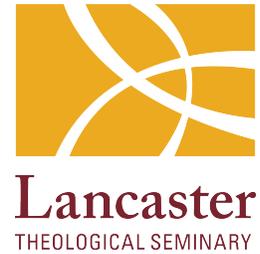


[Course Title]
[Course Number] Syllabus
[Term and Year]
[Course Dates, Times, and Location]



Instructor Information

Name: [name]
Email Address: [@lancasterseminary.edu email address]
Office Location: [e.g., Lark # or virtual (e.g., Zoom room or Scheduler)]
Office Hours: [set hours and/or detailed instructions for making an appointment]

Course Description

[This should include the description in SONIS and/or the course catalog. Substantive differences between the syllabus and SONIS need to be reported to the Faculty Assistant.]

Course Learning Objectives

[List the specific course goals and learning objectives here.]

Degree Goals and Outcomes

These course objectives contribute to the following degree goals and outcomes:

[You must list which student learning outcomes your course will address, and these will come from all degree programs from which students may register for your course. Links to the goals and outcomes for each degree are included below. Note, your class will not address every goal and outcome for a particular degree; select only those that apply.]

MDiv Goals and Outcomes

[[Copy/paste relevant goal\(s\) and outcome\(s\) from this document](#)]

MAML Goals and Outcomes

[[Copy/paste relevant goal\(s\) and outcome\(s\) from this document](#)]

DMin Goals and Outcomes

[[Copy/paste relevant goal\(s\) and outcome\(s\) from this document](#)]

Course Engagement with Diversity

Lancaster Theological Seminary intentionally challenges students to lead in a diverse world where there is an increasing need for leaders who have the capacities to encounter complexity, listen thoughtfully, and lead from places of authentic self-awareness and theological integrity. In this course, this will occur in multiple ways:

[List the ways in which this course engages diversity.]

Course Policies

Inclusive and Expansive Language

Language both mirrors and constructs social reality, often intentionally or inadvertently determining who is included and who is excluded from important conversations. For this reason, Lancaster Theological Seminary promotes the use of inclusive language. For our purposes, inclusive language is language that promotes a diverse and just environment for all in which the broadest possible range of people are represented and included in communal conversations. This includes such matters as language about God, humanity, cultures, nationalities, ethnicities, races, and religions, with regard to such characteristics such as sex, gender, sexual identities, social class, age, and differing abilities. See Appendix III of the Student Handbook for more guidance on the use of inclusive and expansive language.

Statement of Standards

Lancaster Theological Seminary students act in all academic and Seminary matters with the utmost honesty and integrity. They conduct themselves professionally and responsibly in order to promote a community of trust and respect. These fundamental values inform and support the Seminary's commitment to honoring diversity, creating and nurturing community, and upholding academic excellence.

Breaches of the Seminary's Standards for Academic Integrity include but are not limited to:

- Cheating on examinations and papers;
- Plagiarism, including but not limited to:
 - Misrepresenting the nature and extent of one's own research;
 - Offering work done by others as one's own;
 - Employing words and/or ideas originating with others without proper acknowledgement; and/or
 - Submitting the same work for more than one course without clear and prior consent of all instructors.

Any student suspected of violating the standards of academic integrity will be reported to the Dean of the Seminary. Standards Committee procedures are found Section 9 of the Student Handbook.

Style Guide for Written Work

The faculty has adopted as the standard guide to writing papers for all programs the following handbook: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, (Chicago: University of Chicago Press). All students are urged to purchase this handbook. It is based on *The Chicago Manual of Style*. Preference will always be for the most recent edition in publication at the start of the academic year. Copies of the Turabian text and the *Chicago Manual of Style* are also available in the Library. Access to the Chicago Manual of Style Online is provided through your library account.

Intellectual Property Rights of Students

The Seminary recognizes that individuals enrolled in a Seminary course retain ownership and rights over the work they create while enrolled in that course. In compliance with our accrediting bodies, one assignment from each student in every course will be collected and stored for later assessment of the Seminary's degree programs. These samples of student work will not be used for any other purpose and will be destroyed when the assessment period is complete.

Classroom Etiquette

The use of recording devices during class should be arranged with the professor before class begins. Eating during class should be limited to break times. Cell phones must be turned off or silenced in the classroom while class is in session. A student who must receive or make a call should leave the classroom before doing so.

