**DePauw University**

**Tips for Planning Course Syllabi and Other Course Information**

**Summer 2023**

A. The Course Plan.

Each course needs Student Outcomes as outlined below.

If you teach a General Education course, you need to use one of the 12 University-wide Learning Goals.

<https://www.depauw.edu/academics/catalog/university/>

These need to be the same across every section of the same course, so please contact your department or program Chair to use language already agreed upon. You can also consult faculty members who have taught the same course, and/or the administrative assistant for your department/program. Or me (Dean of Academic Programs, Assessment, and Policies)

Please include the following on your syllabi:

1. 3-5 actionable/measurable **Student Outcomes** for your course, clearly stated on the first page of every syllabus.

2. Please do this for all your courses \*this semester,\* (as this is one step of several that our institution needs to accomplish to maintain our accreditation).

3. Please phrase each Student Outcome starting with **“Students will be able to…”**  (This will help make each Student Outcome more easily “actionable/measurable,” in terms of integrating each course with the overall curriculum map for each program/department later in the assessment process)

These 3-5 Student Outcomes must be the same for every section of the same course. You \*can\* use additional terms and other outcomes as per each individual instructor, but we must agree on a consistent list of 3-5 Student Outcomes for each \*course,\* that then appear on syllabi for, and are applied to, every section of that course.

When we teach a General Education course, we have agreed by faculty vote to incorporate language connecting each Gen Ed course to at least one of the University’s twelve Learning Goals, listed below.  Please don’t worry about the term “Learning Goals” related to the overall university at this point. These also need to be the same for every section of the same course.  You can incorporate more if you wish.

Indicate what teaching/learning strategies will be used to achieve these objectives. Provide other information that will help students understand how the course will be conducted and what will be expected of them.

Include a description of how grades will be determined and what weights the various course components will have in the final grade. If you are teaching a course that carries as special designation because it meets the W (Writing), S (Speaking and Listening) or Q (Quantitative Reasoning) competency requirement, it is important to include information explaining what a student must do to meet the relevant competency requirement.

B. University Policies.

It is important to be aware of University Policies when crafting your syllabi. The full set of University policies are available to you as part of DePauw’s [Academic Handbook](https://www.depauw.edu/handbooks/academic/). Academic Policies are duplicated in the [Student Handbook](https://www.depauw.edu/handbooks/student/), which you may prefer to reference in your syllabus as that is the student facing document. In the meantime, here are key policies to consider as you develop your syllabus. Please feel free to contact Tim Good, Dean of Academic Programs, Assessment and Policies, if you have questions about these policies as they apply to your syllabi. You can reach Tim at DeanAcademicPrograms@depauw.edu.

**1. Examinations in Courses**

Available at: <http://www.depauw.edu/handbooks/academic/#Toc459018117>

This policy outlines limitations on examinations and other assignments during the last five days of the semester as well as during exam week.

While it is important to read the entire policy, one key section states: "No hour examinations may be given the last five class days of the semester except for laboratory portions of final exams. (Note: If Thursday is the last day of classes, this period includes the previous Friday.) Only assignments that substitute for a final exam should be given a due date during finals week. In addition, instructions for paper and project assignments due in the last five days of class or asynchronous online final exams should be provided at least 14 calendar days prior to the due date."

Please adhere to this policy as you plan exam and assignment dates for your courses. Adhering to this policy means, for example, that you should not assign a paper with a scheduled due date during exam week if you also have an exam scheduled during exam week. However, if a paper has an announced due date earlier in the term (and could reasonably be completed by that due date) there is nothing in the policy that prohibits you from agreeing to a student's request to extend the due date into exam week. Of course, you are also free to deny such requests. Please feel free to consult Tim Good (DeanAcademicPrograms@depauw.edu) if you have questions about this policy and the ways it applies to your course.

If you plan to give a final exam, refer to the final examination schedule (available on the [Academic Calendar](http://www.depauw.edu/academics/academic-resources/advising/registrar/academic-calendar/) page). Include the final exam date and time for your course in the syllabus, and on the first day of class inform students that you expect them to be there for the exam.

