



Academic Affairs

Required Syllabus Elements (Fall 2026 - Summer 2027)

Key to Using this Syllabus Elements Document

- Highlighted text indicates new changes to the syllabus elements since the prior academic term.
- **Bolded text should be copied and pasted verbatim into the syllabus.**
- *[Italicized text in brackets]* are clarifications or general instructions.

Course Information

- Course Title
- Term & Year
- Meeting Location
- Meeting Days & Time
- Number of Credit Hours

Instructor Information

- Instructor Name
- Whitworth Email
- Office Phone
- Office Location
- Office Hours
 - *[For in-person undergraduate and graduate courses, list office hours; desirable but not required for adjunct faculty]*
 - *[For online or hybrid courses, list preferred method, and availability for student contact (i.e., email, phone, days/times)]*

Course Description

- Course Description *[Summarize purpose, scope, and format of course.]*

Learning Outcomes

- Program Learning Outcomes for (insert program name)
 - *[Do not use language such as “program goals,” “departmental objectives,” or any other terminology other than “Program Learning Outcomes (PLOs)”]*
 - *[The program learning outcomes listed here must align with those listed in the university catalog for the corresponding year. Certain interdisciplinary courses or Shared Curriculum courses (e.g., SC 101) may not exist within a specific major/program, and therefore, are not required to include this section.]*
 - *[List only the program learning outcomes addressed in the course. This signals to students which specific program outcomes will be addressed.]*
- Course Learning Outcomes for (insert course name)
 - *[Do not use language such as “course goals,” “objectives,” or any other terminology other than “Course Learning Outcomes (CLOs)”]*
 - *[Resource for Bloom’s taxonomy considerations:
<https://bokcenter.harvard.edu/taxonomies-learning>]*
- Shared Curriculum Requirement *[only applicable to Shared Curriculum courses]*
 - *[Use Appendix A “Shared Curriculum Descriptions for SC Course Syllabi” as a guide.]*
 - *[Describe which requirement/area of the Shared Curriculum the course fulfills.]*
- Whitworth Academic Catalog
 - *[Update this link to the specific departmental/program Catalog page for which this course falls under if desired. Although providing the Catalog link is sufficient for NWCCU, program-specific accreditation requirements vary. It may be best practice and/or required to list all program learning outcomes in your syllabus. Ask your department chair or director for guidance.]*

Course Materials

- Required Texts
- Additional Materials *[if applicable, e.g., art supplies, camera]*

Course Grading

- *[Outline the components and percentages which comprise a student’s overall grade, e.g., attendance, participation, exams, specific assignments, or presentations]*

Course Expectations

- Late Work Policy *[Instructors develop, articulate, and enforce their own late work policy]*
- Other Expectations *[e.g., “Students are not to miss more than X number of practices or rehearsals.”]*

Attendance Policy

- *[Whitworth University supports student participation in university-sponsored co-curricular activities. Students who miss class for university-sponsored events are generally permitted to make up missed coursework, provided the student communicates with the instructor in advance, the student makes appropriate arrangements, and the instructor deems the arrangement reasonable.]*
 - *Please use this section to describe your expectations regarding:*
 - *How much advance notice students should provide before an absence.*
 - *How students should communicate with you about missed classes.*
 - *Procedures for making up missed assignments, assessments, participation activities, or other coursework.*
 - *Any course-specific requirements or limitations related to missed work.*
 - *Any relevant program-specific limitations to excused absences, i.e., course experiences or requirements that are infeasible to substitute.*

Course Schedule & Assignments

- Course Schedule *[dates of class meetings]*
 - *[NOTE: To comply with Title IV financial aid and enrollment reporting, courses must start and end on the term dates published by the university registrar.]*
- List of readings and assignments *[include brief descriptions of each assignment and due dates]*

Supplemental Course Requirements *[if applicable]*

- *[If a course requires off-campus travel, including service-learning, it should be noted in the syllabus]*
(e.g., “This course may require off-site attendance at an event and students will be required to provide their own transportation.”)
- *[If a course requires research with human subjects, refer students to the IRB website to determine the level of approval needed.] ([IRB Application & Instructions](#))*



Academic Honesty Policy

Please note the University's policy on academic honesty (available in the [Whitworth Academic Catalog](#)). Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course. Violations of the academic honesty policy become part of your educational record.

[NOTE: It is important that the wording in bold be used exactly as provided here to ensure consistency across campus in case a student brings legal action against the university after being disciplined for academic dishonesty. Report instances of plagiarism to the Vice Provost of Academic Affairs, Stacy Hill, shill@whitworth.edu through an [Early Alert form](#).]

Artificial Intelligence (AI) Policy

- **Instructor** policy or expectations related to the use of generative AI tools, known here as AI. *[Provide your policy or expectations related to artificial intelligence (AI) use, especially if such use constitutes academic misconduct in this course. Whitworth recognizes that acceptable AI use will vary by discipline or instructor; therefore, students should refer to the policies and expectations outlined in each course syllabus and consult their instructor with any questions.]*
- *[Use Appendix B "AI Policy and Example Language" as a planning guide if desired.]*

Accommodations for Religious Observances

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should **be directed to the Vice Provost of Academic Affairs, Stacy Hill, shill@whitworth.edu**.

Disability Accommodations (ADA/504)

Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) to identify accommodations that can help mitigate barriers to your success. ESS also works with students with disabilities who seek housing or other accommodations at Whitworth for disability-related needs. Students must engage with the



ESS portal each term for faculty/staff to be notified of your accommodations. Services are not retroactive.

