



NORTHWESTERN  
UNIVERSITY

SCHOOL OF  
CONTINUING  
STUDIES

# FACULTY HANDBOOK

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

2012-2013

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, PhD  
Associate Dean of Academic Programs

Peter Kaye, PhD  
Assistant Dean of Undergraduate, Post-Baccalaureate, and  
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
- Activate and organize Blackboard site for your course using Northwestern's Course Management System
- [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 in CAESAR 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 initiate the process for your faculty appointment with SCS. You will be unable to access the course management system (Blackboard), your class roster, or your NU email account without first submitting the required paperwork. **Please submit these forms no later than 6 weeks 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, you must complete the following forms. These forms should be submitted at the front desk of the Chicago or Evanston SCS office. If you are teaching an online course, you may mail your forms to Claire Maurello, School of Continuing Studies, Northwestern University, 339 E. Chicago Avenue, #708, Chicago, IL 60611.

- [Personal Data Form](#)
- [Federal W-4 Form](#)
- [IL-W-4 Form](#)
- [Direct Deposit Form](#)

- [I-9 Verification](#): All faculty must provide proof of employment eligibility before receiving any payroll payment. When you have completed this online form, you must provide proper identification (a current passport or a current driver's license with social security card or birth certificate). Online faculty may complete this process at a qualified currency exchange. For more information, contact [Claire Maurello](#)
- [Authorization to Obtain References and Release of Information for Employment Purposes form](#) (for faculty teaching graduate classes only)

### ***All Returning Faculty***

You may check at any time to make sure your NetID is still active. Simply go to the [NUIT website](#) and click on "Check NetID Password."

If your NetID is no longer active, this means your faculty appointment has expired and you must complete following steps:

- If you have not taught for SCS in the past 6 months, or if your contact information has changed, please submit a new [Personal Data Form](#)
- If your banking information has changed, please fill out a new [Direct Deposit Form](#)
- If it has been 3 years since you first completed the e-verify process, you must complete it again.
- If you have completed the above steps (or if they do not apply to you), and you still do not have an active NetID, please contact your program manager.

## **Payroll**

Salary is paid in equal monthly installments to faculty members on the last day of each month of the term. Please inform Lorraine Brown 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: Paychecks are issued at the end of October, November and December.** (3 pay periods)

#### **WINTER QUARTER:**

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

**SPRING QUARTER:** Paychecks are issued at the end of **April, May and June.** (3 pay periods)

**SUMMER SESSION:** Paychecks are issued at the end of **June and July** for the 6 week sessions (2 PAY PERIODS) and **June, July and August** for 8, 9, and 10 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. All pay is made through direct deposit. The PayChek Plus pay card is a stored-value card and a safe and convenient

alternative to a paper check which the employee can choose to use for direct deposit. Learn more about payment at the Office of Human Resources website:  
<http://www.northwestern.edu/hr/payroll/payment/direct-deposit/index.html>.

## **NetIDs and WildCard ID Cards**

### ***NetID***

Faculty receive an electronic user name known as the NetID to access email, view class Blackboard sites, submit grades in CAESAR, 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 appointment paperwork. You will receive an email from SCS Finance and Administration with your NetID and instructions on how to self-activate it. Activation is accessed at <http://www.northwestern.edu/facstafflogin>. When this process is complete, you may access NU network resources.

Instructors are given network access for the duration of the teaching assignment; to retain access, you 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](#) and click on "Check NetID Password." 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 University libraries, to get discounts at local restaurants and stores, and to ride free University shuttle buses. 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's 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 have immediate, [Web-based access](#) to University e-mail through Northwestern Collaboration Services, a centrally hosted e-mail service, available after activating a NetID. You can access University mail from the Outlook Web App, which provides a secure and easy way to check e-mail from anywhere: on or off campus, a Web-enabled mobile device, or home.

In addition to OWA, centrally-provided University e-mail is compatible with and accessible via several common mail programs and mobile devices including Outlook, Apple Mail, Thunderbird, Android, iPhone, BlackBerry, and Windows Mobile.

Access OWA [here](#).

Learn more about your email account at the [NUIT website](#), or contact NUIT at 847-491- HELP (4357) or [consultant@northwestern.edu](mailto:consultant@northwestern.edu)

## **Campus Maps, Transportation, and Parking**

### ***Campus Maps***

To find your way around the Evanston or Chicago campuses, please use the [University's interactive maps](#).

### ***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 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/uservices/transportation/shuttles/intercampus/intercampus.h>

For schedules and maps, visit the [Intercampus Shuttle website](#).

