# Required components to a Purdue syllabus

Learners should easily be able to find each of these components in the course syllabus and/or your course shell in Brightspace. *Suggestions and tips for each section are in italics*. See Appendix A for sample language for many components.

This document was revised for Fall 2021 with the intent of returning to pre-COVID-19 academic policies that were created by the Purdue University Senate. Click on the following links to access language for a particular component in pages 2-8. Please also review the Recommended syllabus components Word document. Once your syllabus is complete, please also upload it to Purdue’s Course Insights syllabus archive, which can be found under the Faculty tab of [myPurdue](https://wl.mypurdue.purdue.edu/web/portal/faculty).

[Course Information](#bookmark=id.gjdgxs)

[Instructor(s) Contact Information](#_heading=h.1fob9te)

[Course Description](#_heading=h.3znysh7)

[Learning Resources, Technology & Texts](#_heading=h.2et92p0)

[Learning Outcomes](#_heading=h.tyjcwt)

[Assignments](#_heading=h.3dy6vkm)

[Grading Scale](#bookmark=id.lrumvxc2xfg3)

[Attendance Policy](#_heading=h.lnxbz9)

[Academic Guidance in the Event a Student is Quarantined/Isolated](#_heading=h.3rdcrjn)

[Course Schedule](#_heading=h.26in1rg)

[Classroom Guidance Regarding Protect Purdue](#_heading=h.35nkun2)

[Academic Integrity](#_heading=h.1ksv4uv)

[Nondiscrimination Statement](#_heading=h.44sinio)

[Accessibility](#_heading=h.2jxsxqh)

[Mental Health/Wellness Statement](#_heading=h.z337ya)

[Basic Needs Security](#bookmark=id.30j0zll)

[Emergency Preparation](#_heading=h.3j2qqm3)

[Appendix A - Sample Language](#bookmark=id.ayf5bjkjfvwf)

[Appendix B - Guidelines for Academic Integrity](#bookmark=id.fe8k2yst0oqx)

#

# Course Information

* **Course number and title**
* **CRN**
* **Meeting day(s) and time(s)**. Class meeting days/times should match the Fall 2021 schedule. For online courses, list any synchronous elements such as office hours.
* **Instructional Modality** (Face-to-Face, Hybrid/Hy-Flex, Async-Online, or Sync-Online) *Must match modality listed in the Fall 2021* [*schedule in myPurdue*](https://selfservice.mypurdue.purdue.edu/prod/bwckctlg.p_disp_dyn_ctlg)*. See the Office of the Registrar’s* [*Instructional Modality document*](https://www.purdue.edu/registrar/documents/faculty/advisors/Instructional_Modality.pdf) *for details on each modality.*
* **Course credit hours**
* **Prerequisites (if any**)

*Suggestions & tips:*

1. *The course Instructional Modality was added to the syllabus template as a way to help students understand how the course is designed. Beyond matching with the schedule, you might also add somewhere in the syllabus or Brightspace how your course is designed within that modality. For example, a course listed in myPurdue as hybrid (with both a Lec and Dist component), may outline expectations for participation and if/how students may rotate attendance.*

# Instructor(s) Contact Information

*Provide information on the ways students can reach your Brightspace, Purdue email, phone, text, office location, and dedicated student contact/consultation hours. If additional individuals are key contact persons (TAs, co-instructors, course coordinators, etc.), include information for them as well.*

* **Name of the instructor(s)**
* **Office Location**
* **Office Phone Number**
* **Purdue Email Address**
* **Student Consultation hours, times, and location** *(Guidelines for face-to-face and/or remote office hours, and/or how to request help outside office hours).*

*Suggestions & tips:*

1. *It is best to provide multiple ways for the student to reach you (e.g., Brightspace, Purdue email) with their questions, and include your preferred means of contact.*
2. *Manage your time and student expectations. Set a specific window during which student emails will be read or responded to such as* “Emails are read 8 a.m. to 5 p.m. daily and will be responded to within 24 hours. Be flexible with these times before deadlines and exams.”
3. *Always use your official Purdue email and ask students to do the same. Make it easier to find student correspondence in your email by establishing a standard subject line (e.g., CHEM 111).*
4. *Consider setting up a help section in your Brightspace discussion board, where students can ask and respond to each other’s FAQs. Student survey data indicates that students highly value opportunities to interact with each other.*

# Course Description

**The official course description from the university catalog*.***

*Suggestions & tips:*

1. *In addition, consider providing a description of the course that connects course themes and topics to the discipline as well as broader relevance.*

# Learning Resources, Technology & Texts

*List any required texts, technologies/software, associated fees, and other additional materials needed.*

