

College Policy on a College Course Syllabus

(Established 5/11/95; revised October 2006 & October 2008 & August 2010, October 2014)

In the College of Arts and Sciences, all courses must have a written syllabus that is distributed to the students during the first week of class. Moreover, each department must maintain copies of syllabi for all courses.

Course Number and Description: From University Bulletin.

Course Theme: If applicable, include an expanded description noting the theme and focus of the course.

Learning Outcomes: All faculty in the College of Arts and Sciences should include course-level and relevant department/program level learning goals and objectives beginning with the fall 2008. Core courses must also incorporate Core area/requirement learning outcomes on all course syllabi beginning fall 2009.

Prerequisites: Courses, experiences, etc. without which students will not be admitted into the course. The basis, if any, for granting exceptions to the prerequisites.

Instructor: Name, department, office phone number, e-mail address of instructor of record.

Office Hours: Time and location of office hours; Statement on appointments outside of office hours; How to contact the instructor in case of emergency.

Class Time: Statement of how class time is going to be used, what students are expected to do in preparation for class, policy regarding attendance. Percentage of course grade connected to student attendance and class participation,

Grading Policy: Describe your grading policy and/or philosophy. Indicate how the overall success of the course itself will be evaluated, e.g., mid-quarter or end-of-quarter narrative evaluations, the Student Assessment of Learning Gains instrument, or other approaches.

Assignments & Readings: Listing and description of all course assignments, required or optional readings, individual work, group projects, exams, papers, field experiences, i.e., including all deadlines and due dates. List the percentage of the final grade for each assignment. Faculty may not add major assignments to the syllabus after the fifth week of instruction

Projected Course Calendar: Week by week or session by session calendar of classroom activities, listing topics, readings, assignments, events, videos, guest speakers, field trips, due dates, exams, etc.

Policy on Academic Honesty: Statement on how the instructor intends to handle cases of academic dishonesty. Statement clarifying instructor's expectations regarding group work, collaboration, and peer tutoring as contrasted with plagiarism, cheating, and other forms of academic dishonesty. For the Academic Integrity Policy, see to <http://www.scu.edu/studentlife/resources/policies.cfm>

Finals: A cumulative final examination, if given in a course, must be given on the date and time scheduled by the Office of the Registrar. If the final examination is a take-home exam, it may not be due before the scheduled final examination time, and it must be due by the last scheduled final exam. Exceptions to this policy require approval of the department chair and dean.

Disability Accommodation Policy: *If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged*

accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

FYI to FACULTY: Per Office of Disabilities Resources policies signed by all students, the students must self-identify to the instructor at the beginning of the term in order to obtain accommodations in a particular course

Title IX Syllabus Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

Statement for Syllabi on Reporting Practices (adapted, with permission, from Scott Lewis's SCU presentation on Title IX)

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

College Policy on Course Evaluations

(Established February 19, 2002, October 2014)

The policy of the College of Arts and Sciences is that our faculty will use two kinds of course evaluation tools for every course: numerical and narrative.

In keeping with University expectations, the College requires that numerical student course evaluation forms be used in all our courses by all faculty. These evaluations are done on-line.

Qualitative information is also important for the evaluation of teaching and learning. Therefore it is the policy of the College that all faculty will supplement the numerical course evaluations with a suitable narrative student course evaluation tool. From the College's perspective, the narrative tool can be either a departmentally adopted tool or individually designed by each faculty member. However, a given department might wish to establish a more standardized departmental policy with regard to the narrative tools used in its courses.

University Policy on Final Exam Policy

A cumulative final examination, if given in a course, must be given on the date and time scheduled by the Office of the Registrar. If the final examination is a take-home exam, it may not be due before the scheduled final examination time, and it must be due by the last scheduled exam time. **Exceptions to this policy require approval of the department chair and dean.**

Procedure for Proposing Changes to Academic Degree Requirements (Updated July 2016)

Procedure for Proposing Changes to Academic Degree Requirements

Many curricular proposals require approval of the Academic Affairs Committee and possibly also the Board of Trustees. See <https://www.scu.edu/governance/committees/academic-affairs-committee/> for complete instructions regarding the full range of proposed changes.