**2. Academic Integrity Policy**

Please include a written statement on your syllabi stating that you will uphold the DePauw Academic Integrity Policy. Suggested wording:

*Cheating, plagiarism, submission of the work of others, etc. violates DePauw’s policy on academic integrity and may result in penalties ranging from a lowered grade to course failure, suspension or expulsion.*

*The policy and discussion of each student’s obligations and rights can be found in the Student Handbook. The policy is also available at:* [*http://www.depauw.edu/handbooks/academic/#Toc459018101*](http://www.depauw.edu/handbooks/academic/#Toc459018101) *If you have any questions about my expectations regarding academic integrity, including my expectations regarding group work, it is your responsibility to ask me.*

In May 2013 a faculty committee shared the results of an academic integrity survey that was completed by more than 700 DePauw students. Based on the results, the committee recommended that faculty members continue discussing academic integrity in their classes and further recommended that faculty members develop "exam practices and assignment procedures (e.g., clearly defining group work) that make cheating more difficult." Including a clear statement of your expectations on your course syllabi, as well as on individual assignments and exams, is a great starting point. These expectations can include when citations are necessary or when collaboration is allowed. This may be a good time to update statements to address the latest technology, such as use of ChatGPT. For example, if you prohibit the use of cell phones during an exam you may also want to prohibit the use of smart watches.

Several faculty members have pointed out that resource sharing web sites such as Course Hero ( [www.coursehero.com/study-materials/](http://www.coursehero.com/study-materials/) ) and Chegg ([www.chegg.com](http://www.chegg.com)) are becoming more popular with our students. You should be aware of these sites as you consider your academic integrity policies and assignment design.

There is also a [student-facing academic integrity resource page](http://www.depauw.edu/academics/academic-resources/academic-integrity/) that you may want to share with your students, especially first-year students. This short page is designed to help students learn about academic integrity and contains links to several resources about quoting, paraphrasing, and summarizing appropriately. Comments about this resource, including suggestions for improving it, are most welcome.

Questions about Academic Integrity should be addressed to Tim Good at (DeanAcademicPrograms@depauw.edu).

**3. Timely Feedback**

Available at: <http://www.depauw.edu/handbooks/academic/#Toc459018119>

This policy discusses the importance of providing timely feedback to students. This policy is important both because your feedback is paramount to student growth, and also because it ensures that in cases of academic dishonesty, students are not accused in a second assignment before they have had time to learn from feedback on a first assignment. Keep this policy in mind as you consider due dates for various assignments.

**4. Class Attendance Policy (Including medical and personal issues)**

Available at: <http://www.depauw.edu/handbooks/academic/#Toc459018113>

Faculty members have broad discretion to set attendance policies for their courses with only a few exceptions such as those noted below. Attendance policies vary from course to course, which makes it important to indicate your policy, including any penalties, very clearly on your syllabus. The limitations on the broad discretion granted to faculty members are as follows:

* Religious Holy Days

DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious holy days. Faculty are also expected to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance. Students are expected to notify their instructors of their intent to observe holy days at least one week in advance of these days. For the sake of this policy, “holy days” are defined as periods of time in which either:

a) activities required by normal class participation are prohibited by a religious tradition, or

b) a special worship obligation is required by a religious tradition.

Students with questions or concerns about this policy should contact the Office of Academic Affairs.

* Classes may not be conducted during study days or the final examination period.
* Whenever possible, out of class requirements (including exams) should be specified in the syllabus and/or the schedule of classes. Faculty members should provide options, or alternative times, for students who have other obligations scheduled at the same time.
* The faculty adopted a policy that classes must be conducted as listed in the schedule of classes on the days just before the start of scheduled vacations and just after the end of scheduled vacations. Students should not be excused from class attendance or from taking examinations at the announced times to accommodate vacation travel schedules. It is the responsibility of students and their families to make travel arrangements accordingly (this is published each year in the Student Handbook).

**5. Conflict between Class Attendance and Extra-Curricular Activities**

Available at: <http://www.depauw.edu/handbooks/academic/#Toc459018114>

Faculty members are encouraged, but not required, to accommodate students who have conflicts between approved activities of University organizations (these include such things as debate tournaments and intercollegiate athletics, among others) and scheduled classes. Please see the policy for details.

**6. Classroom Atmosphere Policy**

Available at: [www.depauw.edu/handbooks/academic/#Toc459018116](http://www.depauw.edu/handbooks/academic/#Toc459018116)

The policy describes expectations about general classroom atmosphere. It also provides information about specific situations, such as dealing with electronic distraction and the steps a faculty member would take in the unusual case that a student is disrupting a class.

