NOTE: All of the information that is indicated below should be included on a syllabus for courses taught in The School of Health Studies. Provide as much detail as possible. Review the syllabus on the first day of class. Consider giving students a syllabus quiz. This is particularly helpful for online courses. If you have any questions, please consult your unit coordinator.

Course Prefix and Number
Course Title
Course Credit Hours
Semester and Year
Instructor Name
Instructor Email Address
Instructor Phone Number
Instructor Office Number
Instructor Office Hours (if the course is taught online, indicate that students can call or email)
Meeting Schedule (days and time)
Meeting Location (building and room number)

COURSE DESCRIPTION: Include a short summary paragraph related to the course.

WHY THIS COURSE IS IMPORTANT: If appropriate, include a brief synopsis as to how this course fits into the overall plan of study and why this course is important.

PREREQUISITES: List any prerequisites that are needed for this course.

TEXT(S): List the relevant textbook information (e.g., book title, author(s), ISBN, etc.). Limit required textbooks to one (1) unless it is absolutely necessary to have more than one. Consider placing supplementation materials on reserve at the library or post information to e-courseware.

ADDITIONAL MATERIALS: Describe what these may be (e.g., PowerPoint slides posted to e-courseware, etc.). Do not print material and provide to students. All materials should be loaded to e-courseware so that students have electronic access and can print for themselves.

METHODS OF INSTRUCTION: Indicate the methods of instruction, including discussion, lecture, small groups, discussion boards, laboratory activities, etc.

COURSE OBJECTIVES: Provide a detailed list of the course objectives.

ASSIGNMENTS, EXAMS, AND GRADING CRITERIA:
Most courses include a combination of exams, quizzes, in-class and out-of-class assignments, class participation, and/or attendance, etc. Attempt to include multiple opportunities for students to earn points to be counted toward their grade. Simply giving exams is not ideal, as students will have no other opportunity to earn points in an attempt to assist their grade.
Standard university grading is as follows but you can modify as you believe appropriate:

- $\geq 97$ A+
- $\geq 93$ A
- $\geq 90$ A-
- $\geq 87$ B+
- $\geq 83$ B
- $\geq 80$ B-
- $\geq 77$ C+
- $\geq 73$ C
- $\geq 70$ C-
- $\geq 67$ D+
- $\geq 60$ D
- $< 60 = F$

ATTENDANCE
Make sure to be very clear regarding your expectations for attendance. If you will deduct points for lack of attendance, be clear to specify how many points and at what time you will begin to deduct points (e.g., every absence, after X number of absences, etc.). Also, be clear regarding your policy for arriving late and leaving early. One of the main complaints that students have is that faculty do not clearly define their attendance expectations. If you are teaching an activity course, you must require attendance. See the Activity Program Director for details.

EXTRA CREDIT: Describe your policy for providing extra credit. You may choose to allow for extra credit or not. This is your choice. Whatever you decide, make sure to be very clear.

ACADEMIC INTEGRITY: Under this heading of “Academic Integrity” all green highlighted text below should simply be copied and pasted into your syllabus. This is standard University language and needs to be included on all syllabi.

Failure to abide by the University Honor Code will result in automatic failure of this course.

Written Assignments and Academic Misconduct: All written work submitted must be the student’s original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student’s responsibility to know all relevant University policies concerning plagiarism. Any documented cases of plagiarism can and will usually result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School and/or University.

PLAGIARISM: Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University’s “Code of Student Conduct” for actions that may result from student academic misconduct.

AWARDING AN INCOMPLETE GRADE: A grade of “I” (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the “I” within 45 days (for undergraduate courses, or
90 days for graduate courses) from the end of the semester or Summer term in which it was
received, the “I” will be changed to an “F,” regardless of whether or not the student is enrolled.

PROMOTING A POSITIVE LEARNING ENVIRONMENT: The School of Health Studies
recognizes its responsibility to promote a safe and diversity-sensitive learning environment that
respects the rights, dignity, and well-being of students, faculty, and staff. Diversity means the
fair representation of all groups of individuals, the inclusion of contrasting perspectives and
voices, together with the appreciation and valuing of different cultural and socioeconomic group
practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and
between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination,
harassment, exploitation, or intimidation. School courses will strive to provide an opportunity for
all students to openly discuss issues of diversity.

SPECIAL NEEDS: Any student who has special needs for assistance and/or accommodation,
and who is registered with the Disability Resources for Students Office should meet with the
instructor during the first week of classes. It is the responsibility of the student to register with
the Disability Resources for Students Office if they believe they have a special need.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis
of disability in the recruitment and admission of students, the recruitment and employment of
faculty and staff, and the operation of any of its programs and activities, as specified by federal
laws and regulations. The student has the responsibility of informing the course instructor (at the
beginning of the course) of any disabling condition, which will require modification to avoid
discrimination. Faculty members are required by law to provide "reasonable accommodation" to
students with disabilities, so as not to discriminate on the basis of that disability. Student
responsibility primarily rests with informing faculty at the beginning of the semester and in
providing authorized documentation through designated administrative channels.

DEALING WITH HARASSMENT: The School of Health Studies believes it is important to
respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and
professionalism. If you believe that you have been the target of discrimination by another
student, faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious
beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more
of the following avenues:

The most direct approach, if you feel comfortable doing so, is to speak directly to the person
whose behavior you consider to be inappropriate. You may speak to the instructor, the School
Director (office located in Fieldhouse 106), the University’s Institutional Equity Officer, or the
Dean of Students. It is important that you speak immediately to someone, with whom you feel
comfortable, in order that your concerns can be handled promptly and fairly.

SEXUAL MISCONDUCT: The University is committed to ensuring equality in education and
eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes
sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or
someone you know has been harassed or assaulted, you can make a report to the Office for
Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report
to me I am required to report it. If you want to make a confidential report you can contact the
University Counseling Center, 214 Wilder Tower, 901.678.2068.
INCLEMENT WEATHER: In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an inclement Weather Hotline at 678-0888.

CRISIS MANAGEMENT
To learn more about the Office of Crisis Management and what they are doing to keep our campus safe, please visit [http://www.memphis.edu/crisis](http://www.memphis.edu/crisis/)

TENTATIVE COURSE OUTLINE: Provide (perhaps in table format) an outline of how you see the course progressing. Highlight important dates, such as dates of exams and quizzes. Include due dates for all assignments. Be as detailed as possible, as this helps the student with planning their responsibilities.

COMPLETE to COMPETE: Consider adding the following information on the final page of your UNDERGRADUATE syllabus and then speak specifically to this while reviewing the syllabus in class.

Make the most of your college experience, finish your 4-year degree in 4 years and...

**Complete to Compete:**
- Firmly commit to a major that excites you—your advisor can help!
- Remain continuously enrolled every semester—stay focused on the end goal
- Register for 15 or more credit hours every semester—this will save you money!
- Take advantage of academic advising resources—set an appointment with your advisor every semester
- Use learning resources, including free tutoring
- Attend class *and* attend class prepared...students who attend perform better.
- Earn credit for prior learning—consider *Credit by Exam* and *Experiential Learning Credit* (ELC) as options
- Gain practical experience—complete an internship
- Be an engaged student—interact with professors outside of class, join a student organization or club, and network with others in your area of study
- Live on or near campus—convenience will aid engagement and class attendance