This document outlines requirements (and opportunities) associated with course/seminar teaching assignments within SNL’s Graduate Programs. Please read and follow carefully in order to maximize a successful teaching/learning experience for all concerned. Please also be aware that SNL considers an instructor’s acceptance of a teaching assignment as an acceptance of these directives. Failure to fulfill these directives will negatively impact future teaching assignments within SNL’s Graduate Programs.

<table>
<thead>
<tr>
<th>(A) <strong>BEFORE</strong> Course/Seminar...</th>
<th>(B) <strong>DURING</strong> Course/Seminar...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1. Teaching Assignment</td>
<td>B-1. Instruction/Facilitation</td>
</tr>
<tr>
<td>A-2. Education Verification</td>
<td>B-2. Launch of Course; Roster Check</td>
</tr>
<tr>
<td>A-3. Meeting with SNL Assistant Dean</td>
<td>B-3. Assessment (ongoing) <em>(See also Appendix II.)</em></td>
</tr>
<tr>
<td>A-4. Official Letter of Appointment</td>
<td>B-4. Mid-Course Check</td>
</tr>
<tr>
<td>A-5. Course Context; Course Description</td>
<td>B-5. Student Self-Assessment</td>
</tr>
<tr>
<td>A-6. Schedule/Contact Hours</td>
<td>B-6. Final Submissions</td>
</tr>
<tr>
<td>A-7. Syllabus Template; Development; Approval</td>
<td>B-7. Course Evaluation <em>(See also Appendix III.)</em></td>
</tr>
<tr>
<td>A-8. Syllabus Posting; Book Ordering; Classroom Preference</td>
<td></td>
</tr>
<tr>
<td>A-9. Faculty Biography</td>
<td></td>
</tr>
<tr>
<td>A-10. Library Reserve</td>
<td></td>
</tr>
<tr>
<td>A-11. Desire-2-Learn</td>
<td></td>
</tr>
<tr>
<td>A-12. Photocopying; Copyright Clearance</td>
<td></td>
</tr>
<tr>
<td>A-13. Guest Speakers</td>
<td></td>
</tr>
<tr>
<td>A-14. Class Roster</td>
<td></td>
</tr>
<tr>
<td>A-15. Classroom Assignment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(C) <strong>AFTER</strong> Course/Seminar...</th>
<th>(D) Miscellaneous...</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1. Assessment (final) <em>(See also Appendix II.)</em></td>
<td>D-1. Academic Integrity/Plagiarism</td>
</tr>
<tr>
<td>C-2. Course Closure; Final Grades Posting</td>
<td>D-2. Behavior Problems</td>
</tr>
<tr>
<td>C-3. Incompletes</td>
<td>D-3. Benefits</td>
</tr>
<tr>
<td>C-4. Records; Grade Challenges</td>
<td>D-4. Concerns/Complaints</td>
</tr>
<tr>
<td>C-5. Grade Changes</td>
<td>D-5. Enrollment (high/low); Course Cancellation</td>
</tr>
<tr>
<td>C-6. After-Course Review</td>
<td>D-6. Fees</td>
</tr>
<tr>
<td>C-7. Future Possibilities</td>
<td>D-7. FERPA (Privacy, etc.)</td>
</tr>
</tbody>
</table>

*(For the most recent version, visit: http://snl.depaul.edu/faculty-and-staff/faculty-resources, see Faculty Forms and then Teaching Directives (Graduate Programs).)*
(A) BEFORE Course/Seminar...

A-1. Teaching Assignment
Receive & review "teaching assignment" information from relevant Grad Program Coordinator or the Graduate Programs Office (Associate Director) confirming specific appointment to teach within SNL’s Graduate Programs. This information also includes dates/times of course as well as reference to this document—Grad Teaching Directives.

A-2. Education Verification
If you’ve previously taught for SNL, skip to A-4. Fulltime Faculty, skip to A-5.
Receive & review education verification information from SNL Assistant Dean (Mr. Doug Murphy; 312-362-5756; d murphy@depaul.edu). This information contains the education verification consent form which you need to complete and submit ASAP. Upon receipt of the education verification consent form, SNL will verify your academic qualifications. Once verified, you will be contacted to proceed to A-3.

A-3. Meeting with SNL Assistant Dean
Schedule and complete a hiring appointment with SNL Assistant Dean for Administration and Budget (Ms. Jenny Prey; 312-362-8108; j prey@depaul.edu) as soon as the forms in A-2 are completed and as directed in the Hiring Email (above). Through this appointment, you will be directed regarding steps for securing your employee ID number (and web resources password) as well as your University Photo ID1, your University email address2 and information regarding Campus Connection3 and D2L4.

