



NORTHWESTERN
UNIVERSITY

SCHOOL OF
CONTINUING
STUDIES

FACULTY HANDBOOK

Northwestern University School of Continuing Studies
Graduate, Undergraduate, and
Professional Development Programs

2009-2010

Dear SCS Faculty:

This Faculty Handbook represents our effort to provide you with important information you will need to have a successful teaching experience. It includes helpful tips as well as processes that you are required to follow as an NU faculty member. Please read it carefully and let us know if you have any questions or other needs.

Please note that the handbook contains information for faculty teaching in all SCS programs: graduate, undergraduate, and professional development. As you read through the document, pay close attention to the section headings, so you follow the policies and procedures relevant to your program.

Best of luck with your teaching engagement. We thank you for helping us provide the highest level of education to SCS students.

Sincerely,

Joel Shapiro, JD, PhD
Assistant Dean of Graduate Programs

Peter Kaye, PhD
Assistant Dean of Graduate Programs

David Mercurio
Director of Professional Development Programs

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Getting Started

Teaching Checklist

Before you begin teaching, please review the following policies and procedures to ensure you are adequately prepared for your teaching assignment.

- Submit all [required HR paperwork](#) in a timely fashion
- Use a Northwestern [email account](#) for all correspondence with students and SCS staff
- Develop a complete, up-to-date [syllabus](#) and submit it two weeks before class begins
- [Order books and other required materials](#) in a timely fashion
- Take [attendance](#)
- [Hold class](#) during scheduled times
- Provide adequate and frequent feedback of student work, distribute a detailed syllabus at first class meeting, and grade/evaluate students formally before the halfway point of the class (drop deadline)
- [Submit grades](#) online by the deadline
- Avoid any potential [conflict of interest](#) with SCS or NU programs

You will find additional information about the above policies on the faculty website and in the Faculty Handbook.

Accessing Northwestern Systems

Before you gain access to any of the Northwestern systems, you must first submit the following payroll forms, which will trigger for faculty appointment. You cannot use our course management system (Blackboard), access your class roster, or use an NU email without submitting the information below. **Please submit these forms no later than 1 month before the start of the quarter you'll be teaching.** The forms must be processed through several Northwestern University departments and take time to process.

New Faculty

If you are new to Northwestern University's Payroll System, you must complete the following forms. These forms should be submitted at the front desk of the Chicago or Evanston SCS office.

- Personal Data Form: <http://www.northwestern.edu/hr/payroll/PersonalDataForm.pdf>
- Federal W-4 Form: <http://www.northwestern.edu/hr/payroll/fed-w4.pdf>
- IL-W-4 Form: <http://www.northwestern.edu/hr/payroll/IL-w4.pdf>
- Direct Deposit Form: <http://www.northwestern.edu/hr/payroll/DirectDeposit.pdf>
- I-9 Form: <http://www.northwestern.edu/hr/payroll/i-9.pdf> (Identification is required when submitting the I-9; either a current passport or a current drivers license with social security card or birth certificate.)

PLEASE NOTE: Under the Immigration Reform and Control Act of 1986, all new employees must present proof of eligibility to work in the United States. Employees must provide original documentation to complete the I-9 as listed on back of form I-9

New Online Faculty

If you are an online faculty member residing outside the Chicago area, you must take the following additional steps to validate the information for you I-9 application:

1. Complete Section 1 – including name, address, date of birth, social security number, signature and date.
2. Present proper documentation – (one item from list A) OR (one item from list B and one item from list C) to a notary public. The documents must be copied and the copies notarized.
3. Mail original I-9 form, along with notarized copies of documentation to:

Lorraine Thomas
School of Continuing Studies
Northwestern University
339 E. Chicago Avenue, #708
Chicago, IL 60611

If any section of the form is not completed, or any part of the process is skipped, payroll will not be able to complete your appointment.

All Returning Faculty

You may check at any time to make sure your NetID is still active. Simply go to the NUIT website at <http://www.it.northwestern.edu/netid/> and click on "Check NetID status."

If your NetID is no longer active, this means your faculty appointment has expired and you must complete the process for new faculty (see above).

Payroll

Salary is paid in equal monthly installments and mailed to faculty members on the last day of each month of the term. Please inform the SCS Program Coordinator (Lorraine Thomas, (312) 503-8397; l-thomas@northwestern.edu) if you have any questions or concerns about payroll.

Payroll Schedule

Paychecks are issued on the last weekday of each month as follows:

FALL QUARTER: Begins Tuesday, September 22, 2009 & ends Saturday, December 12, 2009.

Paychecks are issued at the end of **October, November and December**. (3 PAY PERIODS)

WINTER QUARTER: Begins Monday, January 4, 2010 & ends Saturday, March 20, 2010.

Paychecks are issued at the end of **January, February and March**. (3 PAY PERIODS)

SPRING QUARTER: Begins Monday, March 29, 2010 & ends Saturday, June 12, 2010.

Paychecks are issued at the end of **April, May and June**. (3 PAY PERIODS)

SUMMER SESSION: Begins Monday, June 21, 2010 & ends Saturday, July 31, 2010 (for the 6 week sessions) & ends Saturday, August 14, 2010 (for the 8 week sessions)

Paychecks are issued at the end of **June and July** for the 6 week sessions (2 PAY PERIODS) and **June, July and August** for the 8 week sessions (3 PAY PERIODS)

Method of Payment

If you are employed in another department of the University, your SCS salary will be added to the monthly paycheck that you receive in your home department. Newly hired employees must be paid by direct deposit or the "Paycheck Plus pay card" program. Individuals who do not enroll in a direct deposit program before being issued their first payroll payment will automatically be enrolled in the "Paycheck Plus pay card" program sponsored by the University. The Paycheck Plus pay card is a stored-value card. Funds are available on the morning of the pay date just as they would be using direct deposit to a financial institution. Information regarding the Paycheck Plus pay card can be found at www.northwestern.edu/hr/payroll/deposit.html.

If you are not otherwise employed by the University, your Notice of Advice (detailing your monthly pay and withholding information) will be sent to your preferred mailing address. Please inform Lorraine Brown Thomas, at (312) 503-8397 or l-thomas@northwestern.edu if you prefer to have your check held for pick-up or mailed to your home or business.

Identification Cards and NetIDs

NetID

The University uses an identification number known as the employee or “empl” ID. This number is used by all university departments to identify you.

Faculty also receive an electronic identification “user name” known as the NetID that enables you to access your email, view your class Blackboard sites, see your grades, and use online reference materials from the University libraries. Your NetID will be assigned after you are hired by SCS and NU Human Resources has received and processed your contract and hiring paperwork. You will receive an email from Lorraine Brown Thomas, who coordinates payroll at SCS, containing your Net ID and instructions on its activation and password setup. You then activate your NetID by accessing the NUIT website from any computer, at the page <http://www.northwestern.edu/facstafflogin>. When this process is complete, you may access NU network resources.

Faculty are given network access for the duration of the teaching assignment. To retain access, faculty must teach continuously for SCS.

You may check at any time to make sure your NetID is still active. Simply go to the NUIT website at <http://www.it.northwestern.edu/netid/> and click on “Check NetID status.” If your NetID is no longer active, this means your faculty appointment has expired and you must complete the HR process for new faculty (see [System Access](#) section).

WildCard

The University’s photo identification card is known as the WildCARD, which enables you to borrow books from the University libraries, to get discounts at local restaurants and stores, and to ride free University shuttle busses. You are eligible for the WildCARD when your new faculty paperwork has been processed. Please contact the WildCARD office before going to obtain your card to ensure that you have been entered into the University computer system. The WildCARD office on the Chicago campus is located in Abbott Hall. On the Evanston campus it is located in Norris Center Underground. Both offices have extended hours at the start of each term.

Email Accounts

The official communication tool for Northwestern University is email, and as a condition of employment with SCS, you must maintain an active Northwestern email account. All instructors receive a free network-services account (NetID). Your email account also provides internet access to the university’s on-line library databases, the internet, the Course-Management (Blackboard) system, grading, and access to enrollment numbers and rosters.

If a non-Northwestern email account is your primary email, you may choose to forward your Northwestern email to your primary email account. For this service, go to the website <http://snap.it.northwestern.edu/it/mailtools>, and select “Turn on mail forwarding”.

Campus Maps, Transportation, and Parking

Campus Maps

To find your way around the Evanston or Chicago campuses, use the University's interactive maps, which you will find at: <http://www.northwestern.edu/visiting/maps/index.html>.

Transportation

The Intercampus Shuttle runs year-round from Monday to Friday, except for University holidays, between the Evanston and Chicago campuses. There is no charge for the shuttle service, however you must present your WildCARD ID when boarding the shuttle. All buses are wheelchair accessible.

The shuttle departs the Ward Building (just to the west of Wieboldt Hall) on the Chicago campus approximately every hour and makes multiple stops in downtown Evanston and on the Northwestern campus.

For schedules and maps, visit the Intercampus Shuttle website: <http://www.northwestern.edu/userservices/transportation/shuttles/>.

Parking

Chicago Campus

When attending classes on the Chicago campus, students may park for a reduced rate in several garages. The parking ticket must be validated in the Chicago Avenue lobby of Wieboldt Hall to get the reduced rate. On-campus parking permits for the Chicago campus are available through the Parking Office in Abbott Hall, Room 100, open 8 a.m. to 5 p.m. Mondays through Fridays. For more information about parking on the Chicago Campus, please visit <http://www.northwestern.edu/userservices/transportation/parking/index.html>.

Evanston Campus

Students may park without a permit in most lots on the Evanston campus after 4 p.m. Mondays through Fridays, and in all lots during the weekend. For additional about parking in Evanston, please visit <http://www.northwestern.edu/up/parking/>.

Loop Campus

There are no University lots on the Loop campus. Students may park for a reduced rate at Traders Self-Park Garage, 326 S. Wells from 4 p.m. to 10 p.m. Mondays through Fridays and 9 a.m. to 5 p.m. Saturdays. The parking ticket must be paid for in cash at the SCS office at the Loop campus building at 210 S. Clark St. For more information about parking rules and regulations, visit: <http://www.northwestern.edu/up/parking/>.

Receiving Campus Mail

Due to the increasing prevalence of electronic communication, SCS no longer provides individual mailboxes for faculty. If you need to leave papers or other materials for students, you may leave a clearly marked envelope for pick up at the SCS front desk.

During the quarter in which you are teaching, you may receive packages, books from publishers, or student assignments in the SCS office on the campus in which you are teaching. They will be kept at the front desk.

Updating Your Contact Information

Faculty are encouraged to update information, such as mailing address, email address, and contact numbers, with SCS as soon as there is a change, so that you receive all important communications from Northwestern, including your paycheck and tax documents. To update your personal information, add or change email addresses or add or change a mailing address, go to Northwestern's Human Resources Information System at <https://nuhr.northwestern.edu>.

Offices and Hours

Office Locations

Chicago Campus

Wieboldt Hall, 6th Floor
339 East Chicago Avenue
Chicago, IL 60611
Phone: 312/503-6950
Fax: 312-503-4942
Hours: Monday-Thursday, 8:30am-7pm, Friday 8:30am-5:30pm

Evanston Campus

405 Church Street
Evanston, IL 60208-0001
Phone: 847/491-5612
Fax: 847/491-3660
Office Hours
Monday-Thursday, 8:30am-7pm, Friday 8:30am-5pm

Chicago Loop Location

210 South Clark St.
16th Floor
Chicago IL, 60604-1401
(this is not an administrative office)

Getting Help

Undergraduate Program Staff

Peter Kaye, Assistant Dean for Undergraduate and Credit Professional Programs
(312) 503-3009
p-kaye@northwestern.edu

Jamilee Polson, Undergraduate Program Coordinator
312/503-3715
j-polson@northwestern.edu

Megan Powell, Undergraduate Academic Program Coordinator
(312) 503-1350
m-powell2@northwestern.edu

Graduate Program Staff

Administrative Staff

Academic Coordinators are your main point of contact with the School of Continuing studies. Each coordinator is responsible for several programs. The graduate program coordinators are:

Academic Coordinator for MA and MFA in Writing, MALit, MALS, MPPA, MPPA-DL
Nancy Ferguson
n-ferguson@northwestern.edu
847/467-7854

Academic Coordinator for CRRRA, MMI, MMI-DL, MQARS, MSA, MSCIS
Chris Bray
c-bray@northwestern.edu
847/491-3051

In the event your coordinator is unavailable, please contact Mary Cohen, Director of Graduate Programs, at m-cohen@northwestern.edu, 847/491-9994

For issues of academic integrity or other academic issues, please contact Joel Shapiro, Assistant Dean of Graduate Studies, at jshapiro@northwestern.edu 847/491-4340

Program Faculty Directors

In addition to the administrative staff above, each program also has a faculty director, who is a content expert in the program area and who is responsible for updating the curriculum in your program. Below is a list of faculty directors for each program:

- CRRRA: Paula Carney p-carney@northwestern.edu
- MALit: Scott Durham spd594@northwestern.edu
- MALS: Henry Binford hcbn@northwestern.edu
- MA & MFA Creative Writing: Sandi Wisenberg wisenberg@northwestern.edu
- MMI: David Liebovitz dliebovi@nmh.org
- MPPA: Please contact Nancy Ferguson at n-ferguson@northwestern.edu
- MQARS: Andrew Ott a-ott@northwestern.edu
- MSA: Dan Migala d-migala@northwestern.edu
- MSCIS: Faisal Akkawi f-akkawi@northwestern.edu

Academic Calendars

The most up to date academic calendars may be found online in the following locations:

- Graduate: <http://scs.northwestern.edu/grad/calendar/>
- Undergraduate: <http://scs.northwestern.edu/ugrad/calendar/>

Preparing for Your Course

Faculty Responsibilities

Before your teaching assignment begins, please review the [teaching checklist](#) and the summary information below to ensure that you are prepared for your course.