**7. Faculty Absence Policy**

Available at: [www.depauw.edu/handbooks/academic/#Toc459018175](http://www.depauw.edu/handbooks/academic/#Toc459018175)

This policy provides information about situations in which faculty members need to miss class sessions, for example due to illness or professional travel.

If you will be physically away from campus during the term, include the dates in the syllabus (if known now). Consider having a colleague give a guest presentation, having assignments for students to work on in your absence and/or scheduling optional make-up class time after your return. Notify your department chair if you will miss in person classes. Notify the Vice President for Academic Affairs if you will be absent from in-person classes for a total equivalent to more than one week of class time in one or more courses.

You should have a plan in place if you become ill. Have a colleague identified who can provide continuation of learning while you are incapacitated and have the relevant course information accessible to that colleague or to the department/program chair or administrative assistant.

**8. Exam Proctoring Policy**

Available at: <http://www.depauw.edu/handbooks/academic/#Toc459018223>

This policy outlines the expectation that in-class exams should be proctored by faculty members rather than by administrative assistants or staff members. Exceptions are provided for student athletes and for students with ADA accommodations (see below).

**9. ADA Accommodations**

Please watch for an email from “Student Accessibility Services” or Meggan Johnston for a sample ADA (Americans with Disabilities Act) statement to include on your syllabi.

Providing students with a written accommodation statement is an essential part of maintaining institutional compliance with the ADA. An example statement from a recent semester looks like:

 It is the policy and practice of DePauw University to provide
reasonable accommodations for students with properly documented
disabilities. Written notification from Student Accessibility Services
is required. If you are eligible to receive an accommodation and would
like to request it for this course, please contact Student
Accessibility Services. Allow one-week advance notice to ensure enough
time for reasonable accommodations to be made. Otherwise, it is not
guaranteed that the accommodation can be provided on a timely basis.
Accommodations are not retroactive. Students who have questions about
Student Accessibility Services or who have, or think they may have, a
disability (psychiatric, attentional, learning, vision, hearing,
physical, medical, etc.) are invited to contact Student Accessibility
Services for a confidential discussion in Union Building Suite 208 or
by phone at 658-6267.

Please also consider appending a personal statement that invites the student to speak to you privately and in a confidential manner to discuss course requirements and their need for accommodations.

The syllabus statement is an essential part of our compliance with ADA law. More importantly it normalizes the accommodation process by making it just like any other part of the course. As such, students are more likely to feel comfortable approaching you about their disability and need for accommodation. This statement is intended for all students in the course. You will receive written notification for individual students with documented disabilities who require reasonable accommodation.

Questions about academic accommodations should be directed to by email to StudentAccessibilityServices@depauw.edu. Depending on the nature of the question, Meggan Johnston, Director of Student Accessibility Services or Shelle Malayer will reply.

C. Enrollment Adjustments.

1. Students may drop or add classes to their schedules during the first six class days using the on-line registration system; this is our “Adjustment Period.” ([Academic Calendar](http://www.depauw.edu/academics/academic-resources/advising/registrar/academic-calendar/)) Students must seek the instructor’s permission to enroll in a filled class. Special electronic codes (SPACs) are available for each faculty member from the Special Permission Access Code link on e-services. You may give these codes to students you approve above the class limit. Faculty can also track SPACs they’ve issued through a second menu item on e-services. You may also choose to wait list one or more of your courses; do this by sending a wait-list request to the Registrar’s Office - registrarsoffice@depauw.edu. Once a course is wait-listed, a student may not add the course without a SPAC, even if there is an opening. If you use the wait-list option, you should keep your own wait-list to control who gets into your course. If you choose not to wait-list, then if one student drops, the next student who registers on e-services gets the seat.
2. The last day students may withdraw from a full-credit course is the end of the 8th full week of the semester, in Fall 2023 that is Friday, October 27. For those students who withdraw after the first six days and by October 28, the course is still listed on their transcript with a W. It would be best if you provide significant graded feedback before this date (via exams, papers, or other assignments). Students considering withdrawal from the course rely on these measures of their performance when making their decisions about withdrawing. Students must get your signature on a withdrawal form they obtain from the Registrar's Office so that you will know of their decision. The deadline is strictly enforced unless the student arranges for an extension before the deadline with the Registrar's staff. (See I. Petitions, below.) Strongly consider putting the October 27 date on your syllabi.

