**DePaul University | School of Continuing and Professional Studies Program Identifier: Undergraduate Program / Graduate Programs**

Course: # (list all as applicable)

Course Title:

Term, Year, Credit Hours

# Instructor Information

Name: [Normal paragraph level]

Office Location: Building, room number

My office hours are on xyz day(s), time(s) and by appointment.

You can reach me at xxx-xxx-xxxx or at myemail@depaul.edu (or preferred email as given in Campus Connect

Course Dates: Beginning and ending dates; day/time of class sessions

Course Location and Delivery Format (online, face to face, hybrid)

# Course Description

Provide an overview of the course to include a concise description of outcomes, content, and learning experiences, which must match the university catalogue description when available. Any modification of the official course description must be approved by the associate dean or person designated to oversee course catalogue.

A second paragraph can be added to indicate relevance of the course to particular audiences and settings, and/or how the course is organized. If the course is offered for both undergraduate and graduate credit (cross-listed), indicate such in this description and specify the different expectations.

# Learning Outcomes and, if relevant Competencies:

### After completing this course, you will be able to:

# Learning Strategies & Resources

Include list of required texts/resources, and where students can obtain them. Provide a brief explanation of the variety of learning activities and instructional methods to be used.

# Learning Deliverables (graded evidences of learning)

Describe all the evidences of learning for which students will be graded and specify how these deliverables link to specific competencies or learning outcomes. Include due dates.

For online courses provide the absolute deadline for the course closure after which no additional work will be assessed. For cross-listed courses, distinctions between graduate and undergraduate deliverables must be identified.

Describe assignments that are scaffolded (i.e., building blocks) throughout the course to support students’ progress to high standards of achievement. Note: assignments should take into account diverse learning styles of students.

# Assessment of Student Learning

Identify the criteria that will be used to assess and grade students’ evidences of learning (deliverables). Explain how these criteria are directly related to competencies or outcomes. Typically, the criteria include rubrics which provide guidance for students to evaluate their own work. When criteria are weighted (e.g., points, scores, percentages) within an assessment, their respective weights should be identified. Indicate if late work will be accepted and if so, the specific amount of deducted points and the absolute date after which work will not be accepted. Indicate whether attendance is required and/or assessed, and the consequences for non-attendance.

# Grading Criteria & Scale

Identify the weight that each course requirement carries in the total course grade, including all graded assignments, deliverables, and if required, attendance and participation. Identify the percentage range of overall scores by letter designation, with minus and plus ranges included. Indicate if fractional points/percentages will be rounded to the higher grade. If a cross-listed course, distinctions between graduate and undergraduate level grading criteria and scale must be identified. See additional information pertaining to the grade designations, for graduate grades and for undergraduate grades. Identify when relevant Pass/Fail Grading Options (UGRAD only).

|  |  |  |
| --- | --- | --- |
| A = 95 to 100 | A- = 91 to 94 | B+ = 88 to 90 |
| B = 85 to 87 | B- = 81 to 84 | C+ = 77 to 80 |
| C = 73 to 76 | C- = 69 to 72 | D+ = 65 to 68 |
| D = 61 to 64 | F = 60 or below |  |

## Pass/Fail Grade Policy

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/grades-pass-fail/) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](https://catalog.depaul.edu/colleges-schools/continuing-professional-studies/).

## Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

## Incomplete (IN) Grade

This process follows university [policy](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/grades-incomplete-and-research-expiration-policy/).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

* The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](https://scps.depaul.edu/student-resources/undergraduate-resources/Documents/Incomplete%20Grade%20Contract.pdf) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
* The instructor has discretion to approve or not approve the student’s request for an IN grade.
* The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
* The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
* The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

# Course Schedule

Insert schedule/outline for each course session—as related to outcomes or competencies: topics/themes, learning strategies, assignments, readings/resources, due dates, etc. Include exam week final deliverable in the 11th week in full term courses; and 6th week in short courses. If this schedule/outline is subject to change during the course, state so here in the syllabus and include a description of the process whereby changes will be made and communicated. For online, describe the typical/general module pace (e.g., discussions due Tu, Sa; written assignments due M; new modules initiate on M etc.)

## Video Conference Schedule

Include all required/optional virtual meetings in the course schedule with information on how to access links to the virtual sessions. From the Winter 2021 Quarter onward, all instructors are required to add Zoom sessions to their asynchronous online classes. The minimum requirement is one hour of instructor access on a bi-weekly schedule of live interaction with students via DePaul Zoom. These interactions can range from basic office hours to question and answer sessions, practice/lab work, or presentation of content. Other course formats, such as hybrid synchronous sessions will follow a set participation schedule and need to be included in the course schedule as well.

## Week 1

Reading Assignments:

Videos:

Assignments:

# Course Policies

Describe here the specific policies and procedures the instructor has for the course that are additional to the college/university policies, for example, classroom/discussion etiquette, late work, code of responsibility, etc. Include how changes to the syllabus will be communicated. (Changes to the originally published course syllabus used to select/register for a course should be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it should be done officially with the consensus approval of students.)

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement:

### This course includes and adheres to the college and university policies described in the links below:

[APA citation format](https://owl.english.purdue.edu/owl/resource/560/01/) (GRAD)[Academic Integrity Policy](https://catalog.depaul.edu/student-handbooks/graduate/graduate-academic-policies/academic-integrity/) (GRAD)

[Academic Integrity Policy](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/academic-integrity/) (UGRAD)

[Incomplete (IN) and Research (R) Grades Expiration Policy](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/grades-incomplete-and-research-expiration-policy/)

[Withdrawal/Drop Policy](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/withdrawal-drop-policy/) and [Withdrawal Tuition](https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/withdrawal-tuition/)

[Accommodations Based on the Impact of a Disability](https://catalog.depaul.edu/student-handbooks/undergraduate/university-resources/center-for-students-with-disabilities/)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](http://policies.depaul.edu/policy/policy.aspx?pid=185)

## Other Resources for Students

[University Center for Writing-based Learning](http://condor.depaul.edu/writing/)

[Dean of Students Office](http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/university-resources/Pages/dean-of-students-office.aspx)

# Instructor Brief Bio

Insert **brief** overview regarding instructor qualifications and experience as it relates to the topics, and outcomes/ competencies of this course.

# Additional Considerations

Additional information for the instructor’s consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

* Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
* Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
* Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
* Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

# Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.