1 The ID card enables access to campus buildings as well as library and technology resources. The web resources password enables remote access to library resources, Campus Connection and D2L. NOTE: To obtain a DePaul ID card and web resources password, you must be on the University payroll system. If you are a first-time DePaul part-time faculty member and you need to access library resources prior to receiving your first paycheck, please contact the Graduate Programs Office (312-362-8448) for expedited assistance in gaining circulation privileges.

2 Part-time Faculty are expected to use, view and respond to their individually-assigned DePaul email address for all course-related communications with students and DePaul personnel.

3 CampusConnection is the central, web-based source for almost all information regarding courses (roster, grading, location). It also provides access to payroll information and a variety of other links to functions related to your work as an instructor/DePaul employee.

4 Desire-2-Learn (D2L) is the electronic course management system for online storage and retrieval of course documents, articles/media and interactions—threaded discussions, small group activities, file exchanges, etc. An ‘empty’ Desire-2-Learn site is automatically set up for each course. For further details, see A-10 below.

A-4. Official Letter of Appointment
Receive and review—approximately six-weeks prior to the quarter of your assignment—an OFFICIAL Letter of Appointment from the SNL Dean (Dr. Marisa Alicea; 312-362-8772; malicea@depaul.edu). This document will further confirm A-1 (above).

A-5. Course/Seminar Context; Course Description
Familiarize yourself with the course and context pertaining to your assignment. Teaching assignments within SNL’s Graduate Programs occur through either Liberal Learning (LL) seminars or Educating Adults (EA) courses. For information regarding the LL Seminars, see Domains of Applied Effectiveness included within “a” below. For information regarding EA courses, see MAEA Degree Requirements within “b” below.

a. LL Planning Schedule: https://snl.depaul.edu/academics/registration/Pages/Graduate-Registration-Information.aspx
b. MAEA Degree Requirements: http://www.depaul.edu/university-catalog/degree-requirements/graduate/snl/educating-adults-ma/Pages/degree-requirements.aspx

A-6. Schedule/Contact Hours
Familiarize yourself with the course’s official schedule as established by the Graduate Programs Office. This schedule is posted within the appropriate Planning Schedule (http://snl.depaul.edu/Courses/Graduate/index.asp), the appropriate quarter’s Graduate Registration Bulletin, and Campus Connect. The official model (and expectation) is derived from the following: a 4-credit hour course is to meet for 30 hours (not including breaks) which equates to 10 three-hour modules scheduled for 3.25 hours per module—assuming a 15 minute break at midpoint per module. For courses with other-than-4 credit hours, this model is adapted proportionally.
A-7. SYLLABUS -Template; -Development; -Approval; -Changes
   a. Consult with the appropriate Grad Programs Coordinator to discuss the course's purpose, “typical” student likely to enroll as well as course syllabus expectations and deadlines.
      ▶ LIBERAL LEARNING Coordinator: Dr. Arieahn Matamonasa, 312-476-4364, amatamo1@depaul.edu
      ▶ MAEA Coordinator: Dr. Catherine Marienau, 312-362-6981, cmariena@depaul.edu
      ▶ MAAPS & MSAT Coordinator: Dr. Russ Rogers, 312-362-8512, rogers@depaul.edu
   b. Build your syllabus in accordance with the Graduate Programs Syllabus Template as included in Appendix I of this document. For further resources (e.g., designing assignments, gathering materials, etc.), see DePaul's Teaching Commons:
      http://teachingcommons.depaul.edu/Course_Design/constrcuting_a_syllabus/index.html
   c. Submit your proposed syllabus to the appropriate program coordinator TWO MONTHS PRIOR to the start of the quarter in order to provide time for iterative review, feedback and eventual approval. To have syllabus posted on the SNL website, see A-8 below.
   d. After your syllabus is posted, consult with the appropriate coordinator regarding any substantial proposed changes. If change is approved, communicate said change thoroughy to all registered students. NOTE: Multiple changes and/or changes to grading criteria should be avoided once the course is underway.

A-8. Syllabus Posting; Book Order; Classroom Preference
   Receive/review email notice from SNL (from Mr. Doug Murphy, Senior Assistant Dean, dmurphy@depaul.edu; 312-362-5756) containing information regarding ordering textbooks, assigning classrooms, submitting your syllabus, etc. This information includes directions AND DEADLINES regarding:
   • how (and by when) to submit your syllabus for posting (i.e., once approved per A-6 above)
   • how (and by when) to order textbooks/materials for your course. (NOTE: As a general guide, texts should not exceed $50 per credit hour.)
   • how (and by when) to register your preferred classroom characteristics (e.g., equipment, furniture configuration, etc.)—data which are considered in making final room assignments.