*Please remind students that they are automatically enrolled in the* ***Learning Online 101*** *course in Brightspace, a self-paced elective designed to help students be better prepared for hybrid and online learning; this* [*announcement*](https://www.purdue.edu/innovativelearning/news/04142021.aspx) *provides details on the course and how instructors may also register for it. You may also request assistance through the* ***Undergraduate Technology Advocate*** *program by submitting this* [*request form*](https://purdue.ca1.qualtrics.com/jfe/form/SV_8BvD73pue4dqJCd?_ga=2.239589579.95144730.1627320629-1834101631.1590509701https://purdue.ca1.qualtrics.com/jfe/form/SV_8BvD73pue4dqJCd?_ga=2.239589579.95144730.1627320629-1834101631.1590509701)*.*

* **Informed Learning resources such as**
	+ **Required texts**
	+ **Additional readings**
	+ **Databases**
* **Software/web resources**
* **Hardware requirements (e.g., webcam for exam proctoring)**
* **Tutoring support**
* **Brightspace learning management system**

*Suggestions & tips:*

1. *Every course should have a presence in Brightspace to support FERPA-compliant delivery of grades and feedback as well as a common communication point with students. For help setting up your course in Brightspace, contact* *TLT@purdue.edu* *to set up a consultation.*
2. *Provide the full citation for any required texts, technologies/software, and other additional materials needed in your course and state where the texts/materials can be purchased.*
3. *List alternate ways the students can access the text(s), especially for online/remote and hybrid courses. Directions are available under the “For Instructors Only” tab of Brightspace on how to add Course Reserves and Library Reading Lists that are copyright compliant for electronic delivery. This tool enables instructors to assemble electronic resources of all types to create a structured, comprehensive reading list.*
4. *If you require a text, be sure that your students understand your expectations for its use.*
5. *When considering third-party tools, check on integration with Brightspace* [*here*](https://www.purdue.edu/brightspace/Integrations.php)*.*
6. *If there are outside resources to support your course (a tutoring room, supplemental.
instruction, etc.) include information on how students can access that support.*
7. *See guidance on the* [*digital proctoring*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/examity.aspx) *website, and explicitly state its use, any technology requirements, and any costs in your syllabus (check with your department head).*

*KEY NOTE: If you have not already done so, please report your course material requirements to your department’s textbook coordinator so that these materials can be recorded in the Textbook Management system.*

[***Learning Resources, Technology & Texts sample language***](#bookmark=id.qoa8xiz56q4h)

# Learning Outcomes

*List course learning outcomes (typically 3-5) that state specifically what students will be able to do or know by the end of the course. Outcomes should be written with action verbs and be easily measurable, stating your assessment methodology for each objective. Consider Bloom’s Taxonomies for cognitive, affective, psychomotor, and interpersonal domains. The Purdue Online Writing Lab (OWL) website provides a resource on* [*Using Bloom’s Taxonomy*](https://owl.purdue.edu/owl/teacher_and_tutor_resources/writing_in_the_engineering_classroom/using_blooms_taxonomy.html)*. Further assistance in developing learning outcomes and objectives are available by* [*registering*](https://www.eventreg.purdue.edu/ec2k/courselisting.aspx?1=%20&master_ID=5989%20&course_area=1593%20&course_number=126%20&course_subtitle=00) *for IMPACT X Access.*

*Suggestions & tips:*

1. *Incorporate into course-level learning outcomes -- or specific learning objectives under these outcomes -- the kinds of information and the ways in which students should use information in discipline- or profession-specific ways.*
2. *Some faculty share their teaching philosophy with their students (more on this topic in the Recommended syllabus template).*
3. *Others provide guidance on how to succeed in the course (more on this topic in the Recommended syllabus template).*

[***Learning Outcomes sample language***](#bookmark=id.sjfv9lwjtgvv)

# College of Pharmacy Program Outcomes

*List the professional program outcomes that are relevant to the course.*

Professional Program (PharmD) Outcomes include: 1) Conceptual competence and scientific comprehension, 2) Critical thinking and decision-making, 3) Communication skills and abilities, 4) Information literacy, 5) Practice-based competency, 6) Team-based competency, 7) Leadership skills and abilities, 8) Professionalism and ethics, 9) Cultural competence and social awareness, 10) Population health management, and 11) Self-aware and career ready.

BS in Pharmaceutical Sciences (BSPS) Outcomes include: 1) Knowledge of pharmaceutical and related sciences, 2) Knowledge of drug discovery, development, and commercialization, 3) Written and oral communication skills, 4) Integrate and apply knowledge to solve problems, 5) Contribute to various roles on effective teams, and 6) Ethical and socially responsible conduct

For outcome definitions, go to: <https://www.pharmacy.purdue.edu/outcome-ability-goals>.