- **Syllabus:** Faculty members must make available to students and the School of Continuing Studies a written description (syllabus) of each course they will teach. Faculty are expected to post their syllabus on their course Blackboard site two weeks before class begins and email a copy to SCS administration.
- **Course Materials:** Faculty members are responsible for ordering books and other required materials for teaching in advance of class.
- **Student Communication:** Faculty members are expected to be available to assist students outside of class time whether via office hours, email, and phone, or some other alternative, accessible method for communicating outside class. All SCS faculty are required to maintain an active Northwestern University email account during the term in which they are teaching.
- **Assessment and Grading:** Faculty members are responsible for informing students in their classes of the criteria and methods to be used in determining final course grades. Graded examinations and papers should be provided for student inspection and discussion with the instructor. During term, tests and quizzes should be graded and returned to students within a reasonable time. Faculty are required to keep student papers, exams, etc. at least six months after the end of the term. If necessary, these may be kept on file at the School of Continuing Studies. If you are utilizing a teaching assistant to assist with grading, please be aware that you are responsible for all work carried out by teaching assistants.
- **Final Course Grades:** Faculty members are expected to submit final course grades through CAESAR by the deadline provided on the academic calendar. Students often rely on this information for employer reimbursement, and the University is committed to communicating grades to students in a timely fashion.

Class Hours and Schedules

Northwestern University is on the quarter system. Most graduate courses meet ten times every quarter except during summer session, when courses meet for nine sessions. Undergraduate courses can hold anywhere from 10 -12 sessions, depending on the course. For the specific start and end dates of your class, go to www.scs.northwestern.edu/grad/courses for graduate courses and <http://www.scs.northwestern.edu/courses/> for undergraduate courses. You are responsible for checking these sites and being aware of your scheduled start/end dates.

If one of your class sessions is not held due to a holiday, the length of the quarter is extended, if possible. If you must miss a class, it is your responsibility to inform students and SCS, and a make-up class must be held at a time agreeable to *all* students. Please note that make-up “classes” can consist of online participation via Blackboard, for example, if this can be done in a manner consistent with the course objectives. Final exams usually

should be given during your last class session (unless you are teaching in a distance program). Final assignments may be collected after the last class but must be due in time for grade submission. For a calendar of quarterly start and end dates, go to the SCS website:

- For undergraduate start and end dates, visit: <http://scs.northwestern.edu/ugrad/calendar/>.
- For graduate start and end dates, visit: www.scs.northwestern.edu/grad/calendar or

To satisfy standards of accreditation, full class sessions for each week are required. Each class session should include a 15-minute break sometime near the mid-point of the class. Scheduling the break at one end of the class, to end the class early or start late is not acceptable. Instructors may not dismiss class early or be consistently late to class.

For information on the schedules for noncredit programs, please consult the [Professional Development Programs](#) page.

Designing Your Syllabus

Your syllabus is a vital component of your course and serves several important purposes. It lays out goals and expectations for your students, helps students organize their learning, and sets the overall tone for your course.

In order to avoid common student problems we recommend that you highlight the following policies in your syllabus:

1. **Academic integrity/plagiarism:** Please remind students of the university's academic integrity policy by saying something like "Students are required to abide by Northwestern University's academic integrity policy, which can be found at http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm. Failure to adhere to this policy will likely result in a failing grade in the class and / or expulsion from the University."
2. **Required attendance:** Let students know how you will handle absences. You can determine your own policy regarding attendance, but we strongly urge you to use it in your final grade calculation in some capacity. The following is an example policy statement regarding attendance: "Students may miss 1 class with no penalty, assuming that the explanation meets my approval. The second absence, regardless of explanation, will cost the student 5% on the final grade. The third will reduce the grade by an additional 15%, which translates into a maximum possible grade of about a B-/C+. A student who misses four or more courses will fail."
3. **Late work:** Please clearly state whether you will accept late work and, if so, the grade penalty. Again, your call on how you want to do this - just make sure to tell students whatever it is you decide via the syllabus.

The more clearly you lay out your expectations in your syllabus, the better the experience for all. After the term has started, please keep modifications to a minimum and ensure that all students are fully aware of any changes well in advance and are able to comply.

Below are additional program-specific guidelines.

Graduate Courses

An electronic syllabus, emailed as an attachment to the academic coordinator or program director, is required from each instructor no later than two weeks before the start of the term. We also require that you post a copy of your syllabus on your course Blackboard site two weeks before the first class meeting. Syllabi are required for program auditing purposes; they are also posted to assist students in choosing suitable classes. They are an important vehicle for creating interest in your upcoming class and thus increasing the likelihood it will secure sufficient enrollments to be held.

We recommend that your syllabus follows the [template](#) provided by SCS. Syllabi must contain a clear set of procedures, expectations, goals, and evaluation criteria (percentages of work on which the final grade will be based), and the calendar of meetings and assignments. Click here for a [sample graduate syllabus](#).

Online Courses

The Office of Distance Education will provide faculty with a baseline copy of the syllabus. Working with the Office of Distance Education, faculty may edit the baseline syllabus to align with changes they make to the course. We recommend that your syllabus follows the [template](#) provided by SCS.

Undergraduate Courses

A syllabus, submitted by email only, is required from each instructor no later than two weeks before the start of the term. Returning faculty should email syllabi to Jamilee Polson at j-polson@northwestern.edu. New faculty should email syllabi to Megan Powell at m-powell2@northwestern.edu. To include important dates such as holiday breaks and start and end dates in your syllabus, you can simply consult the [SCS academic calendar](#). Please label your file according to the course number (eg. "SOCIO 202 fall 2005.doc").

Please format your syllabus according to the [template](#) provided by SCS.

Information about creating syllabi and other aspects of teaching is available on the [SCS Faculty Development webpage](#). In addition, faculty development workshops on the syllabus as a learning tool are also available.

Both instructors and students can access syllabi archived by SCS. Also, syllabi are required for program auditing purposes, and they are helpful to students in course selection. Syllabi can also help an instructor create interest in his/her upcoming class.

Course Readings

Ordering Books and Course Packets

All faculty should order books at least eight weeks before the start of the term.

Courses in Chicago and Loop and Online Courses

If your class will be taught on the Chicago campus, Loop campus, or online, order your desk copies and books from the Abbott Hall Bookstore at <http://abbotthall.bkstore.com>. For assistance with ordering books, please contact Kareem Dixon at bksnorthwestern@bncollege.com or 312-503-8486. You may also order books directly from the publisher. Order desk copies at least 8 weeks in advance of the quarter you are teaching.

If you would like to provide students with supplemental readings, we encourage you to use Northwestern University's eReserve system. Please see the Course Reserve section for more information.

If you are teaching an on-campus course and you would like print course packets (a package of supplemental readings for students that have been approved for duplication through copyright clearance), you have two options:

1. You may order through Xanadu.com, an online service that prepares course materials. Contact Xanadu at www.xanadu.com or (1800) 218-5971. Xanadu will obtain clearance, provide you with the cost for students, and can even make materials downloadable to a laptop, if needed. If you encounter problems with Xanadu, please contact please contact Kareem Dixon at bksnorthwestern@bncollege.com or 312-503-8486.
2. You may also order through Quartet Copies in Evanston. Quartet will deliver course packs to Wieboldt Hall free of charge: <http://www.quartetcopies.com/>.

Courses in Evanston

If your class will be taught on the Evanston campus, order your desk copies, books, and course packets from Norris bookstore at 847/491.3990 or their website at <http://northwestern.bkstore.com/>. Order desk copies at least 8 weeks in advance, or directly from the publisher.

If you would like to provide students with supplemental readings, we encourage you to use Northwestern University's eReserve system. If you need print course packs, Quartet Copies in Evanston can make them quickly: <http://www.quartetcopies.com/>. You may contact your program coordinator for the average enrollment for your class to order the correct number of books, or check the current enrollment figures on CAESAR. For more information on CAESAR, see below.

Course Reserve

Reserve is a library service that allows instructors to set aside books and articles for class use, or make articles or book excerpts available online. The library offers two reserve options: regular and eReserve. Regular Reserve enables your class to equitably share items

without the worry of tracking down books in the NU Library system. Reserve enhances the accessibility of items for your students, by enabling them to check out class materials from a central location for a short loan period. E-Reserve provides NU students access to digital documents through either NUcat (the library's online catalog) or a specific Blackboard course site. Staff will make available electronic files through whichever of these access systems specified in the request.

For guidelines and instructions on placing items on reserve, please visit <http://www.library.northwestern.edu/reserve/faculty.html>

On-Campus Courses

To allow sufficient time for acquiring and processing materials, please submit the reserve list for each course at least 4-5 weeks before the start of the class.

Online Courses

Online courses will make use of eReserve only and links will be placed directly in the Blackboard course site. EReserve requests should be made through the Office of Distance Education at least five weeks before the start of the term.

Photocopying Guidelines

SCS faculty may use photocopying machines on the sixth and seventh floors of Wieboldt Hall in Chicago, 405 Church Street in Evanston, or the 16th floor of the LOOP. Faculty must observe the "fair use" guidelines printed below when making copies of copyrighted material.

Appropriate codes must be entered to access the copier. These codes are available at each SCS office near the copier.

If a request exceeds 25 pages per student, the job should be duplicated by the University bookstores (Chicago Campus: (312) 503-8486, Evanston Campus: (847) 491-3990). The University bookstores will make arrangements to secure copyrights and to print and sell the course packets. See the bookstores and textbook ordering page.

Copying Guidelines

SCS recommends that faculty members adhere closely to the following guidelines. Some materials may be duplicated for classroom use or discussion without prior permission of the copyright holder under certain conditions designed to reflect common educational needs. For example:

1. One copy of a book chapter, article, short story or the like may be reprinted for the faculty member's use.
2. One copy per student from a copyrighted work may be reproduced if it meets with the tests of:
 - a. Brevity: In the guidelines, word counts are given for different kinds of copyrighted works.
 - b. Spontaneity: The faculty member may make such copies if there is insufficient time for him or her to contact the copyright holder for permission under the circumstances.
 - c. Cumulative Effect: Except for those items of "news", the guidelines limit the number of times these copies can be made during a class term.

3. Consumable materials such as test sheets, answer booklets, and workbooks may not be copied.
4. Copying is not permitted to create anthologies or similar collections of materials from a variety of copyrighted works.

If the copy in question does not meet these tests, the instructor must obtain permission from the copyright holder. The University bookstores will assist in this process.

Setting Up Your Course Blackboard Site

Every course taught at NU has a secure course website accessible only to professors and their students through Northwestern's Course Management System, also known as Blackboard. The course website allows instructors to make their course materials-including documents, presentations, sound and video clips-available to their students on the Web, as well as communicate directly with students by email. Most importantly, instructors are able to create and manage their course sites without having to learn HTML or other programming languages. Blackboard eases the publishing of course materials, facilitates evaluation and record keeping associated with a course, and engages students in active learning through discussion boards and group Web pages. For more information, visit <http://course-management.northwestern.edu>.

