

# STETSON UNIVERSITY

## Syllabus Template\*

(Updated January 2018)

Although a syllabus may take a variety of forms, the syllabus template below indicates the required, optional, and recommended Stetson-specific components and content to include on a syllabus. Faculty members are welcome to add other information as desired.

Faculty members should provide students with a syllabus on the first day of class and make it available electronically (preferably, by posting it on Blackboard), so that students who need to use software to review the document can do so.

### REQUIRED COMPONENTS (UNLESS OTHERWISE SPECIFIED)

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#### GENERAL INFORMATION:

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- Course title and number:
- Semester and year:
- Class location (building and room):
- Class meeting days and times:
- Instructor's name and title:
- Instructor's office location (building and room):
- Instructor's office hours:

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Full-time faculty members are expected to hold a minimum of four open office hours each week, as well as to be available by appointment. Adjunct faculty members are also expected to hold regular open office hours or to otherwise make themselves available to students, with the number of hours commensurate with their Stetson teaching load.

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- Instructor's office telephone number:
- Instructor's email address:
- If applicable, the teaching apprentices' and Student Peer Instructors' (SPI) names, office hours, telephone number, and other relevant information:
- *Optional*: The instructor's other contact information (e.g., cell phone number, fax number); information about how quickly a student can expect to get an email response from the faculty member; the department's or program's administrative assistant's contact information

#### COURSE DESCRIPTION:

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- Course description

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The course description should provide a brief narrative overview of the course, including its purpose and objectives; type of course and its instructional methods (e.g., lecture, seminar, hybrid, on-line, service-learning, etc.); number of units/credits; how the course relates to the goals of an academic program (e.g., departmental or program mission, whether it is a requirement or an elective for a major, minor, and/or area study or interdisciplinary program, whether it is cross-listed, etc.). Additionally, the description should state (and the instructor must comply with) the course workload requirements, as specified by the accrediting agency of the Southern Association of Colleges and Schools (SACS) Commission on Colleges; see <http://catalog.stetson.edu/undergraduate/student-policy/records-grades-registration/credit-hour-policy/> for details.

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- Pre-requisites and co-requisites (e.g., class standing, courses, skills, knowledge, etc.)

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- Learning outcomes

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Faculty members should outline the student learning outcomes the course intends to produce—that is, what students will know, understand, and be able to do at the end of the course. A well-stated outcome has two components: substance (content/subject matter) and form (what actions the student will perform—compare and contrast, evaluate, analyze, apply, etc.). The learning outcomes should drive grading. Hence, when designing learning outcomes, faculty members should consider the evidence they will need to evaluate students’ learning.

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- If applicable, the course’s general education designation(s) and associated learning outcomes

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If the course fulfills one or more general education requirements, the associated learning outcomes should appear in the syllabus and the course content, instructional methods, student assessment, and the like should be designed to accomplish those learning outcomes. See the “General Education Rubrics” at <https://www.stetson.edu/administration/provost/governance/councils-and-committees/ugec.php> for more information.

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- *Optional*: The faculty member’s teaching philosophy; information about how the course relates to the purpose of liberal study, Stetson’s mission, and/or students’ preparation for post-graduate study or careers; mention of how the course will use Blackboard

## REQUIRED COURSE MATERIALS AND RESOURCES, AS APPLICABLE:

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- Titles of textbooks and related materials that students are required and recommended to purchase or access and their authors, ISBNs, dates of publication, publishers, editions, and whether they can be purchased from the Stetson University Bookstore
- Information about required and recommended materials on reserve in the duPont-Ball Library, Internet resources, instructor’s or course websites, and so forth
- Information about other required and recommended materials, equipment, and technology and their usage (e.g., laptop computer, computer software, Blackboard, clicker, subscription to periodicals, calculator, supplies, etc.)
- *Optional*: Links to publishers’ online resources

## COURSE REQUIREMENTS AND GRADING:

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- Course requirements and components, their means of assessment, and their weights in determining the final grade

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Faculty members should specify how learning will be assessed and indicate how attendance, participation, homework, projects, papers, presentations, performances, exhibitions, lab exercises, other types of assignments, quizzes, examinations, and so forth factor into final grades.

