

Northwestern

**SCHOOL OF
PROFESSIONAL STUDIES**

FACULTY HANDBOOK

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

2019-20

Dear SPS 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 School of Professional Studies 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 SPS students.

Sincerely,

Erica Bova
Assistant Dean, International and Professional Education Programs

Peter Kaye
Assistant Dean, Undergraduate and Post-Baccalaureate Programs

Soo La Kim
Assistant Dean, Graduate 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
- Complete New Online Faculty Training (online instructors only)
- Use a Northwestern [email account](#) for all correspondence with students and SPS staff
- Develop a complete, up-to-date [syllabus](#) and submit it two weeks before class begins (four weeks before class begins for online courses)
- Submit Faculty Course Information Form (PDP instructors only)
- Activate, build (or copy over from a previous term), and publish [Canvas](#) site (Northwestern's learning management system) for your course
- [Order books and other required materials](#) in a timely fashion
- Take [attendance \(on campus courses only\)](#)
- [Hold class](#) (or optional synchronous sessions) 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). For more information, please refer to the document "High-Impact Practices for Online Instruction" on page 13.
- [Submit grades](#) in CAESAR by the deadline
- Avoid any potential [conflict of interest](#) with SPS or NU programs

You will find additional information about the above policies on the [faculty website](#) and in this Handbook.

Accessing Northwestern Systems

New Faculty

If you are new to Northwestern University, before you gain access to any of the Northwestern systems you must first submit hiring forms to Northwestern University Payroll. This submission will initiate the process for your faculty appointment with SPS. The required paperwork must be submitted and processed by NU Human Resources before you can access the learning management system (Canvas), your class roster in CAESAR, or your NU email account. **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, which takes time. If you are new to Northwestern University, you must complete the forms listed below. These forms should be submitted at the front desk of the Chicago or Evanston SPS office, or mailed (please mail if you are teaching an online course) to:

Claire Maurello, School of Professional Studies, Northwestern University, 339 E. Chicago Avenue, Chicago, IL 60611

- [Personal Data Form](#)
- [Federal W-4 Form](#)
- [IL-W-4 Form](#)
- [I-9 Verification](#): All faculty must provide proof of employment eligibility before receiving any salary 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, please contact [Claire Maurello](#).

- [Acknowledgement of Mandated Reporter Status form](#): The Illinois Abused and Neglected Child Reporting Act states that all University employees are mandated reporters of suspected cases of child abuse and/or neglect. View the policy [here](#). For more information, please contact [Claire Maurello](#).
- [After you receive and e-mail to activate your Northwestern NetID, you will also be asked to complete an online Direct Deposit Form for payment.](#)
- [Harassment and Discrimination Prevention Training](#)

The following forms are required for faculty teaching graduate courses only:

- [Authorization to Obtain References and Release of Information for Employment Purposes form](#) (for faculty teaching graduate classes only)
- [Completed Faculty Data Survey](#) (for faculty teaching graduate classes only) This database is part of an initiative to better curate and publicize the many accomplishments of our faculty. Please note that providing your CV is insufficient, as the information you provide via the survey is directly fed into a database. This information will remain internal, but should we wish to use it for external promotional purposes, we will contact you individually to seek your permission.

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 SPS 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’s assistant director or manager.

Payroll

Salary is paid in equal monthly installments to faculty members on the last day of each month of the term. Please contact [Claire Maurello](#) (312-503-1454) if you have any questions or concerns about payroll.

Payroll Schedule

Pay is issued on the last weekday of each month as follows:

Fall quarter: end of **October, November and December.** (3 pay periods)

Winter quarter: end of **January, February and March.** (3 pay periods)

Spring quarter: end of **April, May and June.** (3 pay periods)

Summer Session: end of **July and August** for **all** sessions. (2 pay periods)

Method of Payment

If you are employed in another department of the University, your SPS salary will be added to the monthly pay that you receive in your home department. All pay is made through direct deposit. Learn more about payment at the [Office of Human Resources website](#).

