*The Hanover College Faculty Manual policy on Course Organization and Syllabi (FM01-005) provides a broad outline of what a course syllabus should include. This template expands on that outline to provide more specific guidance including elements of an effective syllabus and recommended language. You can adapt the template freely, including simply copying and pasting pieces into your own original documents, or fill in sections with your course information and use the template as-is.*

**Course Title**Department, Course Number, and Section
Class Meeting Time(s) and Location(s)

Semester

Instructor(s) name(s) and contact information, e.g.

Email address

Office location; phone

Office hours

<Consider including your preferred pronouns (e.g., he/him/his, they/them). Instructors may want to indicate which is their preferred mode of contact (email, phone, etc), as well as when and how students can expect a reply to any electronic communication.>

***Course Description***

<Insert description from Course Catalog.>

***Course Overview and Format***

<Provide contextual information about the course that will help students understand expectations beyond the course description. Note: Some course content can evoke strong emotional responses for some students, especially those who have previously experienced trauma. The College encourages faculty to provide appropriate content warnings in in their syllabi, in other course materials, or verbally. See [here](https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2022/04/An-Introduction-to-Content-Warnings-and-Trigger-Warnings.pdf) for a useful explanation of and resources for content warnings. >

***Course Learning Goals and Objectives***

Students who complete this course successfully will be able to:

<Objectives and learning goals reflect department learning outcomes and/or Core Curriculum Requirements (CCR) or Areas of Competency and Engagement (ACE), as relevant. What should your students learn or be able to do as a result of participating successfully in your course?>

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***Required Materials and Tools for Student Success***

*<Full citations for textbooks and any other required materials; any suggested readings, additional bibliography, and non-print materials; required computing devices, software, applications, etc.; expectations for students using the LMS or other online resources. Include a note about where to obtain these materials, including the course Moodle site or library reserves. Please see Duggan Library policies regarding course reserves and copyright information here* [*https://libguides.hanover.edu/faculty/reserves*](https://libguides.hanover.edu/faculty/reserves) *as well as a copy of the form to be completed with your submission.*

***Course Requirements***

<Communicate your expectations, such as the type and number of examinations, required papers, projects, homework assignments, requirements related to participation, field trips or off-site requirements, daily or weekly outline for topics, assignments, etc.>

***Major Assignments: Descriptions***

<Include a brief description of each of the graded components in enough detail that a student reading the syllabus will have a good general understanding of the amount and type of required work. >

***Class Participation/Attendance***

<Describe the function of student participation within the course, as well as your expectations for how students should participate in class. This information should include whether participation is required, how it is assessed, etc. Consider including a statement about expectations for inclusive dialogue in class discussions, respectful behavior, etc. Include a clear statement of your attendance policy, if you have one, including expectations and potential penalties.>

***Course Grading***

<For example, assignment values and breakdown towards final grade, course grading scale, whether grades will be curved, policies regarding late or missing work, or general standards for student work.>

***Course-Specific Support or Supplementary Instruction***
<Include recitations, help sessions, peer leaders, availability of tutors in the Gladish Learning Center, or other resources. >

***Policies and Information for Students***

<Your syllabus should include specific references to the College’s statement on Self-care as well as those regarding Academic Integrity, Artificial Intelligence, Accessibility Services, and Nondiscrimination. Suggested wording is provided below. These policy statements also are loaded in each Moodle course shell.>

STATEMENT ON SELF-CARE

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing.  Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom.  Your other professors and I strongly encourage you to take care of yourself throughout the term before the demands of midterms and finals reach their peak.  Before circumstances and conditions become overwhelming, please don’t hesitate to speak with me about any difficulty you may be having that may affect your academic performance.  Please know as well that there are several support services on campus available to assist you, as needed.  You can make appointments with Health Services by calling x-6102.  Appointments for Counseling Services can be made online at any time through [MyHanover](https://my.hanover.edu/).