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- Final exam/project/assignment requirement

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Faculty members are required to give final examinations or equivalent final projects or assignments in all courses at the end of each academic term. The Registrar’s Office schedules final examinations. Faculty members may not reschedule the day or time of the final exam or its equivalent. All students must complete a final examination or, at the discretion of the faculty member, an equivalent final project or assignment in each course. Students may not reschedule or miss any final examination without prior approval of the academic Dean. Students who miss a final examination without the academic Dean’s prior approval are subject to failing the course, if so indicated on the syllabus. The academic Dean must approve any reasonable student request for rescheduling a final exam *before* faculty members can accommodate the student. Students scheduled to take more than two final exams in one day may request

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from the Dean's Office that one examination be rescheduled. No course-related activities (e.g., final exams or equivalent projects, assignments, student presentations, etc.) may be held on Reading Days.

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- **Grading policy**

Faculty members should state their grading policy, including whether late assignments and/or make-up work will be accepted, and, if so, the circumstances and consequences which apply (e.g., the grade penalty per day for work turned in late, the conditions under which such work will or will not be accepted, etc.).

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- **Grading scale**

Stetson University has no required uniform grading scale, and the instructor has discretion about whether to use a plus and minus grading scheme. The most widely used scale probably uses a ten-point distribution per letter grade (i.e., 90-100=A; 80-89=B; etc.), with the instructor determining the point values associated with plus and minus grades, if they are used. The syllabus should clearly state whether a plus and minus system is used and indicate what the grading scale is (i.e., what grade constitutes a given letter grade and its plus and minus ranges). See

<http://catalog.stetson.edu/undergraduate/student-policy/academic-affairs/grading-scale-interpretation/> for the grade point value associated with letter grades.

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- *Optional:* Guidelines for assignments; full description of assignments; evaluation rubrics

## **POLICIES:**

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- **Attendance policy**

Stetson University has no standard class attendance policy. Hence, it is incumbent on faculty members to state their expectations for attendance and their policy explicitly and unambiguously on the syllabus and, if applicable, to differentiate between excused and unexcused absences; whether and how absences, tardiness, violations of course policies, and so forth will affect grades; and the procedures students should follow to inform the instructor of an absence. If attendance counts toward the final grade, faculty members must keep accurate records of attendance; this information is helpful if students dispute their grades or face difficulties in the course. Even if attendance does not factor into the course grade, faculty members are strongly encouraged to keep attendance and to refer students who are absent frequently through the Student Success Collaborate (SSC) software accessible through My.Stetson, so that the Office of Academic Success may reach out to them.

Instructors establish attendance policies to support academic excellence in their courses. Students who must miss classes, especially for Stetson-sanctioned activities, must discuss their absence in advance with the instructor and arrange to complete work that will be missed. Examples of sanctioned activities include, but are not limited to, participation in Stetson-authorized athletic competitions or musical performances. Stetson supports participation in and observance of religious and spiritual practices and will endeavor to make reasonable accommodation in the academic schedule to make such participation possible. The impact on academic excellence is always the central concern in any accommodation.

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- **Statement on ADA accommodations**

Faculty members must include one of these two ADA compliance statements on the syllabus:

General syllabus statement:

"If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students must register with Academic Success through the Accessibility Services Center located at 209 E. Bert Fish Drive (386-822-7127; <http://www.stetson.edu/administration/academic->

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success/) and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor, and Academic Success will plan how best to coordinate accommodations."

Syllabus statement that addresses the student directly:

"If you anticipate barriers related to the format or requirements of a course, you should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with Academic Success through the Accessibility Services Center located at 209 E. Bert Fish Drive (386-822-7127; <http://www.stetson.edu/administration/academic-success/>) and notify the course instructor of your eligibility for reasonable accommodations. The student, course instructor, and Academic Success will plan how best to coordinate accommodations."

