

SANTA CLARA UNIVERSITY

The Provost's Guidelines for the Administration of Courses for the 2021-22 academic year are described below. These guidelines reflect best practices and pertain to courses in all modalities—in-person, hybrid, and online.

COURSE ADMINISTRATION EXPECTATIONS

Last Updated: September 2021

Please note that in-person classroom time should account for at least 70% of the course contact hours, unless the course is part of an established online program.

REQUIRED ACTIONS	INSTRUCTIONS & RESOURCES
Include and publish a syllabus in Camino for every course	Include learning outcomes, assignments, due dates, schedule for class sessions and attendance policy, at a minimum. Here is a guide describing how to use the syllabus tab in Camino. For Camino support contact caminosupport@scu.edu .
Record all online synchronous class sessions	Schedule zoom sessions in Camino using Zoom Pro and choose "record to the cloud" —recordings will automatically be uploaded to Panopto and appear in the Class Recordings folder in Camino, where all students can access them. Get support for using Zoom .
Consider recording in-person classroom sessions to further facilitate student learning.	National and SCU student surveys identify class session recordings as a practice that facilitates student learning by providing students with an opportunity to review class material. All SCU classrooms are equipped for recording. For information on recording from a classroom, contact Media Services at 408-554-4915 or mediaservices@scu.edu .
Hold weekly office hours that are accessible to all students.	Host regular individual or group office hours in person or using Zoom at consistent, published times and/or by appointment. This SCU guide and this webpage provides some suggestions for conducting officehours via Zoom.
Address University Policies on Academic Integrity, Discrimination, Harassment/Sexual Misconduct (Title IX), Accommodations for Pregnant and Parenting Students, and Accessibility.	Refer to syllabus statements to address important university policies affecting all students.

Communicate your attendance policies

Attendance expectations should be clearly stated on course syllabi. As noted in [Chapter 8 of the Undergraduate Bulletin](#), attendance policy is left to the discretion of the instructor, subject to accommodations required by law and by University policy.

Among those situations requiring accommodation (e.g., absence without penalty and the opportunity to make up missed work or exams) is participation in significant religious holidays. A [list of religious holidays](#) can be found on the Office of Diversity and Inclusion website.

Follow University Guidelines for contact hours.

Chapter 8 (Academic Program Policies and Regulation) in the [University Bulletin](#) states that “one unit of credit represents approximately three hours of work per week per term by the student, including time engaged in class and time commitment to class preparation, studying, and assigned projects.”

Consulting a [workload calculator](#) can help you estimate time demands for coursework. Please note, students have reported that work often takes longer in an online environment, including reviewing pre-recorded videos.

It can be helpful to offer students a rough estimate of the amount of time they will spend engaged in synchronous instruction and asynchronous instruction, as well as time spent completing assignments, quizzes, and projects to ensure that your course expectations fall within these parameters.

Conduct final exams during finals week (not before or after).

The guidelines from The University Bulletin (p. 576) for final examinations apply: “If the final examination is a take-home examination, it may not be due before the scheduled final examination time or any later than the last day of the examination period.

Similarly, other end-of-quarter assignments (papers, projects, for example) may not be due any later than the last day of the examination period.”

In face-to-face and fully synchronous online classes, final exams must be given on the date and time scheduled by the Office of the Registrar.

In addition to these expectations for all courses listed above, the following practices are strongly recommended, based on current scholarship concerning effective teaching practices:

RECOMMENDED ACTIONS	INSTRUCTIONS & RESOURCES
Reach out to students before the course begins	<p>Send a welcome message using either Camino announcements or email. Access student email addresses from your course rosters in eCampus (see this guide for accessing your course rosters).</p> <p>Faculty need not have finalized a syllabus or course plan before reaching out to students. It is suggested your message includes the following:</p> <ul style="list-style-type: none">• Introduce yourself and a brief description of your course• Date, time, and location of first class meeting• Description of course modality (meeting in-person, a combination of in-person and online, etc.)• How to access course content (e.g., course expectations, assignments, etc.) on Camino• Let students know that a copy of the syllabus will be posted on Camino on the first day of class.
Ask students for mid-quarter feedback	Provide students with an opportunity to give anonymous feedback on how the course is going at the mid-quarter point. This resource provides sample questions for informal ongoing feedback and mid-quarter feedback.

Additional resources for teaching are always available from the Faculty Collaborative for Teaching Innovation and Academic Technology.

SYLLABUS STATEMENTS

Required Policy Information for all Course Syllabi

All Santa Clara University syllabi must refer students to the following policies. Below are examples of statements that faculty may use.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at <https://libguides.scu.edu/academic-integrity> or visit www.scu.edu/academic-integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual harassment, and sexual violence. SCU has dedicated staff trained to support you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the university or with law enforcement. Here are the key resources:

- [Confidential Survivor Advocate](#), (408) 551-3307;
- [Counseling & Psychological Services \(CAPS\)](#), (408) 554-4501; and
- [Equal Opportunity and Title IX Office](#), (408) 551-3043.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE,

please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined in this [email](#).

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left-hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

In addition to the required syllabus statements above, statements addressing diversity, equity and inclusion, and student wellness such as those below are strongly recommended.

Syllabus Statements on Diversity, Inclusion, Wellness

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty may use. For more on developing an inclusive syllabus and course design see a campus resource on [Inclusive Teaching](#) and a toolkit from the [Association of College and University Educators \(ACUE\)](#).

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement

Do your best in this class (and all of your classes), but never at the expense of your own health and wellness, including your mental health. Jesuit education is grounded in concern for the whole person—mind, body, and spirit. So cut yourself a break. Be kind to others and yourself. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. And ask for help when you need it. Lots of folks, including me, are here to support you.

These resources may be especially helpful: <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program: <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility: <https://www.scu.edu/osl/culture-of-care/>. If you are concerned for the mental or physical welfare of one of

your peers, the [Compassionate and Responsive Educators](#) website provides resources for recognizing and helping someone in distress.

Academic Resources

SCU has multiple options for free academic tutoring so students can make appointments to discuss work in a range of courses:

- [Drahmann Tutoring](#) (Numerous courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- [The HUB Writing Center](#) (Writing and Public Speaking)
- [Mathematics Learning Center](#) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)