### ***Parking***

#### **Chicago Campus**

[Reduced rate parking](#) is available Monday - Friday 4 p.m. – 10:30 p.m. and weekends 7 a.m. - 7 p.m. The discount will only be honored at Huron Superior (222 E. Huron Lot C) and the Erie-Ontario Garages (321 E. Erie Lot D). Park and obtain the ticket; to get the reduced rate, validate at one of the machines in Wieboldt Hall -- the 4th and 5th floor lounges and the computer lab, Room 415. Long-term [Chicago campus parking permits](#) are available through the Parking Office in Abbott Hall, Room 100. For more information about parking on the Chicago Campus, click [here](#).

#### **Evanston Campus**

Free parking is available in most "F" Parking Lots on the Evanston campus after 4 p.m. Please refer to signs at the parking lot to be certain about availability. Do not at any time park in a reserved space. For additional information about parking in Evanston, click [here](#).

#### **Loop Campus**

There are no University lots in the Loop. You may park for a reduced rate at Traders Self-Park Garage, 326 S. Wells, from 4 p.m. to 10 p.m. Monday through Thursday and 9 a.m. to 5 p.m. Saturdays. Monday through Thursday and Saturday rates are posted at the Traders Self-Park Garage and no validation is required. For more information about parking rules and regulations, click [here](#).

## **Receiving Campus Mail**

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 in Chicago or Evanston



While 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. To update your personal information, add or change email addresses or add or change a mailing address, please visit [Northwestern's Human Resources Information System](#). Use your NetID and password to log in.

## **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, 8:30 a.m.-7 p.m., Friday 8:30 a.m.-5:30 p.m.

#### ***Evanston Campus***

405 Church Street  
Evanston, IL 60208-0001  
Phone: (847) 491-5612  
Fax: (847) 491-3660  
Office Hours  
Hours: Monday-Thursday, 8:30 a.m.-7 p.m., Friday 8:30 a.m.-5:00 p.m.

#### ***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 of Undergraduate and Professional Programs  
312-503-3009  
[p-kaye@northwestern.edu](mailto:p-kaye@northwestern.edu)

Jamilee Polson, Undergraduate Program Manager  
312-503-3715  
[j-polson@northwestern.edu](mailto:j-polson@northwestern.edu)

Megan Powell, Undergraduate Program Manager  
312-503-1350  
[m-powell2@northwestern.edu](mailto:m-powell2@northwestern.edu)

- For issues of academic integrity or other academic issues, please contact [Peter Kaye](#) as soon as possible.
- For questions about course administration, schedule and content, please contact [Megan Powell](#) or [Jamilee Polson](#).
- Classroom questions should be directed to SCS Facilities at [scshelp@northwestern.edu](mailto:scshelp@northwestern.edu)
- For salary or pay questions, contact Claire Maurello at [c-maurello@northwestern.edu](mailto:c-maurello@northwestern.edu).

### ***Graduate Program Staff***

#### **Administrative Staff**

Graduate Program Managers are your main point of contact with SCS. Each manager is responsible for several programs. The graduate program managers are:

<b>Program</b>	<b>Program Manager</b>	<b>Phone Number</b>
Clinical Research and Regulatory Administration	<a href="#">Nancy Ferguson</a>	(847) 467-7854
Information Systems	<a href="#">Amy Danzer</a>	(847) 491-3051
Creative Writing (MA and MFA)	<a href="#">Amy Danzer</a>	(847) 491-3051
Liberal Studies	<a href="#">Amy Danzer</a>	(847) 491-3051
Literature	<a href="#">Amy Danzer</a>	(847) 491-3051
Medical Informatics	<a href="#">Paul Kiszka</a>	(847) 467-1546
Predictive Analytics	<a href="#">Paul Kiszka</a>	(847) 467-1546
Public Policy and Administration	<a href="#">Nancy Ferguson</a>	(847) 467-7854
Quality Assurance and Regulatory Science	<a href="#">Nancy Ferguson</a>	(847) 467-7854
Sports Administration	<a href="#">Paul Kiszka</a>	(847) 467-1546

For issues of academic integrity or other academic issues, please contact your program manager as soon as possible.

In the event your program manager is unavailable, please contact Erica Bova, Director of Graduate Programs, at [erica.bova@northwestern.edu](mailto:erica.bova@northwestern.edu) or (847) 491-9994.