A-9. Faculty Biography
   Develop/revise (optional) a brief paragraph biography of yourself for the Faculty Biography page on the SNL website and submit/resubmit it for posting to SNL Assistant Dean (Mr. Doug Murphy; 312-362-5756; dmurphy@depaul.edu). For examples, see http://snl.depaul.edu/faculty-and-staff/faculty-a-z/pages/default.aspx

A-10. e-Library Reserve
   Submit materials to e-Library reserve—if appropriate to your course plan. See https://login.ezproxy.depaul.edu/login?qurl=https%3a%2f%2fdepaul.ares.atlas-sys.com%2ftares%2ftares.dll. For additional assistance, contact DePaul Instruction/Outreach Librarian (Ms. Heather Jagman; hjagman@depaul.edu) or Reference/Instruction Librarian (Ms. Sue Shultz; sshultz@depaul.edu).

A-11. Desire-2-Learn (D2L)
   Add content to your course's D2L site. At a minimum, upload basic course information and syllabus. Your DePaul username and password will allow you to log-in to D2L at https://d2l.depaul.edu/. D2L incorporates web pages, email, discussion boards, chat rooms, small group areas, online quizzes, an online grade book, document sharing, etc., to create an online learning environment.
   For information/refresher regarding D2L, please see DePaul's online tutorial offered by Faculty Instructional Technology Services at: https://www.itd.depaul.edu/website/faculty/TechnologyTools/default.asp

A-12. Photocopying; Copyright Clearance
   Prepare photocopy materials. Faculty are responsible for their own photocopying. To assist, each campus has a copy card which part-time faculty can sign-out. Questions? Call 1-312-362-8001.
   In addition, the University Bookstore can prepare (for sale in the bookstore) a course packet of instructional materials including articles, sections of books and other reading materials tailored to meet the specific objectives of a course. DePaul University Libraries can also obtain and post electronic versions of readings (articles, sections of books, etc.) for instructors using E-Reserves software. See information at: http://libguides.depaul.edu/ares.
   Resources posted or distributed through the Bookstore or Library Reserves will be “copyright-cleared” for the instructor by the Bookstore/Library. Otherwise, faculty are responsible for their own copyright clearance.
A-13. **Guest Speakers**

Arrange for guest speaker(s)—if applicable to your course—in accordance with the following: (a) Instructors are solely appointed by the University to the instructor role and are not at liberty to delegate that role—even informally—to others; (b) Guest speakers may be used for no more than 20% of a course (for 4cr course = no more than two 3-hour sessions; for 2cr course = no more than one 3-hour session); (c) The use of guest speaker(s) should be cleared in advance with the appropriate Program Coordinator (See A-7 for contact information); and, (d) Upon completion of guest contribution, instructor may request that the University provide a modest honorarium to guest(s). The honorarium request form is available at http://snl.depaul.edu/People/Faculty_Forms/index.asp under “Request for Payment for Guest Speaker” and includes instructions for submission.

A-14. **Class Roster**

Secure a class roster prior to the start of your course. Enter Campus Connection. Select “For Instructors” within the left-hand menu. Select “Class Roster.” Given the possibility of late registrations, please be aware that the roster is subject to change.

A-15. **Classroom Assignment**

Check your class roster (via Campus Connection) just prior to the first class session. Your final room assignment will be listed on this roster. The University endeavors to make room assignments that align with as many of your classroom preferences (see A-7 above) as possible.

**B) DURING Course/Seminar...**

B-1. **Instruction/Facilitation**

Provide instruction and facilitate learning according to the official course schedule (see A-6 above) as assigned by the Program—accomplishing its objectives and official course description, maximizing personal and academic development of its students, treating students with dignity and respect and being available to consult with students by phone, email or appointment throughout its duration. Faculty are expected to respond to student messages within 24hrs during weekdays and 48hrs during weekends.

►NOTE: Official program personnel designated by the Graduate Programs Director (e.g., program coordinator, peer reviewers, etc.) may visit the course during its duration and subsequently offer formative input.

B-2. **Launch of Course; Roster Check**

- **a.** Be mindful of the group’s composition, dynamics and culture as you facilitate introductions and initiate the course. While some groups may contain participants who know one another, it is highly unlikely that everyone knows everyone. Further, participants may be enrolled in your particular course for a variety of reasons and from a variety of graduate programs. In short, the mix of interests, backgrounds, learning styles, personal and program expectations and other characteristics makes for a dynamic and emerging social experiment with every course.