*Use the template below to indicate connections between course outcomes and 1)* [*Professional Program Outcomes*](https://www.pharmacy.purdue.edu/outcome-ability-goals)*,* [*Pharmacists’ Patient Care Process*](https://jcpp.net/patient-care-process/?_ga=2.193659182.202523981.1570450529-197493557.1559217297)*,* [*Entrustable Professional Activities*](https://www.aacp.org/resource/entrustable-professional-activities-epas?_ga=2.186902827.202523981.1570450529-197493557.1559217297) *(if relevant), and assessment methods.*

| **Course Objective/Outcome** | **Program Outcome** | **Pharmacists’ Patient Care Process** | **Entrustable Professional****Activities** | **Assessment****Method** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Example of Mapping from PHRM 848**

| **Course Objective** | **Program Outcome** | **Pharmacists’ Patient Care Process** | **Professional****Entrustable Activities** | **Assessment****Method** |
| --- | --- | --- | --- | --- |
| Discuss the fundamentals and importance of drug information skills for all pharmacists | 1, 11 |  |  | - Quiz |
| Demonstrate effective verbal communication skills in obtaining pertinent background and patient-specific information when receiving drug information requests | 3 | Collect | Collect information to identify a patient’s medication related problems and health needs | - Verbal DI Question  |
| Demonstrate effective written communication of drug information | 3 | PlanImplementFollow-up |  | - Written response to DI question- Written journal article critiques- Written drug monograph  |
| Demonstrate familiarity with contemporary drug information retrieval technology and the ability to conduct a thorough and systematic search of the tertiary and primary literature. | 1, 4 | Collect | Use evidence- based information to advance patient care | - Written response to DI question- Written drug monograph  |
| Demonstrate the ability to judge the reliability of various tertiary sources of drug information | 2, 4 | Assess | Use evidence- based information to advance patient care | - Written response to DI question- Written journal article critiques- Written drug monograph - Quiz- Final exam |
| Describe medication-use management principles pertinent to the acute care setting | 1, 10 |  | Maximize the appropriate use of medications in a population | - Quiz- Written drug monograph  |
| Describe medication-use management principles pertinent to the managed care setting | 1, 10 |  | Maximize the appropriate use of medications in a population | - Quiz- Written drug monograph  |

# Assignments

*Every syllabus should provide clarity on what work students are expected to submit and how that work will be submitted and evaluated. Identify assignments, due dates, and points for each. Details on assignments and rubrics may be posted elsewhere on your Brightspace learning management system.*

*Suggestions & tips:*

1. *What type(s) of student work (exams, homework, quizzes, projects, papers, etc.) are used to determine the grade, and what is the contribution of each type to the course grade? How does this work align with course learning outcomes?*
2. *Describe the use of rubric(s) to grade assignments.*
3. *When are assignments due?*
4. *Will late assignments be accepted and any grading penalties for late assignments?*
5. *For certain classes, how is team-based work evaluated?*
6. *What is the course policy and procedure for makeup examinations?*
7. *Outline how the course will make use of the* [*Turnitin Originality checker*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/turnitin.aspx) *available through Brightspace.*
8. *If students are expected to complete assignments outside of the Brightspace LMS (e.g. MyLab, Gradescope, Circuit), indicate that clearly.*

[***Assignments sample language***](#bookmark=id.r8upwptlktia)

# College of Pharmacy - Suggested Language for ExamSoft

*Exams in core courses in the PharmD curriculum are required to be administered using ExamSoft. ExamSoft resources are available at* [*https://www.pharmacy.purdue.edu/faculty-staff/resources/learning-and-assessment*](https://www.pharmacy.purdue.edu/faculty-staff/resources/learning-and-assessment)*. Suggested language to be included in the syllabus is below.*

Graded course assessments (exams and potentially quizzes) will be administered using the computer platform ExamSoft. Each student is required to bring a laptop computer (PC or Mac) to each examination (note that iPads are not permitted). It is the student’s responsibility to ensure functionality (hardware, wireless network access, battery charge, sufficient memory, etc.) prior to each assessment as described below. Students should contact ExamSoft at support@examsoft.com or 1-866-429-8889 for issues and technical support.

**Students are responsible for ensuring that their device meets minimum system requirements prior to each exam**. Minimum requirements can be found here:

<https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements> . If you do not have a device that meets these requirements, please contact Mark Sharp, Director of Technical Services (sharpm@purdue.edu, 765-494-5026) immediately. There are a limited number of “loaner” computers are available.