To request an accommodation, fill out an application on the ESS webpage:

www.whitworth.edu/ess

Contact Information:

Phone: 509.777.3806

Email: ess@whitworth.edu

Title IX

Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, dating violence, domestic violence, stalking, or discrimination, the faculty member is required by federal law to bring it **to the attention of the Title IX Coordinator**. The Title IX Coordinator will make the student aware of options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. **These include counselors in Counseling Services, Health Services staff, and any of the university pastors on the staff of Campus Ministries.**

Contact Information:

titleixcoordinator@whitworth.edu

<https://www.whitworth.edu/cms/administration/student-affairs/title-ix/>

Non-Discrimination/Fair and Equitable Treatment

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or



disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

Whitworth University professors strive to treat all students fairly and equitably, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact **the Vice Provost of Academic Affairs, Stacy Hill, shill@whitworth.edu**.

Safety Information

Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit [Health & Safety | Whitworth University](#) if you have further questions.

Important Notes to Instructors

- *[If your course is a distance education course (i.e., online), there are additional required syllabus elements. Please see the "[Supplemental Syllabus Elements for Online Courses](#)" document posted on the Forms & Resources list under the "Academic Affairs" section.]*
- *[Upload your completed syllabus to the Academic Syllabi Library on [Course Scheduler | Office of the University Registrar](#)]*

APPENDIX A

Shared Curriculum Descriptions for SC Course Syllabi

Instructions

- ❖ *Only required on syllabus if the course fulfills a Shared Curriculum requirement.*
- ❖ *Describe which requirement of the Shared Curriculum the course fulfills. Use the text below as a template.*

Shared Curriculum Requirement: This course fulfills a requirement in Whitworth's general education program, the *Shared Curriculum*. This course fulfills the **Historical Analysis** requirement. These courses ask students to think critically about the past to better understand current cultural dynamics. Students will contextualize and evaluate primary sources and balance these with recent scholarly texts to better understand the complexity of historical conversations.

[You may copy-and-paste the following Shared Curriculum descriptions as relevant to your course.]

Belief Inquiry Group

Biblical Literature: Courses in this area equip students to interpret biblical texts with attentiveness to their historical, literary, and theological contexts, to articulate the Bible's central themes and overall message, and to reflect on the potential relevance of the Christian gospel for themselves and for various aspects of contemporary life.

Faith, Reason, and Contemporary Issues: Courses in this area apply theological or philosophical reasoning in the examination of contemporary issues and activities. These courses feature in-depth discussion informed by explicitly Christian perspectives. Students will develop and articulate well-informed arguments in support of their own developing views.

Culture Inquiry Group

Historical Analysis: These courses ask students to think critically about the past to better understand current cultural dynamics. Students will contextualize and evaluate primary sources and balance these with recent scholarly texts to better understand the complexity of historical conversations.

Literature and Storytelling: Courses in this area feature analysis of literary or narrative texts and explore the embodiment of human experience, thought, and values in storytelling and written expression.



World Language/Cultural Competency: Courses in this area investigate the formation and shaping of diverse cultures, communities, beliefs, and identities. These courses ask students to examine primary and/or secondary sources, respond to relevant scholarship, and/or participate in experiential learning activities and respectful discourse.

Expression Inquiry Group

Written Communication: Courses in this area focus on the collection, analysis, and ethical use of information. Students will be asked to evaluate and produce written communication across multiple genres, communicative approaches, and media platforms.

Communication and Context: Courses in this area focus on the ability to listen to, create, share, and critically evaluate verbal and nonverbal messages in a variety of contexts and media. These courses ask students to develop effective messages that weigh ethical obligations and engage others with respect and dignity, while valuing human diversity.

Fine Arts: Courses in this area typically focus on theatre, dance, music, creative writing, and the visual arts as forms of expression. These courses help students develop their capacity to express themselves creatively through an artistic medium and/or gain understanding of an aesthetic tradition.

Science Inquiry Group

Natural Science: Courses in this area emphasize understanding and application of the scientific method as an analytical, problem-solving tool. These courses use both theoretical and experiential components to expose students to the strengths and weaknesses of scientific methodology and to the relationship between scientific inquiry and faith.

Social Science: Courses in this area seek to describe how and why humans behave as they do individually and/or corporately. These courses will ask students to analyze the methodologies and research skills associated with the social sciences.

Math/Statistics: Courses in this area provide an overview of topics in quantitative reasoning, analysis and problem solving. These courses ask students to apply these skills to a variety of disciplines and recognize the influence of mathematics on human culture.

APPENDIX B

AI Policy and Example Language

Instructions

- ❖ *Choose from among these examples or create your own AI policy.*
- ❖ *Consider whether the AI policy applies to every assignment or select assignments.*
- ❖ *List consequences for AI misuse.*

Sample Levels of AI use for the classroom

Prohibited: AI Tools Not Allowed Student as Sole Author *No Use Allowed*	Students are not permitted to use generative artificial intelligence (AI) for any reason.
Student as Primary Creator: *Limited*	Students are responsible for all content but may use AI for proofreading and browsing for sources.
Study, Ideation & Research: Student as Conceptual Architect Research/Editorial *Limited*	Students may use AI for brainstorming, outlining, generating ideas, supporting research, troubleshooting, studying & learning support.
Acknowledged: *AI Tools Allowed if Properly Cited*	Students allowed to use AI, but MUST give credit, often requiring prompts to be cited along with date & AI model.
Permitted: Student as Critical Collaborator *Encouraged*	Students use AI to help with their work, but it should not replace their work. Partial drafting, content generation, etc. are permitted.
Mandated: Student as Project Manager *Required*	Students required to use AI to complete coursework, requiring advanced AI literacy.

Resource: [Sample Policies](#)