- **b.** Check Roster against the participants actually attending. Inform anyone not listed on the roster that he/she must be registered in order to proceed in the course. The “last day to register” is posted in the Quarterly Registration Bulletin. Registration questions should be directed to the SNL Grad Programs Office (snlgrad@depaul.edu; 312-362-8448).

  Those permitted to attend classes include: you (as instructor), students officially enrolled in the course, official guests (per A-13 above), program personnel (per B-1 above) and/or others explicitly authorized by the Graduate Programs Director.

- **c.** Respond to the BlueStar Attendance/Participation Verification Survey. This email, sent by BlueStar typically during the first two weeks, asks for information regarding registered students who are “not attending.”

B-3. **Assessment (ongoing)**

Provide timely, formative, individualized feedback to students throughout the course in accordance with SNL’s Qualities and Principles of Assessment as outlined in Appendix II of this document.

- **a.** If using TurnItIn for student submissions, analyze the input and share the full report (results and analysis) with each student involved. Avoid using raw scores without analysis. See Academic Integrity/Plagiarism at D-1 below.
b. Avoid sending group emails or group correspondence that contain assessment commentary or other information restricted by FERPA regulations or guidelines. See FERPA/Privacy at D-7 below. [Note: The “group email” feature in D2L enables instructors to send group emails without violating FERPA directives.]

c. Remind students periodically of their ongoing responsibility to self-assess their contributions in the course.

d. Offer assessment feedback that preserves the student’s path to appropriate appeals. (See Grade Challenge at C-4 below.)

B-4. Mid-Course Check

Conduct some sort of brief/informal “mid-course” assessment (e.g., how’s this going so far? What’s working? Any suggestions for improving the remaining portion of the course?, etc.). This might be accomplished via a brief/informal conversation or through inviting written suggestions submitted anonymously.

Respond to BlueStar Academic Progress Survey during week 5 or 6. If you are concerned a student is in danger of failing your course, follow instructions to ‘raise a flag’. The flag will alert the student’s advisor who can advise the student to seek assistance from Academic Support offices or instruct the student on how to withdraw by the final withdrawal date.

B-5. Student Self-Assessment

Create and implement avenues for students to self-assess their learning/performance using assessment criteria outlined in your syllabus. (Note: For MAEA courses, please use the EA Self-Assessment Form. See C-1 below.)

B-6. Final Submissions

Collect final assignments as described in your syllabus and by your syllabus-posted due-dates.

For MAEA Courses, collect completed EA Self-Assessment Form from each student. This form is available at: http://snl.depaul.edu/StudentResources/Graduate_Resources/Forms.asp

B-7. Course Evaluation

Review & support the Course Evaluation Process—as outlined in Appendix III of this document.

(C) AFTER Course/Seminar...

C-1. Final Assessment

a. Draw upon assessment criteria included in your syllabus and develop final/comprehensive assessment for each student. (See “SNL Assessment Qualities & Principles” in Appendix II of this document.) While you’ll submit “grades” in C-2 (below), please also provide each student with a comprehensive narrative explanation of the final grade. For MAEA courses, this narrative explanation may be included in “b” below.

b. For MAEA courses, take under advisement each student’s own official Self-Assessment Form as you complete the MAEA Course Instructor Feedback & Assessment Form for each student. Form available at: http://snl.depaul.edu/StudentResources/Graduate_Resources/Forms.asp

C-2. Course Closure; Final Grades Posting

a. Receive—just prior to the end of the quarter—email notice from SNL (EFlower1@depaul.edu) regarding grading. See also “Submitting Grades” at: http://teachingcommons.depaul.edu/How_to/Grades/index.html. The deadline for grade posting is contained on your original Letter of Agreement (per A-4 above). Otherwise, see Student Records (For Faculty, Registration & Grading Dates) at http://offices.depaul.edu/student-records/Pages/default.aspx.

b. Submit grades for all students/courses assigned to you in accordance with university directives. Failure to do so will result in the student being issued an “M” grade (Missing) and your name being included in a report of missing grades sent to Academic Affairs. [NOTE: Instructors completing intensive shorter courses will need to hold their grades until the “grading” window opens after 10th week of quarter.]

c. For MAEA courses, submit copies of each student’s Self-Assessment Form AND related Instructor Assessment Form (one for each student) to snlgrad@depaul.edu.