### **Graduate 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 plays an integral role in updating the curriculum in your program. Below is a list of faculty directors for each program:

<b>Program</b>	<b>Faculty Director</b>	<b>Email</b>
Regulatory Compliance	Paula Carney	<a href="mailto:p-carney@northwestern.edu">p-carney@northwestern.edu</a>
Information Systems	Faisal Akkawi	<a href="mailto:f-akkawi@northwestern.edu">f-akkawi@northwestern.edu</a>
Creative Writing (MA and MFA)	Sandi Wisenberg	<a href="mailto:wisenberg@northwestern.edu">wisenberg@northwestern.edu</a>
Liberal Studies	Henry Binford	<a href="mailto:hcbn@northwestern.edu">hcbn@northwestern.edu</a>
Literature	Scott Durham	<a href="mailto:spd594@northwestern.edu">spd594@northwestern.edu</a>
Medical Informatics	David Liebovitz	<a href="mailto:dliebovi@nmh.org">dliebovi@nmh.org</a>
Predictive Analytics	Tom Miller	<a href="mailto:thomas-miller-0@northwestern.edu">thomas-miller-0@northwestern.edu</a>
Public Policy and Administration	William Lester	<a href="mailto:w-lester@northwestern.edu">w-lester@northwestern.edu</a>
Sports Administration	Beth Grabowski	<a href="mailto:bgrabowski@northwestern.edu">bgrabowski@northwestern.edu</a>

### ***Professional Development Programs Staff***

Adam Kashuba, Director of Professional Development and Post-Baccalaureate Programs  
312-503-1642  
[a-kashuba@northwestern.edu](mailto:a-kashuba@northwestern.edu)

Joanna Janczurewicz, Professional Development Programs Coordinator  
312-503-3120  
[j-janczurewicz@northwestern.edu](mailto:j-janczurewicz@northwestern.edu)

### **Academic Calendars**

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

- [Graduate calendar](#)
- [Undergraduate 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. You are expected to post your syllabus on your course Blackboard site two weeks before class begins and email a copy to your program manager.
- **Course Materials:** Faculty members are responsible for ordering books and other required materials for teaching in advance of class. Online faculty will be provided with online course materials that may be customized as long as learning objectives are achieved.
- **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 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:** Graduate and undergraduate faculty are expected to submit final course grades through CAESAR by the deadline at the end of the quarter. This is a matter of chief importance to our Dean and our Students. The University is committed to communicating grades to students in a timely fashion.

## Online Faculty Expectations

SCS has carefully designed our online courses with a consistent structure, which includes course goals, more specific learning objectives, and activities that assess how well students have achieved these learning objectives. In addition to the standard faculty responsibilities, online faculty are expected to do the following:

### Pre-Term Items

- Participate in Course Readiness. This is a structured program that will walk you through all the necessary steps for organizing and updating your online materials. While participating in the program, we will ask you to:
  - Update the Design Document for your course.
  - Update your course syllabus.

- Review your course thoroughly and complete any updates 5 weeks prior to the first day of class. If you choose to make any revisions to your course, please make sure the course site adheres to the SCS Blackboard template and that all stated course goals and session learning objectives are supported by your course materials and assessments.
- Make your course site available to students 2 weeks before the first day of class. Post a welcome announcement and encourage students to introduce themselves on the discussion boards.
- Carefully read all communications from SCS to stay abreast of all deadlines and updates.
- If applicable, meet with your TA to discuss roles and responsibilities; enroll your TA in your Blackboard course site.
- If necessary, ensure that your SafeAssignments have been synchronized.

#### During Term

Because our online courses do not have regular meeting times, it is important to stay in close contact with your students throughout the week. Specifically we ask that you:

- Log into your course site at least three times per week and never skip more than two days.
- Facilitate discussion boards as part of the learning process, including reviewing all or a sample of student postings and providing feedback. (Note, your TA may not run the discussion without you.)
- Require assignment submission and provide feedback and grading via the Blackboard course management system.
- Post your office hours and expected availability.
- Reply to student e-mails within 48 hours.
- Arrive 15- 20 minutes prior to any synchronous session to ensure everything is functioning properly.
- For any given assignment, provide timely (within five business days) grades and substantial, constructive feedback.
- Contact [distanceeducation@northwestern.edu](mailto:distanceeducation@northwestern.edu) regarding online issues with technology or teaching.
- Carefully read all communications from SCS to stay abreast of all deadlines and updates.

#### After the Term

- Submit final course grades, via CAESAR, prior to the published deadline.
- Provide course feedback to the Office of Distance Education
- Review your end of course evaluations (CTECs).

## Class Hours and Schedules

Northwestern University is on a 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 day that the course meets.

For the specific start and end dates of your course, please see

- [Graduate course schedule](#)
- [Undergraduate course schedule](#)

You are responsible for being aware of the start and end dates for your course. Please contact your program if there are questions.

Final exams usually should be given during your last class session (unless you are teaching in a distance program). Final assignments can be collected after the last class but must be due in time for grade submission. For a see the course schedules above for quarterly start and end dates.

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 professional development programs, please consult the [Professional Development Programs](#) webpage.