Due date: Proposals for curricular changes – whether big or small – are due to the Dean’s Office in mid-October (see Chairs’ calendar for exact date). Submission by this date is necessary so that any approved changes can be reflected in the next edition of the Academic Bulletin. No proposed change can be put into the *Bulletin* prior to approval by associate dean after consultation with the dean.

Two categories of curricular changes require approval by only the Dean:

1. Minor curricular change within an existing degree program, major, minor, or concentration *without* significant impact on other departments or programs; and
2. Creation of, elimination of, significant change in, or change of name in an emphasis or concentration within a major or a degree.

For these smaller curricular changes, the Dean’s staff will need to review a coherent proposal that includes the following:

Rationale: What is the problem that you seek to address? If there are data (e.g. assessment data, comparisons to aspirational programs, feedback from external reviewers, etc.) to document that the problem exists, include them.

Proposed changes: If a new course is to be required, describe the course in some detail, including course name, provide an outline of course content, relationship to approved department learning goals, and relationship to approved departmental assessment plan. Additional details include the proposed student cap, proposed # sections to be offered each year, and type of classroom space needed. Explain how this new requirement will address the problem identified earlier.

If a course is to be dropped from the requirements, explain why and how students will continue to obtain the approved departmental learning outcomes without this requirement.

Resource implications: Can the proposed curriculum be offered within the department’s existing section target? If a new course is proposed, will it require any new equipment? What type of instructional space is needed? Any staffing needs? If the changes might affect the number of declared majors or minors, describe the anticipated direction and magnitude of change.

Impacts on other units: Are the changes likely to affect other departments? If so, consult with those departments and report back on those conversations. If there are likely to be significant impacts on other units, the proposal will need to go to the AAC. See <https://www.scu.edu/governance/committees/academic-affairs-committee/> for instructions.

Required attachments:

- Approved departmental learning goals and objectives
- Approved departmental assessment plan

Non-Departmental Academic Programs (Established 5/10/91)

This protocol is intended to encourage the development of interdisciplinary and cross-departmental curricular programs, including segments of the core curriculum, emphases, minors, and majors. It regularizes the organizational structure of curricular programs that fulfill goals beyond those achieved by the emphases, minors, or majors offered under the auspices of an academic department. This protocol is intended to maximize curricular flexibility while focusing and clarifying organizational responsibilities.

Non-departmental curricular programs shall be guided by the faculty through a Program Council/Program Director administrative structure. Programs may offer courses under their own rubric or through arrangements with participating departments. Programs may be assigned budgets and staff support. The role of the Program Director shall be analogous to that of a department chair and the role of the Program Council shall be analogous to that of the senior faculty of a department serving as a personnel or curriculum committee.

Program Director: The Program Director is appointed by the dean after consultation with the members of the Program Council. The term of office is three years and is renewable. The Director is responsible for:

- 1) Consultation with the chairs of participating departments regarding the selection of faculty to teach in the program and the scheduling of courses
- 2) Recruitment and advisement of students in the program
- 3) Management of program budgets and resources
- 4) Maintenance of the academic standards and the quality of the curriculum of the program
- 5) Development of the program's constituency groups, e.g., student clubs, alumni, and community advisory groups
- 6) Nomination of faculty to serve on the Program Council
- 7) Holding regular meetings of the Program Council to discuss issues important to the program's well-being

Program Council: To achieve these goals, the Director draws upon the active involvement of members of the Program Council and other faculty interested in the program. The Program Council is composed of four to eight Santa Clara faculty members who are persons actively participating on a regular basis in teaching or advising students in the program, persons with expertise and interest in the curricular content of the program, or persons concerned for the welfare and quality of the program. Council members are appointed by the dean for a renewable two-year term. The Council is responsible for establishing, in conjunction with the Director, all necessary policies and procedures for the program as are consistent with those of the College of Arts and Sciences and of Santa Clara University.