C-3. Incompletes
a. Receive request for “incomplete” as initiated by student. *(Note: Incompletes MUST BE initiated by student.)*

b. If acceptable, complete “Contract for the Issuance of an Incomplete Grade” in collaboration with student. This form requires specificity regarding outstanding work and deadlines per student per incomplete. Form is available at: http://snl.depaul.edu/StudentResources/Graduate_Resources/Grades.asp.

NOTE: “Incompletes” are to be rare and assigned only in cases involving clearly exceptional or unforeseen circumstances as negotiated between the student and the instructor and recorded within a completed Incomplete Contract form. If an “incomplete” is assigned, the outstanding work must be completed by the deadline assigned by the instructor (not to exceed two quarters). Failure to complete outstanding work by the deadline agreed upon in the contract (or the end of two quarters at the latest) will result in an “F” grade.

C-4. Records; Grade Challenges

Maintain your own records of grades, assessments and other relevant information for four months after submitting grades. Students with questions regarding their assessments/grades may contact you regarding such. In addition, students are permitted to appeal a grade through the end of the term following the one in which the standing grade was earned. A period of 4 months spans this appeal window. For DePaul’s Grade Challenge process, see: http://sr.depaul.edu/catalog/catalogfiles/Current/Graduate%20Student%20Handbook/pg26.html.

C-5. Grade Changes

Submit grade changes—as necessary—via Campus Connection. See “Turn in Grades” at: http://teachingcommons.depaul.edu/How_to/Grades/index.html. When a grade-change is submitted, an email message is sent to both instructor and student acknowledging submission. When posted, the instructor and student receive a confirmation that the process is complete. Some grade-changes (due to the lapse in time or span of grade being changed) may necessitate written appeal to the SNL Exceptions Committee.

C-6. After-Course Review

a. Consider your own reflections on the course, input received informally throughout the course and input received formally via course evaluations* and/or from program officials. *(See “Course Evaluation Process” in Appendix III of this document.)*

b. Initiate and engage in a conversation with the appropriate Program Coordinator and/or Graduate Programs Director to reflect together on the course.

C-7. Future Possibilities

Inform the Graduate Programs Director and/or Program Coordinator of your interest in being considered for subsequent teaching assignments. [Note: SNL Graduate Programs considers subsequent appointments upon review of individual’s previous teaching record with SNL’s Graduate Programs (adherence to teaching directives, course evaluations, input from administrative staff, thoroughness, timeliness, “ease of doing business,” etc.) and evidence of individual’s reflective and targeted commitment to continuous improvement.]

(D) Miscellaneous. . . (items listed alphabetically)

D-1. Academic Integrity (Plagiarism)

a. The University’s policy and procedures pertaining to Academic Integrity/Plagiarism can be found at http://sr.depaul.edu/catalog/catalogfiles/Current/Graduate%20Student%20Handbook/pg18.html.

b. Faculty wanting to have a Turnitin account (to assist in analyzing the originality of student work and accuracy of citations) may complete and submit a Turnitin Request form at http://www.itd.depaul.edu/auth/login.asp.

D-2. Behavior Problems/Concerns

The first level of response to observed or student-reported behavioral problems in the classroom is within the instructor’s “classroom management” role. Here, ideally, the situation can be facilitated/managed in such a way as to afford all concerned with an opportunity to reflect, unpack, problem-solve, learn, and grow in adult civility.

If the situation is beyond the scope of the instructor’s comfort-to-respond (and/or if the matter involves allegations of bias or discrimination), the instructor should contact—or refer the complaining student to contact—the SNL Associate-Dean-on-Call (AD-on-Call) who will, in turn, triage the situation in accordance with school and university protocol. Contact information for the current AD-on-Call may be secured from the SNL Main Desk (312-362-8001) or through the relevant program coordinator.
In urgent cases of imminent threat to safety, “911” should be called---followed by calling the University’s Public Safety (312-362-8400).

D-3. Benefits (PT Faculty)

a. Tuition Wavier: Part-time Faculty are eligible for tuition waiver benefits equal to the number of courses taught per year (not to exceed three). This benefit must be applied with participating programs and within the academic year and preceding summer during which one serves has served as a Part-time Faculty. For information regarding this benefit, see “Professional Development Funds Request for PT Faculty” at: http://sln.depaul.edu/faculty-and-staff/faculty-resources/Pages/faculty-forms.aspx

b. Professional Development Funds: Part-time Faculty may apply for professional development support [currently up to $300 per funding cycle (Cycle 1: July 1—Dec 31) (Cycle 2: Jan 1—June 30)]. For information regarding this benefit, see: http://www.snl.depaul.edu/People/Faculty_Forms/index.asp.