During exams, students are expected to arrive with their devices **fully charged** and with the exam already downloaded to their device. **Students who do not download the exam prior to the examination may be subject to a grade penalty.**

Suggested Language Based on Course and Course Policy

1. Examinations in this course will not permit backwards navigation in order to assist in preparing students for the NAPLEX and other high stakes electronic assessments.
2. Remote exams: if you encounter a problem during a remote exam, please complete the following steps immediately: (1) take a screenshot of the problem (you can use your cell phone); (2) power off/restart your device; (3) email the course instructors with a description of your problem and the screenshot.

# Grading Scale

*How does the collective work described above turn into the course grade? You may also describe your grading philosophy and what grades mean in your class.*

*This could involve indicating whether grades serve as an overall measure of student achievement and accomplishment (Example 1 in Appendix A), a means of comparison between students or “curve” (Example 2), or a measure of change/learning/competence or something else (Example 3). Make your grading scale clear; there is no set scale for all courses, nor are all courses required to use all grades (e.g., you may have only letter grades with no +s or –s). Specify the numerical ranges for each letter grade and make sure they are mutually exclusive and collectively exhaustive. Your department may have specific rules and guidelines regarding grading scales. The following examples reflect different philosophies and measures.*

*NOTE: For spring and fall semesters only, and per* [*University Senate academic regulation*](http://catalog.purdue.edu/content.php?catoid=10&navoid=12729)*: “Between the beginning of the 5th and the end of the 7th week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.”*

*Suggestions & tips:*

1. Wh*at is the effect of academic dishonesty on a student’s grade? Be clear and specific. See* [*Appendix B - Guidelines for Academic Integrity*](#bookmark=id.fe8k2yst0oqx)*.*
2. If you are teaching a course with multiple sections taught by other instructors, consider coordinating with them regarding the grading scale used. When there are differences in the grading approach used among sections of the same course, students would be in a position to [appeal grades](https://www.purdue.edu/odos/osrr/grade-appeal-process/)--on the grounds of "a grade inconsistent with those assigned other students."

[***Grading Scale sample language***](#bookmark=id.t9ojn3i1jf3)

# Attendance Policy

*As part of Purdue’s return to normal operations as much as possible this semester, attendance may be a factor in course grades as outlined in University Senate academic regulations listed on the* [*Academic Regulations & Student Conduct section*](https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#a-attendance) *of the University Catalog website. The regulations provide excused absence guidance for cases of grief/bereavement, military service, jury duty, and parenting leave. In all other cases, the concluding language sets the following general expectation:*

*“The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.”*

*The General Guidelines also state that attendance is a shared responsibility, with instructors establishing and clearly communicating attendance policies in the course syllabus and students being responsible for class-related work missed as a result of an unavoidable absence. Further, make-up work is “at the discretion of the instructor.”*

*General Attendance Considerations*

* *Guidance on class attendance related to COVID-19 are outlined in the* [*Protect Purdue Pledge for Fall 2021*](https://protect.purdue.edu/pledge/) *on the Protect Purdue website.*
	+ ***While attendance can be a factor in final grades, we strongly encourage that instructors avoid creating grading structures that would unintentionally disincentivize or penalize students for following the Protect Purdue Pledge and staying home when ill or instructed to quarantine or isolate.***
* *Physical presence in the classroom is not the same as engagement. We encourage a focus on ways for students to demonstrate their engagement by following suggestions in the* [*Student Engagement During In-Person Class Sessions PDF*](https://www.purdue.edu/innovativelearning/teaching-remotely/files/Student_Engagement_In_Person_040821.pdf)*.*
* *Take proactive measures to address individual student needs and remove barriers to an equitable learning experience. For example, some students may experience a variety of technology issues (e.g., connectivity off campus) that affect their ability to participate and/or access the course Brightspace. Consider how these students, their peers, and you can work together to ameliorate these barriers.*
* *All courses should have a robust presence in the Brightspace learning management system (LMS) in order to be resilient to perturbations caused by COVID-19. Guidance for classrooms, instructional labs, and experiential courses have been developed and are available on the* [*Innovative Learning website*](https://www.purdue.edu/innovativelearning/teaching-remotely/resources.aspx)*.*
* *Instructors are highly encouraged to communicate expectations regarding attendance with their students early and often. All graded assessments and activities should be tied to course learning outcomes. For courses with experiential components, see the* [*Experiential Education Resources webpage*](https://www.purdue.edu/innovativelearning/teaching-remotely/experientialeducation/) *on the Innovative Learning website.*

[***Attendance Policy sample language***](#bookmark=id.7xp6g9ippofg)