New instructors are not able to access their Blackboard site until their payroll paperwork has been processed by the university, but may log on to Blackboard tutorials and training sessions at <http://course-management.northwestern.edu/display/cms>. Contact course-management@northwestern.edu with questions regarding Course Management access or set-up.

To make your course site available to your students:

- Log in to <https://courses.northwestern.edu> using your NetID and password
- On the Courses page, you should see a list of all of the courses you are teaching. Next to the names of your new course sites, you should see text "[unavailable]." This indicates that your students do not yet have access to this course site.
- Click on the name of the course site you wish to make available.
- Click Control Panel
- Click Settings in the Course Options area
- Click Course Availability
- Click the radio button left of Yes and click Submit

Distance Learning Instructors who have not previously taught an online class will be working with the Office of Distance Education at least two months before the quarter starts to review and modify the Blackboard course site. Instructors must have a NetID and password before beginning this process. The Blackboard site contains all course learning content, resources and assignments. Synchronous sessions are held through Adobe Connect, a web conferencing software.

Workshops are available to assist instructors in learning how to build and manage a complete course site on the Web. Workshops include a question-and-answer session and guided practice time. Training sessions are held in the University Library in the Evanston campus. For more information and a faculty tutorial, visit [NU's Course Management website](#) or email course-management@northwestern.edu. For faculty teaching online, required training will be offered through the Office of Distance Education.

Classroom Needs

Room assignments are normally available at least one week prior to the beginning of a term. Unfortunately, these assignments sometimes change due to fluctuations in enrollment and audio/visual needs. You should verify your room assignments by referring to the listings on the SCS website. Undergraduate room assignments are posted at <http://scs.northwestern.edu/courses/rooms.cfm>, and graduate room assignments are posted at www.scs.northwestern.edu/grad/courses/rooms.cfm. Room assignment lists are also posted on the first, third, fourth, fifth, and sixth floors of Wieboldt Hall on the Chicago campus, on the 16th floor of the LOOP Campus, and in the lobby of the Evanston SCS offices at 405 Church Street.

Every effort is made to assign rooms judiciously, taking into consideration room size, class enrollment, etc. It is official SCS policy that instructors may not change classrooms without first obtaining SCS approval. It is the instructor's responsibility to contact students on the roster and notify them of any approved room changes.

Loop Campus Equipment

There is a general copy room by the front desk. Additionally, each room has:

- White/Chalk boards
- LCD Projector
- DVD/VHS
- Podium with Laptop connections with internet
- Overhead projector upon request
- Easels upon request

Chicago and Evanston Campus Equipment

Most classrooms on the Evanston and Chicago campus have TV/VCRs and overhead projectors available. Requests for additional equipment, or a Smart Classroom (technology-enhanced classroom), must be made well in advance of the start of the quarter. Last-minute requests are difficult to fulfill.

Chicago campus classes are held in Wieboldt Hall, in which all classrooms are fully equipped with computer and projection for Powerpoint, with LCD projector, resident PC, and DVD/VHS player. To request other room needs, please complete the [A/V and Room Request Form](#) (PDF Format). If you have questions, please contact the SCS help desk at scshelp@northwestern.edu or (312) 503-2399. To view a list of equipment in Smart classrooms, go to www.at.northwestern.edu/ctg/classrooms.

We recommend training prior to the first day of class so that you can be comfortable with the equipment as an instructor. Training sessions will last anywhere from 30 minutes to 1 hour. Email scshelp@northwestern.edu to schedule training.

General Support

Chicago campus: (312) 503-3333
Loop campus: (312) 503-3838
Evanston campus: (847) 467-ROOM (7666).

For Technical and equipment support while your class is in session, please contact the following:

- Loop location, check with the receptionist or call 312 503-3838;
- Chicago campus, contact the computer lab 4th floor in Wieboldt Hall.;
- Evanston campus, Smart classrooms, dial **7-ROOM** (847-467-7666) from the classroom telephone (generally found in the top drawer of the podium).

Special Software Needs

Please contact scshelp@northwestern.edu to request software you may need to teach your class.

If you are teaching MPPA 405 or MPPA 405-DL: Elementary Statistics for Political Research, you will be required to use and to have students use SPSS in your class. Please contact Sachin at s-patelk@northwestern.edu to ensure that one of your classes is taught in the corresponding lab (Chicago or Loop campus) so that you may give the students class-time to work with the software. One to two lab sessions are recommended.

Technology Requirements for Online Courses

PC USERS

- Processor: Minimum Pentium III
- Memory: 1GB RAM minimum
- Hard Drive: 40 GB or more with 8GB free space preferred
- Modem: A cable or DSL connection is preferred
- CD-ROM: A CD-ROM reader
- Sound Card: SoundBlaster 32-bit compatible
- Video Card: SVGA 1024×768 resolution
- Monitor: 15 inch SuperVGA color monitor
- Operating System: XP, Vista
- Software: An active antivirus program and an office suite such as Microsoft Office

MAC USERS

- Mac G4 or G5 running OS 10 (or higher)
- Minimum of 1 GB RAM
- 40 GB HD
- Software: An active antivirus program and an office suite such as Microsoft Office

Guest Speakers

Guest speakers can provide a valuable new perspective on course material and enrich the class experience. If you wish to invite an elected official or a political candidate to be a guest speaker, you must first seek the permission of the Office of General Counsel. Please review the university's policy on the use of University resources for political purposes: <http://www.northwestern.edu/general-counsel/policies/political.html> and contact your academic coordinator for more information.

Online faculty should also contact the Office of Distance Education at distanceeducation@northwestern.edu to assist with guest speaker preparation.

Thank You Notes

The SCS Dean would like to thank guest speakers for their contribution to our program. Graduate instructors who wish to have a thank you letter sent should e-mail the details of the guest speaking engagement to Mary Cohen at m-cohen@northwestern.edu. Undergraduate instructors should complete a Request for Speaker Acknowledgment form and fax to (312) 503-4942, attention: Jamilee Polson. Download the [Request for Speaker Acknowledgement](#) (PDF Format).

Managing Your Course

Class Rosters

Northwestern University's online registration and student information system is called CAESAR. Through CAESAR, students can register for and drop classes, see their final grades, and more. CAESAR also provides faculty with access to class rosters, often including student photos. Instructors also post grades electronically through CAESAR. To access CAESAR, go to: www.northwestern.edu/caesar/. Log on with your NU NetID and password. Click "For Instructors," then "View Class Rosters" to get started.

For more information on using CAESAR, visit www.northwestern.edu/caesar/help. This site includes helpful tip-sheets and tutorials.

You may also view your class roster through Blackboard; however, please note that students add and drop courses directly through CAESAR and it takes about 24-48 hours for these changes to be reflected in your Blackboard site.

Taking Attendance

You are required to take attendance. If a student does not appear on your CAESAR class roster by the *third class meeting*, the student must be asked to leave. A note from front-office staff is not sufficient; the student must appear on the roster or produce a note from the SCS Registrar or Assistant Dean for your program. Please be firm and do not accept any excuses; people do indeed occasionally lie about their enrollment status. A student who is legitimately in your class will be able to prove so.

Online Course Management

Managing Proctored Exams

If you are teaching a course with a proctored exam, it is extremely important that you are diligent about having your final exam input into the Course Management system by the middle of the quarter. Faculty must also submit a Faculty Specifications form to the Office of Distance Education no later the end of Session 2.

Students are required to submit a Proctor Approval application to the Office of Distance Education by the end of session 1. Testing Centers are validated and approved by Session 6. Faculty should direct all proctored testing inquiries directly to the Office of Distance Education at scstesting@northwestern.edu.

Using Web conferencing software

Instructors use synchronous sessions to allow the entire class to discuss or debate important concepts in real time. At the time of hiring, instructors must choose the time of day and day of week that their sessions will be held. Faculty will receive extensive training on the use of the Web conferencing tool. Faculty will be required schedule and post the URL for their synchronous sessions in Blackboard.

Any changes to scheduled dates and times for synchronous sessions must be unanimously agreed upon by all participants, and must be communicated to the Office of Distance Education at scsconnect@northwestern.edu.

Grading

Graduate Grading Policies

Grades given for credit-bearing classes are A, A-, B+, B, B-, C+, C, C- and F (for failing work). No Ds are awarded for graduate work. Students may not take required courses pass (P)/no-pass (N), except for their 590 (capstone/thesis) course.

All 590 registrations are taken on a pass (P)/no-pass (N) basis. A grade of K ('in-progress') is given by the instructor while the project is in progress, and is later changed to a P ('Pass') when work is satisfactorily completed. A one-time only registration for 590 is allowed.

Visiting Scholars receive grades of S ('Satisfactory') or U ('Unsatisfactory'). A 'Satisfactory' grade indicates that the student has participated in a manner appropriate for a visitor to a class. Visiting Scholars must receive a mark of 'Satisfactory' in order to be allowed to register for additional courses.

Each faculty member sets his/her own guidelines for how attendance and participation are graded. In general, however, students are expected to commit the time and effort to attend all class meetings. If you are likely to miss classes for any reason, you should not register for the course as it may not be possible for you to earn a passing grade. The faculty member may, at his or her discretion and in keeping with the course syllabus, lower your final grade due to any absences.

Grades may not be changed except in cases of errors in calculating grades. If a student has not yet turned in all the required work, only a grade of Y (incomplete) or F may be given and later changed. **It is inappropriate for students to ask an instructor to change a grade for reasons of financial reimbursement, reassessment of coursework, or any other reason. Please let SCS know immediately if you are pressured in any way to alter a grade.**

Granting of Incompletes

In rare circumstances, students may be granted a grade of incomplete, which is designated with a grade of "Y." Students must get advance permission from you to receive a grade of incomplete.

Before you grant an incomplete, discuss the situation with the student to determine whether an incomplete grade is appropriate. Incompletes should not be routinely granted to allow more time to improve a grade, but may be given when a student's circumstances change and he/she is prevented from finishing a large portion of work. Students do not need to petition SCS for incompletes.

When you grant an incomplete, you determine the amount of time the student has to finish the work, which must not exceed the official time of one year determined by the university.

All incomplete work must be turned in within one calendar year, regardless of registration status during that year.

Students are not allowed to have more than one outstanding incomplete at any given time. Before granting an incomplete, you must notify the academic coordinator for your program, that the student's status can be checked.

Undergraduate Grading Policies

Undergraduate grades are A, A-, B+, B, B-, C+, C, C-, D, F, W, X, Y, V (and P and N, which are not applicable to Professional Development Program courses).

The School of Continuing Studies has no fixed guidelines on computing grades for academic performance. It is solely at the discretion of the instructor to assess and formulate a fair grading scale.

"W" indicates official withdrawal. If a student informs the instructor that he/she is withdrawing from the course, the instructor should remind the student that they must contact the SCS Registration office to withdraw from the course officially. Informing only the instructor of intention to withdraw will not be recognized as an official withdrawal and the student will be held liable for tuition and fees.

"X" indicates that the student has failed to complete the course and has failed to secure your permission to take an incomplete. This failure may exist because the student unofficially withdrew at some point during the semester (e.g. stopped coming to class), failed to complete enough work to merit even the grade of F, or the student missed the final exam without giving advance notice.

"Y" indicates that the course has not been completed by the student and arrangements have been made to complete coursework in order to receive a final grade (See guidelines below).

"V" indicates that the student is an auditor.

Bachelor's degree students have a Pass/No Pass option. Students who meet certain guidelines are permitted to enroll on a P/N basis. Faculty members will not ordinarily be aware of the student's P/N (Pass/No Pass) enrollment, and should report regular letter grades for all students. The computer will translate those grades to P or N.

Please note: As students occasionally question the accuracy or fairness of final grades, SCS faculty is required to keep all graded papers and examinations that have not been returned to students for at least six months following the end of the semester. Additionally, extra exams should be kept for make-up purposes.

Incomplete Grades

The grade Y (authorized incomplete) given at the end of a term indicates that the instructor, with the approval of the Student Affairs Committee, has agreed to withhold a final grade until the assigned work is completed. In order to request an incomplete the student should complete a [Student Affairs Petition Form](#) (PDF Format) or [Student Affairs Online Petition Form](#), have the instructor sign the form, and then forward to the SCS office in Chicago or Evanston. A request for an incomplete should be a rare occurrence. An incomplete is meant

to allow for crisis management only and not for routine time management, management of an overload of courses or to allow more time to improve a grade. Students should request an incomplete only when a circumstance has made it difficult or impossible to complete work due at the end of the term.

