# Instructions

This syllabus template document meets electronic syllabus accessibility requirements (based on the MS Word accessibility checker tool) and includes the minimum required syllabus elements.

The structure of the document includes a single level 1 heading (i.e., “Syllabus”) with three level 2 headings (i.e., “Course Information,” “University Policies,” and “College and Department Policies”). The “Course Information” and “University Policies” sections have subsections identified with appropriate level headers.

**NOTE**: The formatting for all heading levels uses the corresponding Style element in Microsoft Word. If a faculty member wants to change the formatting structure for this template (e.g., different font, font size, or font color), the faculty member should edit the format for the following styles rather than edit the formatting of the text or headings themselves in the body of the document. For assistance in editing MS Word Styles, see the “[Use Styles to Create Headings](https://www.section508.gov/create/documents/aed-cop-docx02)” video (3 minutes).

* Normal
* Heading 1
* Heading 2
* Heading 3
* Heading 4
* Heading 5

To use the syllabus template, faculty should do the following:

1. **DELETE THIS PAGE** before distributing to students.
2. Edit the content in the “Course Information” sections to include the appropriate details for the course. Instructions are highlighted in blue, italicized font, surrounded by angle brackets (<>). Please make sure that all instructions are either replaced with content or deleted.
3. Review the text included in the “University Policies” section. ***NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.***
4. Add subsections for college level and/or department level policies as appropriate for their respective units. Faculty should use Heading level 3 for any new headings added under the College and Department Policies section. Delete subsection if not applicable.
5. Save the Syllabus.

[***Recommended***] The faculty member can generate an accessible PDF from this accessible Microsoft Word document by enabling the “Document structure tags for accessibility” option when saving the file as a PDF. (See “[Create Accessible PDFs](https://support.office.com/en-us/article/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed),” *Microsoft Office Support* website and “[PDF Accessibility](https://webaim.org/techniques/acrobat/),” *Web Accessibility in Mind* website.)

## Course Information

Course Number: <XXXX-####>

Course Title: <Course Title>

Section: <Section>

Semester: <Fall 2023>

Time: <Meeting Times>

Location: <Location>

Credit Hours: <Credit Hours>

### Instructor Details

Instructor: <Instructor Name>

Office: <Location>

Phone: <Phone>

E-Mail: <E-Mail Address>

Office Hours: <Office Hours*><The number of office hours must be consistent with department and college requirements.>*

### Communication Expectations

*<Identify which mode of contact (email, phone, Canvas Inbox, etc.) is preferred, as well as where and how quickly students should expect a response (24 hours? 48 hours?). Your department or college may have guidelines for these expectations. It is recommended that instructors use the Canvas Inbox. It is an internal email system that separates course emails from your Tarleton email.>*

### Course Description

*<Provide a course description that closely follows the catalog description for the course. Course descriptions may be copied from the online catalog,* [*https://catalog.tarleton.edu/courses*](https://catalog.tarleton.edu/courses)*.>*

### Course Requirements

*< Description of major course requirements, including each major assignment (A major assignment typically counts for at least 10% of the final class grade.) and examination. >*

### Textbook and/or Resource Materials

*<Specify the textbook and other resource materials that are required, recommended, and/or optional for the course. Be sure to include the title, author(s), ISBN number, as well as edition. If no textbook or other resource materials are required, state “None.” NOTE: Do not delete the required statement below.>*

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### Course Prerequisites

*<Include a list of course prerequisites (must match Catalog). If no prerequisites, state “None.” Course prerequisites may be copied from the online catalog,* [*https://catalog.tarleton.edu/courses*](https://catalog.tarleton.edu/courses)*.>*

### Course Learning Outcomes

*<List one or more learning outcomes for the course. A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course. It must be both* ***observable*** *and* ***measurable****. The outcomes may include competencies developed in the course. Check the Master Syllabus for reference:* [*https://catalog.tarleton.edu/syllabus*](https://catalog.tarleton.edu/syllabus)*.>*

Students who complete this course successfully will be able to:

1. Add a learning objective or delete the bullet.
2. Add a learning objective or delete the bullet.
3. Add a learning objective or delete the bullet.
4. Add a learning objective or delete the bullet.

### Grading Policy

Please refer to the current University Catalog for additional information regarding grades and

course withdrawal policies. For this course, your grade will be determined in the following manner:

<*Define a grading scale for the assignment of a letter grade (A through F). Indicate weights as applicable for grade items included in calculating the course grade (e.g., exams, laboratory assignments, field student work, projects, papers, homework, class attendance, participation, and other graded activities). Example:*

*Lecture Grade: 50%  
3 exams 45%  
10 quizzes 15%  
Homework 10%  
Final Exam 30%*

*Laboratory Grade 50%  
Experiment Results 50%  
Lab Reports 30%  
Final Exam 20%*

*The final grade will be assigned as follows, although the instructor reserves the right to lower the limits slightly at their discretion considering factors such as student attendance.*

*A = 90% or above  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = below 60%*

*Tarleton differentiates between a failed grade in a class because a student never attended (F0 grade),*

*stopped attending at some point in the semester (FX grade), or because the student did not pass the course (F) but attended the entire semester.>*