NetIDs and Wildcard ID

NetID

Faculty receive systems access through a user name known as the NetID and password. The NetID is used to access email, Canvas course sites, online reference materials from the University libraries, and to submit grades in CAESAR. For new faculty, your NetID will be assigned after you are hired by SPS and NU Human Resources has received and processed your appointment paperwork. You will receive an email from SPS Finance and Administration with your NetID and instructions on how to self- activate it. Activation is accessed at [NU Validate](#). When this process is complete, you may access NU network resources.

At any time, you may check 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 the Wildcard, which enables you to borrow books from University libraries, to receive discounts at local restaurants and stores, and to ride free University shuttle buses. For new faculty, you are eligible for the Wildcard when your hiring paperwork has been processed by NU Human Resources. For continuing faculty, your Wildcard will be active when you have a teaching appointment. Wildcards can be obtained from the Wildcard office on both the Chicago and Evanston campuses. [View Wildcard office hours and locations here](#). 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 SPS, you must maintain an active Northwestern email account. All instructors have web-based access to University email through Northwestern Collaboration Services, a centrally hosted email service, available after activating your NetID. You can access University mail from the [Outlook Web App](#) (OWA), which provides a secure and easy way to check email from anywhere: on or off campus, a mobile device, or home. Faculty can also [forward their NU email to another account](#). It is expected that all outgoing communications to students will originate from your official NU email address.

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. Please visit the [Mobile Support Tools site](#) to set up mobile access to e-mail or [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.

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 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](#).

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 the Huron Superior (222 E. Huron Street, Lot A [formerly C Lot]) and Erie Ontario (321 E. Erie Street, Lot C&D [formerly D Lot]) garages. 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, visit the [NU Chicago campus parking website](#).

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, visit the [NU Evanston campus parking website](#).

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 SPS front desk in Chicago or Evanston. While you are teaching, you may receive packages or student assignments in the SPS office on the campus in which you are teaching.

Updating Your Contact Information

Faculty are encouraged to update information, such as mailing address, email address, and contact numbers, with SPS as soon as there is a change. To update your personal information, add or change email or mailing addresses, please log into Northwestern's human resources system, [MyHR](#). Use your NetID and password to log in.

SPS Offices and Hours

Chicago Campus

Wieboldt Hall, 8th Floor
339 East Chicago Avenue
Chicago, IL 60611

Phone: 312-503-6950 / Fax: 312-503-4942

Hours: Monday – Thursday, 8:30 a.m. – 6 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

Hours: Monday – Thursday, 8:30 a.m. – 7 p.m., Friday 8.30 a.m. – 5:30 p.m.

Getting Help

Undergraduate Program Staff

Peter Kaye, Assistant Dean, Undergraduate and Post-Baccalaureate Programs

p-kaye@northwestern.edu

312-503-3009

Madeline Giger, Undergraduate Program Manager

m-clayton@northwestern.edu

312-503-5937

Megan Powell, Undergraduate Program Manager
m-powell2@northwestern.edu
312-503-1350

- For issues of academic integrity, please contact [Peter Kaye](#) as soon as possible.
- For questions about course content, administration and schedule, please contact [Megan Powell](#) or [Madeline Giger](#)
- Classroom (equipment, location, technology) questions should be directed to SPS Facilities at sps-it@northwestern.edu
- For salary or HR questions, contact [Claire Maurello](#).

Graduate Program Staff

Administrative Staff

Soo La Kim, Assistant Dean, Graduate Programs
soo.kim2@northwestern.edu
847-491-4340

Doug Bakker, Director, Graduate Programs
d-bakker@northwestern.edu
847-467-1546

Mary Brennan, Assistant Director, MHI, MSGH
mbrennan@northwestern.edu
847-467-7498

Shannon Castle, Assistant Director, IDS, MSA, Leadership
shannon.castle@northwestern.edu
847-467-5411

Amy Danzer, Assistant Director, MALit, MALS, MCW, MSIS
a-danzer@northwestern.edu
847-491-3051

Nancy Ferguson, Assistant Director, MPPA, MSRC
n-ferguson@northwestern.edu
847-467-7854

Beth Lair, Assistant Director, MSDS
beth.lair@northwestern.edu
847-467-3840

Graduate program Assistant Directors are your main point of contact with SPS. Each Assistant Director is responsible for several programs. A complete list of Assistant Directors can also be found on the [SPS Faculty Services page](#).

