

STETSON UNIVERSITY

Syllabus Template*

(Updated August 2024)

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 Canvas), so that students who need to use software to review the document can do so.

REQUIRED COMPONENTS (UNLESS OTHERWISE SPECIFIED)

GENERAL INFORMATION:

- 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:

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.

- Instructor's office telephone number:
- Instructor's email address:
- If applicable, the teaching apprentices' and Student Peer Instructors' (SPI) names, office hours, telephone numbers, 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:

- Course description

The course description should provide a brief 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); 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). 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, as described in the [credit hour policy](#).

- Pre-requisites and co-requisites (e.g., class standing, courses, skills, knowledge)
- 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, such as compare and contrast, evaluate, analyze, or apply). The learning outcomes should drive a faculty member’s pedagogy, including methods of assessing student learning, and the syllabus should communicate the assessment plan. Hence, when designing learning outcomes, faculty members should consider the evidence they will need to evaluate students’ learning.

- 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](#) for more information.

- *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 Canvas

REQUIRED COURSE MATERIALS AND RESOURCES, AS APPLICABLE:

- 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., clicker, subscription to periodicals, calculator, supplies)
- Information about required computer technology, software, and peripherals (e.g., a laptop computer or access to a computer with a current operating system, reliable internet access, a current internet browser, access to Lockdown Browser or other online proctoring software, required computer software, speakers, headphones, microphone, web camera, etc.). Consider adding links to Stetson [Computer Labs](#) and available [software](#).
- *Optional*: Links to publishers’ online resources

COURSE REQUIREMENTS AND GRADING:

- 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.

- 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 in each course or, at the discretion of the faculty member, an equivalent final project or assignment. 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

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

- **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).

- **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). The *Catalog* describes the [grade point value](#) associated with letter grades.

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

REQUIRED POLICY STATEMENTS:

- **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; the procedures students should follow to inform the instructor of an absence; and the documentation required for an absence to be excused. 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 Collaborative (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 or theater performances. However, students who participate in fraternity or sorority recruitment who have class conflicts should notify the Office of Student Development and Campus Vibrancy of such conflicts, so that that office can arrange alternate recruitment activities for those students. 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 students' achieving the course learning outcomes and 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 the [Office of Academic Success](#) through the Accessibility Services Center located on the second floor of the duPont-Ball Library (386-822-7127) and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor, and the Office of 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 the [Office of Academic Success](#) through the Accessibility Services Center located on the second floor of the duPont-Ball Library (386- 822-7127) and notify the course instructor of your eligibility for reasonable accommodations. The student, course instructor, and the Office of Academic Success will plan how best to coordinate accommodations."

- Statement on academic integrity and Stetson's [Honor System](#), including the Honor Policy and Honor Code

Faculty members must include a statement about Stetson's policy on academic integrity, or the Honor Code. They are urged to include a statement of their commitment to intellectual honesty and their expectations that all work submitted in the course be each student's own, any contribution from others be clearly acknowledged, and unauthorized assistance on exams or papers 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](#) 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). 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."*

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- *Optional*: Inclusion on the syllabus of the [Honor Pledge](#); statement on uses of AI, 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) [Honor System Council recommended syllabus blurb](#)

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."

- All faculty have access to AI resources on Canvas including sample AI/ChatGPT Syllabus Statements – [Faculty AI Resources](#)
- *Optional*: Inclusion of ChatGPT-AI Syllabus Statement:

The following syllabus statements were developed as a resource for faculty and instructors, with options ranging from "no restrictions" to "ChatGPT and other AI tools may not be used under any circumstances." These statements may be adopted or adapted to reflect a given instructor's course learning objectives and instructional / assessment style. Instructors are strongly encouraged to include a syllabus statement directly addressing their policy on the use of AI/ChatGPT, including material on appropriate citation styles and some statement of how instructors will handle violations of the stated syllabus policy. Note that the Library offers a guide to citation styles that includes citing GAI

For instructors who wish to allow unlimited usage of Generative AI:

Artificial intelligence (AI) language models, such as ChatGPT, may be used for any assignment with appropriate citation. Examples of citing AI language models are available [here \(General Citations - Guide to Writing at Stetson University – Guides at Stetson University\)](#). You are responsible for fact checking statements composed by AI language models.

For instructors who wish to allow limited usage of Generative AI:

Artificial intelligence (AI) language models, such as ChatGPT, may be used for [assignment types A, B & C] with appropriate citation, but not for [assignment types D, E & F]. Examples of citing AI language models are available [here \(General Citations - Guide to Writing at Stetson University - Guides at Stetson University\)](#). If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. You are responsible for fact checking statements composed by AI language models.

