

UNIVERSITY HONORS PROGRAM

Faculty syllabus toolkit

This document is intended to aid faculty in the creation of an HON seminar syllabus.

All 3-credit courses taught in the UHP will meet [General Education Plan](#) (GEP) categories. As such, they must be evaluated by the [Council on Undergraduate Education](#) (CUE) each semester to ensure they align with the requirements for those categories and [NCSU course syllabus regulations](#).

In order to streamline the GEP approval process, we ask that all faculty ensure their submitted syllabus includes all of the following information. Please note that CUE requires a separate submission form for all GEP information that the UHP staff will complete on your behalf. In order to reduce the burden on our staff, please follow the instructions for each section (particular the GEP information) exactly.

Course information, including:

- 1) Course demographic information (p. 1)
- 2) Section titled "Prerequisites & Restrictive statements" (p. 1)
- 3) Section titled "Course materials" (p. 1)
- 4) Schedule of required readings & assignments (p. 2)
- 5) Grade determination (p. 2)

GEP justification, including:

- 6) Section titled "Learning outcomes" (p. 4)
- 7) Section titled "GEP information" (p. 4) **

Academic policies, including:

- 8) Section titled "Late assignment policies" (p. 8)
- 9) Section titled "Policy on incompletes" (p. 8)
- 10) Section titled "Academic integrity statement" (p. 8)
- 11) Section titled "Policies on attendance" (p. 9)
- 12) Section titled "Statement for students with disabilities" (p. 10)
- 13) Section titled "Class evaluations" (p. 10)
- 14) Section titled "Anti-discrimination statement" (p. 10)
- 15) Miscellaneous statements (p. 10)

** Note: in order to expedite the review process, please follow the format precisely as outlined in the document.

Course information

1

Course demographic information

Include all of the following:

- A: Course prefix, number, title, credit hours, & semester
- B: Instructor's name
- C: Office address
- D: Office telephone number
- E: Email address
- F: Regularly scheduled class meeting times
- G: Instructor's office hours
- H: Course description

2

Section titled "Prerequisites & Restrictive statements"

Please cut & paste one of the following:

For freshman-only seminars

"No prerequisites. Restricted to first-semester freshmen in the University Honors Program. Open to other students by permission of the UHP."

For all other seminars:

"No prerequisites. Restricted to University Honors Program students. Open to other students by permission of the UHP."

3

Section titled "Course materials"

List all required reading materials in bibliographic format, including the approximate price of each material listed.

All other required expenses (e.g., museum admission fee or field trip costs) must also be listed here.

Course information

4

Schedule of required reading & assignments

Projected schedule of reading assignments, as well as projected schedule of due dates for homework, dates of tests and quizzes.

5

Grade determination

A: Relative value of specific assignments, tests, etc. in the determination of final grade (e.g., Papers 50%, Participation 50%)

B: Explanation of how grades are determined, which must include a table that shows the range for each letter grade. For specific questions, please consult the [University's grade regulation policy](#). You may also cut & paste the following:

A+	97-100	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	59 and below
C+	77-79	-	-

GEP justification

6

Section titled “Learning outcomes”

4 - 10 [learning outcomes](#), taking the following format:

Students will be able to + [MEASURABLE ACTION VERB] + [WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO AS A RESULT]

For example:

Students will be able to [describe] [five key provisions of the clean air act].

Students will be able to [distinguish between] [conduction and convection].

Students will be able to [explain] [the political factors contributing to WWII].

Notes:

- (a) Action verbs should be taken directly from the Bloom’s list of verbs, [linked here](#). (Verbs are in the light blue field).
- (b) Learning outcomes should be one sentence only.
- (c) Several of these outcomes will be mapped onto the GEP categories in the following section.

7

Section titled “GEP information”

All HON seminars meet at least one GEP category; many will meet two or more. Instructors must include separate GEP information for each category and co-requisite met by their course.