Graduate Assistant directors assist with questions regarding faculty and course scheduling, academic integrity and possible plagiarism, incompletes and extensions, graduate course and/or grading policies and teaching assistants.

In the event your Assistant Director is unavailable, please contact the Director of Graduate Programs.

Each graduate program has a graduate student adviser associated with the program. Contact information for SPS advisers can be found on the [SPS website](#). Graduate program advisers assist students with course selection, student account questions (financial aid, employer reimbursement, refunds, and payments), adding/dropping courses, career

resources and information, study skills and time management, student conduct issues, and questions regarding graduate processes and policies.

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. A complete list of Faculty Directors can be found on the [SPS Faculty Services page](#).

Professional Development Programs Staff

Office of Professional Development
pdp@northwestern.edu
312-503-0714

Erica Bova, Assistant Dean, International and Professional Education Programs
erica.bova@northwestern.edu
312-503-6025

Jake Hume, Program Manager
jake.hume@northwestern.edu
312-503-1642 / 312-503-0714

Suzanne Rovani, Program Manager
suzanne.rovani@northwestern.edu
312-503-1642 / 312-503-0714

Sara Medlin, Program Assistant
sara.medlin@northwestern.edu
312-503-0714

Academic Calendars

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

- [Graduate Calendar](#)
- [Undergraduate Calendar](#)
- PDP courses follow the university quarter system, but course length varies between courses and programs. For information on the schedules for PDP courses, please consult the sps.northwestern.edu/professional-development/index.php.

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 Professional Studies a written description (syllabus) of each course they will teach. You are expected to post your syllabus on your Canvas course site at least two weeks before class begins, distribute in class, and email a copy to your program assistant director or manager.

- **Course Materials:** Faculty members are responsible for ordering books and other required materials for teaching in advance of the start of class. PDP faculty are responsible for communicating to the Office of Professional Development what materials are required for class via the Faculty Course Information Form. 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 SPS 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 the academic term, assessments 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. Teaching assistants are not allowed to grade student work or enter grades in Canvas.
- **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. PDP instructors are also expected to submit final course grades through CAESAR at the end of the quarter, but may have a different deadline due to the unique scheduling of courses. The University is committed to communicating grades to students in a timely fashion. Teaching assistants are not allowed to grade student work or enter grades in CAESAR or in Canvas.

Expectations	Demonstrated by...
BEFORE teaching your first class:	
Set up technologies as needed.	<ul style="list-style-type: none"> • Computer Specifications found at http://www.SPS.northwestern.edu/program-areas/graduate/system-requirements.php • Current antivirus software downloaded at http://www.it.northwestern.edu/software/sav/ • Set up VPN and mobile technologies, as needed (http://www.it.northwestern.edu/staff/index.html).
Complete the SPS Faculty Database Survey.	<ul style="list-style-type: none"> • Survey found at https://www.surveymonkey.com/r/SBYZH8R <ul style="list-style-type: none"> ○ Information will remain internal. <ul style="list-style-type: none"> ▪ Should SPS wish to use survey responses for external purposes, you will be contacted for permission. ○ Expected completion time: 10-15 minutes.
Adhere to all SPS policies and procedures.	<ul style="list-style-type: none"> • Read all communications from SPS (sent to your NU email address) to stay abreast of all deadlines and updates. • Read the faculty handbook at http://sps.northwestern.edu/resources/student-services/faculty-services.php
Participate in mandatory new faculty training.	<ul style="list-style-type: none"> • Successful completion of the online, mostly asynchronous training that lasts four weeks and replicates the same type of classroom in which you will be teaching. To sign up for the workshop, e-mail the Distance Learning team <p>Upon completion of this course, you will learn to:</p> <ul style="list-style-type: none"> ○ Use Northwestern University’s technologies to facilitate student engagement and learning in your course ○ Apply SPS’s teaching and learning philosophy, policies, and procedures to create high-quality learning experiences for students ○ Experience the student perspective of an online course at SPS ○ Share knowledge of best practices, tools, and techniques with the SPS new faculty community. <p>Please note that SPS may cancel or postpone an instructor’s teaching appointment if the online faculty training is not completed in a term preceding the scheduled appointment.</p>
Review and update course site (performed before each term)	<ul style="list-style-type: none"> • Review course site provided to you in Canvas. Note: if your course site appears blank, contact your Assistant Director or Program Manager immediately. PDP instructors should copy over their course site from the Master Sandbox Canvas course site or from the most recently taught term. • Remove any old/outdated information (announcements, discussion posts, recorded live sessions with students, student data, sync sessions, etc.). • Update all dates in the course site. • Prepare and review course materials: <ul style="list-style-type: none"> ○ Review and update syllabus; ensure information in syllabus matches information in course site ○ Request materials through the library’s eReserve and Digital Collections units. In the course site, these services can be found under the Course Reserves link.