Please note that all online courses begin and end on the same date, regardless of the designated synchronous session days. Each week begins on a Monday, and each week ends on a Sunday, and most weekly assignments are due on Sunday. This way, online students may use the weekends to work on their assignments, and they have predictable schedules from course to course. So, for example, if you are holding your first synchronous session on a Thursday, your course would begin on the Monday prior, and your first assignment would likely be due on the following Sunday.

## 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.

Online faculty members will be provided with a syllabus to update. All on-campus faculty must develop their own syllabus. In order to avoid common student problems we recommend that you highlight the following policies in your syllabus:

1. **Academic integrity/plagiarism:** Remind students of the university's academic integrity policy by including this statement on your syllabus:

"Students are required to abide by Northwestern University's academic integrity policy, which can be found [here](#). 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:** Communicate 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. Here is an example policy statement regarding attendance:

"Students may miss one 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 classes will fail."

3. **Late work:** Clearly state whether you will accept late work and if so, define the grade penalty. 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 Course Syllabi***

Each instructor must e-mail their syllabus as an attachment to their program manager no later than two weeks before the start of the term they will be teaching. For on ground courses, we require that instructors post a copy of their syllabus on their 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 increase the likelihood of securing sufficient enrollments.

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](#).

### ***Undergraduate Course Syllabi***

A syllabus emailed as an attachment to the program manager is required from each instructor at the start of the term. Please format your syllabus according to the template provided by SCS. 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 instructors 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, please order books from the [Abbott Hall Bookstore](#). For assistance with ordering books, please contact Kareem Dixon at [bksnorthwestern@bncollege.com](mailto: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 online course, SCS will recommend course readings, which may be need to be renewed through eReserve.

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 Xanedu.com, an online service that prepares course materials. Contact Xanedu at [www.xanedu.com](http://www.xanedu.com) or (1-800) 218-5971. Xanedu will obtain clearance, provide you with the cost for students, and can even make materials downloadable to a laptop, if needed. For assistance with Xanedu, please contact Kareem Dixon at [bksnorthwestern@bncollege.com](mailto: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.

#### Courses in Evanston

If your class will be taught on the Evanston campus, order your desk copies, books, and course packets from [Norris bookstore](#) or (847) 491-3990. 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. Course packets can be ordered through [Quartet Copies](#) in Evanston. 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.

For guidelines and instructions on placing items on reserve, please click [here](#). For assistance, please go to the [Course Reserve Help webpage](#).

### **On-Campus Courses**

Please allow sufficient time for acquiring and processing materials when using Course Reserve; at least 4 to 5 weeks prior to the start of the quarter.

### **Online Courses**

Online courses will make use of eReserve only and links will be placed directly in the Blackboard course site.

### ***Photocopying Guidelines***

SCS faculty may use photocopiers on the sixth and seventh floors of Wieboldt Hall in Chicago, 405 Church Street in Evanston, or the 16th floor of 210 South Clark Street in 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. The University bookstores will make arrangements to secure copyrights and to print and sell the course packets. See the [bookstores and textbook](#) ordering information above.

### **Fair Use 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 website accessible only to instructors 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 to communicate directly with students by email. 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, click [here](#).

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](#).

For Course Management System/Blackboard help, call NUIT at 847-491-HELP (4357) during [business hours](#), or email NUIT at [consultant@northwestern.edu](mailto:consultant@northwestern.edu), ensuring that your message includes your NetID, your course subject/number/name, and exact error messages, if applicable.

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, click [here](#) or email [course-management@northwestern.edu](mailto:course-management@northwestern.edu). For faculty teaching online, training will be offered through the Office of Distance Education.

The first step in using Blackboard for your course is to make your course site available to your students, following these steps:

- 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 begin 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.

## **Classroom Needs**

Room assignments are normally available at least one week prior to the beginning of a term. Assignments sometimes change due to fluctuations in enrollment and audio/visual needs. You should verify your room assignment by referring to the listings on the SCS website.

- [Undergraduate course room assignments](#)
- [Graduate course room assignments](#)

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. After the quarter begins, it is the instructor's responsibility to contact students on the roster and notify them of any approved room changes.

If you have questions about your assigned classroom, please contact the SCS help desk at [scshelp@northwestern.edu](mailto:scshelp@northwestern.edu) or 312-503-2399.

### ***Chicago and Evanston Campus Equipment***

On the Chicago campus, all classrooms in Wieboldt Hall are equipped with an LCD projector, resident computer, and DVD/VHS player. On the Evanston campus, rooms equipped with this technology, known as Smart classrooms, are also available, but must be requested before the start of the quarter. If you have a specific classroom or room type/component request, email the SCS help desk at [scshelp@northwestern.edu](mailto:scshelp@northwestern.edu). To view a list of equipment in Chicago and Evanston campus Smart classrooms, click [here](#).