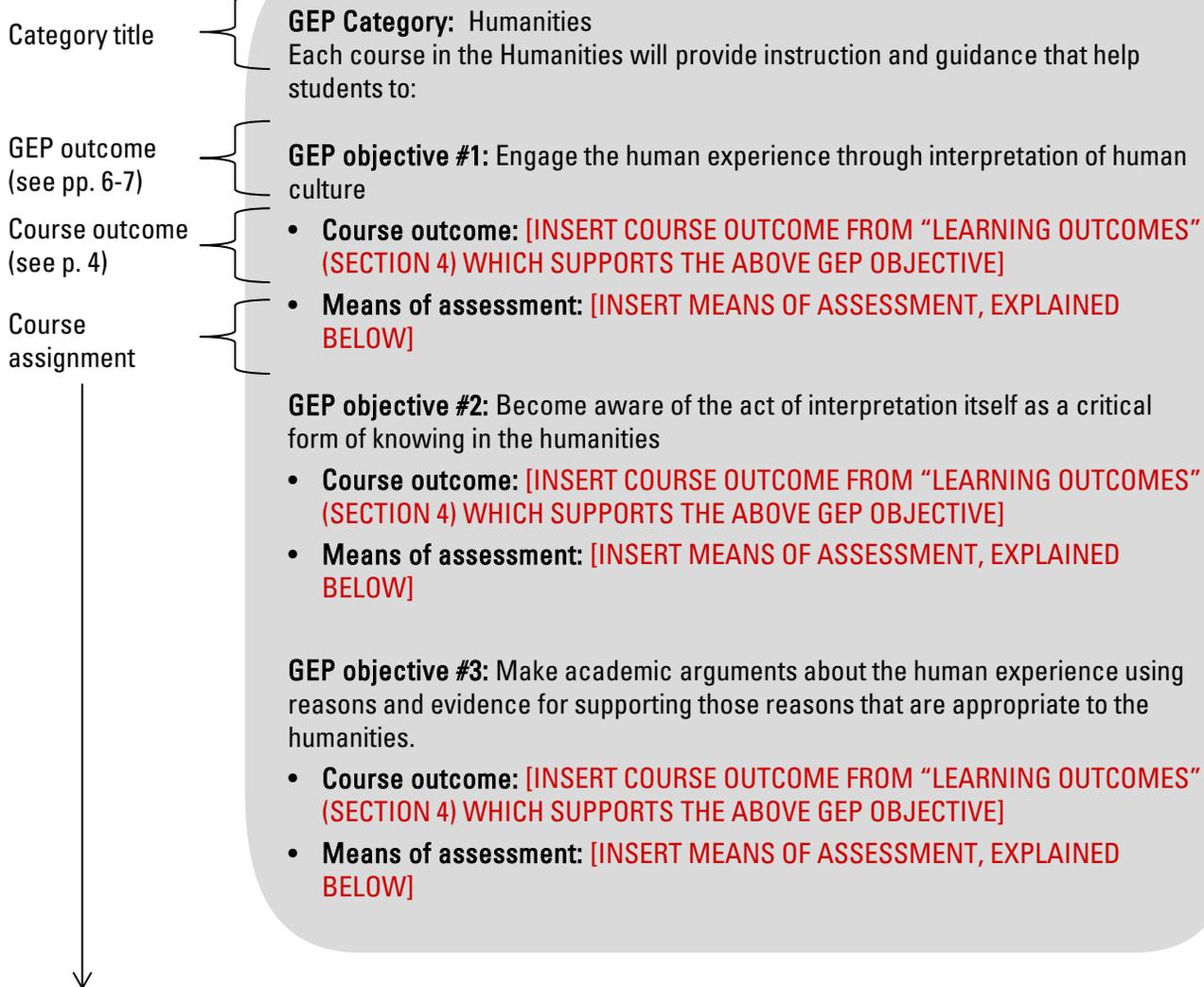
- The format for this section is on the following page (5a).
- The GEP category outcomes are on pp. 6-7 (5b).

CUE requires a separate submission form for all GEP information which the UHP will complete on your behalf. In order to reduce the burden on our staff, please follow the instructions for the GEP information exactly as described on the next page.

7a

Example: "GEP information" section

The GEP category section on your syllabus should take exactly the following format. The specific outcomes for each GEP category are on the next pages (5b).



