



## 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”](#) 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. Remove the instructions and associated text before the “Syllabus” heading.
2. Edit the content in the “Course Information” sections to include the appropriate details for the course. Instructions and content to edit in the “Course Information” section is highlighted in italicized font. **NOTE:** *Just click on the italicized instructional text under each subheading and start typing – instructional text will be replaced automatically.*
3. Review the text included in the “University Policies” section. The TAMU Faculty Senate established the wording of the text in this 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 and post the syllabus for their undergraduate courses in the Howdy web portal (see [complete and easy-to-follow instructions](#) for uploading the course syllabus).

**[Optional]** The faculty member can generate an accessible PDF from this accessible Microsoft Word documents by enabling the “Document structure tags for accessibility” option when saving the file as a PDF. (See [“Create Accessible PDFs,”](#) Microsoft Office Support website and [“PDF Accessibility,”](#) Web Accessibility in Mind website.)

For more information on Texas A&M University’s new syllabus requirements, see [here](#).



## Course Information

Course Number: XXXX ###  
Course Title: Course Title  
Section: Section  
Time: Meeting Times  
Location: Location  
Credit Hours: Credit Hours

## Instructor Details

Instructor: Instructor Name  
Office: Location  
Phone: Phone  
E-Mail: Email address  
Office Hours: Hours, Days

## 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.tamu.edu/>.

## 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.tamu.edu/>.

## Special Course Designation

Specify if the course has one (or more) of the following special course designations: core curriculum (CORE), international and cultural diversity (ICD), cultural discourse (CD), writing intensive (W), communication intensive (C), cross-listed, or stacked. Core curriculum course designations may be found at <https://core.tamu.edu/>

Include other information as required for the special course designation (e.g., a W course syllabus must specify the student must pass the writing components to earn a grade in the course, a CORE course must include information about the foundational component area to which it belongs, a stacked course must clearly indicate additional work for graduate students, etc.). Writing and Communication intensive attributes may be found at <https://writingcenter.tamu.edu/Faculty/Approved-W-C-Courses>. Every program has two courses that meet this requirement.

## 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. Additional assistance with learning outcomes is available through the Center for Teaching Excellence and the Office of Institutional Assessment.*

- Click to add text or delete bullet.
- Click to add text or delete bullet.
- Click to add text or delete bullet.

## Textbook and/or Resource Materials

*Specify the textbook and other resource materials that are required, recommended, and/or optional for the course. If no textbook or other resource materials, state "None."*

*The syllabus should not promote any one vendor of course materials to the students. Instead, the syllabus should encourage students to acquire the "required and recommended" course material from vendors that provide the best value and amenities for their selection.*

Texas A&M University at Qatar faculty are encouraged to use available online resources or adopt multiyear textbooks to limit challenges encountered with shipping and receiving textbooks.

## Grading Policy

- *Define a grading scale for the assignment of a letter grade (A through F) or the criteria for assigning S/U grades as appropriate.*
- *Describe the graded items for the course.*
- *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).*
- *The following sections can be added as necessary or deleted if not needed.*

***Graded Class Participation** – If class participation constitutes more than 10% of grade, the syllabus should explicitly define and outline how the participation grade is determined based on a well-defined rubric (see Student Rule 10).*

***Graded Attendance** – If attendance is a graded item, the syllabus should state how the faculty member will collect and evaluate attendance.*

***Grades for Stacked Course (UG/GR)** – If the course is a stacked course that uses a single, combined syllabus for the undergraduate and graduate courses, the syllabus must clearly specify additional work required for graduate students. (See Policy for Stacked Courses.)*

***Grading Policy Changes** – Faculty must provide grading policies to students by the first class period. As such, faculty cannot change the course grading policy after the second class session. (See Student Rule*



10.)

### Late Work Policy

- *Indicate whether or not the faculty member will accept late work.*
- *Identify any associated penalty if the faculty member accepts late work for evaluation.*

*The late work policy should 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. Late work policies must clearly link to [Student Rule 7](#).*

### Course Schedule

- *Include a list of topics, calendar of activities, major assignment dates, and exam dates.*

*The course schedule must include lab hours in the calendar of activities. The course schedule must include dates of major exams and assignments. Dates for exams and assignments should not be changed without written notification to all students in the course (notice via email or learning management system is acceptable).*

***Traditionally Delivered Course** – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5, 7 or 10 weeks as appropriate)*

***Traditionally Delivered Courses with Embedded Lab** – The calendar must include the number of weeks that correspond to the traditionally delivered course semester (e.g., Fall/Spring = 15 weeks; Summer = 5, 7, or 10 as appropriate) with identification of contact hours for both course and lab.*

***Non-Traditionally Delivered Course** – The weeks on the calendar of activities for a non-traditional syllabus will vary according to need. Faculty members in departmental units will determine whether the contact hours for a non-traditional course are appropriate for and equivalent to a traditional course. Examples of non-traditional courses include: may-mester, winter-mester, fully online courses etc. (See University Rule 11.03.99.M1.)*

### Optional 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.*

***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 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. The TAMU Faculty Senate established the wording of these policies.

**NOTE:** Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

## Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

## Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

## Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

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“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).

### Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).



Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

## Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

*Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).*

## Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](https://howdy.tamu.edu) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

## COVID-19 Statement (Optional)

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.



## Mays College Policies

### Statement on Inclusion

Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our [mission](#) and living our [core values](#).

**The following resources are available to support you in promoting an inclusive culture:**

- [Stop Hate Website](#) – Report hate/bias incidents
- [TAMU Office for Diversity Resources](#)
- [Department of Multicultural Services](#) – Educational/developmental programs to foster inclusion
- [Counseling and Psychological Services](#) – Support for mental health and emotional well-being

### Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.

### Statement on Outside Resources (if applicable)

Students' work on all graded items should be completed independently *[if you have teamwork, you can specify independently within your team; or within your class]*. Using work completed by someone else is considered academic dishonesty. Meaning, you may not use another person's work *[add language about outside of your team or class if this is teamwork]* to satisfy your course assignments. This includes, but is not limited to, another person's work obtained through face-to-face conversations, phone calls, text messages, instant messages, chats, Slack exchanges, email messages, social media posts, tutoring sites, questions/answers on discussion forums, blogs, etc.