# Academic Guidance in the Event a Student is Quarantined/Isolated

*You may add a statement on how you will support students’ academic progress in the event they become quarantined or isolated. Instructors are asked to do their best in supporting students who may need to complete their assignments and course requirements remotely. As referenced in the Attendance section of the template: The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. For help developing potential alternatives, contact* *InnovativeLearningTeam@purdue.edu**.*

*Details on* [*Isolation-Quarantine Communication for Instructors*](https://www.purdue.edu/innovativelearning/teaching-remotely/files/resources/Isolation-quarantine_communication_information_for_instructors.pdf) *may be found on the Innovative Learning website. You do not need to do anything else regarding notification, safety, and cleaning. The Protect Purdue Health Center contact tracers and staff will be responsible to handle these issues. However, if you have any concerns about the health or status of your teaching team, your students, your instructional space, or yourself, contact the Protect Purdue Health Center at 765-496-4636.*

[***Academic Guidance in Event of Q/I sample language***](#bookmark=id.ytsou14zhnqq)

# Course Schedule

*NOTE: A course schedule is* ***required****, but does not have to be part of the syllabus document itself. It may be provided as a separate document and/or built in your course Brightspace shell. A schedule outlines the content of the course with dates for readings, assignments, midterms, quizzes, exams, etc. For assistance, see the* [*Purdue Brightspace documentation website*](https://www.purdue.edu/brightspace/Documentation.php) *under the Help menu (upper right side of the page), or email TLT@purdue.edu.*

*Sample language:*

|  |  |  |
| --- | --- | --- |
| Week | Topic & Readings | Assignments |
| Week 1 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 2 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 3 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 4 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 5 | *List each topic and reading here* | *List assignments or “none,” as needed* |

\* Schedule and assignments subject to change. Any changes will be posted in the learning management system.

*You may also include a link to the Purdue* [*Academic Calendar*](https://www.purdue.edu/registrar/calendars/2021-22-Academic-Calendar.html) *and key University dates for the Fall 2021.*

# Classroom Guidance Regarding Protect Purdue

*As Protect Purdue protocols continue to evolve, we recommend you do not include specific protocols in your syllabus, but rather refer students to the Protect Purdue information within your course Brightspace, especially the Protect Purdue Pledge. Please include the following statement in your syllabus.*

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](https://www.purdue.edu/odos/osrr/). See also [Purdue University Bill of Student Rights](https://catalog.purdue.edu/content.php?catoid=7&navoid=2852#purdue-university-bill-of-student-rights) and the Violent Behavior Policy under University Resources in Brightspace.

# Academic Integrity

*The Brightspace template includes a link to Purdue’s Student Guide for Academic Integrity and to Use of Copyrighted Materials under University Policies. Share your personal policy regarding academic dishonesty for your course. Appendix B of this document includes important Guidelines for Academic Integrity in your class and a link to a faculty guide. Additional tips and resources on Academic Integrity are available on the* [*Innovative Learning website*](https://www.purdue.edu/innovativelearning/teaching-remotely/integrity.aspx)*, including alternatives to high stakes exams, as a way to foster academic integrity, and the use of* [*Purdue’s Honor Pledge*](https://www.purdue.edu/odos/osrr/honor-pledge/about.html)*: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."*

*The Purdue Honor Pledge Task Force, a student organization responsible for stewarding the mission of the Honor Pledge and encourages a culture of academic integrity, asks all instructors to prominently include the student-initiated Purdue Honor Pledge on their syllabus, as well as exams and key assignments.*

*Suggestions & tips:*

1. *Consider alternate forms of assessment relative to high-stakes exams and only use* [*digital proctoring*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/examity.aspx) *when all other options have been exhausted.*
2. *See* [*Exams and Academic Integrity Considerations*](https://www.purdue.edu/innovativelearning/teaching-remotely/files/resources/Exams_and_Academic_Integrity_Considerations_Summer_2021_042621.pdf) *PDF.*

*Note regarding the use of commercial websites:*

1. *Instructors from class to class treat the materials that appear on commercial web pages very differently, causing confusion among students. Examples include web pages like Course Hero or Quizlet. It is common to find answer keys to old exams or homework. In the worst case, students can find online services to complete the work for them.*
2. *In general, notes are “considered to be ‘derivative works’ of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials.” As such, they cannot be sold or bartered without your express written permission. See the policy with regard to commercial note-taking in classes that you may wish to include in your syllabus (*[*see part J of the Purdue student miscellaneous conduct regulations*](https://catalog.purdue.edu/content.php?catoid=13&navoid=15921)*). Thus, be clear in your syllabus as to whether your materials may be posted or considered to be derivative works. See the* [*Academic Integrity section of the OSRR website*](https://www.purdue.edu/odos/osrr/academic-integrity/index.html) *for guidance and reporting forms.*