c. Other Benefits: See https://hr.depaul.edu.

http://sln.depaul.edu/faculty-and-staff/faculty-resources/Pages/faculty-forms.aspx

D-4. Concerns/Complaints

a. Faculty are to adhere to University guidelines and directives as well as those commonly accepted within higher education regarding ethical conduct between faculty and students. SNL reserves the right to cancel a contract if there is the implication of impropriety reported by other faculty, students or staff.

b. Fortunately, the overriding norm within SNL’s Graduate Programs is one of student satisfaction. However, students who express dissatisfaction or concern are encouraged to seek resolution directly with the instructor involved. Students who wish to register a concern with a school official may do so by contacting the SNL main desk for referral to the appropriate school official.

D-5. Enrollment (high/low); Course Cancellation

Enrollment in graduate courses typically ranges from 10-20 students. At 20, the University forms a course “wait list.” If 10 openings occur within the 20 or over the 20 (with instructor approval to raise the cap), students are added according to their order on the wait list. Instructors are not obligated to raise the cap on their course; however, those who agree to do so and take additional students over 20 will be compensated extra for doing so. Conversely, if a course enrolls fewer than 10 students, DePaul may provide an option for proceeding with the course at a reduced instructional rate negotiated with the instructor at the point of such decision. At all times, SNL reserves the right to cancel the course. If a course is cancelled:

- prior to 1 month before the first session, --no compensation.
- from 1 month to 1 week before the first session, --10% compensation.
- from 1 week before to the day of the first session, --20% compensation.

D-6. Fees; Charging Students

Faculty are prohibited from charging students directly for materials or services related to a course or using a course to promote non-SNL related enterprises.

D-7. FERPA (Privacy, etc.)

DePaul University and its employees are required to comply with the Family Educational Rights and Privacy Act (FERPA) which sets forth requirements regarding privacy of student records. For information regarding DePaul’s FERPA policy, see information at: http://compliance.depaul.edu/resources/ferpa.asp. Students concerned about FERPA violations are to be referred to the US Department of Education.

D-8. Further Involvement

Students may approach instructors for involvement in their individual graduate programs beyond the scope of the course being taught. Instructors are not obligated to accept these requests. However, those who are willing to engage in this further involvement are encouraged to explore—with the student—both the nature of the request (program requirements, etc.) and the scope of the separate University remuneration applicable.

D-9. Meetings

Periodically, the Graduate Programs Director and/or Program Coordinator(s) will convene a meeting of program faculty (Parttime & Fulltime). All faculty are to make every effort to participate in these meetings. Parttime faculty are provided an honorarium for their participation.

D-10. Parking
Parking is available at local garages near the Loop campus. Certain garages offer a DePaul discount when presenting a DePaul ID or time-stamp available at the entrances of either the Lewis Building or the DePaul Center. For parking information, see: http://parkingservices.depaul.edu/.

D-11. Schedule Changes; Emergencies

a. When appointed, instructors are assigned a course schedule that is also announced to students and University facilities personnel. Instructors are to adhere to this set schedule. Changing meeting times, number/length of sessions, etc., should be by rare exception approved in advance by the relevant Program Coordinator. In the event of an instructor’s personal emergency—necessitating the cancellation of a class session, the instructor should contact all enrolled students via their email addresses (on the class roster) and inform both the relevant Program Coordinator and the SNL Grad Programs Associate Director (Ms. Sarah Hellstrom; 312-362-5744; shellstr@depaul.edu.)

b. University/Campus Emergency: Comprehensive information regarding university emergencies can be found at www.depaul.edu. Closings due to emergency situations (per campus) can be found at http://www.emergencyclosingcenter.com/complete.html.

D-12. Writing Resources

SNL offers its instructors helpful writing-related information at http://snlwritingnews.blogspot.com/, e.g., how to prevent/handle plagiarism, assignment ideas, how to refer students to DePaul’s Writing Center, etc. For additional information, contact SNL’s Writing Director (Dr. Michelle Navarre Cleary; 312-362-7301; mnavarr9@depaul.edu).

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
APPENDIX I
Grad Programs SYLLABUS TEMPLATE

This syllabus template can be found as a Word Document under Syllabus Template Graduate Programs at: http://snl.depaul.edu/People/Faculty_Forms/index.asp. All BLUE content is required and standardized. All GREEN content is to be developed and inserted in BLACK by the individual instructor—per course.