	<p>You can review instructions for copying items from a previous course or for requesting new items on the library website.</p> <ul style="list-style-type: none"> ○ Test all links in the course site to make sure they are functioning and lead to the correct websites. Run the Link Validator tool, accessible on the right side of the Settings page, in your course site to ensure all links in the site are functional. ○ Open all attached files in the course site to make sure they are functioning. ○ If needed, set up student software or online access to third-party tools. <ul style="list-style-type: none"> ● Review graded items (assignments, quizzes, etc.), rubrics, and points/percentage values for accuracy. ● Set up the Turnitin plagiarism tool in Canvas. ● Create, review, and/or update your instructor profile in Canvas, syllabus bio, office hours, and contact information. ● If you have a TA, contact them, provide them with access to the site, and consider adding their biographical and contact information to the course site. ● Order textbooks from Abbott Hall Bookstore at http://www.facultyenlight.com If you teach a course requiring a proctored event, set up Examity in your course and ensure the correct information is included in your course site and syllabus. The following courses require proctored final exams: <ul style="list-style-type: none"> ● IDS: 407, 409, 413, 481 ● MHI 401, 403, 407, 481 ● MPPA: 402, 403, 404, 481 ● MSA: 401, 404, 405, 481 ● MSIS: 413, 414, 481, 498 ● MSDS: 400, 401, 402, 420, 422 ● MSGH: 408, 410, 421, 481 ● MSHA: 405, 407, 422, 455
Review the High-Impact Practices for Online Instruction	High-Impact Practices for Online Instruction
AFTER teaching your first class:	
Review your CTECs	<ul style="list-style-type: none"> ● Review and reflect upon student feedback in the CTEC reports, paying close attention to essay responses.
Touch base with your Assistant Director or Program Manager,	<ul style="list-style-type: none"> ● Review your first experience teaching in an SPS online class and assess your strengths and areas to improve with your Assistant Director.

Instructional Designer, and Faculty Director	<ul style="list-style-type: none"> Collaborate with the Faculty Director and other instructors teaching the same class (if applicable) in order to broaden your perspectives on the material and optimal instructional practices.
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Online Faculty Expectations

Northwestern University School of Professional Studies believes that an effective distance education should be based on theories of learning and cognition that are purposefully and strategically incorporated into the learning environment. In this way, students' academic experiences within any given program are cohesive and consistent, yielding deep and meaningful learning. This delivery model uniquely fits the needs of working adults, allowing students to engage in course work at their convenience. [Read more](#) to learn about our model for active learning, the SPS course experience, and universal instructional design.

Generally speaking, here are our expectations for how you can foster student engagement and teach to your strengths:

High-Impact Practices for Online Instruction

Overview

This list of practices is meant to establish a set of shared expectations to reinforce what's already happening and to provide additional ideas to support high quality instruction in all our courses. The graduate team or the faculty director of your program will also refer to these practices in assessing the learning environment of your course.

Instructor Presence

When you establish your presence in an online course, students get the sense that you're paying attention and guiding them through the course. Regular updates and a back-and-forth between you and your students indicate that you're monitoring their progress and adjusting and updating the course along the way to meet their learning needs. Instructor presence can be established and maintained through the following ways.

