

# Syllabus Requirements and Course Evaluation Policy

## Purpose and Scope

This policy outlines syllabus requirements and expectations for student evaluation required within a course.

## Policy Statement and Framework

### Syllabus Requirements

By the first scheduled day of class for the semester, all faculty must post a course syllabus to the WCU learning management system. A course syllabus must include the following information:

1. Official (catalog) course name and number
2. Instructor's name, office location, office telephone number/department contact number, email address, and scheduled office hours
3. Statement of course mode of instruction (e.g., in person or distance education; if distance, the nature of the distance instruction, including percentage synchronous and/or asynchronous). Distance courses must follow the expectations outlined in the '**Distance Education Course Policy**'.
4. Time and location of courses taught in person and distance synchronous
5. Course description that aligns with the catalog description (does not need to be verbatim, but must include the key information from the catalog)
6. Required and/or recommended textbook(s) and other materials
7. Course student learning outcomes that articulate what students should be able to do, achieve, demonstrate, and/or know upon completion of the course. Course-level student learning outcomes in required courses must also show connection to programmatic student learning outcomes.
8. Information about the activities and/or assignments that will contribute to the development and assessment of these competencies/student learning outcomes -- i.e., outcomes and assessments must be explicitly aligned. For more information refer to the policy on '**Assessment of Student Learning Outcomes within Academic Programs at West Chester University**'
9. For approved [General Education and Additional Baccalaureate Requirement courses](#), the syllabus must include the following:
  1. A statement that identifies the type of General Education or Additional Baccalaureate Requirement the course meets
  2. A listing of the relevant General Education goals and student learning outcomes to which the course contributes (as previously approved by CAPC), and information about the class activities and/or assignments that will contribute to the development of each of these goals. Outcomes and assessments must be explicitly aligned at the level of the General Education Student Learning Outcomes, not at the Gen Ed Goal level. Visit [CAPC General Education Program](#) for information about the requirements for all General Education courses.

10. Instructor attendance policy that complies with the '**Undergraduate Student Attendance Policy**' (for undergraduate courses) and the '**University-Excused Absences Policy**' (all courses)
11. Course Evaluation Policy, including reference to the university grading scale. The course evaluation policy must include an explicit breakdown of how final grades are determined and should follow the requirements listed in the next section of this policy.
12. Tentative course schedule that is compliant with the academic calendar for that term and the '**Pre-Course Assignment Policy**', and that does not assign coursework beyond the last day of the term
13. Statements common to all WCU syllabi:
  1. [Statements Common to All WCU Syllabi \(Undergraduate\)](#)
  2. [Statements Common to All WCU Syllabi \(Graduate\)](#)

## Course Evaluation Requirements

### A. Nature and Timing

1. Students should be provided with on-going evaluations and feedback throughout the term so they can assess their learning progress. This includes courses such as off-campus internships, field experiences, independent study, and research courses where such feedback may come from approved site supervisors. For courses below the 400-level that use a limited number of major evaluations, students must be notified of the results of each major evaluation prior to the next scheduled major evaluation. In all courses, at least one major evaluation or substantive feedback must be provided to students no later than one week before the end of the course withdrawal period for that session (i.e., assessments delivered and graded, and grades provided to students, e.g., using D2L grade book) so that they can make an informed decision about continuation.
2. Faculty must publish the nature and number of evaluations in their syllabus by the first scheduled day of instruction for the semester.
3. Faculty are required to retain the results of all evaluations, including final examinations, for a period of one full semester before discarding them.

### B. Final Examinations

1. Courses with any synchronous meeting pattern (in person or distance) are assigned a final examination time.
2. Individual faculty members may not change officially published final examination times.
3. No final examination may be given outside of the scheduled final examination time; no final examination time can be extended by individual faculty members.
4. Any course not having a final examination will meet as directed by the instructor during the scheduled examination time for a continuation of the regular class work.
5. Fully asynchronous courses are not assigned a final examination time. Asynchronous courses that include a final examination will indicate so on the syllabus and will administer that assessment asynchronously during the final examination period for that term.
6. Any student who has three or more final examinations scheduled for the same day may, no later than one week prior to the scheduled final exam time, work with the individual instructors to arrange alternative examination times.