DePaul University ◆ School for New Learning ◆ Graduate Programs
(insert Name of Program)
for Liberal Learning, insert: MA in Applied Professional Studies; MA in Educating Adults; MS in Applied Technology
for MAAPS, insert: MA in Applied Professional Studies
for MAEA, insert: MA in Educating Adults
for MSAT, insert: MS in Applied Technology

Course ### (?? credit hours)

COURSE TITLE
(insert meeting dates & times here)

1. INSTRUCTOR
   -insert name (See #9 below for brief instructor biography.)
   -insert email address
   -insert phone number (insert fax # if applicable)
   -insert instructions about contacting, setting up appointments

2. COURSE DESCRIPTION
   -insert official course description (If MAEA course, insert official description. If Liberal Learning Seminar, insert course’s Applied Effectiveness DOMAIN—personal effectiveness, interpersonal effectiveness, organizational effectiveness, values effectiveness, inquiry effectiveness—followed by approved ‘unique’ seminar description.)

3. LEARNING STRATEGIES & LEARNING RESOURCES
   -insert brief explanation of the variety of learning strategies to be used
   -insert list of required texts/resources

4. LEARNING OUTCOMES
   -insert learning outcomes for the course, i.e., what students will be able to know/do by the close of the course. Note: These objectives should not cause the instructor to ignore students’ own reasons/hopes for participating in course.

5. LEARNING ASSIGNMENTS or DELIVERABLES
   -insert required assignments and due dates—explaining how each assignment links to the learning outcomes (above). Also—explaining consequences (if any) for late work/missing due-dates. [Note: Assignments should take into account diverse learning styles of students and should include ‘scaffolding’ throughout the course to support students’ progression to high standards of achievement.]

6. ASSESSMENT OF STUDENT LEARNING & GRADES
   -insert criteria for assessment and grading—including brief explanation of your approach/philosophy of assessment as well as whatever encouragement you want to offer to meet with you as instructor during the quarter; availability to offer coaching feedback in advance of assignment due
dates, etc. Criteria listed here should be clear and detailed enough so that students can use such
to evaluate their own work. ALSO—if “attendance” is part of your assessment consideration, please clarify this here.

- For additional information pertaining to grade designations, see following links:
  - http://snl.depaul.edu/student-resources/graduate-resources/Pages/default.aspx

7. **SCHEDULE (General Map of Course Sessions)**
   - Insert schedule/outline for each course session (e.g., objectives, topics, learning strategies,
     assignments, etc.). If this schedule/outline is *subject to change* during the course, state so here in
     the syllabus and include a description of the process whereby changes will be made and
     communicated.

8. **EXPECTATIONS, POLICIES & OTHER RESOURCES**
   a. **Adult/Professional Engagement:** All course participants (students & instructors alike) are responsible for
      co-creating the learning space of this course—contributing individual uniqueness while also modulating such
      for the sake of group learning. In this regard, *professional engagement* is expected from all—and
      particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough
      preparation, focused and respectful interactions (turning off cell phones and other devices; curtailing side-
      conversations; active listening; informed contributions; probing questions; involved discussion; open-
      mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as
      adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may
      be ‘yes’ or ‘no’---but, not to request is to leave the matter to chance. For additional information pertaining to
      DePaul’s Code of Student Responsibility, see: http://www.depaul.edu/university-catalog/academic-
      handbooks/code-of-student-responsibility/general-information/Pages/default.aspx

   b. **Academic Integrity (including Plagiarism):** DePaul University is a learning community that fosters the
      pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of
      responsibility for oneself, for others and for society at large. Violations of academic integrity are detrimental
      to the values of DePaul, to the students’ own development as responsible members of society, and to the
      pursuit of knowledge and the transmission of ideas. Violations include cheating; plagiarism; fabrication; and
      other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with
      University policy. For additional information pertaining to Academic Integrity, see following link:
      http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf

   c. **Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of
      co-creating the learning space of this course, students are expected to participate and contribute within all
      class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of
      the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of,
      one-third of all class sessions are advised to drop the course to avoid a grade (C- or lower) that would
      necessitate re-registering and retaking the course.

   d. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers,
      presentations, etc. For more information, see most recent edition of *Publication Manual of the American
      Psychological Association.*

   e. **Incomplete Grades:** The intent of an incomplete grade is to allow students extra time to complete their final
      assignments. Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not
      encountered by other students and as acceptable to the instructor) are to request such in accordance with
      the University’s policy regarding incompletes. To request an incomplete, students are to complete and
      submit the required form in advance of grading deadlines listed in the syllabus. See
      Instructors are not obligated to accept all requests for incompletes. For additional details and parameters
      applicable to the IN grade see *Graduate Student Handbook.* Note: IN grades are not considered by
      Financial Aid as evidence of satisfactory academic progress.