It is the instructor's decision to grant an incomplete and to determine how soon the work must be completed. In bachelor's degree and PDPs, the maximum amount of time granted is 10 weeks; in most cases the instructor stipulates a shorter period.

Failure to complete all assignments within the time period specified results in a Y grade that remains on the student's permanent record and is counted as an F in his/her GPA.

Students must request the incomplete before the final exam. If students do not obtain the instructor's permission for an incomplete, they are assigned a grade of X (unauthorized withdrawal). The X grade counts as an F in the GPA.

When instructors submit their final grades for the term, they advise SCS of the work to be completed by students who have received incompletes. The work must be turned in to either SCS office, not to the instructor. If students have exams to complete, they should call either SCS office to verify that the exams are on file and to schedule an appointment to complete them. Completed work, including examinations, is sent to the instructor with a request for a final grade. Instructors do not have the authority to change this policy.

Change of Grade Procedures

Students must submit completed work to, or take exams in, either SCS office. Work should not be submitted directly to the instructor. The SCS office will send completed work, including examinations, to the instructor along with a Change of Grade Report form. The Change of Grade Report should be dropped off at the SCS Registration Office in Chicago, Wieboldt Hall, 6th floor, or faxed to Registration at (312) 503-4942. After the grade has been received by the SCS Office, the student will be notified. Contact the SCS Registration office at (312) 503-6950 with questions about change of grade.

"X" grades

"X" indicates that the student has failed to complete the course and has failed to secure your permission to take an incomplete. This failure may exist because the student unofficially withdrew at some point during the semester (e.g. stopped coming to class), failed to complete enough work to merit even the grade of F, or the student missed the final exam without giving advance notice. When you enter a grade of "X" for a student during online grading, you must also complete a [Form for Submission of X Grade](#) (PDF Format) and submit it to the SCS Registration office in Chicago, Wieboldt Hall, 6th floor, or via fax at (312) 503-4942. Contact the SCS Registration office at (312) 503-6950 with questions about submitting a grade of "X."

Providing Feedback

If you are teaching a course that requires students to write a major paper that represents a significant portion of a student's grade, it is not enough to provide a letter grade. On longer papers, students expect and deserve qualitative comments from you. You may write your

comments directly on their papers. If your students submit work to you electronically, you may also use "Track Changes" or another mark-up tool.

Submitting Grades

Instructors submit student grades are submitted through CAESAR. You may post grades via most any computer with an internet connection. You will need an active NetID in order to access CAESAR for grading. Although the Course Management System/Blackboard does contain a gradebook feature, you must enter final grades in CAESAR, not Blackboard. **SCS does not accept paper grade sheets or grades submitted in any other form than via CAESAR.**

Do not leave blank grades in CAESAR. A letter grade, or X or Y to indicate an Incomplete, should be assigned to each student.

Use caution when calculating grades. If you do discover a mistake after your grades have been submitted, you will need to submit a Change of Grade Form, which may be picked up from the SCS Registration Office on the sixth floor of 339 E. Chicago Ave, between the hours of 8:30 and 5:00pm, Monday through Friday. Please contact SCS Registration for details on Change of Grade form at 312-503-6950.

Once the grading deadline has passed, you should not accept any additional assignments from students, unless an Incomplete has previously been approved. For the sake of academic integrity, the term deadlines need to be respected by all.

Online grading is available only during specified times at the end of each quarter. The grading deadlines for undergraduate instructors are posed at: <http://scs.northwestern.edu/ugrad/calendar/>. The grading deadline for graduate instructors is posted at www.scs.northwestern.edu/grad/calendar.

For more information on how to submit grades online, please visit http://www.registrar.northwestern.edu/fac-staff_resources/CAESAR_grading_tips.html. If you encounter problems while trying to submit your grades, please contact the Office of the Registrar at 847/491-5234.

Instructors who do not submit grades by the deadline should contact the SCS Registration Office or their program coordinator. The student grades must be recorded without delay. This is a matter of chief importance to the SCS Dean and to our students.

Course Auditors and Visiting Scholars

Graduate Courses

The only students allowed to audit a class are NU graduate students from other departments. They must seek your permission and the permission of SCS before the class begins, and must show a Wildcard or other proof that they are an NU grad student. You may refuse permission at your discretion, for example, if the class is enrolled to capacity or if you do not want the class dynamic to change, or if the student seems ill-prepared. Under no circumstances are auditors allowed to turn in any work. Visiting Scholars, on the other hand, are admitted SCS students who do participate fully and are graded "satisfactory" or "unsatisfactory."

Undergraduate Courses

Students may audit certain courses in SCS. Auditors do not receive a grade or credit. They attend all lectures and participate in discussions but not in work that the instructor critiques. Courses that require group projects, oral presentations, and frequent written assignments may not be audited; they are so indicated in the individual course descriptions. Students may change their registration from audit to credit prior to the second meeting of the class.

Academic Integrity and Ethics

Academic integrity is fundamental to every facet of the scholarly process and is expected of every student in the School of Continuing Studies in all academic undertakings. Integrity involves firm adherence to academic honesty and to ethical conduct consistent with values based on standards that respect the intellectual efforts of both oneself and others.

Ensuring integrity in academic work is a joint enterprise involving both faculty and students. Among the most important goals of higher education are maintaining an environment of academic integrity and instilling in students a lifelong commitment to the academic honesty that is fundamental to good scholarship. These goals are best achieved as a result of effective dialogue between students and faculty mentors regarding academic integrity and by the examples of members of the academic community whose intellectual accomplishments demonstrate sensitivity to the nuances of ethical conduct in scholarly work.

University Principles

Northwestern University has established the following framework within which policies of SCS operate.

Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment.

A complete statement of the University's principles regarding academic integrity can be obtained from the Office of the Provost and online at <http://www.northwestern.edu/uacc/uniprin.html>. Links to additional resources are posted at <http://www.northwestern.edu/uacc/>.

SCS Policy

A. Standards of Academic Integrity

It is the responsibility of every SCS faculty member to be familiar with SCS's policy on academic integrity. Please note that when a breach of academic integrity occurs in a School of Continuing Studies class, the administration takes a hard line and the sanctions imposed may be severe-including dismissal from the University. Each student is urged to be informed on this subject and avoid being implicated in any incident where his/her integrity might be questioned.

Registration at the School of Continuing Studies requires adherence to the University's standards of academic integrity. These standards may be intuitively understood, and cannot

in any case be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:

Cheating: Using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

Plagiarism: Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

Fabrication: Falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

Obtaining an Unfair Advantage:

- Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor
- Stealing, destroying, defacing or concealing library materials with purpose of depriving others of their use
- Unauthorized collaborating on an academic assignment
- Retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination
- Intentionally obstructing or interfering with another student's academic work
- Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work

Aiding and Abetting Academic Dishonesty:

- Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above
- Providing false information in connection with any inquiry regarding academic integrity

Falsification of Records and Official Documents: Altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Viewing or altering computer records or systems; viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

When a breach of academic integrity occurs in a School of Continuing Studies class, the administration takes a hard line and the sanctions imposed are severe-often including

dismissal from the University. Each student is urged to be informed on this subject and avoid being implicated in any incident where his/her integrity might be questioned.

B. Preventing dishonesty. All instructors should take reasonable measures to promote academic integrity among their students, explaining to students their responsibility to acknowledge the sources they use in preparing written work. Students should be led to understand the conventions of citation and attribution within the discipline of the course; the scope of collaboration, if any, that will be permitted between students in completing work; any special conventions about materials that may or may not be used in completing assignments; and any departures from the normal convention that students may not use notes or course materials when taking examinations.

New faculty members, especially those unfamiliar with university life, should acquaint themselves with the SCS policy on academic integrity and its procedure for dealing with violations (see "Suspected dishonesty" below). Members of the faculty, in turn, should ensure that any teaching assistants understand and comply with these basic procedures. Each faculty member is responsible for the security of his or her examination questions. At no time may a student be given custody of, or other responsibility over, examination questions before the examination is administered. Ideally, empty seats should be left between students taking the examination. When the faculty member knows in advance that such seating will not be possible, he or she should use other measures to safeguard the security of the examination, such as alternating question formats.

The instructor should decide in advance whether a given examination will be posted on the course website, or otherwise made available for review by students in the future. Examination questions that will be placed on public file need not be collected after the test. Questions that will not be placed on public file should carry the notice that each student's examination questions must be returned with his or her answers, and that requirement should be enforced. This is intended to reduce the possibility that some students will save the exams and pass them on to others. The goal is to provide equal access—or else no access—for students who take the course in subsequent terms.

C. Checking the Internet for Possible Plagiarism. Northwestern University has subscribed to Safe Assignment, an electronic service that allows instructors to check electronically submitted papers against internet websites for matching phrases and against a database of previously submitted papers for possible plagiarism. The Safe Assignment tool is implemented within the university's Course Management System (Blackboard). Instructors should read the Safe Assignment "tipsheet" posted at <http://course-management.northwestern.edu/tipsheets.html> and/or contact Course Management support staff for information on how to use the software.

D. Suspected violations of academic integrity. Any instance of apparent dishonesty in academic work in an SCS course must be reported to the appropriate assistant dean or administrator:

- Undergraduate and Post-baccalaureate: Peter Kaye, Assistant Dean, (312-503-3009; p-kaye@northwestern.edu).
- Graduate: Joel Shapiro, Assistant Dean, (847-491-4340; jshapiro@northwestern.edu).
- Professional Development Programs: David Mercurio, Director, (312-503-1642); d-mercurio@northwestern.edu).
- Center for Public Safety: Lisa Horstmann, Director of Operations, (847 491 5930; l-horstmann@northwestern.edu)

Instructors may not take personal action, but should involve the Assistant Dean or administrator immediately. If a faculty member is uncertain about whether a suspected action would constitute academic dishonesty, he or she should also contact the Assistant Dean or administrator about how to proceed.

In most cases, only the instructor of the course, any TA involved, and Assistant Dean or administrator should discuss the incident. If it becomes necessary to consult any other person, this must be done in a way that conceals the student's identity.

When an offense is alleged, the instructor is asked to submit a brief, written description of the circumstances, together with all relevant documents, to the Assistant Dean or administrator. Specific guidelines for this letter and the supporting documents will be supplied to the instructor when he or she contacts the Assistant Dean or administrator. On coming to a judgment, the Assistant Dean or administrator observes the principles and practices set forth in "SCS Procedures for Cases of Alleged Academic Dishonesty," a statement that is online at [to come].

Adherence to this policy by every faculty member is essential. The policy protects all parties—the instructor, any teaching assistant, the alleged offender or offenders, all students—and it helps to ensure that cases are judged consistently and equitably.

Procedures for Cases of Alleged Dishonesty

I. Initiation of a Compliant

A. All cases of alleged academic dishonesty by students in the School of Continuing Studies must be referred to the appropriate assistant dean or administrator.

- Undergraduate and Post-baccalaureate: Peter Kaye, Assistant Dean, (312-503-3009; p-kaye@northwestern.edu).
- Graduate: Joel Shapiro, Assistant Dean, (847-491-4340; jshapiro@northwestern.edu).
- Professional Development Programs: David Mercurio, Director, (312-503-1642); d-mercurio@northwestern.edu).
- Center for Public Safety: Lisa Horstmann, Director of Operations, (847 491 5930; l-horstmann@northwestern.edu)

Cases should be referred within one month of the date of the alleged incident, or within one month of the date the reporting individual becomes aware of the alleged incident, whichever is later. However, no action will be taken on any case if more than one year has elapsed since the alleged incident. Once a matter has been referred to the appropriate assistant dean or administrator, it may not be withdrawn without their explicit approval, nor may the referring faculty member resolve the case without approval.

B. The assistant dean or administrator shall review the facts of the alleged incident, including statements of the reporting individual, the instructor(s), and any supporting material. The review process may include electronic searches of plagiarism resources, web sites, computer network traffic logs, and other databases. If, after the review, the assistant dean or administrator determines that there is cause for further investigation, he or she shall notify the student by letter of the date of the incident (if known), the course and instructor, and the nature of the alleged violation. A copy of the current procedures will

accompany the letter.

The student will be asked to make an appointment with the assistant dean or administrator to discuss the case within seven working days of the date of the letter, at which time the student may present any relevant material or statements on his or her behalf. The student will have the right, prior to meeting with the assistant dean or administrator, to review relevant original materials in the School of Continuing Studies, to obtain copies of such materials if desired, and to discuss the matter with an adviser or other relevant individual. Review of original materials must take place by appointment during normal working hours at the School of Continuing Studies within seven working days of the date of the Assistant Dean's letter.