Requests must be made in advance of the start of the quarter -- six to eight weeks is ideal. Last-minute requests are difficult to fulfill.

Training with Smart classroom equipment prior to the first day of class is recommended if you have not used it before. Training sessions will last anywhere from 30 minutes to 1 hour. Email [scshelp@northwestern.edu](mailto:scshelp@northwestern.edu) to schedule training.

### ***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

## ***Classroom Assistance***

For questions about equipment on all campuses, please contact the SCS help desk at [scshelp@northwestern.edu](mailto:scshelp@northwestern.edu) or 312-503-2399.

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

- **Loop:** check with the receptionist or call 312 503-3838
- **Chicago:** contact the computer lab 4th floor in Wieboldt Hall or call (312) 503-3333
- **Evanston:** 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](mailto: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 Patel at [s-patelk@northwestern.edu](mailto: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 10.03 (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 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 and contact your program manager for more information.

Online faculty should also contact the Office of Distance Education at [distanceeducation@northwestern.edu](mailto:distanceeducation@northwestern.edu) to assist with guest speaker preparation.

SCS is not able to offer compensation to guest speakers. However, the SCS Dean, Tom Gibbons, will thank guest speakers for their contribution to our program. Graduate instructors who wish to have a thank you letter sent should email the details of the guest speaking engagement to the appropriate program manager.

## Managing Your Course

### Class Rosters and CAESAR

Northwestern University's web-based student enterprise system is called CAESAR (*Computer Assisted Electronic Student Assistance Route*). Using CAESAR, students register for courses, view their final grades, manage and access their academic records, and more. Faculty use CAESAR to access class rosters and post final grades.

To access a class roster in CAESAR:

- Navigate to [CAESAR](#)
- Log in with your NU NetID and password
- The Faculty Center Page will appear
- The current term should default into the Select Term field. To change the term, use the drop-down arrow to select another term and select the "Change" button.
- Your course (or courses) will appear
- Click on the Class Roster icon to the left of the course to see the roster

Detailed instructions for accessing class rosters and email students from CAESAR, including screenshots, are found on the CAESAR faculty resource page:

[Viewing and Printing Class Rosters](#)

[Emailing Students Via CAESAR](#)

[CAESAR Faculty Help Resources](#)

### Taking Attendance

You are required to take attendance. Noting attendance is crucial at the start of the quarter to ensure that all students sitting in class have registered. If a student has registered for the course but is not listed on the roster, he/she will be allowed to sit in the class for a maximum of two sessions. If the student's name does not appear on the class roster at the third session, the student cannot attend class until they register for the course or any existing registration issues are resolved. Please advise the student to contact the SCS Registration Office immediately and directly:

Wieboldt Hall - 6th Floor  
339 E Chicago Avenue, Chicago campus  
312-503-6950 [onlinereg@northwestern.edu](mailto:onlinereg@northwestern.edu)

Please be firm and do not accept any excuses; students are occasionally (and unfortunately) not honest about their enrollment status. A student who is legitimately enrolled in your course 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 end of Session 4. Faculty must also submit a Faculty Specifications form to the Office of Distance Education during Course Readiness.

Proctored testing is conducted through ProctorU, an online proctoring service. Students verify their identity and are monitored via webcam while they take their final exam. Faculty should direct all proctored testing inquiries directly to the Office of Distance Education at [scstesting@northwestern.edu](mailto:scstesting@northwestern.edu).

### *Using Web conferencing software*

Instructors facilitate web-based synchronous sessions to allow the entire class to discuss or debate important concepts in real time. Sessions are scheduled for the day of the week and time listed for the course in CAESAR. Faculty will receive extensive training on the use of the Web conferencing tool. All sessions should be recorded for students who cannot attend. To request your recording be made available on your course Blackboard site, e-mail [scsconnect@northwestern.edu](mailto:scsconnect@northwestern.edu).

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](mailto: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 589 and 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.

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 or 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.

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.**

### ***Graduate 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 or she is prevented from finishing a large portion of work. Graduate 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 program manager for your program, so that the student's status can be checked.

### ***Undergraduate Grading Policies***

#### **Undergraduate Grades**

Grades given for credit-bearing undergraduate courses are A, A-, B+, B, B-, C+, C, C-, D, F. Students may enroll in certain courses on a Pass/No Pass (P/N) basis. A V grade is given to auditors; only certain courses may be audited. Please direct questions about the grading basis of your course to the undergraduate program staff.

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. Instructors are asked to retain all graded papers and examinations that have not been returned to students for at least six months following the end of the quarter.

#### **Authorized Incomplete/Y Grade**

The grade of Y/Authorized Incomplete is granted to students who are unable to

complete course work to merit a final grade, but, due to special circumstances, will be allowed to complete that work.