#### Grading Feedback Expectations

*< For assignments submitted on time, identify how soon students should expect to receive their grades after the due date.>*

Graded Class Participation

*<If class participation affects the grade, the syllabus should explicitly define and outline how the participation grade is determined based on a well-defined rubric.>*

Graded Attendance

*<If attendance is a graded item, the syllabus should state how the faculty member will collect and evaluate attendance. Your policy should indicate the number of classes that may be missed without penalty, as well as the penalties that accrue thereafter.>*

### Late/Make-up Work Policy

<*The late work policy should:*

* *Indicate whether the faculty member will accept late work.*
* *Identify any associated penalty if the faculty member accepts late work for evaluation.*
* *Define what constitutes late work (e.g., submitting a deliverable after the established deadline).*

*Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy.>*

### Course Schedule

*<Include dates you plan to cover specific topics (with reading assignments), the due dates for assignments and exams. Consult relevant academic calendars and keep in mind religious holidays and significant campus events.>*

| **Date** | **Topics** | **Readings** | **Assignments & Due Dates** | **Learning Objective** |
| --- | --- | --- | --- | --- |
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### Optional/Recommended Course Information Items

*<Consider adding the following additional information items to the course syllabus when appropriate. Delete any information and/or subheadings if not needed, including this note.>*

#### Learning Management System Usage (Canvas)

*<Include information outlining the comprehensive utilization of the Canvas Learning Management System throughout the course. This section should clearly articulate how Canvas will be employed to enhance student learning, facilitate communication, deliver course materials, and foster engagement.>*

#### Important Dates

For more information, please see the Academic Calendar - <https://catalog.tarleton.edu/universitycalendarsandfinalexaminationschedules>.

* **Holidays and No-Class Days**
  + *<Martin Luther King, Jr. Day, Spring Break, etc. Add more bullets as needed.>*
* **Grade-related Dates**
  + *<Midterms, Finals, Drop Dates, etc. Add more bullets as needed.>*
* **Finals and Commencement**
  + *<Last Class Day, Reading Day, Finals, Commencement. Add more bullets as needed.>*

Technology Support – *<Provide appropriate technical support information to inform students who to contact if they encounter technical difficulties (e.g., direct technical questions to the course teaching assistant; contact the vendor; etc.). Technical support information should include information such as who to contact, how to contact that resource, hours of availability, etc. >*

Learning Resources – *<Provide information regarding available learning resources such as supplemental instruction or tutoring when appropriate (e.g., information about the University Writing Center for a W/C designated course or related LinkedIn Learning modules appropriate for the course topic). The* [*Study Hub website*](https://studyhub.tamu.edu/) *lists many on-campus learning resources to support students in achieving academic excellence.>*

## University Policies

*<This section outlines the university level policies that* ***must*** *be included in each course syllabus. >*

### Academic Integrity Statement and Policy

Cheating, plagiarism, or doing work for another person who will receive academic credit is impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. Consult the following links for further information on academic conduct.

* Student Judicial Affairs: [https://www.tarleton.edu/judicial/academicconduct.html](https://www.tarleton.edu/judicial/academicconduct.html%20%20)
* Student Handbook: <https://www.tarleton.edu/studentrules/code-of-student-conduct.html>

### Americans with Disabilities Act (ADA) - Student Success

Tarleton State University is committed to complying with the Americans with Disabilities Act ([www.ada.gov](https://www.ada.gov/)) and other applicable laws. If you are a student with a disability seeking accommodation for this course, please contact the Office of Student Accessibility Services at 254.968.9650, [studentaccessibilityservices@tarleton.edu](mailto:studentaccessibilityservices@tarleton.edu), or visit <https://www.tarleton.edu/sas/>

### Academic Affairs Core Values in the Classroom

#### Academic Integrity

Tarleton State University's core values are integrity, leadership, tradition, civility, excellence, and service. Central to these values is integrity, which is maintaining a high standard of personal and scholarly conduct. Academic integrity represents the choice to uphold ethical responsibility for one’s learning within the academic community, regardless of audience or situation.

#### Academic Civility

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

#### Academic Excellence

Tarleton holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

* honoring Tarleton’s core values.
* upholding high standards of habit and behavior.
* maintaining excellence through class attendance and punctuality.
* preparing for active participation in all learning experiences.
* putting forth their best individual effort.
* continually improving as independent learners.
* engaging in extracurricular opportunities that encourage personal and academic growth.
* reflecting critically upon feedback and applying these lessons to meet future challenges.

#### Academic Affairs - Service Learning Opportunity (For Spring Semesters)

In support of Tarleton’s core value of service, each student is expected to participate in a service-learning experience as a part of the Spring term’s week of service. This experience will challenge students to be engaged in the local community, address a community need, connect course objectives to the world around you, and involve structured student reflection. In this service-learning experience, you will not only enhance your knowledge and skills, but actively use those skills as you serve your community.

*<Include specific dates and relevant information if applicable.>*

#### Student Rules

Students are responsible for knowing and abiding by the policies and information contained in the Tarleton Student Rules - <https://www.tarleton.edu/studentrules>.

## College and Department Policies

*<College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section* ***using Heading level 3 headers****. Please remove this section if not needed.>*