- **Statement on academic integrity and Stetson's Honor Policy and Honor Code**  
(See <http://www.stetson.edu/other/honor-system/>.)

Faculty members are urged strongly to include a statement of their commitment to intellectual honesty and their expectation that all work submitted in the course will be each student's own, that any contribution from others will be clearly acknowledged, and that unauthorized assistance on exams or papers will be neither given nor received. In other words, faculty members should describe Stetson's and their expectations for academic integrity, state that students are expected to abide by Stetson's academic Honor Policy, and mention how violations to the Honor Code will be handled.

## Sample statement:

*The Stetson University Honor System (see <http://www.stetson.edu/other/honor-system/index.php>) states:*

- *Stetson University expects its students to be actively involved in their education and seeks students who expect a superior academic experience. In addition, the university seeks students of high integrity, who value honesty and wholeness of purpose in all endeavors.*
  - *Academic dishonesty invalidates this experience, in that it rejects the substance of the academy (that of learning and inquiry) and substitutes for it a superficial focus on externalities (e.g., passing the course, getting the diploma, etc.). Further, breaches of academic integrity rob both the individual and the institution and are antithetical to all that the university represents.*
  - *The Honor Pledge is the central statement of the university's Honor System. All students are expected to subscribe to it upon entrance to the university. All students are also asked to reaffirm the pledge on a regular basis by writing the word "pledged" in front of their signature when submitting exams and papers.*
- **Optional:** Inclusion on the syllabus of the Honor Pledge (see <http://www.stetson.edu/other/honor-system/honor-pledge.php> and below); of a statement on netiquette; and/or of student professionalism (e.g., expectations regarding the classroom code of conduct, usage of technology and electronic devices, students' entering and leaving the classroom during the period, etc.)

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## Honor pledge:

*"As a member of Stetson University, I agree to uphold the highest standards of integrity in my academic work. I promise that I will neither give nor receive unauthorized aid of any kind on my tests, papers, and assignments. When using the ideas, thoughts, or words of another in my work, I will always provide clear acknowledgement of the individuals and sources on which I am relying. I will avoid using fraudulent, falsified, or fabricated evidence and/or material. I will refrain from resubmitting without authorization work for one class that was obtained from work previously submitted for academic credit in another class. I will not destroy, steal, or make inaccessible any academic resource material.*

*"By my actions and my example, I will strive to promote the ideals of honesty, responsibility, trust, fairness, and respect that are at the heart of Stetson's Honor System."*

## COURSE SCHEDULE:

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- Weekly or daily schedule

The course schedule may contain considerable detail (e.g., topics covered each day, daily reading assignments and course activities, and the like) or be more flexible (e.g., present a weekly schedule), depending, in part, on the faculty member's pedagogy and experience in teaching the course. However, it should include the due dates for major assignments, exam dates (including the final exam date and time; see the final exam schedule at <http://www.stetson.edu/administration/registrar/>), and the dates of other important events (e.g., mid-term grade due date, day-long campus-wide events that may affect the class schedule, such as University holidays and breaks, Values Day and Showcase, etc.), along with a note about which dates are tentative and which are firm. If the course schedule or any of the information it contains about assignments, exams, and so forth are tentative, the faculty member should state on the syllabus how and when the firm deadlines will be communicated to the students. Note that at least one major graded student work (e.g., exam, assignment, project, etc.) should be given and used as the basis for assigning students' midterm grades. See the academic calendar at <http://www.stetson.edu/administration/registrar/academic-calendars.php> for important dates.

- *Optional:* A statement that the course schedule is subject to change or a similar disclaimer that the faculty member reserves the right to change the syllabus in other ways (e.g., requirements, distribution of points, procedures, etc.), as necessary, along with information about how the faculty member will communicate any changes to the students (e.g., via email, announcements on Blackboard, etc.).

