**WCU SYLLABUS TEMPLATE**

**2015-2016 Academic Year**

##

## College of [enter College]

## Department of [enter department]

## Course Number and Title

 [Quote, slogan, thought-provoking picture, etc.].

[Semester/Year]

[Class location]

[Class Meeting day(s) & time(s)]

Instructor Information

Instructor:

Campus Office/Office hours

[Omit if you teach remotely or do not have a campus office.]

Email:

[Include electronic mail preferences.]

Phone Contacts:

[Enter office phone number. You may want to enter department office contact information for students to use in case of an emergency.]

Course Support:

If you might have a Teaching Assistant or other support for learning such as identification of the librarian assigned to the subject area for the course. Change the title for this topic, as appropriate.]

**I. Rationale/Purpose**

[Why does this course exist? How does it fit in with the rest of the field/area’s curriculum? The catalogue description is recommended. Pre-requisites should be clear.]

**II. Course Aims and Objectives:**

* Aims (Recommended)

[Thinking from the prospective students’ point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally? Optional: Brief statement of teaching philosophy]

* Specific Learning Objectives: (Required)

By the end of this course, students will:

[Using active verbs, list as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your objectives should drive your assessment and grading schema.]

* Liberal Studies learning goals (Required for all Liberal Studies syllabi)
	+ Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
	+ Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
	+ Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
	+ Demonstrate the ability to critically analyze arguments;
	+ Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
	+ Demonstrate an understanding of
		- Past human experiences and ability to relate them to the present;
		- Different contemporary cultures and their interrelationships;
		- Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
		- Scientific concepts and methods as well as contemporary issues in science and technology;
		- Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
* Demonstrate an excitement for and love of learning

**III. Course Materials**

Required:

[Enter required materials. Enter book titles in appropriate citation style, adding ISBNs, include price when possible.]

[Detail if part of the Rental book program. If using Library Reserve, add reserve call numbers.]

Background/supplemental readings:

[Describe how readings should be accessed.]

Additional, Materials, Equipment or Skills:

[List any additional materials such as lab or safety equipment, art supplies, calculators, computers, drafting materials, MS Word, Excel, or others students will need.]

Accessing Media:

[Describe how to access the media you are using in the course.]

**IV. Faculty Expectations of Students/Course Policies**

Attendance:

[Describe expectations for attendance in your course, including how it can positively/negatively impact a student’s grade, required attendance outside of class time (field trips, etc.)

Timely Submissions

[Explain policies for late work, missing homework, missed deadlines, make-up opportunities, how to request extensions for assignments or report illnesses that cause delays, delayed grades, and any issues related to timely completion of course activities.]

Expectations for Submitting Required Work:

[Describe expectations for submitting required work; generally when are assignments due (before class, by midnight) and how they will be submitted (on paper, via blackboard).]

Accommodations for Students with Disabilities (Required) :

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services.  All information is confidential.  Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services (Required) :**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Course Evaluation

[Note about online course evaluations.]

Civility and Ground Rules:

The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp)

SafeAssign Tool:

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

**V. Academic Integrity Policy and Reporting Process (Required) :**

|  |
| --- |
| This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).**I.   General:**This policy addresses academic integrity violations of undergraduate and graduate students.Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity.  Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs. **II.    Definitions:**1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

 **III.   Undergraduate and Graduate Academic Integrity Process:**1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing.  In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor.  During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form.  If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation.  If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s).  No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student.  The instructor may be present during the meeting.  During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form.  Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The department head may agree or disagree with the allegation(s) of the instructor.  The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor.  If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s).  The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student.  The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  The instructor may be present during the hearing.  Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The hearing board may agree or disagree with the allegation(s) of the instructor.  The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head.  If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal.  Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean.  An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal.  The academic Dean may agree or disagree with the allegation(s) of the instructor.  The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board.  Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision.  The decision of the academic Dean shall be final.
10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…).  The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

 **IV.   Academic Integrity Board:**The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  Students and faculty members serving on boards for each college will be selected by each college Dean.  The Department of Student Community Ethics will train all board members prior to their service on a hearing board.  Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.**V.   Sanctions:**The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course).  The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University.  Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics. **VI.   Habitual Violations of the Academic Integrity Policy:**Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies.  Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator.  Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator.  Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.Additional information is available on the Student Success website under Student Community Ethics. |

**VI. Resources**

**Writing and Learning Commons (WaLC):**

The Writing and Learning Commons (WaLC) is a free student service,located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students.  To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking (<http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp>) and the WaLC’s online resources.