Note on means of assessment:

- The means of assessment are the actual, graded assignments used to evaluate students' learning with respect to the particular course outcome listed.
- The description of your assessment should include specific examples (e.g. not "Essays, exams," but instead "Students will write a term paper examining X, Y, and Z.")

Note on course outcomes:

- You may use as many course outcomes for each GEP objective as you like, but no single outcome may "double count" as the sole outcome for multiple GEP objectives.

Humanities

Each course in Humanities category will meet the following three outcomes:

1. Engage the human experience through the interpretation of human culture; and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Social Sciences

Each course in Social Sciences category will meet the following three outcomes:

1. Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes; and
2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes; and
3. Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

Visual and Performing Arts

Each course in the Visual and Performing Arts category will meet the following three outcomes:

1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Natural Sciences

Each course in the Visual and Performing Arts category will meet the following three outcomes:

1. use the methods and processes of science in testing hypotheses, solving problems and making decisions; and
2. make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

Interdisciplinary perspectives**

Each course in Interdisciplinary Perspectives category will meet the following three outcomes:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines

**In addition to their syllabus, instructors should submit an answer to the following two questions (per CUE guidelines):

1. Which disciplines will be synthesized, connected, and/or considered in this course?
2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple points of view into a cohesive understanding”?

U.S. Diversity

Each course in U.S. Diversity category will meet two of the following four outcomes:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Global knowledge

Each course in Global Knowledge category will meet the following outcome:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following three outcomes:

1. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
2. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
3. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Academic policies

8

Section titled "Late assignment policies"

Policies on late assignments. This must include not only the instructor's policy on late assignments, but also the specific penalties assessed.

9

Section titled "Policy on incompletes"

Please cut & paste the following:

"As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at policies.ncsu.edu/regulation/reg-02-50-03

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Section titled "Academic integrity statement"

Include all of the following:

- A: Expectations concerning honesty in completing assignments
- B: Honor pledge: The syllabus may specify either that the Honor Pledge be signed on each test or assignment, or that it is the understanding and expectation of faculty that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. ("I have neither given nor received unauthorized aid on this test or assignment.")
- C: Some instructors include statements in this section concerning respectful behavior in the class, particularly one that involves in-class discussion of controversial topics.
- D: Reference to the Code of Student Conduct Policy (POL11.35.1) and include the url: <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic policies

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Section titled “Policies on attendance”

(a) Please be specific concerning your policies: e.g., each unexcused absence results in a reduction by one-third in the final letter grade; two unexcused absences will result in a failing grade in the course; etc. Here is an example:

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. We also meet only once a week, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings (and the creativity presentation and workshop) is required and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group. Please arrive on time. Arriving after we have started class will result in the loss of the participation points for that day.

One **unexcused** absence will result in the loss of all of your course participation points (not just the points for that day). A second **unexcused** absence will result in failure of the course.

The definition of excused and unexcused absences can be found in the university’s attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>

Of course, even an excused absence will adversely affect your ability to achieve the learning outcomes of this course. Therefore, if you anticipate requiring more than one excused absence during the course of the semester, you should meet with me prior to the tenth day of classes (also the last day to add a course—refer to the university calendar).

In the event of an excused absence, note the requirement in the university policy for prior notification or, in the event of an absence because of one of the defined emergency situations, notification and documentation within a week after your return to campus. I will endeavor to enable you to make-up for points missed because of an excused absence. Given the diversity of activities in the course, the make-up will have to be individually negotiated.

(b) Additionally, this section must include a reference to the web address of university attendance regulation. Refer to this in the syllabus as the Attendance Regulation (REG02.20.3) and include the url:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

Academic policies

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Section titled "Statement for students with disabilities"

Please cut & paste the following:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) <http://policies.ncsu.edu/regulation/reg-02-20-01>

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Section titled "Class evaluations"

Please cut & paste the following:

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More information about ClassEval:
<http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Academic policies

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Section titled “Anti-discrimination statement”

Please cut & paste the following:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State’s policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

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Miscellaneous statements

Include all of the following, as applicable to your course:

- A: Statement on laboratory safety or field trip risk assumption
- B: Statement of transportation (i.e., necessary travel related to course requirements)
- C: Statement on safety and risk assumption in courses requiring physical activity, field trips, studios and other special activities.