2025-2026 Syllabus Statements – Information for Instructors

This document compiles all required and recommended syllabus statements. Please note which have been revised and which remain unchanged from the previous academic year.

**Required Statements**

[Academic Integrity](#_Academic_Integrity) [no changes]

[Disability Accommodations](#_Disability_Accommodations) [revised]

[Title IX](#_Title_IX) [revised]

**Recommended Statements**

[Student Success Center](#_Student_Success_Center) [no changes]

[University Writing Services](#_University_Writing_Services) [revised]

[University Counseling Center](#_University_Counseling_Center) [revised]

[Wellness](#_Wellness) [not changed]

[Basic Needs Security](#_Basic_Needs_Security) [no changes]

[Distance Education Etiquette](#_Distance_Education_Etiquette) [not changed]

*Note: Instructors are required to provide written information to make explicit whether or not GAI use is acceptable in the course and, if so, in what ways and in which circumstances. Consider adapting* [*one of the Reinert Center’s sample templates*](https://www.slu.edu/cttl/resources/resource-docs/syllabus-statement-generative-ai.docx) *related to acceptable generative AI use.*

# Required for All Courses

The statements below must be included in all course syllabi, offered by all academic units at Saint Louis University, with the exceptions of the School of Law, the School of Medicine, and SLU-Madrid, which may have alternative expectations due to accreditation, regulatory, and/or other location-specific differences.

## Academic Integrity

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

<https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

## Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within Banner. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

*Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean’s office.*

## Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU’s Title IX Coordinator that you shared an experience relating to Title IX.**  This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you are pregnant or experiencing a pregnancy related condition, the Title IX Coordinator can assist you in understanding your rights and options as well as provide supportive measures.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at [SLU.EDU/INTEGRITYHOTLINE](https://www.slu.edu/compliance-ethics/hotline.php). To view SLU’s policies, and for resources, please visit the following web addresses:<https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

*Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean’s office.*

# Recommended Statements

The statements below are optional, recommended statements. Instructors may choose to include some or all of these statements in their syllabi.

## Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit:<https://www.slu.edu/life-at-slu/student-success-center/index.php>.

## University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations are available to both graduate and undergraduate students and can take place in-person, asynchronously, or via Zoom. All appointments can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit<https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to [writing@slu.edu](mailto:writing@slu.edu).

## University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment for a wellness consultation, call 314-977-8255 (TALK), visit [the UCC website](https://www.slu.edu/life-at-slu/university-counseling/index.php) or walk into the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number and ask for a mental health specialist.

## Wellness

*NOTE TO INSTRUCTORS: The language below encourages students to contact you for course-related concerns. You may customize the language to include other members of an instructional team (e.g., Teaching Assistants, co-instructors) by downloading the MS Word version. If you do not wish to customize the statement, simply remove this instructor note and add the content below to your syllabus.*

With our Jesuit commitment to *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

All students experience stressors and challenges at some point, and seeking support is both normal and beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, medical issues, loss, identities, alcohol or drugs, housing or food security, finances, or local/world events, among other things). If you experience these or other difficulties that are impacting your well-being and/or academic work, please consider seeking support from the resources available to you. 

* For questions or concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
* Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](https://www.slu.edu/wellbeing/index.php).

**If you or someone you know is experiencing a crisis**: please consult [Crisis Support and Warning Signs on the University Counseling Center website](https://www.slu.edu/life-at-slu/university-counseling/index.php) or call the University Counseling Center at 314-977-TALK (8255) and press #9 to be connected to a behavioral health nurse 24/7.

## Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](https://cm.maxient.com/reportingform.php?SaintLouisUniv&layout_id=35) form, email [deanofstudents@slu.edu](mailto:deanofstudents@slu.edu), or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.

## Distance Education Etiquette

Distance courses often bring together students with varying degrees of experience with online education. The guidelines below help to ensure all students know what to expect and how to engage effectively in distance courses.

### Non-Video & Asynchronous Contexts (Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that course-related communications with the instructor and other students should be professional in tone and content.  Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor.  Before communicating, consider your message in the context of the class’s diversity in race, ethnicity, religion, ability levels, gender, sexual orientation, age, social class, marital status, geography, etc.  Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

### Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking.  Remember to un-mute yourself just prior to speaking. If your screen does not display your name, identify yourself when you begin speaking. (Note: while most participants in a class will display their name on the screen, that choice may not be appropriate in particular situations. If you are not able to display your name due to privacy or other concerns, please talk with your instructor about how best to engage with the class.)
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If appropriate/possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location.  Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context. If appropriate/possible, consider using a “blurred” background during synchronous sessions to minimize distractions.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool.  This limits verbal interruptions and the confusion that can result when multiple people try to speak at once.
5. For maximum class engagement, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cell phone.
6. Temporarily turn off your video feed and mute your microphone if engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor.  Before communicating, consider your message in the context of the class’s diversity in race, ethnicity, religion, ability levels, gender, sexual orientation, age, social class, marital status, geography, etc.  Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.