If the student does not schedule a meeting to take place within seven working days, the assistant dean or administrator may make his/her determination on the basis of the evidence before him/her at that time. The assistant dean or administrator may grant reasonable requests for an extension of this time deadline in his/her sole discretion.

C. In certain cases where timely notification is important, verbal notification of the alleged violation may be made, but such verbal notification will be followed by a letter.

II. Meeting with the Assistant Dean or Designated Administrator

A. In meeting with the student, the appropriate assistant dean or administrator will describe the charges made and detail the evidence supporting those charges. At this initial meeting, the student may decline to discuss the matter and/or request that the assistant dean or administrator defer making a determination until after a subsequent meeting between the student and the assistant dean or administrator, at which the student may present relevant information or evidence. This second meeting must be requested at the initial meeting and must be scheduled for a time within seven working days of the initial meeting.

B. The assistant dean or administrator has the authority to determine, based on a preponderance of the evidence available to the assistant dean or administrator, whether a violation of academic integrity has occurred.

C. After his/her review, the assistant dean or administrator shall inform the student by letter of his or her decision and the sanction, if any, to be imposed. (If the student is not registered in the School of Continuing Studies, the sanction will be determined by the school in which the student is registered; see VI. below.)

III. Sanctions

A. Sanctions which may be imposed by the assistant dean or administrator include, but are not limited to: a letter of warning; a defined period of probation with the attachment of conditions; disqualification for academic honors; a defined period of suspension, with or without the attachment of conditions; permanent exclusion from the University; notation on the official record; revocation of an awarded degree; or any combination of the previously listed sanctions. In all cases of permanent exclusion from the University, a notation shall be entered on the student's official transcript.

B. Any grade entered for a student in a course in which an allegation of academic dishonesty is pending against him/her, whether for the course as a whole or for a piece of

work submitted in the course, is subject to modification after all proceedings and appeals are concluded. Should the student be found to have violated academic integrity, the course instructor is empowered, in his/her sole discretion, to determine the effect this violation will have on the student's grade in the course. Possible actions range from disregarding the incident in calculating the grade to failing the student in the course.

IV. Appeals to the Academic Integrity Appeals Committee

A. The Assistant Dean's decision and/or sanction may be appealed to the Academic Integrity Appeals Committee by filing a written notice of appeal within ten working days of the date of the letter of notification. The student's written notice of appeal must state what is being appealed--whether the finding of academic dishonesty, the sanction imposed, or both--and must describe in detail the grounds for the appeal. The student's written notice of appeal should also state whether the student desires to present the appeal in person to the Academic Integrity Appeals Committee.

B. If the student so requests, he or she will be granted an opportunity to appear to present his or her case to the Academic Integrity Appeals Committee and to hear and respond to any testimony provided by the assistant dean or administrator or witnesses appearing before the Academic Integrity Appeals Committee. Likewise, the assistant dean or administrator may be present to hear and respond to testimony of the accused student or any witnesses appearing before the Academic Integrity Appeals Committee. If the student wishes to present witnesses before the Academic Integrity Appeals Committee s/he must inform the Academic Integrity Appeals Committee at least seven working days before the appeal is to be heard of the names of the proposed witnesses and of the nature of the evidence they are prepared to present. However, the Academic Integrity Appeals Committee has sole discretion to determine what witnesses other than the accused student and the assistant dean or administrator it will hear, if any. The Academic Integrity Appeals Committee shall review the appeal as soon as practical after it has been filed.

C. Following its review, the Academic Integrity Appeals Committee may sustain or reverse the finding of academic dishonesty, if that portion of the assistant dean or administrator's decision was appealed, and may, if a finding of academic dishonesty stands, sustain or modify (but not increase) the sanction, if that portion of the decision was appealed. The Academic Integrity Appeals Committee shall inform the student by letter of its decision.

V. Appeal to the Provost

Students may appeal the Academic Integrity Appeals Committee's decision within ten working days to the Provost of the University. Such appeals must be in writing and include a detailed statement setting forth the grounds for the appeal. Appeals to the Provost will be limited to alleged errors in procedures, interpretation of regulations, or alleged manifest discrepancies between the evidence and a school finding and/or sanction. The Provost will receive appeals only after a sanction has been specified for the alleged violation (see III. above); an appeal to the Provost may concern the finding and/or the proposed sanction.

VI. Cross-School Cases

A. In instances where a student registered in another school is alleged to have committed an act of academic dishonesty in a School of Continuing Studies course, the authority of the School of Continuing Studies will extend only to determining whether or not the alleged action constitutes academic dishonesty and, if so, to the imposition of any grade penalty by the instructor in the course (see IIIB.). If the finding is affirmative and all appeals have been exhausted or the time for appeals has expired in the School of Continuing Studies, the case will be formally referred to the appropriate authority of the school in which the student is registered for whatever further sanction that school deems appropriate.

B. In instances where a student registered in the School of Continuing Studies has been found to have committed an act of academic dishonesty in a course offered by another school, the assistant dean or administrator will notify the student in writing of the formal referral of the matter to School of Continuing Studies for determination of a sanction, if any. Such notification will inform the student that he/she should schedule an appointment with the assistant dean or administrator, to take place within seven working days, to present any evidence of mitigating circumstances, but not on the underlying question of guilt or innocence. If the student does not schedule an appointment within the allotted time, or within such extension of time as the assistant dean or administrator may grant in his/her sole discretion, the assistant dean or administrator will make a decision regarding any sanction based on the available information.

C. The assistant dean or administrator will inform the student in writing of any sanction imposed and of the student's right to appeal that sanction (but not issues of guilt or innocence) to the Academic Integrity Appeals Committee.

VII. General Considerations

A. A student charged with academic dishonesty may not change his or her registration in the course(s) in which a charge is pending or in which a finding of academic dishonesty has been made. Nor may such students receive a University degree while a charge of academic dishonesty is pending or a suspension imposed pursuant to a finding of academic dishonesty is in effect.

B. At any stage of the proceedings described above, the student may be accompanied by a fellow student, a faculty member, or another individual of the student's choosing, but not by an attorney. This person may not, however, take part in the proceedings; the student must speak on his or her own behalf.

C. Sanctions specified by the assistant dean or administrator, as modified by the School of Continuing Studies Academic Integrity Appeals Committee or the Provost (if an appeal has been filed), shall take effect at the expiration of the period for appeal of a decision if an appeal has not been filed, and after a decision has been reached by the School of Continuing Studies Academic Integrity Appeals Committee or the Provost if an appeal has been filed. If the appeal is not granted, the sanction will be applied retroactively to the date specified by the assistant dean or administrator, and, if necessary, current registrations may be canceled.

D. All materials relating to an allegation of academic dishonesty will be kept in the School of Continuing Studies Office of Registration and Records for up to ten years after the incident.

E. All references to the assistant dean or administrator in these procedures include the Assistant Dean's designee, whom the assistant dean or administrator may appoint at his or her discretion

F. If circumstances (e.g., departure of the faculty member) prevent the instructor of the course in which the violation is alleged to have occurred from participating at any stage of these procedures, the assistant dean or administrator may act on the instructor's behalf.

Academic Decorum

All participants in a class are expected to behave in a manner conducive to a successful and enjoyable learning experience. Most of our students exceed our expectations in this regard. In the unlikely event that you encounter any disruptions or difficulties, please try to talk with the student about it in a discreet manner and suggest/require changes. For example, some students are so eager to participate that they unintentionally dominate class. This can frustrate the more shy students and needs to be addressed. If a student is unresponsive to your comments, or if the disruption is of a more serious nature, please contact the SCS administration (graduate coordinators, assistant dean, or associate dean of student services).

Closed Classes

If a class reaches its capacity, the SCS Registrar will close it. If a student who has been closed out of a class asks for permission to enter the class, the instructor should refer him/her to the SCS Office in either Evanston or Chicago.

The capacity set for a class will be observed by the Registrar's Office. If a special case requires admitting a student over the capacity, the instructor will be consulted and permission secured before the enrollment limit is raised. It is not unusual for additional students to appear in a closed class for the first meeting. Instructors should inform students who do not appear on the class roster that they must contact the SCS Registrar's Office to register for the course and/or straighten out any enrollment issues.

Cancelled Classes

Canceling Class

If illness, or any other unforeseen situation, prevents an instructor from conducting class, the SCS office (Chicago: (312) 503-6950, Evanston (847) 491-5611) must be contacted as soon as possible. It is the responsibility of the instructor to contact all students and notify them of cancelled classes. The most efficient way to contact students is online, via the Blackboard course management system. In certain circumstances, SCS staff can assist in the contacting of students.

If an instructor knows they will be unable to conduct class a day or more prior to meeting, they are responsible for setting a make-up date for the class, or for recruiting and compensating a qualified substitute, in cooperation with the appropriate SCS academic director. A make-up date for the missed class must be arranged in consultation with the students.

If an emergency arises and the instructor is unable to contact SCS in advance of class, it is their responsibility to call the SCS office as soon as possible.

Snow Cancellations

SCS classes rarely close because of snow or other weather-related emergencies. However, if an unprecedented event should force the closing of classes, instructors may call either of the SCS offices for information or check www.scs.northwestern.edu.

Managing an Independent Study Course

Graduate Guidelines

If you agree to supervise an independent study project, you and the student should fill out and sign the independent study registration form, which can be found online at: www.scs.northwestern.edu/forms/Grad_Independent_Study_Intent_Form.pdf. Please make sure your student includes a short description of the work that will be covered. The student should submit an informal proposal to you that includes a timeline, along with a description of how he or she plans to address the research questions they have developed, i.e., what kind of source material or data they'll be collecting. If you are not available to sign the form, please send the student an email agreement in lieu of signing the form.

At the end of the quarter, you will have to submit a grade online just as for an on-campus course, so you will need a Northwestern NetID and email address. The program coordinator can help submit your 499 or 590 grade for a student if you are unable, but you must email your academic coordinator before grades are due.

Undergraduate Guidelines

Fully admitted students with a 3.0 GPA may wish to pursue individual academic interests through independent study. This study might be an in-depth research project or creative work.

Independent study is the most advanced course a student can take and is comparable in its demands to a 300 level course. Students assume primary responsibility for completing an application form, which includes a statement of the goals, a reading list, assignments, activities, and a schedule.

This application form is designed to prompt a discussion between the student and faculty member of the expectations for the project. A faculty signature is required, indicating a willingness to supervise the project. The form should be submitted to the Student Affairs Committee for approval.

The student also has responsibility for asking an appropriate member of the SCS faculty to sponsor the independent study. If a faculty member agrees to sponsor an independent study, s/he is expected to meet with the student several times over the course of the semester, provide guidance for the student's independent work, evaluate the student's work, and assign a grade. It is not expected that the student will meet with the faculty sponsor each week.

Please see the application for [Independent Study](#) (PDF Format).

Managing Exams (undergraduate only)

Scantron Testing

The Office of the Registrar at Northwestern University provides OMR scanning of exams (Scantron) and surveys for instructors. Simple multiple choice test scanning, which returns both the answers the students chose, as well as the number correct, is available. Instructors teaching in Evanston can use the Scantron service through the Office of the Registrar in the Rebecca Crown Center, by appointment only. Instructors teaching in Chicago can use the service in Evanston, or, if more convenient, contact Jamilee Polson at j-polson@northwestern.edu to arrange for Scantron use on the Chicago campus.

Registrar does not provide statistical analysis for exams. For more information about using Scantron tests in the classroom, please visit the OMR Scanning page on the [Registrar's website](#).

Make-Up Exams

Undergraduate students who have missed an exam in a course may make up that exam outside of class time in one of the SCS offices if the make-up exam has been arranged in advance with the instructor.

Students who have been given accommodations for the taking of exams by the Office of Services for Students with Disabilities must make arrangements through that office. See [Services for Students with Disabilities](#) for more information.

Otherwise, make-up exams that have been arranged with instructors are proctored through the SCS offices in either Chicago or Evanston. There are three exam appointment times available weekly.

