disability accommodation(s):** The Disability Services Coordinator, in LSF-103A, extension 5374, provides information and resources to all students with disabilities, faculty and staff, ensuring equal access to educational opportunities. The office will provide guidance regarding appropriate accommodations. Academic accommodations and other services are provided on an individual basis determined by documented need. Documentation of the disability completed by a physician or qualified health care professional must be on file in the office.

○ **Course Evaluation:** A statement in the syllabus should be made indicating the expectation that students complete the online evaluation for the course at the end of the semester. These survey results provide valuable information to the professor. Instructors should also consider providing other options for students to offer feedback throughout the semester, such as conducting a mid-term evaluation.