For instructors who wish to prohibit the usage of Generative AI:

1) Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

2) In accordance with the commitment to uphold academic integrity and promote original thinking and creativity, the use of Generative AI technologies is strictly prohibited in completing assignments, projects, exams, or any other coursework associated with this class. Students are expected to complete all coursework independently or in designated groups, using authorized resources only. Any use of Generative AI, in any form, to complete course assignments will be considered a violation of the academic misconduct policy and will be dealt with accordingly, which may include failure for the assignment or course, or other disciplinary actions as outlined in the institution's academic misconduct policy. If students have any questions or uncertainties regarding this policy, they are encouraged to discuss them with the instructor.

Statement on Ethical and Responsible Use of Generative AI and Source Attribution:

In this course, students may have the opportunity to utilize Generative AI technologies for certain assignments and projects. It's imperative that the use of such technologies is conducted in an ethical, responsible, and transparent manner. Any content generated via AI must be clearly labeled and attributed to the AI source, along with the disclosure of the individual's role in curating or editing the generated material. Misrepresentation of AI-generated content as one's own original work, or failure to accurately attribute sources, will be considered a serious violation of academic integrity and will be dealt with accordingly as per the institution's academic misconduct policy. Students are encouraged to discuss any uncertainties regarding the use of Generative AI and source attribution with the instructor.

COURSE SCHEDULE:

- 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), 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), 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) should be given and used as the basis for assigning students' mid-term grades. Consult the [academic calendar](#) for important dates.

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- *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), as necessary, along with information about how the faculty member will communicate any changes to the students (e.g., via email, announcements on Canvas).

RECOMMENDED INFORMATION

STATEMENTS RECOMMENDED BY CAMPUS LIFE AND STUDENT SUCCESS (CLASS):

- [Title IX](#)

Sample statement:

“Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Stetson University does not tolerate sex discrimination of any kind including: sex or gender-based misconduct, discrimination, harassment, and violence; intimate partner violence; and stalking. These incidents may interfere with or limit an individual’s ability to benefit from or participate in the University’s educational programs or activities. Many resources are available to assist students who report related incidents. Students are asked to immediately report incidents to the University’s Executive Director and Title IX Coordinator at www.Stetson.edu/reportit or by calling 386-822-7960; the Deputy Title IX Coordinator for Students by email at titleix@stetson.edu or by calling 386-822-7205; or to Public Safety by calling 386-822-7300. If a student wishes to keep the information confidential, the student may contact Student Counseling Services, Student Health Service, or a University Chaplain, all located in Griffith Hall. Consult [Stetson University’s Title IX Policy and Procedures](#) for more information.”

- Respect for diversity

Sample statement:

“It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I appreciate and encourage your suggestions. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, please let me know whether any of our class meetings conflict with your religious events, so that we can make arrangements for you.”

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

- The Hollis Family Student Success Center in the [Office of Academic Success](#) 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.

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- Research librarians at the [duPont-Ball Library](#) are available to help students with their information needs, such as choosing a research topic, using databases, finding sources, evaluating sources, and formatting citations. A librarian is “on-call” and ready to help during the following hours: Monday through Thursday, 10:00 am – 10:00 pm; Friday, 10:00 am – 5:00 pm; Saturday, 11:00 am – 6:00 pm; and Sunday, 2:00 pm – 10:00 pm. Students can call or text 386-747-9028 or email libref@stetson.edu for immediate help or set up a [research consultation appointment](#).
- [Writing Center](#)
- [Accessibility resources and ADA accommodations](#) and [Academic Success and disability resources](#)
- [Student Counseling Services](#)

Sample statement:

“There are many reasons students may benefit from counseling throughout their time in college. College can be quite 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. Students who are adjusting to college and those who experience test anxiety, stress management, relationship concerns, or any kind of trauma may benefit from counseling.

“Students can seek information about group sessions, individual counseling, and other resources through Student Counseling Services. These services are confidential to all currently enrolled students.

- Phone number: 386-822-8900
- Location: Griffith Hall
- Office hours: Weekdays from 8:00 am to 4:30 pm (closed 12:00 pm to 1:00 pm)
- Students who experience mental health crises outside of office hours can talk with a mental health professional via WellConnect through the Student Counseling Services line at 386-822-8900 #5.

“The Student Counseling Services 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

OTHER RELEVANT POLICIES:

- [Student grievance policies](#)
 - [Family Educational Rights Privacy Act](#), or FERPA
 - Other [undergraduate student policies](#)
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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](#), the [Provost’s Office](#), the 2024-25 Stetson University [Catalog](#), and a document prepared by Professor Mitchell Reddish of the Department of Religious Studies.

This document focuses on Stetson University syllabus components and content. A useful companion document focuses on [enhancing the accessibility of syllabi](#) through their design, rhetoric, and other elements. Another helpful document is “[Tips and Guidelines for Stetson Faculty Members](#).”