CHICAGO
Wieboldt Hall
339 E. Chicago Avenue

Chicago make-up exam hours:

Mondays between 2:00 pm and 5:00 pm

Fridays between 9:00 am and 12:00 pm

EVANSTON
SCS Office
405 Church Street

Evanston make-up exam hours:

Thursdays between 2:00 pm and 5:00 pm

Instructors should follow these steps to set-up and confirm a make-up exam for a student:

- To arrange a make-up exam time and proctoring once the make-up exam has been approved for student, email one of the Undergraduate program Academic Coordinators, either Megan Powell or Jamilee Polson, and copy the student on the email: m-powell2@northwestern.edu or j-polson@northwestern.edu
- The student will contact the Coordinator to select and reserve an exam time (the Coordinator will follow up if the student does not make contact).
- The Coordinator will contact the instructor with the exam time.
- Instructors should send the exam (email or drop off a copy) to the Coordinator.
- Based on make-up exam time that's been reserved, the Coordinator forwards exam to appropriate proctor, along with instructions, name of student and contact information, instructor's name and contact information, course number and title, day/time agreed upon, and allowed time.

- Once an exam time is reserved, the student will receive email confirmation of the exam day/time, as well as the name and contact information of the SCS staff member who will proctor the exam.
- From this point on, students should contact the exam proctor if unable to make scheduled time
- Student arrives at agreed upon time, asking for proctor. If student is late, the time for exam will not be extended.
- Students follow directions given by instructor. All bags, purses, notebooks, texts, cell phones, etc. must be stored in closet or cubicle while student is completing exam, unless otherwise approved by instructor (e. g., open book tests).
- After exam is completed, proctor will photocopy exam to return to Academic Coordinator and mail original exam to instructor.
- Email confirmation of the exam's completion by the student will also be sent to instructor.

Managing Thesis Research (graduate only)

This section describes the student's thesis / capstone process at SCS and your role as a first or second reader. Please familiarize yourself with this section in its entirety. In addition to the following, please read over the section "Capstone Project Process" in the SCS graduate student handbook, which can be found at http://www.scs.northwestern.edu/forms/SCS_Grad_Handbook.pdf.

Students in all SCS graduate degree programs must complete either a capstone course (only available in a few programs) or an independent thesis / capstone project. Students who register for the independent thesis / capstone option must secure two faculty members or other approved individuals to supervise and, eventually, approve their work:

One is referred to as the "first reader" and has primary supervisory responsibility, oversight, and approval authority for the student's project.

The other, referred to as the "second reader," must also approve the student's thesis / capstone final paper for the project to be completed.

The following guidelines are relevant to all SCS degree programs. At the end of the page, you will find guidelines and processes that apply to projects in the MA / MFA in creative writing programs.

What is the Capstone?

The capstone project is an opportunity for students to demonstrate the knowledge and skills they have developed during their program and must contain elements of independent research and original analysis. Depending on program and content, this may be best achieved through any of a variety of means but it should be guided by a question, the answer to which will be of some significance to a definable audience. While exact details vary between programs, the capstone project is intended to be one of considerable scope and depth. As such, it is unlikely that it can be completed in a ten week quarter. It often will take three to six months, once registration has been approved.

Who Can be a Reader for a Capstone?

It depends on the program. If you are asked by a student to serve as a first or second reader, please request that the student double-check the SCS student handbook to ensure that you meet Northwestern University and SCS criteria.

Expectations for First and Second Readers

The first reader has two main roles: adviser and assessor. As an adviser, the first reader may lend assistance and guidance to a student's proposal, research and analysis. The extent of this involvement will vary and is largely up to the reader's discretion. As an assessor, the first reader determines whether the capstone has reached a sufficient standard of quality, befitting the culminating project of a master's degree. Towards the end of the student's project, the second reader acts as an additional assessor.

SCS expects that first and second readers will provide guidance, expertise, and feedback to students in a timely manner. First readers should ensure that the proposed thesis / capstone project topic is relevant, rigorous, and deserving of exploration in a culminating project. Readers must guide students, but not provide so much direction that the student's sole authorship is compromised. All readers should only approve student work that meets a sufficiently high level of quality.

The Capstone Process

1. The student identifies a topic, secures a first reader, and writes a project proposal, which must be approved by the first reader and submitted by the student to SCS for registration. It is vital that the first reader ensure that the project plan is rigorous and appropriate. First readers should hold students to very high standards at this beginning point – both the student and reader will benefit from a rigorous initial proposal. The most common problems while supervising thesis / capstone work stem from poorly constructed, imprecise, or otherwise insufficient proposals. SCS administration grants the first reader significant authority in determining whether the student's proposal is accepted for registration. However, SCS administration may provide feedback to the first reader on proposals that pose concerns.

2. Although not required, SCS strongly suggests that the first reader request a project plan from the student. The plan should specify deadlines and expectations of the first reader.
3. Once the proposal has been approved, the student works on the thesis / capstone until it has met the first reader's approval. Throughout this process, the involvement of the first reader can vary, depending on the student's and first reader's needs. The frequency of communication and nature of the relationship should have been negotiated by student and reader in the initial planning stages. First readers should only approve work befitting the culmination of a master's degree program.
4. Once the first reader has approved the final paper, the student submits the paper to the second reader for approval. The second reader should not approve until it has met his/her standards of quality. When the second reader provides approval, the process is complete. Until then, the student must continue to work on the project until both the first and second readers are satisfied.

Information for Faculty in Creative Writing

Students in the MA and MFA in Creative Writing programs must complete a thesis or capstone project, and they must find a faculty member to supervise their project. If you are approached to supervise a thesis or capstone project, keep in mind that it is your responsibility to ensure that the project reflects the quality of work expected of graduate students. The student's final manuscript must be grammatically correct, error-free, properly paginated, and of "near-publishable" quality, and you should not approve it to be sent to the second reader until it meets those requirements.

The final project will vary according to the student's interest, and should consist of work the student has previously workshoped in the program. Please remind students that it takes from three to six months – perhaps even longer – to complete a capstone project. If you are a first reader and the student's final project does not meet your expectations, you should not sign off on it. Instead, you should inform the student that he or she must submit more revisions until the work is satisfactory. If you are a second reader and the student's final project does not meet your expectations, you should return the manuscript to the first reader with your assessment and comments for revision. Second readers who find a project satisfactory will sign-off on the project, sometimes making general suggestions toward publication.

MA students take 590 one time, typically as the last course in their degree program, and have up to one year after registering for the 590 to submit the project. At the end of the 10-week quarter of initial registration the instructor (the "first reader") submits an "in-progress" or K grade. When the project is complete, the program coordinator submits a change of grade and turns the K grade into a P. The MA prose thesis should be 75 double-spaced pages; no more than 100 pages. The MA poetry thesis should be 25 single-spaced pages; no more than 35 pages (limit one poem per page).

MFA students take 590 twice, typically as the last courses in their degree program, and students have up to one year after the first 590 registration to work on the project before they need to register for their second 590 class. At the end of the 10-week quarter of initial registration the instructor submits an "in-progress" or K grade. When the project is ready for the second 590 registration, or when it is complete, the program coordinator submits a change of grade and turns the K grade into a P. The instructor of the second 590 is considered the committee chair/first reader of the student's MFA thesis. The MFA prose

thesis should be 140 double-spaced pages; no more than 170 pages. The MFA poetry thesis should be 35 single-spaced pages; no more than 45 pages (limit one poem per page).

Handling Emergencies

Important Phone Numbers:

- Emergency, Chicago and Evanston on-campus phone: 456
- Emergency, Loop location, contact onsite A/V Tech: (312) 503-3838
- University Police Chicago (non-emergency): (312) 503-8314
- University Police Evanston (non-emergency): (847) 491-3254

Instructors should notify University Police in the event of any emergency requiring the police, the fire department or paramedic/ambulance assistance.

Instructors should note the location of all exits, fire alarm switches, fire escapes, and fire extinguishers in the building (s) where they teach. In the event of fire, if possible, instructors should activate an alarm switch and call University Police. Instructors should also direct all students to the stairwells, as the elevators will lock automatically.

If an instructor becomes ill or injured while working, and are able to go to their own physician, they should notify University Police and the SCS office within 24 hours. If immediate attention is required they should proceed to the appropriate campus medical facility.

Chicago Campus and Loop Medical Facility:

Northwestern Memorial Hospital
250 East Erie

Evanston Campus Medical Facility:

Evanston Hospital
2650 Ridge Avenue

All adjunct and fulltime faculty are covered by Workmen's Compensation. This program assumes the cost of any authorized medical treatment that may be needed as a result of an accident that occurs while working at the University. To insure this coverage instructors should, forward any bills they may receive, and receipts for any "out-of-pocket" expenses, such as prescriptions, to University Police. Instructors should also notify Public Safety at (847) 491-3254 within 24 hours of treatment. If treatment is required for an injury, the University Police need to know the time and place of the accident, how the accident occurred, names and addresses of any people injured, a description of the injuries, names and addresses of any witnesses, and the name of the attending physician and hospital.

Faculty Evaluation and Development

Course and Teacher Evaluations

The first time you teach, SCS will survey students sometime after week 4 and before week 6. Student feedback is shared only with you. The survey is brief and asks questions about the pace of the course, availability of assistance and resources, and any suggestions for improvement. You can find a sample mid-term evaluation [here](#).

For all courses, SCS uses the resources of Northwestern's Course and Teacher Evaluation Council (CTEC) for student evaluation of courses each quarter. CTEC has an electronic evaluation site for each class with five or more students officially enrolled.

The CTEC site will be open for students to enter evaluations of their classes for three weeks until Sunday following finals week, before any grades are posted. No student will be allowed to enter the site after it has closed. Instructors will have access to their class evaluation sites for one week prior to the student access to add instructor questions and to check the site. They may also set a link to the CTEC site on their class web pages. Instructors will be notified by e-mail by the Office of the Registrar when the site is open to them. Instructors should not post or distribute grades before the evaluation site has closed. Students not officially registered in the class will not have access to the site.

Evaluation results will be made available electronically to the instructors during the week following finals week only after all grades have been submitted to the Registrar's Office. The CTEC office will send a message to the instructors when the results are available to them. Instructors use a netID and password to access the site, and should review all of their essay comments. Comments elicited from the first four essay questions are for the use of the instructors only and will be available only to them. Essay question five contains the comments that may be published on the site made public to the Northwestern community. Comments included under question five that are salacious, obscene, or otherwise inappropriate for publication, should be brought to the attention of the CTEC office immediately for editing.

Evaluation results of all classes will be posted on the CTEC section of the Registrar's web page unless instructors request that their results be withheld. Posted results will be available to all faculty and staff members within the Northwestern community. Posted results will also be available to all active Northwestern students who have entered evaluations for all of their classes for the previous quarter.

For more information on CTECs, visit the registrar's website at http://www.registrar.northwestern.edu/courses/CTEC_Guidelines.html.

Faculty Development Resources

The School of Continuing Studies is committed to assisting our faculty in providing the best possible learning experiences. We strive to identify helpful resources that address the specific needs of our adult students.

Online Faculty: Due to the unique nature of online learning, online faculty will complete comprehensive training on the tools used in these courses.

Faculty Development Video

Click on the link below to view a video introduction to adult learning at the School of Continuing Studies. This video includes comments from SCS students and faculty about the special challenges and rewards of adult learning.

[SCS Faculty Development Video](#)

Faculty Development Workshops

Each year, Northwestern and SCS lead workshops dedicated to improving the art of teaching. Below is a list of departments that host workshops throughout the year.

Academic Technologies: Academic & Research Technologies works in partnership with the NU Library to host seminars and training sessions intended for NU faculty on the topics of educational technologies, scholarly communications, and new capabilities for support of research. Programs include the course management seminars, technology seminars, and a variety of customized programs, on demand, for specific schools. Training covers topics such as digital media, online archives, advanced visualization technologies, electronic journals, videoconferencing, web-based media, and other emerging technologies. Please click on the links below for a schedule of upcoming training sessions:

- Course Management/Blackboard workshops: <http://course-management.northwestern.edu/display/cms/Workshops>
- The Scholarly Resources & Technology Series is specifically intended for NU faculty who want to take advantage of the teaching and research capabilities of digital media, course management system features, online archives, electronic databases and other emerging technologies. These seminars are free and previous computer experience is not necessary. For more information on workshops, visit <http://2east.northwestern.edu/>

Searle Center: Northwestern's [Searle Center for Teaching Excellence](#) provides a wide range of support, offering consultations, videotaping of classes, workshops and lectures, and a library of books, articles, and online resources to increase success in the classroom. New and continuing instructors will benefit from Searle's online guides to planning classes and improving discussions and lectures. A schedule of currently-available faculty workshops offered by Searle can be viewed [here](#).

The Searle Center also compiles annotated bibliographies of the most up-to date research on teaching and learning. Please visit: http://www.northwestern.edu/searle/services_and_resources/literature_on_teaching_and_learning.html#tab1.