## RECOMMENDED INFORMATION

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### CAMPUS RESOURCES AND SERVICES AVAILABLE TO STUDENTS AT NO ADDITIONAL COST:

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- The Hollis Family Student Success Center offers study spaces for groups and individuals, Success Coaches (peers or staff members who can help with issues such as time management, note taking, test preparation, and the like), tutoring, the Writing Center, Stetson Peer Instruction (SPI), and academic advising support. (See [www.stetson.edu/academic-success](http://www.stetson.edu/academic-success).)
- duPont-Ball Library (See <https://www2.stetson.edu/library/>.) Research librarians at the duPont-Ball Library are available to help you with all of your information needs, such as

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choosing a topic, using databases, finding sources, evaluating sources, and formatting citations. A librarian is “on-call” and ready to help during the following hours: Monday-Thursday 10 AM - 10 PM, Friday 10 AM - 5 PM, Saturday 11 AM - 6PM, and Sunday 2 PM - 10 PM. Call or text 386-747-9028 or email [libref@stetson.edu](mailto:libref@stetson.edu) for immediate help. Or, set up a research consultation appointment at <http://stetson.libwizard.com/consult>.

- Writing Center (See <http://www.stetson.edu/other/writing-center/>.)
- Disability resources and ADA accommodations (See <http://www.stetson.edu/administration/academic-success/resources/disability.php> and <http://www.stetson.edu/administration/academic-success/resources/faculty.php>.)
- Counseling Center (See <http://www.stetson.edu/administration/counseling-center/>.)

## Sample statement:

*“College can be extremely stressful for students, especially if it is their first time away from home for an extended period of time or if they are facing other pressures. Thus, students may find it helpful to consult the University Counseling Center. Here is the contact information:*

- *Phone number: 386-822-8900*
- *Location: The office is located in the gray house behind the Hollis Center pool, at the corner of University Avenue and Bert Fish Drive.*
- *Office hours: Weekdays from 8:00 a.m. to 4:30 p.m.*
- *If a student experiences a mental health emergency after hours, they can call Public Safety (386-822-7300) and ask to speak with the on-call counselor.*

*The Counseling Center staff members are qualified professional counselors, trained to support and guide students through difficult transitions, experiences, and feelings. Counseling is confidential and free of charge for all currently enrolled Stetson University students.*

- Tutoring and Student Peer Instruction (SPI), if applicable (See <http://www.stetson.edu/administration/academic-success/tutoring-spi.php>.)

## OTHER RELEVANT POLICIES:

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- Student grievance policies (See <http://catalog.stetson.edu/graduate/student-policy/grievance-policy/>.)
  - Family Educational Rights Privacy Act, or FERPA (See <http://www.stetson.edu/administration/registrar/ferpa/index.php>.)
  - Title IX (See <http://www.stetson.edu/other/title-ix/>.)
  - Other undergraduate student policies (See <http://catalog.stetson.edu/undergraduate/student-policy/>.)
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\* This template is based in part on one designed by TCU’s Koehler Center for Teaching Excellence and on sample syllabi; it is intended to help Stetson faculty members create a syllabus that contains useful information to enhance student learning. For this template, members of Stetson’s DeLand campus Council of Undergraduate Associate Deans (CUAD) modified TCU’s template and incorporated elements from sample syllabi, along with text from the following Stetson University resources: the Registrar’s Office (<http://www.stetson.edu/administration/registrar/media/academic-policies.pdf>), the Provost’s Office (<http://www.stetson.edu/administration/provost/faculty-resources/teaching.php>), the 2017-18 Stetson University



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Catalog (<http://catalog.stetson.edu/>), and a document prepared by Professor Mitchell Reddish of the Department of Religious Studies.

This document focuses on Stetson University syllabus components and content. For a useful companion document about enhancing the accessibility of syllabi through their design, rhetoric, and other elements, see <https://accessiblesyllabus.tulane.edu/>. For another helpful document, “Tips and Guidelines for Stetson Faculty Members,” see <http://www.stetson.edu/administration/provost/media/faculty-resources/teaching/tips-guidelines.pdf>.