Y grades should only be granted to students as a last resort, in cases of genuine crisis, such as a family or medical emergency. Typical cases include emergency or health situations that prevent students from turning in final work or completing final exams.



The Y grade is granted with permission of the Student Affairs Committee, so the assignment of a Y grade should be approved before you enter grades for your course. The student should complete a Student Affairs Petition Form ask you to sign the form. The form is completed online or on paper, and found on the [SCS website](#). Then the student forwards the form to the SCS office. Once a decision is reached, the committee will email the result of the petition to you and the student. Then, you enter a grade of Y (Authorized Incomplete) for the student in CAESAR during the online grading period.

### **Unofficial Withdrawal / X Grade**

X grades are assigned only to students who miss the only the final exam, final paper, or final project submission without previously arranging with you and petitioning for incomplete. Assign an X grade to students who fit the scenario described.

Students who stopped coming to class before the final assignment or exam or who have not completed other coursework and assignments during the quarter should receive an F.

Please contact the [undergraduate program staff](#) if you are unsure about assigning the X grade.

### **Undergraduate Students Who Did Not Attend Class**

An F grade is assigned to students who appear on your grade roster but who did not attend class in these scenarios:

- Students who have not officially withdrawn from the course; they have not attended any sessions or just one class session, haven't submitted any coursework, but still appear on the roster.
- Students who did attend some classes and complete some coursework during the quarter, but stopped coming to class before the end of the quarter.

When you are submitting final grades, please contact the SCS Registration Office at [onlinereg@northwestern.edu](mailto:onlinereg@northwestern.edu) or 312-503-6952 to identify that students to whom you assigned an F because they never attended or stopped attending class.

### ***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***

At the end of the quarter, final grades are submitted in CAESAR during a week-long grading period. To access the grading function in CAESAR, instructors must have an active NU NetID.

Although the Course Management System/Blackboard does contain a grade book feature, you must enter final grades in CAESAR, not Blackboard.

## **Grade Submission Guidelines**

- Grades can be entered during the final week of the quarter through the Monday after the quarter end.
- For **undergraduate** grading deadlines, [click here](#).
- For **graduate** grading deadlines, [click here](#).
- You will not be able to submit grades in CAESAR once the grading period is closed.
- **All grades must be submitted by the deadline, no exceptions.**
- SCS does not accept grades in any format except CAESAR. **Emailed, faxed, or printed grade sheets are not accepted.**
- **Do not leave blank grades** in CAESAR. A letter grade, or Y or X to indicate an Incomplete, should be assigned to each student.
- 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.
- For step-by-step guidance on how to submit grades in CAESAR, [please click here to view a Faculty Online Grading Tip Sheet](#).
- If you encounter problems while trying to submit your grades, please contact the NU Office of the Registrar at 847/491-5234.

Grades may be changed with the Assistant Dean's permission after the grading period has closed. Requests for grade changes are submitted after authorized incomplete work has been turned in by a student, or if the final grade was miscalculated.

Formerly a paper-and-signature process, grade changes are made in CAESAR. You log into CAESAR and locate the course in the Faculty Center to request a grade change, which is then submitted to the Assistant Dean for his approval. Once a grade change has been approved, both you and the student will be emailed with the Assistant Dean's decision. Please [click here to view step-by-step directions for requesting a grade change in CAESAR](#).

## **Course Auditors and Visiting Scholars**

### ***Graduate Courses***

The only students allowed to audit a class are NU graduate students. 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 graduate 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" at the end of the term in which they are enrolled. Students are not permitted to audit online classes.

### ***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, along with additional resources, at <http://www.northwestern.edu/provost/students/integrity/>.

### SCS Policy on Academic Integrity

#### 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 or 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 Assign, 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 Assign tool is implemented within the university's Course Management System (Blackboard). Instructors should read the Safe Assign “tip sheet” 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 for the program in which the incident has occurred. (Steps are outlined in Academic Integrity Procedures, below.)

*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.

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 the official SCS Procedures for Cases of Alleged Academic Dishonesty.

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.

## Academic Integrity Procedures

### I. Initiation of a Complaint

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](mailto:p-kaye@northwestern.edu)).
- Graduate: [Contact](#) your program manager.
- Professional Development Programs: Adam Kushuba, Director, (312) 503-1642; [a-kushuba@northwestern.edu](mailto:a-kushuba@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 or her determination on the basis of the evidence before him or her at that time. The assistant dean or administrator may grant reasonable requests for an extension of this time deadline in his or 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 or 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 or 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 (program managers, assistant dean, or associate dean of student services).