The Writing Place: In addition to tutoring students, the Writing Place staff is available to assist SCS faculty as well. If you want some expert advice while developing written assignments or with other writing issues in your class, contact Barbara Shwom at (847) 491-7690 or bshwom@northwestern.edu. For more information on the Writing Place, visit: <http://www.writing.northwestern.edu/>.

Other Teaching Resources:

- The Idea Center, Inc., is a non-profit organization that shares proven teaching strategies. Their "Idea Papers" address the most important concerns of both new and continuing instructors. We strongly recommend you browse their library: <http://www.theideacenter.org/IDEAPapers>
- Mathematics instructors are left out no more! Here is a web site with resources for teaching math: <http://archives.math.utk.edu/>

Distinguished Teaching Awards

Each year since 1988 the School of Continuing Studies has honored excellence in teaching with the presentation at the fall faculty meeting of its Distinguished Teaching Awards.

Three recipients, one each from the undergraduate, graduate, and professional development faculty, are named and receive an engraved crystal award. Their names are added to the plaques displayed in the SCS offices in Chicago and Evanston.

The Award Committee selects these recipients, based upon nominations from all SCS students. Nominations are accepted year-round.

Faculty Advisory Board

The SCS Dean appoints faculty members representative of the diversity of instruction of the school to participate on the Faculty Advisory Board. The Board meets three times a year with the leadership of SCS to discuss ideas for improving instruction, implementing teaching technology, and providing ongoing student support. The SCS leadership relies on its instructors' professional expertise, knowledge, and experience and looks to the Faculty Advisory Board to serve as a sounding board and suggest new initiatives. The Board is not a policy-making body.

SCS Undergraduate Faculty Advisory Board Members

Adrienne Allen, Marketing
Steven Andes, Accounting
Kathy Cummings, Art History
Al Hunter, Sociology
Peter Miller, Communication Studies
David Nelson, Journalism
Jim O'Laughlin, English
Gary Phillips, Psychology
Art Schmidt, Physics
Sandy Zabell, Mathematics

SCS Graduate Faculty Advisory Board Members

Craig Bina
Reg Gibbons
Kimberly Gray
Bob Gundlach
Larry Henschen
Ming-Yang Kao

Ex Officio

Tom Gibbons
Tim Gordon
Joel Shapiro

Services and Other Resources

Student Support and Academic Resources

While faculty members are expected to be available to assist students outside of class time whether via office hours, email, and phone, some students may occasionally need extra help above and beyond what an instructor can provide. Please note the following student resources.

Writing

The Writing Place, a free tutoring service available to SCS students in Schaffner Library on the Chicago campus and the University Library on the Evanston campus, provides assistance to students who need help writing papers. See www.writing.northwestern.edu or www.library.northwestern.edu/schaffner/writingplace.html.

ESL

ESL classes and tutoring through Northwestern's ESL department are available at no fee to our graduate students. Please refer interested students, or students requesting extra tutoring in writing skills, to the web page at <http://babel.ling.northwestern.edu/~esl/index.html>. The website has information about classes, tutoring, and Test of Spoken English workshops.

Math

SCS offers a free math tutoring service for students, the Math Place, in the Schaffner Library in Wieboldt Hall on the Chicago campus, 339 E. Chicago Avenue, 2nd Floor. A tutor will be available to assist students who can use extra help with math courses, including Precalculus, Algebra, Calculus, and Statistics. Interested students should make tutoring session appointments in advance through the Schaffner Library.

Individual statistics and accounting tutors may be available from the University's departments. Please refer students to the following website for more information about tutoring services: www.scs.northwestern.edu/ugrad/information/tutoring.cfm.

Career

SCS provides services geared toward the career changer, those that would like to better prepare themselves for applying and interviewing for a job and students that seek to advance their careers, including online tools and workshops. Please refer students to SCS Career Services page: http://scs.northwestern.edu/student/career_services.cfm.

Disabilities

Northwestern University provides a variety of services to assist students with disabilities in becoming active members of the University community. Services vary according to the type and level of impairment experienced by each student. The majority of these services are coordinated by the Office of Services for Students with Disabilities (SSD): <http://www.northwestern.edu/disability/>.

Libraries

SCS faculty may use any of Northwestern University's libraries, including, on the Evanston campus, the Main Library, the Seely G. Mudd Library for Science and Engineering, the Geology Library, the Mathematics Library, the Music Library, the Transportation Library, and the United Library. The libraries on the Chicago campus include the Joseph Schaffner Library, the Galter Health Sciences Library, and the Law Library. The WildCARD serves as a library card and is needed to check out library materials. A WildCARD must be presented for admittance at Galter Health Sciences Library on Saturday and Sunday, and at the Main Library after 5 p.m. Monday through Friday, after noon on Saturday, and all day on Sunday.

For additional information on the libraries, contact Schaffner Library at (312) 503-8422 or visit the Main Library's web site at: <http://www.library.northwestern.edu/>.

The Schaffner Library has a librarian dedicated to SCS and is glad to work with faculty to provide library instruction and help for research papers and presentations, and assist with reserve materials. Contact Qiana Johnson, reference and instruction librarian, at q-johnson@northwestern.edu or (312) 503-6617.

University Policies

Family Educational Rights and Privacy (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Examples of student records entitled to FERPA privacy protection are grade reports, transcripts, and disciplinary records.

Read Northwestern University's FERPA policy here:

http://www.registrar.northwestern.edu/academic_records/FERPA_policy.html

Conflict of Interest

It is the policy of Northwestern University that its employees conduct the affairs of the University in accordance with the highest ethical, legal, and moral standards.

Northwestern University resources are to be used only in the interest of the University. An employee may not commit University resources to activities not in the interest of the University, including personal outside activities.

To avoid a conflict between personal or professional interests and University interests, an employee must not be in a position to make a decision for the University if his or her personal, professional, economic gain or interest may be directly influenced or affected by the outcome.

For more information on Northwestern's Conflict of Interest Policy, visit:

<http://www.northwestern.edu/hr/policies/coip.html>.

Sexual Harassment

Link to: <http://www.northwestern.edu/sexual-harassment/>

Students with Disabilities

SCS's programs and activities, like all those at NU, are meant to be accessible to all of its students, including those with mobility hardships or other disabilities. The information below is adapted from the Faculty Guide in Assisting Students with Disabilities produced by the Office of Services for Students with Disabilities (SSD), which can supply the complete document upon request. It includes information about the student's responsibilities, about various disabilities, and about reasonable accommodations.

If an instructor has concerns about a disabled student in class, please contact the Office of Services for Students with Disabilities at (847) 467-5530.

Due to the very personal and private nature of some disabilities, it may be extremely difficult for some students to identify themselves as having a disability. Often, students struggle through classes and may never identify for fear of discrimination. Therefore, it is important to create an atmosphere where students feel comfortable about coming forward to discuss any special needs. An instructor can demonstrate openness and willingness to help students by including on the syllabus a statement that encourages students to make an appointment if they need course adaptations or accommodations, if they have emergency medical information of which SCS should be aware, or if they need special assistance during an emergency evacuation. It would also be helpful to refer such students to the Office of Services for Students with Disabilities if the student has not already registered there.

Instructors who have concerns about the appropriateness of a proposed accommodation should discuss them with SSD. For more information, visit <http://www.northwestern.edu/disability/>.

Liquor Policy

Because it is not in the business of serving alcohol, Northwestern University does not purchase liquor liability insurance. As a result, the University's policy is that on any University premises, alcohol must be served by a licensed pourer (caterer or bartender) who carries liquor liability insurance that adequately protects the University.

A contract must exist between the University and any pourer of alcohol prior to the event taking place. The contract must contain the following insurance provision and the pourer shall comply with all insurance requirements before the event.

For more detailed information on this policy, visit: <http://www.northwestern.edu/risk/liquor.htm>.

Political Candidates and Elected Officials

Northwestern University's status as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code prohibits it from participating or intervening in any political campaign on behalf of (or in opposition to) any candidate for public office. In order to ensure that Northwestern remains in compliance with this code, the Office of the General Counsel manages invitations of all elected officials and political candidates to the university. This includes faculty and guest speakers. If you are a faculty member that is seeking elected office, please contact your academic coordinator immediately. If you are considering inviting an elected official or political candidate to campus as a guest speaker, you must notify your academic coordinator before you extend an invitation. For more information on this university policy, visit: <http://www.northwestern.edu/general-counsel/policies/political.html>.

Appendices/Links

Syllabus Template for Graduate On-Campus Courses

Department, Course Number, and Section
Academic Term and Year

Instructor Name:

Contact Information: Might include home phone, office phone, email address, cell phone. Can also designate preferred means of contact, as well as available hours.

Course Description: This information should expand the course description listed in the catalog.

Texts:

List texts and/or course materials. Tell where they are available for purchase.

Student Goals: Give a brief explanation of what the goals for learning are. Should be focused on what student will learn or master as a result of taking this course.

Learning Objectives: List a series of specific objectives for course. Again, the focus should be on what the student will learn to do. The objectives should guide assessment practices; in other words, the assessments should show whether students have fulfilled the objectives. There should be a clear connection between the specific objectives and the broad goals stated above.

Teaching Methods: Explain the ways in which the course content will be delivered. Ideally, a combination of methods should be used, especially those which promote participation and student demonstrations of learning.

Evaluation: Briefly explain your approach to grading and assessment. If non-objective measures are included, explain how those will be assessed. You may wish to list assessment components here, with a brief explanation of each one. Also list a breakdown of grading by showing percentages of each component to be factored into grading.

Attendance: If attendance and/or tardiness is a factor, i.e., impacts performance or grade, add appropriate statement in the syllabus. Graduate students are expected to attend all classes.

Course Calendar: Give a complete listing of class meetings with assignments that are due by specific dates. Be sure to list test dates, deadlines for oral and written assignments, course readings, and any special events. Be sure to add a statement saying that changes may occur to the syllabus at the instructor's discretion.

Additional Information: Some students may be sensitive to some subjects, e.g., racial or sexual in nature. If applicable, make students aware of this possibility within the syllabus. Additionally, make policies, such as the granting of incompletes, clear to students.

Sample Syllabus for a Graduate On-Campus Course

MPPA 406 Syllabus

Analytic Methods for Public Policy Analysis School of Continuing Studies, Northwestern University Spring 2009

Class Meets: Tuesdays from 7:00-9:30, Wieboldt Hall, room 417

Instructor: Joel Shapiro

Email: jshapiro@northwestern.edu

Office Hours: By appointment

Course Description

This course will expose students to a set of tools and principles that fall under the heading of "Analytic Methods." These methods help public policy and program analysts systematically value decisions, improve the decision-making process (and hopefully the resultant decisions), value inputs and outcomes, handle uncertainty, and compare aspects of public policy and systems that might not otherwise appear to be comparable.

There are no formal pre-requisites to this class, but understanding and using analytic methods requires a degree of quantitative sophistication. For many methods discussed in this class, the necessary quantitative tools will be briefly reviewed prior to delving into application of the method. However, due to limited time constraints, not all basic quantitative methods are thoroughly reviewed.

It is each student's responsibility to ensure that s/he is comfortable with the tools necessary for each method.

Textbook and Materials

The only required text for this class is;

A Primer for Policy Analysis, Edith Stokey and Richard Zeckhauser, W.W. Norton & Co. (1978).

This book is widely considered to be one of the most readable and non-technical introductions to public policy analysis.

We will also make use of Microsoft Excel – a spreadsheet software program – in class. Students should ensure that they have access to Excel or a similar product throughout the quarter.

Course Goals

The goals of this course are:

- To increase students' numeracy;
- To familiarize students with the application (and some theory) of analytic methods;
- To enable students to identify the appropriate context for analytic methods, identify the most appropriate method, apply the particular method, and interpret results; and
- To facilitate students' understanding of the strengths and limits of each method.

Course Format

This course will meet once each week to cover the topics outlined below. Many of the class sessions present distinct methods that do not require knowledge of the other methods presented. In other words, the class only slightly “builds on itself.” A method discussed in any given week may be largely unrelated to a method discussed the week(s) before. Note, however, that many methods are meant to work in conjunction with other methods.

This course will make extensive use of Northwestern’s course web site (Blackboard), which can be accessed at <https://courses.northwestern.edu>.

The course site will have lectures posted prior to class, problem sets, problem set solutions, and all other relevant material. In addition, announcements and answers to students’ questions will be posted on this site. Students should regularly (at least twice each week) check the site for new material and announcements. Students should also enter their preferred email address in the appropriate location at the course site.