D. Breaks.

1. Fall Break is October 14-22.
2. Thanksgiving Break is Wed-Sun, November 22-26.
3. Classes on the days before and after breaks may not be cancelled. Faculty rules require that faculty members must meet their classes on the days before the start of breaks and immediately following breaks. Students have been advised to make their travel plans so that they can attend all of their scheduled classes.

E. Exams/Feedback.

1. Progress Reports (midterm grades) are due by 10:00 a.m. on Monday, October 9. These reports are submitted through your e-services to the Registrar’s office. They are required for all students. Be sure to have enough graded feedback before October 9 (tests, quizzes, papers, presentations) so that you can provide accurate information to students on their levels of mastery in the course. After classes begin you will receive instructions about submitting “alerts” if you have concerns about a student’s attendance or work prior to midterms. Submitting alerts as early as possible can help us to assist students.
2. If possible, include your schedule for assignments, exams and feedback in your syllabus so that students know when to expect these activities. Try to assign papers early in the semester so that students spread their preparatory work over the semester and so that you can check their intermediate work and provide feedback. Many instructors are using a separate document for the class schedule, such as a googledoc. You can also keep the schedule on Moodle.
3. If you plan to give a final exam, refer to the final examination schedule (available on the [Academic Calendar](http://www.depauw.edu/academics/academic-resources/advising/registrar/academic-calendar/) page). Include the final exam date and time for your course in the syllabus, and on the first day of class inform students that you expect them to be there for the exam. See section above entitled “Examinations in Courses” for additional information about guidelines for exams and final papers and projects.
4. Final Grades are due by **10:00 a.m., Wednesday, December 20**. Be sure to set deadlines for student work and plan your grading schedule so that you can meet that deadline for submitting your grades.

F. How may students reach you?

1. You should list your office address, e-mail address, and office phone number on the syllabus.
2. Student hours should be posted; times should be varied so you are accessible when students are not in class. It is helpful to let students know how and when to reach you. Please also share this information with your administrative assistant. (Do you have a schedule on your door for students to sign up for appointments or leave messages? Do you use a calendar app for students to make appointments? Is there an administrative assistant who will know your schedule? Is it OK for students to call you at home?) Give students some idea of how much advance notice you need, for example: Evening e-mail is not sufficient notification that the student cannot give a presentation at 8:00 a.m. the next day.

G. Providing and sharing information electronically to students.

You are encouraged to place your syllabus and other assignments on the Moodle site for the course (<https://moodle.depauw.edu>/login/index.php). Staff members in the [Faculty Instructional Technology Support (FITS)](http://www.depauw.edu/it/fits/) program can provide you with additional support, such as setting up an electronic bulletin board/discussion group, a Moodle course website or a shared class network folder. The staff in FITS (765-658-4389) will be happy to talk to you about other technology resources and services you can use in your courses. Class lists are available in the Class Information section of your [faculty e-services](http://www.depauw.edu/e), where there is also a utility for sending email to each member of the class.

H. Confidentiality.

Federal law places requirements on all of us with regard to privacy of students' academic information. Do not use names, student ID numbers, or social security numbers when you post test or other grade information. Don’t put graded papers outside your office unless they are in individual envelopes to protect privacy. Be sure that there is adequate privacy when you talk with students and be sure to keep student confidences when talking with other faculty members, students, and friends.

I. Petitions for course adjustments.

The Petitions Committee is very reluctant to grant permission for students to withdraw after the deadline in the eighth week. Similarly, they are reluctant to allow a student to enter a class after six class days have passed. There may be a late fee if a petition is granted to adjust a student’s schedule after the deadline. Students must use this [Petition Form](https://www.depauw.edu/files/resources/registrar-appeal-petition.pdf).

J. Library services.

Your library team is here to help with a number of things! Tiffany Hebb (thebb@depauw.edu), can set up a library instruction session for your class. From past experience, we find that these sessions are most effective when they are linked to particular course assignments and projects. Robin Bennett (robinbennett@depauw.edu), can help with acquiring any library materials you may need for your classes. If you'd like to have materials on reserve, please reach out to Tina Oetken (tinaoetken@depauw.edu). For music reserves, reach out to Lynn Hohenstein (lindahohenstein@depauw.edu).