Changes to Program: In order to change, suspend, or discontinue an interdisciplinary or cross-departmental curricular program, the Program Council and Director shall provide a written proposal or recommendation to the dean. The proposal or recommendation shall include a narrative justification. The dean will analyze the proposal or recommendation and shall consult with the Council of Chairs before making the final decision on the proposal or recommendation.

Criteria and Procedure for ASCI Courses (Revised September 2006)

Criteria for Approving Course Proposals

A number of considerations enter into the awarding of academic credit for student work: curriculum and outcomes, faculty expertise, plan of study, mission and goals of the College, the institution's ability to support the field of study, contact hours, etc. In addition to the traditional classroom courses offered through academic departments, Santa Clara offers a limited number of experiential education courses through the Career Center, the Ignatian Center, the Markkula Center, the Residential Learning Communities and Student Life.

The following criteria have been adopted to evaluate proposals for Arts & Sciences (ASCI) courses taken outside of academic departments for credit:

- 1) Proposals should articulate how the course includes curricular goals and outcomes related to Arts and Sciences, including the way in which student academic work will be assessed by the instructors. In broad terms, those outcomes and goals relate to the College's mission to teach students reasoned and responsible methods of inquiry. In the course students should not only acquire practical skills, but also explore the framework(s) within which those skills are developed and assessed. Student learning would thus include an experiential component, complemented by a reflective and analytical one in which students understand and make judgments about the significance of their experience.
- 2) Instructors shall have the appropriate level of academic degree (normally M.A. or M.S.) and extensive experience in the area of the course.
- 3) Proposals should involve collaboration between the proposed instructor and a faculty member within an appropriate academic program - if not in the delivery of instruction, then at least in the development of the course proposal and plan.
- 4) Proposals should include a draft syllabus that indicates course goals and objectives, learning outcomes, number and type of assignments, day to day course outline, assigned readings and a bibliography, clear statement of requirements and instructors expectations around attendance, deadlines, class participation, etc. Individuals should consult the attached documents related to syllabi: "A Framework for a College Course Syllabus" in the College Protocols.

Procedure

- 1) Proposal should be submitted to the dean of the College of Arts & Sciences.
- 2) For proposals developed by Student Life personnel. The dean of Student Life reviews the proposal and determines whether the proposal moves forward. If it does, an ad hoc committee comprised of two Student Life personnel, the associate dean of the College of Arts and Sciences, and a faculty member familiar with experiential learning courses, will review the proposal based on the criteria listed below and make a recommendation to the dean of the College of Arts and Sciences.
- 3) The dean of the College of Arts & Sciences will determine whether the proposal has merit and, if so, decide the appropriate way to sponsor the course: (a) within an academic department or program that offers courses or (b) within the Arts and Sciences set of courses (ASCI).
- 4) Whichever route is selected, the dean's office will have responsibility for all facets of the course - from catalog masters, Bulletin, and scheduling to oversight and evaluation.

Administrative Considerations

- 1) Unit Value: Normally a course will receive one or two units of academic credit, with the unit value determined by a) number of contact hours related to the course, and b) the dean's office determination of academic rigor and the extent to which the course will meet the criteria outlined above.
- 2) Grade Option: All ASCI courses will be offered on a pass/no pass basis.
- 3) Appointment: When a course has Student Life personnel as the instructor, they will be appointed as quarterly adjunct faculty in the College of Arts and Sciences. In addition, since these courses will be directly tied to their position and regular responsibilities, the Student Life personnel and department will generally not receive overload compensation or additional funding. (This does not apply, of course, to other courses these personnel may contract to teach on their own through academic departments).

When a course has faculty involved in the instruction, the faculty member will determine with the department chair or program head, in conjunction with dean's office, the basis on which the assignment is taken. At this point, faculty who participate will do so either as service or as an overload so as not to compromise their commitment to existing academic programs.

- 4) Evaluation: Instructors for these courses will be evaluated through the Student Teaching evaluation process used in all undergraduate courses. In addition, the instructors should develop a narrative form tied to the ways in which the course realizes the outcomes and goals described above.