## **Closed Classes**

When a course reaches its maximum allowed enrollment capacity, it is closed to further registrations. If a student who has been closed out of a course asks for permission to enroll, the instructor should refer undergraduate students to the SCS Registration Office. Graduate students should contact their program manager.

The capacity set for a class will be observed by the SCS Registrar and Registration 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 Registration Office to register for the course and/or straighten out any enrollment issues.

## **Cancelled Classes**

### ***Canceling Graduate Classes***

You are expected to attend all scheduled class sessions. In the rare situation that you must miss a class, all students must be informed of the cancellation and alternative arrangements must be made to deliver the course material for that session. Alternative arrangements may consist of a make-up class held at a time agreeable to all students or online interaction via Blackboard, if this can be done in a manner consistent with the session's learning objectives.

### ***Canceling Undergraduate Graduate Classes***

If illness, or any other unforeseen situation, prevents you 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 you know you will be unable to conduct class a day or more prior to the class meeting, you are responsible for scheduling a make-up date for the class, arranged in consultation with the students. You may recruit a qualified substitute to teach in your absence, in cooperation with the appropriate SCS academic administrator.

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, should such a weather-related or other emergency event force the cancelling of classes and closing of the University, instructors may confirm with either of the SCS offices for information or check [www.scs.northwestern.edu](http://www.scs.northwestern.edu) for alerts.

## Managing an Independent Study Course

### *Graduate Guidelines*

If you agree to supervise an independent study project, the student should complete the [Intent to Register for Independent Study Form](#). Please make sure your student includes a short syllabus, including projects, readings, assessment criteria, and overall objectives. 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. You will need to send the student an email approving the proposed syllabus.

At the end of the quarter, you will have to submit a grade online just as for an on-campus course. If you do not have NU email and Caesar access at the time, the program adviser can help submit your 499 or 590 grade for a student, but you must email your 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.

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)

### *Proctored Exam Policies*

Exam proctoring at SCS is available when instructors and students are unable to schedule a time for a make-up exam together. Specific days and times are available during business hours:

#### **CHICAGO**

Wieboldt Hall, 339 E. Chicago Avenue

**Tuesdays between 11:00 am and 2:00 pm**

## **EVANSTON**

SCS Office, 405 Church Street

**Thursdays between 2:00 pm and 5:00 pm**

Instructors who have approved a make-up exam and who are not able to proctor the exam themselves should contact undergraduate program staff to inquire about availability. The student may then email to reserve an exam time, 5-7 days in advance. After the exam is completed, SCS will deliver the completed exam materials to the instructor.

Exam proctoring at SCS is a service available for instructors who cannot proctor an exam themselves in the event that a student has missed and must make up an exam due to unavoidable circumstances during the academic term, or a student has been granted an incomplete grade and is making up an exam after the term. Exam proctoring at SCS should not be used for the purpose of rescheduling exams in advance for individual students.

### ***Proctored Exam Guidelines***

- Once you have agreed to allow a student to make up an exam and need exam proctoring at SCS, email [Megan Powell](#) to confirm availability according to the schedule above. Include the course title and student's name and email address in your message.
- One of the weekly exam times will be scheduled with the student.
- The exam time, location, and name/information of the proctor will be confirmed both with you and the student by email.
- You will send the exam to SCS by email or dropping off, or through Intercampus Mail, along with instructions for the exam, allowed time and materials, etc.
- Students should contact the exam proctor if unable to make scheduled time.
- If the student is late for the exam, the time cannot be extended.
- All bags, purses, notebooks, books, phones, etc. will be securely stored at SCS while the student is completing exam, unless otherwise approved by instructor (e. g., open book tests).
- SCS will deliver the completed exam materials to the instructor through a scanned email attachment or U.S. or Intercampus Mail, or will leave in a packet securely at the receptionist at the front desk in the SCS offices.

## **Managing Thesis Research (graduate only)**

This section describes the student's independent capstone thesis research project 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 Classes and Independent Capstone Thesis Research Projects" in the [SCS Graduate Student Handbook](#).

Students in all SCS graduate degree programs must complete either a capstone class (only available in a few programs) or an independent capstone thesis research project. Students who register for the independent capstone thesis research project 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 independent /capstone thesis research project for the student to receive a P (passing) grade.

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 Independent Capstone Thesis Research Project?***

It 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 an Independent Capstone Thesis Research Project?***

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 graduate student handbook and his or her program manager 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 independent capstone thesis research 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 Independent Capstone Thesis Research Project Process***

1. The student identifies a topic, secures a first reader, and writes a capstone 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 independent capstone thesis research projects 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 and/or students 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 independent capstone thesis research project 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.