[***Academic Integrity sample language***](#bookmark=id.uzd03seix3k)

[***College of Pharmacy Academy Integrity Guidelines***](https://www.pharmacy.purdue.edu/sites/www.pharmacy.purdue.edu/files/faculty-staff/resources/learning-and-assessment/College-of-Pharmacy-Academic-Integrity-Template.pdf)

# Nondiscrimination Statement

*A link to Purdue’s* [*Nondiscrimination Policy Statement*](https://www.purdue.edu/purdue/ea_eou_statement.php) *is included in the Brightspace template under University Policies. You may direct students to the policy link in Brightspace or also include the first paragraph of the policy in your syllabus.*

[***Nondiscrimination Statement sample language***](#bookmark=id.8fxru2unts4e)

# Accessibility

*In Brightspace under Student Help and Accessibility is a screenshot for your information of the Student Resources Widget that links to the Disability Resource Center. Additionally, Purdue's Web accessibility policy and the Accessibility Standards for Brightspace are provided. Your syllabus should address your personal policy for making the learning experiences in your course as accessible as possible.*

*The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a “Course Accessibility Letter” to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at 765-494-1247 or* *email**. In many cases, the DRC can collaborate with you to develop inclusive teaching strategies that benefit all students in your class.*

*The DRC recommends including the following or similar statement in your syllabus.*

“**Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at:****drc@purdue.edu****or by phone: 765-494-1247.**”

*Suggestions & tips:*

1. *Purdue also offers resources to help you make learning materials accessible. Some examples include:*
* *Information from Innovative Learning on* [*Universal Design for Learning*](https://www.purdue.edu/innovativelearning/accessibility/universal-design-and-accessibility.aspx)
* *Guidance from Innovative Learning on* [*creating accessible documents*](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx)
* *Contact* *innovativelearningteam@purdue.edu* *with questions.*

# Mental Health/Wellness Statement

*Information on CAPS (listed as Purdue Counseling and Psychological Services) is in the Brightspace Student Widget. The University Senate (Senate Document 19-18) calls for the university to require a mental health statement on your syllabus. You are also urged to speak to students during the first week of classes about the various resources available to them regarding mental health.*

*Suggestions & tips:*

1. *Further* [*Resources for Working with Students*](https://www.purdue.edu/innovativelearning/teaching-remotely/students.aspx) *under the frameworks of the pandemic, wellness, and racial justice and equity are available on the Innovative Learning website.*
2. *Students are more likely to access campus resources if instructors make specific reference to help-seeking as a life skill rather than as an indication of weakness. We seek to foster a culture at Purdue where students are explicitly encouraged and even expected to access the resources available. We need them to Boiler Up!—to Reach Out!*
3. *Campus resource offices exist for the sole purpose of serving students and yet were underutilized during the 2020-2021 academic year For example, Purdue data indicate that students who regularly access the Academic Success Center (ACS) receive significantly higher course grades than those who do not. However, the ACS was drastically underutilized—in some cases down by 50%. Student access of CAPS was also down by--at some points by 20%.*

[***Mental Health/Wellness Statement sample language***](#bookmark=id.j8mi5churhn)

# Basic Needs Security

*The Purdue Faculty Senate encourages the inclusion of a statement highlighting the importance of students' basic needs (particularly, but not limited to food and housing). Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:*

* [*ODOS overall resources portal*](https://www.purdue.edu/odos/resources/index.html) *and the* [*Critical Need Fund*](https://www.purdue.edu/odos/resources/critical-need-fund.html)*.*
* [*Student of concern reporting*](https://www.purdue.edu/studentconcernform) *(anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).*
* *The* [*ACE Campus Food Pantry*](https://www.purdue.edu/vpsl/leadership/About/ACE_Campus_Pantry.html) *(open to the entire Purdue community)*
* *The* [*Center for Advocacy, Response & Education*](https://www.purdue.edu/odos/care/) *(open to the entire Purdue community)* “provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

[***Basic Needs Security sample language***](#bookmark=id.vb9f4225vvuk)

# Emergency Preparation

*Instructors of all courses must have a presence in and maintain a point of contact in Brightspace. A link to Purdue’s Emergency Preparedness resources is located on the Brightspace shell under University Policies. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments. In addition, please take advantage of the resources found on the* [*Emergency Preparedness Resources for Faculty and Teaching Assistants*](https://www.purdue.edu/ehps/emergency_preparedness/faculty/index.html) *webpage and review with students the* [*Emergency Preparedness Safety Briefing*](https://www.purdue.edu/ehps/emergency_preparedness/docs/EMERGENCY%20PREPAREDNESS%20for%20Classrooms_1.24.17.pdf) *on the first day of class.*

*Related Considerations and Guidelines*

1. *Keep your cell phone on to receive a Purdue ALERT text message.*
2. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*
3. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*

[***Emergency Preparation sample language***](#bookmark=id.mpjko65w96on)

# Appendix A - Sample Language

***Learning Resources, Technology & Texts sample language:***

* *Required Textbook: hardcopy, e-textbook.*

We will read approximately one chapter of the textbook each week (following the schedule below), and the in-class quizzes will be based on reading from the textbook.