**Health Services**

Christy-Ownbey, APRN, CPNP-PC, Director of Health Services

812-866-7082 or ownbey@hanover.edu

**Counseling Services**

Sara Crafton, LMHC, Director of Counseling Services

812-866-7074 or crafton@hanover.edu

**Ball Family Chaplain**

Rev. Catherine Knott, Ph.D

812-866-7087 or knott@hanover.edu

**Campus Food Pantry**

Rev. Catherine Knott, Ph.D

812-866-7087 or knott@hanover.edu

**Gladish Center for Teaching and Learning**
Katie Wood, Director of Gladish Center for Teaching and Learning
812-866-6847 or wood@hanover.edu

**Levett Career Center**

Jenny Moss, Executive Director

812-866-7397 or mossj@hanover.edu

ACADEMIC INTEGRITY

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity.   Violations of academic integrity have a broad impact on the College and will result in College review and action.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty.  Note that the use of Generative Artificial Intelligence (AI) tools without the direction or approval of the instructor may be considered academic dishonesty. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

ARTIFICIAL INTELLIGENCE

Faculty should include specific guidance on the use of AI and AI generated content for each class. Unauthorized use of generative AI is a form of academic dishonesty. Instructors, therefore, need to be clear for each class what, if any, use is allowable and what restrictions you have. There are a variety of resources available to assist you in crafting your own syllabus policy language, including: [Duke University Artificial Intelligence Policies: Guidelines and Considerations](https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/); [Stanford University Creating Your Own Policy on AI](https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/creating-your-course-policy-ai); and [Vanderbilt University Syllabus AI Policies](https://as.vanderbilt.edu/gci-ai/syllabus-ai-policies/).

NONDISCRIMINATION

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. Anyone who observes or who is a victim of bias is encouraged to report incidents using the [online bias reporting forms](https://my.hanover.edu/ics/cart). An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Gladish Center for Teaching and Learning at 812-866-6840. For other discrimination complaints, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740 or the Deputy Title IX Coordinator at 812-866-7097.

ACCESSIBILITY SERVICES

Hanover College offers accessibility services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Hanover student is eligible for special services or accommodations if: 1) The student self-identifies that he or she has a disability and needs accommodation; 2) The student provides appropriate and verifiable documentation of the disability; and 3) The student provides notification in a timely fashion. For accessibility services, **Email Accessibility Services** or call 812-866-6844. The Accessibility Services (AS) office is in the Gladish Center for Teaching and Learning on the first floor of Duggan Library.

<Instructors are encouraged to consider including statements pertaining to any of the following.>

1. EMERGENCY RESPONSE: <Details of the College’s emergency response policies are available [online](https://my.hanover.edu/ICS/icsfs/HANOVER_COLLEGE_QUICK_REFERENCE_GUIDE_FOR_EMERGENC.pdf?target=12420b53-071d-45c6-b841-184b65f0c896). Faculty are encouraged to include a reference to this information and to discuss with students action plans that are pertinent to the particular location and environment of the class.>
2. TECHNOLOGY POLICIES: <if you have expectations regarding the use of electronic devices, such as cell phones, tablets, or laptops in your classrooms, these should be communicated clearly at the beginning of the class and preferably in the syllabus. >
3. RELIGIOUS ACCOMMODATIONS: <Although the College does not have an official policy regarding religious accommodation, faculty are encouraged to accommodate students’ sincerely held religious beliefs and practices as they may affect attendance and coursework. Students should make accommodation requests early in the semester and well in advance.>
4. AUDIO/VIDEO RECORDING: <It is increasingly common for students to record lectures and other class activities for review and study purposes, and this may be especially relevant for online and blended/hybrid classes. It is appropriate for faculty to require permission for recording and for the sharing or distribution of those recordings.>
5. RESOURCES FOR STUDENTS: <You may want to include specific information about assistance available through Duggan Library, Gladish Center for Teaching and Learning, or Office of Student Life.>

***Disclaimer***

The instructor reserves the right to make modifications to this information throughout the semester.

***Preliminary Schedule of Topics, Readings, and Assignments***

<Schedule templates pre-populated with the upcoming semesters’ meeting and Academic Calendar dates are available on the Academic Affairs website.>