

## SAMPLE SYLLABUS STATEMENTS OF POLICIES

### **Sample Statement: Academic Honesty and the Code of Academic Integrity**

The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to use his/her mind rigorously, independently, and imaginatively.

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot's Key* and form an essential part of the implicit contract between the student and the College. The Code provides a framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by the rules of the institution as described in *The Scot's Key* and the *Handbook of Selected College Policies* <[www.wooster.edu](http://www.wooster.edu)>.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, crossing the boundary of what is allowed in a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and lying in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available through the Internet. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

### **Sample Statement: Policy Regarding Conflicts with Academic Responsibilities**

The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them.

As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

### **Sample Statement: Policy Regarding Final Examinations**

No final examinations are to be given during the last week of classes or on reading days. Students who wish to reschedule a final exam must petition the Dean for Curriculum and Academic Engagement in writing in advance of the examination. The student must confer with the instructor before submitting a petition, and the instructor should indicate to the Dean if he or she supports the petition. *Normally, such petitions are granted only for health reasons. If other reasons necessitate a request for a change in a final exam, the request must be submitted three weeks in advance of the examination.*

### **Sample Statements: Learning Center and Learning Disabilities**

Statements to include on course syllabus to comply with ADA mandates regarding nondiscrimination and equal access to the academic program. A few options follow:

**Sample Statement 1**

The Learning Center offers a variety of services and accommodations to students with learning disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with Pam Rose, Director of the Learning Center, at the start of the semester to discuss reasonable accommodations. If a student does not request accommodations or does not provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Learning Center at ext. 2595 or through email at [prose@wooster.edu](mailto:prose@wooster.edu).

**Sample Statement 2**

If you are a student with a documented learning disability in this course, please register with Pam Rose, Director of the Learning Center. The Learning Center is located in the Rubbermaid Student Services Building (ext. 2595) and is the office that will assist you in developing a plan to address your academic needs and adjustments.

**Sample Statement 3**

Any student with a documented learning disability needing academic accommodations is requested to speak with Pam Rose, Director of the Learning Center (ext. 2595), and the instructor, as early in the semester as possible. All discussions will remain confidential.

Faculty may also wish to include a statement about academic support available to all students at the Learning Center.

**Sample Statement: Academic Support**

The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.