* *Additional Readings.*

The list of additional readings is below, however, as we progress through the course, other resources may be added. Access to additional readings and online chapters will be through the Brightspace course readings folder and Library Reading List.

* *Software/web resources.*

Word Processor (i.e. MS Word), remember that [MS Office is free for all students](https://www.itap.purdue.edu/shopping/software/product/office365.html).

* *Tutoring support*
* Visit [Ask a Librarian](https://www.lib.purdue.edu/help/askalib) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.
* *Brightspace learning management system (LMS)*

Access the course via Purdue’s Brightspace learning management system. Begin with the Start Here tab, which describes how the course Brightspace is organized. It is strongly suggested that you explore and become familiar not only with the site navigation but with content and resources available for this course. See the Student Services widget on the campus homepage for resources such as Technology Help, Academic Help, Campus Resources, and Protect Purdue.

***Learning Outcomes sample language:***

 By the end of the course, you will be able to:

1. Identify… by [methods of evaluation, e.g. quizzes, participation in weekly discussions]
2. Demonstrate…by [methods of evaluation, e.g. design of XXX]
3. Outline…by [methods of evaluation, e.g. concept map]
4. Develop...by [methods of evaluation, e.g. development of XXX]
5. Critique…by [methods of evaluation, e.g. reflection journal, peer evaluation

***Assignments sample language:***

Your learning will be assessed through a combination of participation, projects, a reflection paper, and a final exam spread throughout the academic period. Details on these assignments and exams, including a schedule of due dates, rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

|  |  |  |
| --- | --- | --- |
| Assignments | Due | Points |
| Participation | Throughout the semester | 40 |
| Individual Reflection Paper | Sept 13 | 20 |
| Project 1 | Oct 4 | 40 |
| Project 2 | Nov 1 | 40 |
| Final Exam | Dec 13 | 60 |
|  |  | Total: 200 |

* Participation (40 points; ongoing). Participation points can be earned each week through a variety of small assignments or quizzes which can be completed remotely and uploaded to Brightspace. Please read the feedback that I provide for ways to enhance this grade going forward, and consult with me if you find yourself struggling to participate so we can develop appropriate strategies together.
* Individual Reflection Paper (20 points; due Sept, 13). This assignment relates to course learning objective #2 and involves a self-analysis of your understanding and capability to complete the fundamental skills of the class.
* Project 1 (40 points; due Oct. 4). Details about this project are in Brightspace under Assignments, including the grading rubric.
* Project 2 (40 points; due Nov. 1). Details about this project, including the grading rubric will be available by Oct 1)
* Final exam 3 (60 points, Dec. 13). It will consist of a mix of multiple-choice, short answer, and essay questions. More detail will be shared in the Brightspace table of contents by Oct. 4.

***Grading Scale sample language***

***Example 1****: Overall achievement throughout the semester*

In this class grades reflect the sum of your achievement throughout the semester. You will accumulate points as described in the assignments portion above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points earned and translating those numbers (out of 200) into the following letters (there will be no partial points or rounding). *NOTE: If you use a percentage-based system be clear about rounding and decimals. If you say that an A- reflects 90-93% and an A represents 94-96% your syllabus should make clear what 93.3% means.*

A+: 193 - 200

A: 188 - 192

A-: 180 - 187

B+: 173 - 179

B: 168 - 172

B-: 160 - 167

C+: 153 - 159

C: 147 - 152

C-: 140 - 146

D+: 133- 139

D: 127 - 132

D-: 120 - 126

F: 119 or below

***Example 2****: Set curve allotting specific quantities of grades through comparison*

This class is graded according to a set curve. Final grades will be distributed through a comparison among students based on the assignments outlined above. After each assignment, mean and median scores will be shared as well as standard deviations to help you track your standing relative to your peers so that you can gauge your overall standing in the course. I will provide specific information with regard to your precise standing in the class in weeks 4, 8, and 12. According to the points outlined above, the following grades will be distributed:

A: Top 15%

B: Next 20%

C: Middle 30%

D: Next 20%

F: Lowest 15%

***Example 3:*** *Self-assessment of student learning (as this is a relatively new type of structure, please contact the* *Innovative Learning Team* *to discuss it in more detail.)*