Readings:

Reading the assigned chapters before you come to class is very important. Not doing so may impede your ability to clarify issues and ask questions during class. Most of the readings are out of Stokey and Zeckhauser. A limited number, shown below in the schedule, are not, and will be available via electronic resources.

Homework

The assignments in this class consist of the following:

- **A critical response essay.** You will be asked to provide a maximum 2-page response to a policy-relevant article posted on Blackboard.
- **Three problem sets**, to be done in groups of 3 or 4.
 - These problem sets are vital components of this course, reinforcing the methods learned from the book and in class. It is very difficult to understand analytic methods without actually working through problems on your own. In addition, these problems provide great practice for your final exam. Note that many problems are meant to be challenging and are purposefully neither simple application of formulae nor identical to examples worked in class. We will review solutions to these problems at the beginning of the class on which they are due, so students are advised to bring an additional copy of the completed problem set for themselves.
 - You will receive one of three grades on each problem set – a 0 (your solutions show little evidence of graduate-level effort or you have failed to turn in the assignment), 1 (a moderate level of demonstrated effort), or 2 (you have clearly demonstrated a high level of effort to complete the problem set).
- **A memorandum** summarizing and critiquing a cost-benefit article that I will give you, to be done with the same team as for your problem sets. This assignment is posted on Blackboard.
- **A final exam.**

- The final exam will be similar in content and form to the problem sets. It is a take-home final, distributed in the penultimate class and due at the very beginning of the last (10th) class.
- Rather than being graded on effort, like for the problem sets, the final exam will be graded on correctness.

On the problem sets and final exam, you will be asked to solve problems using at least some quantitative analysis. If you have trouble with the presentation and explanation of a quantitative solution, please consider the following:

What Does a "Good" Solution Look Like?

No absolute rules exist, but you should treat each problem set and final exam solution as if it were a deliverable for an important client. Some suggestions include:

- Begin your response with a clear answer to the specific question asked.
- Clearly show how you arrived at the solution. This is where you get to show that you understand the material. Be very explicit in your solutions – don't skip steps or assume that I "know what you mean." Be precise and complete. For instance, if a problem requires you to find the average cost of a \$5.00 product and a \$7.00 product, you shouldn't just write "\$6," but:

$$\text{Average} = \frac{\$5 + \$7}{2} = \$6$$

- Turn in only a neat and clear copy of the work. Do your scratch work first, and then recopy. Please use a separate sheet of paper for each problem and leave some space between parts of a problem (part (a), (b), (c), etc).
- Don't worry about frills like binding, using nice paper, etc.
- Please staple anything that you are handing it in. Pages can easily get lost when bound with paperclips.

Grading

Your grade will be determined as follows:

- Critical Response: 10%
- Problem Sets: 20%
- Cost-Benefit Article Summary and Critique: 20%
- Final Exam: 45%
- Group Participation and Preparation (GPP): 5%
(*GPP includes your level of effort within your group. At the end of the quarter, each student will be asked for feedback on the effort of all students during this process*).
- Attendance is integral to this course. Absences must be excused. The first two unexcused absences will result in a 5% penalty each on the final grade. A student's third absence – regardless of explanation – will result in a 20% reduction of the final grade. A student who misses four or more classes will fail the course.
- Late Work: All work is due at the beginning of the respective class sessions. Late work will not be accepted, unless agreed to prior to the due date and time.

Academic Integrity

Students are required to abide by Northwestern University's academic integrity policy, which can be found at http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm. Failure to adhere to this policy will likely result in a failing grade in the class and / or expulsion from the University.

Contacting Me

If you need help, please don't hesitate to contact me via email at jshapiro@northwestern.edu. We can arrange a time to meet in person, talk on the phone, or continue via email.

Policy Analysis as a Career

Policy analysts are often in great demand. Whether at a large think-tank or a small non-profit advocacy organization, good policy analysts have an important role in public life.

One of the best places to explore opportunities for careers in policy analysis is the Association for Public Policy Analysis and Management. If you aren't a member of this professional association, you might want to consider it. APPAM has a number of valuable resources, including job listings, conference information, and other industry-relevant material.

Think-tanks have long been a home of policy analysts. In my experience, RAND and the Brookings Institution are two of the highest quality and politically independent think-tanks in the U.S. Even if they don't list available jobs on their websites, you should always feel empowered to contact analysts and researchers to learn more about what they are working on and even to conduct an informal informational interview. You may be surprised at how well people will respond to an unsolicited email that begins "I am a public policy graduate student at Northwestern University, and I'm interested in hearing more about what your organization does..."

Finally, you should always feel comfortable contacting MPPA faculty to learn more about careers. They are some of the leading experts in the Chicago area and might be able to help you network or learn about employment opportunities.

<i>Session #1</i>	Introduction & Analytic Models
Tuesday	
March 31, 2009	Reading for today: None
	Assignment due: None
	Assignment distributed: None

<i>Session #2</i>	Numeracy, Analytic Assumptions
Tuesday	
April 7, 2009	Reading for today: S&Z Ch.1-3
	Assignment due: None
	Assignment distributed: Critical Response Essay

<i>Session #3</i>	Discounting / Future Valuations
Tuesday	
April 14, 2009	Reading for today: S&Z Ch. 10
	Assignment due: Critical Response Essay
	Assignment Distributed: PS1

<i>Session #4</i>	Cost Benefit, Cost Effectiveness Analyses
Tuesday	
April 21, 2009	Reading for today: S&Z Ch. 9, Cost Benefit Analysis Article
	Assignment due: None
	Assignment distributed: CBA article critique (and continue PS1)

<i>Session #5</i>	Guest Speaker, Case Study
Tuesday	
April 28, 2009	Reading for today: None
	Assignment due: None
	Assignment distributed: Continue PS1 and CBA article critique

<i>Session #6</i>	Decision Analysis, Part I
Tuesday	
May 5, 2009	Reading for today: S&Z Ch. 12 (incl. appendix)
	Assignment due: PS1 and Cost Benefit Article Critique
	Assignment distributed: PS2

<i>Session #7</i>	Decision Analysis, Part II
Tuesday	
May 12, 2009	Reading for today: S&Z Ch. 12 (incl. appendix) Ch. 6, <i>The Winner's Curse</i> , Thaler (available via link in course site)
	Assignment due: None
	Assignment distributed: Continue PS2

<i>Session #8</i>	Difference equations, stock-flow problems
Tuesday	
May 19, 2009	Reading for today: S&Z Ch. 4
	Assignment due: PS2
	Assignment distributed: PS3

<i>Session #9</i>	Microeconomics and Review Session
Tuesday	
May 26, 2009	Reading for today: TBD
	Assignment due: PS3
	Assignment distributed: Final Exam

<i>Session #10</i>	Wrapping It Up
Tuesday	
June 2, 2009	Reading for today: None
	Assignment due: Final Exam
	Assignment distributed: None

Syllabus Template for an Graduate Online Course

MPPA-DL [course-section] Syllabus
[Faculty Name(s), including credentials]
[Course Title]
[Term with Year]

Contact Information: Might include home phone, office phone, email address, cell phone. Can also designate preferred means of contact, as well as available hours or that office hours are available by appointment. Remember, your students come from all areas so it is important to designate that all times refer to the central time zone.

Course Description: This information should expand the course description listed in the catalog.

Text: List texts. You must include the ISBN number for each textbook. This allows students to search for textbooks online and ensure they purchase the correct edition/version.

Software: List any software required for the course.

Prerequisites: If there are prerequisites for this course, list them here. If not, you may delete this section from your syllabus.

Learning Goals: The goals of this course are to:

Give a brief explanation of what the goals for learning are. These should be focused on what students will learn or master as a result of taking this course.

Evaluation: Briefly explain your approach to grading and assessment. If non-objective measures are included, explain how those will be assessed. We recommend the use of clear grading rubrics that are posted as part of the assignment to help articulate expectations for assignments. Also list a breakdown of grading by showing percentages of each component to be factored into grading, like this example:

Learning Styles Essay: 10%
Level 1 Kirkpatrick Survey: 20%
Midterm: 20%
ROI of Training Summary and Critique: 20%
Final Exam: 25%
Participation: 5%

Discussion Board Etiquette: The purpose of Discussion Boards is to allow students to freely exchange ideas and participation is highly encouraged. It is important that we always remain respectful of one another's viewpoints and positions and, when necessary, agree to disagree, respectfully. While active and frequent participation is encouraged, cluttering a Discussion Board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Although frequency is not unimportant, content of the message is paramount. Please remember to cite all sources – when relevant – in order to avoid plagiarism.

Proctored Assessment: [In initial template build, one of the following lines will be input based on whether or not that course has a proctored assessment:]

There is no proctored assessment requirement in this course.

There is a proctored assessment requirement in this course. For additional information, please go to the *Assignments* section in Blackboard and scroll to the Proctored Exam Approval Application item.

Grading Scale: Indicate the grading scale used in this course.

Attendance: This course is mostly asynchronous, meaning that we will not meet at a particular time each week. Even though we will not be meeting face-to-face in a physical classroom, attendance at the [specific number of synchronous sessions] synchronous session(s) and participation on Discussion Boards are required and paramount to your success in this class.

Late Work: Please indicate your late work policy. Will you accept work after the due date? Do you need advance notification of late work? If so, how much advance notice? Are there penalties for late work? If so, what are they? Is there a point at which you will no longer accept late work?

Learning Groups: If you use group work, let students know this. Explain how and when groups will be formed (e.g. will students be expected to self-form groups or will instructor assign students to groups?). What tools are available for collaboration: e-mail, group Discussion Boards, Skype, Google (docs, chat), Adobe Connect, etc? Also explain how grading will be handled in group assignments (e.g. one grade for entire group; individual grades based on effort; combination of these).

Academic Integrity at Northwestern: Students are required to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with your instructor or graduate coordinator before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., taking material from readings without citation or copying another student's paper). Failure to maintain academic integrity will result in a grade sanction, possibly as severe as failing and being required to retake the course, and could lead to a suspension or expulsion from the program. Further penalties may apply. For more information, visit:
http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm

Other Processes and Policies: Please refer to your SCS student handbook at <http://www.scs.northwestern.edu/grad/information/handbook.cfm> for additional course and program processes and policies.

Course Schedule

Important Note: Changes may occur to the syllabus at the instructor's discretion. When changes are made, students will be notified via an announcement in Blackboard.

Session 1

Learning Objectives:

After this session, the student will be able to:

- [List weekly Learning Objectives here]
- [In Sessions where no new Learning Objectives are introduced, please indicate the intent of that week's session.]

Course Content:

Reading

[List chapters or pages of textbooks or online articles that must be read.]

Example Text: Textbook: Stokey & Zeckhauser, A Primer for Policy Analysis, chapters 1-3]

Multimedia

[List titles of multimedia items here (e.g., Flash activities, Voice over PowerPoints, Videos). **Example Text:** Introduction to Analytic Methods]

Discussion Board

Each Session you are required to participate in all Discussion Board forums. Your participation in both posting and responding to other students' comments is graded. For this week's discussion topic(s), visit the Discussion Board in Blackboard.

Assignment

[Assignment title] is due by [day of week, date, time am/pm] (central time). For more information, click *Assignments* on the left navigation bar in Blackboard, and scroll to this assignment's item.

Sync Session

[List day of week, date, time am/pm (or None if there is no Sync Session); **Example text:** Tuesday, September 22 from 7:00 - 9:30pm] (central time)

Session 2

[same format as Session 1]

Session 3

[same format as Session 1]

Session 4

[same format as Session 1]

Session 5

[same format as Session 1]

Session 6

[same format as Session 1]

Mid-Term Graduate Student Survey

1

On a scale of 1 to 4, how would you rate your overall satisfaction with your instructor?

Not at all satisfied Very satisfied

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4

2

On a scale of 1 to 4, how would you rate your satisfaction with the following aspects of your learning experience?

	1	2	3	4	N/A
	Not at all satisfied			Very satisfied	

Instructor's command of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructor preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Accuracy and helpfulness of syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic rigor of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructor's ability to encourage student discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructor's attentiveness to student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructor's evaluation of student work

1 2 3 4

Value of assigned readings

1 2 3 4

Instructor's responsiveness to student questions and concerns

1 2 3 4

3

What are the primary strengths of this instructor?

4

What are the primary weaknesses of this instructor?

5

Please provide any additional comments or suggestions for improving this course.