## **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 is 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**

To evaluate first-time SCS instructors, students are surveyed 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 online 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 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. 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 available in CAESAR. The information posted will include a composite of the demographic information and the results of the five core questions, the time-survey question, and the comments from the summary essay question (#5).

Posted results will be available to all faculty and staff members within the Northwestern community and may be used for other Northwestern purposes.

For more information on CTECs, please visit the [registrar's website](#).

### **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 Workshops**

Each year, Northwestern and SCS offer 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](#)
- 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. Click [here](#) for more information on workshops.

**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 in research on [teaching and learning](#).

**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](mailto:bshwom@northwestern.edu). Click here for more information on the [Writing Place](#).

### **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](#):
- Mathematics instructors are left out no more! Here is a [web site](#) with resources for teaching math.



## **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. 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.

#### **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 skill to the [web page](#). The website has information about classes, tutoring, and SPEAK Test 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 Pre-calculus, Algebra, Calculus, and Statistics. Interested students should make tutoring session appointments in advance through the Schaffner Library.

Individual tutors may be available from the University's departments. Please refer students to the following website for more information about [tutoring services](#).

### **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](#).

### **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).

### **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](#).

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](mailto: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](#):

### **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, click [here](#).

### **Sexual Harassment**

For more information on Northwestern's Sexual Harassment Policy, click [here](#).

### **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 you have 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, click [here](#).

## **Liquor Policy**

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, click [here](#).

## **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 who 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, click [here](#).

## **Intellectual Property**

Northwestern University upholds the principle that our faculty retain copyright ownership for traditional works created by the faculty, such as books, films, musical scores, and other works of art. When the University provides extraordinary resource support for the development of software or online course materials, SCS may request that faculty assign the copyright to the University. For more information on Northwestern University's copyright policy, click [here](#).

## 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.northwestern.edu/provost/students/integrity/>. 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](mailto: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.

*Session #1*  
Tuesday  
March 31, 2009

**Introduction & Analytic Models**

Reading for today: None  
Assignment due: None  
Assignment distributed: None

*Session #2*  
Tuesday  
April 7, 2009

**Numeracy, Analytic Assumptions**

Reading for today: S&Z Ch.1-3  
Assignment due: None  
Assignment distributed: Critical Response Essay

*Session #3*  
Tuesday  
April 14, 2009

**Discounting / Future Valuations**

Reading for today: S&Z Ch. 10  
Assignment due: Critical Response Essay  
Assignment Distributed: PS1

*Session #4*  
Tuesday  
April 21, 2009

**Cost Benefit, Cost Effectiveness Analyses**

Reading for today: S&Z Ch. 9,  
Cost Benefit Analysis  
Article  
Assignment due: None  
Assignment distributed: CBA article critique  
(and continue PS1)

*Session #5*  
Tuesday  
April 28, 2009

**Guest Speaker, Case Study**

Reading for today: None  
Assignment due: None  
Assignment distributed: Continue PS1 and  
CBA article critique

*Session #6*  
Tuesday  
May 5, 2009

**Decision Analysis, Part I**

Reading for today: S&Z Ch. 12 (incl.  
appendix)  
Assignment due: PS1 and  
Cost Benefit Article  
Critique  
Assignment distributed: PS2

*Session #7*

**Decision Analysis, Part II**

Tuesday

May 12, 2009

Reading for today: S&Z Ch. 12 (incl. appendix)  
Ch. 6, *The Winner's Curse*,  
Thaler (available via link in  
course site)

Assignment due: None  
Assignment distributed: Continue PS2

*Session #8*

**Difference equations, stock-flow problems**

Tuesday

May 19, 2009

Reading for today: S&Z Ch. 4

Assignment due: PS2

Assignment distributed: PS3

*Session #9*

**Microeconomics and Review Session**

Tuesday

May 26, 2009

Reading for today: TBD

Assignment due: PS3

Assignment distributed: Final Exam

*Session #10*

**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.northwestern.edu/provost/students/integrity/>

**Other Processes and Policies:** Please refer to your SCS student handbook at <http://www.scs.northwestern.edu/program-areas/graduate/student-handbook.php> 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

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1

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

\_\_\_\_\_

Not at all satisfied

Very satisfied

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  
Not at all satisfied

2

3

4  
Very satisfied

N/A

\_\_\_\_\_

Instructor's command of the subject matter

1

2

3

4

\_\_\_\_\_

Instructor preparation

1

2

3

4

\_\_\_\_\_

Accuracy and helpfulness of syllabus

1

2

3

4

\_\_\_\_\_

Academic rigor of course

1

2

3

4

\_\_\_\_\_

Instructor's ability to encourage student discussion

1

2

3

4

\_\_\_\_\_

Instructor's attentiveness to student needs

1

2

3

4

\_\_\_\_\_

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?

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5

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