**Math Tutoring Center:**

The Mathematics Tutoring Centerprovides tutoring in all lower-division math and many CS courses (455 Stillwell, <http://mathlab.wcu.edu>, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

**Blackboard Support:**

The learning management system for this class is Blackboard and can be found at: http://wcu.blackboard.com. Phone and Online Chat support with Blackboard can be found at: http://wcu.edusupportcenter.com, 866-374-8144. Additional on-campus support can be found at: http://tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

**VII. Grading Procedures (Required) :** [You should indicate your grading scale, relative weight and brief description of all major assignments, and primary methods of assessment. A statement should be included indicating how the grading/assessment meets the course objectives stated above. Copy the format and use as many boxes as necessary]

**Exams:** [Insert details] **Percentage [or points]:** [Insert]

* Students Score:

**Research Project:** [Insert details] **Percentage [or points]:** [Insert]

* Students Score:

**Daily Quizzes:** [Insert details] **Percentage [or points]:** [Insert]

* Students Score:

**Forum Postings:** [i.e. Once every week] **Percentage [or points]:** [Insert]

* Students Score:

**Participation:** [Insert details] **Percentage [or points]:** [Insert]

* Students Score:

**Final Exam:** [Insert details] **Percentage [or points]:** [Insert]

* Students Score:

Letter grades will be assigned according to the following:

**VIII. Grading and Quality Point System**

**Grade Interpretation Quality Points per Grade Interpretation Quality Points per**

 **Semester Hour Semester Hour**

A+ Excellent 4.0 I Incomplete [ -- ]

A Excellent 4.0 IP In Progress [ -- ]

A- 3.67 S Satisfactory [ -- ]

B+ 3.33 U Unsatisfactory [ -- ]

B Good 3.0 W Withdrawal [ -- ]

B- 2.67 AU Audit [ -- ]

C+ 2.33 NC No Credit [ -- ]

C Satisfactory 2.0

C- 1.67

D+ 1.33

D Poor 1.0

D- 0.67

F Failure 0.0

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**IX. Tentative Course Schedule**

May change to accommodate guest presenters & student needs

**Week 1:** [Insert beginning and ending dates.] **Topic:** [Insert topic.]

* List required reading or other preparation to do during the week.
* List activities and assignments for the week– add DUE dates.

**Week 2:** [Insert beginning and ending dates.] **Topic:** [Insert topic.]

* List required reading or other preparation to do during the week.
* List activities and assignments for the week– add DUE dates.

**Week 3, etc.:** [Insert beginning and ending dates.] **Topic:** [Insert topic.]

* List required reading or other preparation to do during the week.
* List activities and assignments for the week–add DUE dates.

**Academic Calendar (Required) :** includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at:  <http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp>.

**Final Exam:**  The university final exam schedule can be found here: <http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf>

**Important Dates:**

First day of Fall classes at WCU: Monday, August 17, 2015

Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015

University closed: Monday, September 7, 2015

Fall break: Monday, October 12, 2015 to Sunday, October 18, 2015

Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm

Advising day (no classes): Tuesday, October 27, 2015

Thanksgiving break: Wednesday, November 25, 2015 to Friday, November 27, 2015

Last day of Fall classes at WCU: Friday, December 4, 2015

Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015

Grades due to the Registrar: Monday, December 14, 2015

Tips for Success (Advice from previous students):

[Share strategies for students to be successful in this course.]

Syllabus Updates:

[Add a note on updates, such as the statement below.]

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

[Special thanks to Cornell University’s Center for Teaching Excellence for providing parts of this template. See <http://www.cte.cornell.edu/> for more information]