Zoom Classroom Etiquette

Plan to join the Zoom meeting room at least three minutes before class is scheduled to begin. Mute your microphone or telephone unless you are speaking. Use a headset or headphones to minimize feedback and echoes. When your camera is on, refrain from eating, loafing, leaving your desk, grooming habits, and making distracting movements. Let the professor know (via chat) if you need to turn off your camera for any reason, including a poor internet connection or the need to engage in any of the above activities. Use the chat feature to ask questions and/or report technical difficulties.

Academic Accommodations

See Appendix II of the Student Handbook for the Seminary's services for students with Disabilities. Students are responsible for scheduling appointments with individual professors whose classes they are enrolled in once they have received their Education Accommodation Plan (EAP). Students are encouraged to contact professors to request a convenient time to have a full discussion about their specific disability, their concerns in being able to fulfill the requirements of the class, and what both the student and professor are willing to do to help accommodate them. Each professor will also receive a copy of the EAP detailing the approved accommodations for that specific student.

Class Attendance

Students are expected to attend every class session in its entirety. Attendance is taken at every class session. Absences may be taken into consideration in evaluating the student's total contribution to the work of the course. You are responsible for consulting with the professor about the best means for making up work missed due to absence. Normally, missing more than 20% of class sessions will result in failure of the course. This applies to all absences, whether "excused" or not.

Acceptable indications of attendance in an online course can include submission of work and posting in a discussion forum. Logging in to the course site is not sufficient, by itself, to count toward a student's attendance or active participation in the online components of a course. Students who fail to adhere to the online attendance requirements risk failing the course.

Course Expectations

Workload

[Explain how many hours per week a student is expected to spend in class and preparing for class. Should align with the guidelines in Section 4 of the Student Handbook.]

Synchronous Class Time per week:	[time spent in face-to-face (4 hours 20 minutes expected) or synchronous online class (2 hours expected)]
Asynchronous Class Activities per week: [for hybrid and online classes only]	[time spent in asynchronous online activities like forum discussions or watching online lectures (1 hour expected)]
Preparation Time per week:	[time spent reading and preparing assignments; use Rice University's Course Workload Estimator to help determine if your reading and writing assignments fall within our guidelines]
Total weekly workload:	[9 hr. 20 min. target for 3 credit 10-week courses and 1.5 credit 5-week courses; 4 hr. 40 min. target for 1.5 credit 10-week courses]

Assignments and Grades

[Breakdown of how the student's course grade will be calculated. Courses required for a degree program need to note which assignment will be submitted as the assessment artifact for the course; consult the degree goals and outcomes documents linked above for the specific goal/outcome your course artifact is expected to address. Also include your policy on rewrites and resubmissions of written work. For example, you may require students to work with a writing coach if their work earns a C or below.]

Grading Rubrics

[How assignments will be evaluated for grading. You may choose to have one general rubric here with more specific rubrics for each assignment included in the detailed instructions for the assignment.]

Late Submissions

[Your policy for how you will handle late assignment submissions.]

Course Materials

Required Materials

[Bibliography of required textbooks and electronic reserves]

Recommended and/or Optional Materials

[Bibliography of recommended and/or optional textbooks and electronic reserves]

Resources for Student Success

- [List your office hours and/or how students may contact you for help]

- The Library offers an array of print and electronic resources and services to students, including course reserves, assistance with technology and research, and an after-hours access program. <https://library.lancasterseminary.edu>
- Writing Center coaches Frank Gray and Brian McDonald are available to assist with drafts, rewrites, and more. Contact writingcenter@lancasterseminary.edu.
- Educational specialist Beth Grimm is available to assist with academic accommodation or modification as needed.
<https://courses.lancasterseminary.edu/course/view.php?id=381§ion=7>.

Course Schedule

[Include a table or listing of each class session, the date it is scheduled, what preparation is required, and what assignments are due. The table below may be adapted or modified for this purpose.]

CLASS DATE	TOPIC, READINGS, AND ASSIGNMENTS DUE
WEEK 1 – DATE	Topic – First class session
WEEK 2 – DATE	Topic Readings and Assignments (if any) due
WEEK 3 – DATE	Topic Readings and Assignments (if any) due
WEEK 4 – DATE	Topic Readings and Assignments (if any) due
WEEK 5 – DATE	Topic Readings and Assignments (if any) due
WEEK 6 – DATE	Topic Readings and Assignments (if any) due
WEEK 7 – DATE	Topic Readings and Assignments (if any) due
WEEK 8 – DATE	Topic Readings and Assignments (if any) due
WEEK 9 – DATE	Topic Readings and Assignments (if any) due
WEEK 10 – DATE	Topic Readings and Assignments (if any) due