See also “Graduate Syllabus Addendum” at http://snl.depaul.edu/Courses/Graduate/syllabi.asp for information
regarding:
   - Classroom-based Research Involving Human Subjects
9. **INSTRUCTOR BIOGRAPHY**
   - Insert brief overview regarding instructor

10. **ADDITIONAL SUGGESTED RESOURCES**
    - Insert additional recommended readings relevant to the course topic

- Learning Disabilities
- Writing Assistance
- the Dean of Students Office
The School for New Learning maintains assessment as a critical component in the learning process. As such, assessment is grounded in the following qualities and principles:

► QUALITIES of Assessment

CLARITY (communicating expectations; articulating criteria for demonstrating competence and how level of learning is measured; providing accessible feedback);

INTEGRITY (applying criteria for demonstrating learning and indicators of quality; applying the expectations and standards of the college and the University in an honest and constructive manner; providing feedback that informs the subsequent learning agenda);

FLEXIBILITY (recognizing learning through multiple forms of evidence; using multiple forms of assessment to measure learning outcomes; drawing on alternate sources of expertise when appropriate); and,

EMPATHY (providing feedback in sufficient detail to honor students’ efforts; communicating commentary in a constructive manner/tone; establishing a cooperative and trusting relationship between instructor and learner to promote assessment).

► PRINCIPLES guiding Assessment

(1) Assessment should feedback information to the learner to guide future learning.

(2) Assessment should be based on multiple forms of evidence of learning.

(3) Assessment strategies and activities should draw on the affective, cognitive and conative domains of learning.

(4) Assessment should be referenced to specific learning outcomes.

(5) Assessment practices should support the overall development of students as well as measure progress toward specific learning outcomes.

(6) Self-assessment should be included with the documentation of learning.

(7) Assessment decisions should include the judgments of relevant experts.

(8) Assessment processes should be designed to insure the assimilation of multiple sources of assessment data.

(9) Assessment processes should informally recognize and affirm learning outside of competence areas specified by the curriculum.
DePaul University’s courses are evaluated by participants using an online instrument and process.

(1) **DESIGN**

The online instrument includes both quantitative and qualitative items.

- **Quantitative Items**: Perceptions are invited (using a 5-point scale) regarding:
  - instructor’s overall teaching effectiveness
  - degree to which the instructor stimulated interest in the subject
  - overall quality of the course
  - degree to which the course increased the student’s knowledge/skills
  - degree of challenge experienced

- **Qualitative Items**: Comments are invited (using open-ended questions) regarding:
  - the 3-4 best aspects of the course
  - recommendations for practical changes that might improve learning in the course
  - activities in the course that required students to develop greater writing competence

- **Additional Course-Specific Questions (OPTIONAL)**: Grad instructors receive an email message from DePaul’s OTE-Online Teaching Evaluation (by the 3rd week of the quarter) inviting them to add up to five additional questions that are course/instructor-specific if they wish. Data from these added questions generates a separate report made available only to the individual instructor.

(2) **PROCESS for 4-credit-hour Courses (TEN 3.25-hr sessions)**

For quarter-long courses, students receive prompts (via email and CampusConnection) to complete the instrument. These prompts begin during the 9th week of the quarter and end when the online instrument is completed or one week after the course’s last session—whichever comes first.

(3) **PROCESS for 2-credit-hour Courses (FIVE 3.25-hr sessions)**

For half-quarter-long courses, students receive prompts (via email and CampusConnection) to complete the instrument. These prompts begin midway through the quarter and end when the online instrument is completed or one week after the course’s last session—whichever comes first.

(4) **RESULTS**

Course evaluation reports are calculated immediately after the end of the quarter’s grading period. Individual instructors can access reports via Campus Connection beginning 48 hours after the close of that quarter’s grading window. Detailed instructions regarding how to access and interpret reports can be found at: [http://teachingcommons.depaul.edu/How_to/teaching_feedback/OTE_video_intro.html](http://teachingcommons.depaul.edu/How_to/teaching_feedback/OTE_video_intro.html).

Quantitative and qualitative reports (not including feedback from any “additional course-specific questions,” if applicable) are also available to program administrator(s).

(5) **ADDITIONAL INFORMATION**

For additional information regarding course evaluation, see “Get Teaching Feedback” at [http://teachingcommons.depaul.edu](http://teachingcommons.depaul.edu) or contact the SNL Assessment Director (Dr. Gretchen Wilbur; 312-362-7417; gwilbur@depaul.edu).