This course will follow an “ungrading” philosophy. I am more interested in meaningful conversations about what you learn, and how you reach your goals than an attempt to minimize all of your learning into a single symbol. The university still requires grades, so you will be leading the evaluation of your work. This will be completed with me in four stages, at the end of weeks 4, 8, 12, and 16. In each stage, you will reflect on what you have accomplished thus far, how it has met, not met, or exceeded expectations, based both on rubrics and personal goals and objectives. At each of these stages, you will receive feedback on your assessments. By the end of the semester, you should have a clear vision of your accomplishments and growth, which you will turn into a grade. As the instructor-of-record, I maintain the right to disagree with your assessment and alter grades as I see fit, but any time that I do this it will be accompanied by an explanation and discussion. These personal assessments, reflecting both honest and meaningful reflection of your work will be an important factor in final grades.

***Attendance Policy sample language***

***Example 1****: Citing the University Senate guidelines*

This course follows Purdue’s academic regulations regarding attendance, which states that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to the instructor is not possible, the student should contact the instructor as soon as possible by email or phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases falling under excused absence regulations, the student or the student’s representative should contact or go to the [Office of the Dean of Students website](https://www.purdue.edu/advocacy/students/absences.htmlhttps%3A//www.purdue.edu/advocacy/students/absences.html) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted for cases of grief/bereavement, military service, jury duty, and parenting leave. For details, see the [Academic Regulations & Student Conduct section](https://catalog.purdue.edu/content.php?catoid=13&navoid=15965#a-attendance) of the University Catalog website.

Guidance on class attendance related to COVID-19 are outlined in the [Protect Purdue Pledge for Fall 2021](https://protect.purdue.edu/pledge/) on the Protect Purdue website.

***Example 2: Hybrid course***

This course is designed in a hybrid model, with some face-to-face meetings and others completed remotely. University policy states that students are expected to be present for every meeting of the classes in which they are enrolled. For the purposes of this course, being “present” means attending all face-to-face meetings unless you are ill or need to be absent for one of four “excused” reasons: grief/bereavement, military service, jury duty, or parenting leave (go to the [Office of the Dean of Students website](https://www.purdue.edu/advocacy/students/absences.htmlhttps%3A//www.purdue.edu/advocacy/students/absences.html) for details on how to submit those requests).

Being “present” also means participating remotely and completing work assigned for days when we do not meet face-to-face. This work is required to help you meet the course learning outcomes. These times count toward the course contact hours and your course grade.

Guidance on class attendance related to COVID-19 are outlined in the [Protect Purdue Pledge for Fall 2021](https://protect.purdue.edu/pledge/) on the Protect Purdue website.

***Academic Guidance in Event of Q/I sample language:***

If you must miss class at any point in time during the semester, please reach out to me via email so that we can communicate about how you can maintain your academic progress. If you find yourself too sick to progress in the course, notify your adviser and notify me via email or Brightspace. We will make arrangements based on your particular situation. Please note that, according to [Details for Students on Normal Operations for Fall 2021](https://protect.purdue.edu/updates/purdue-announces-additional-details-for-students-on-normal-operations-for-fall-2021/) announced on the Protect Purdue website, “individuals who test positive for COVID-19 are not guaranteed remote access to all course activities, materials, and assignments.”

***Academic Integrity sample language:***

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

***Nondiscrimination Statement sample language:***

**Example 1:** A hyperlink to Purdue’s full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

**Example 2:** Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue’s full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

***Mental Health/Wellness Statement sample language:***

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try** [WellTrack](https://purdue.welltrack.com/)**.** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](http://www.purdue.edu/odos). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

**If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](https://www.purdue.edu/recwell/fitness-wellness/wellness/one-on-one-coaching/wellness-coaching.php). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

# If you’re struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services (CAPS)](https://www.purdue.edu/caps/) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

***Basic Needs Security sample language:***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](https://www.purdue.edu/odos/resources/critical-need-fund.html)

***Emergency Preparation sample language:***

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

# Appendix B - Guidelines for Academic Integrity

*In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.*

1. *Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a* [*faculty guide on responding to academic dishonesty*](https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html)*. Revisit your expectations at key junctures of the semester (e.g., before an exam or term project).*
2. *Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.*
3. *Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it’s important to be very clear in your expectations.*
4. *Define penalties that will be enforced for academic dishonesty. One example might be:*

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

1. *At a minimum, if you penalize a student’s grade by deducting points, report the instance of scholastic dishonesty using the* [*OSRR reporting form*](https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=10)*. Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff members from OSRR are available to consult on an individual basis. Their phone is 765-494-1250.*
2. *While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing* *integrity@purdue.edu**.*