Communication

Through various channels on the course site, you actively communicate with students.

- Post weekly welcome and wrap-up announcements about course activities
- Hold at least 3 synchronous office hours via web conference during the term
- Interact with students at least once a week via announcements or sync sessions and 2 or 3 times a week via discussion boards
- Check email daily; respond to urgent questions (individual or group) ASAP; other questions within 24-48 hours
- Encourage students to ask questions and take the time to respond

Community Building

Through activities during the first weeks of the course, you make an effort to get to know each student and let the students get to know you and each other.

- Address students by name or by how they prefer to be addressed
- List contact information, with specific information about availability and typical response time (Use your NU email; listing cell phone numbers is optional)
- Post a welcome announcement or video for the first day of course
- Respond directly to each student in the introductions discussion
- Encourage connections among students and try to integrate students' individual interests, skills, and experiences into the course as it progresses

Discussion Facilitation

Through participation in discussion, you show that you're paying attention to students and advancing their thinking. This doesn't mean responding to every student's individual posts every time, but stepping in at appropriate times to ensure that the discussion is productive. You should actively monitor discussion boards and respond *at a minimum* 2 or 3 times per week.

- Pose questions or introduce alternative ideas/viewpoints to push students' thinking and deepen discussion
- Get discussion back on track or refocused if it goes off on tangents
- Synthesize comments at some point in a discussion to emphasize and explain core course concepts
- Elicit participation from all students
- Create a respectful forum to test ideas (students express conflicting viewpoints, challenging each other)
- Use practical examples to illustrate complex concepts
- Respond to instructor-directed student questions on Canvas discussion boards within 48 hours

Conveying Real World Relevance

Through announcements, emails, discussions, and sync sessions you provide practical examples of how to use concepts in professional contexts.

- Create an interest in understanding the relevance of the subject to the everyday or professional world
- Post current articles or other resources relevant to the topic for students
- Encourage students to share relevant scholarship and other resources with each other
- Encourage involvement in professional associations through resources or end-of-course wrap up to further students' professional development

Instructor Feedback

Feedback is essential to learning. While group feedback may be sufficient for informal assignments and discussions, substantive individual feedback on graded assignments is critical for student learning. Individual feedback does not need to be extensive to be effective, but it should be timely, relevant, and focused on what the student can do to improve (including building on demonstrated strengths). The purpose of feedback is not just to evaluate a specific performance, but to treat that performance as an occasion for further teaching and learning.

Providing Individual Student Feedback

Understanding that feedback is a teaching opportunity, not just an evaluation of a single performance, you tailor your comments to engage with each student's ideas. You provide timely, relevant, and focused feedback that makes concrete suggestions for improvement on future assignments or work beyond the class.

- Establish and communicate clear criteria used to evaluate assignments (through a rubric, checklist, or written instructions)
- Provide opportunities for drafting and receiving feedback on drafts from you and/or peers before assignment is due
- Make yourself available via telephone or video conference to take students through their assignments and answer questions
- Respond thoroughly to assignments, with grades, in time for feedback to be applied to the next graded assignment or next stage of a larger project
- Provide comments to each student that engage with that student's ideas, noting strengths as well as suggestions for continued improvement/learning

- Focus feedback on the most relevant course concepts and skills (i.e. apply evaluative criteria consistently and fairly)

Providing Group Feedback

At regular intervals, you provide a progress report on course proceedings, summarizing key course concepts and insights, as well as clearing up misconceptions or confusion and addressing questions that have come up. This feedback helps guide students by highlighting what's most important, how students should approach assignments and projects, and how specific content is connected to course learning goals and outcomes.

- Summarize the weekly discussion in an announcement, email, or recording at the end of the module, highlighting key questions, themes, or ideas
- Summarize the weekly content in an announcement, email, or recording at the end of the module highlighting key questions, themes, or ideas
- Preview the weekly content in an announcement, email, or recording to help students transition from one week to the next
- Use video conferences to conduct individual or team meetings

Class Hours and Schedules

Graduate and Undergraduate Course Schedules

Northwestern University is on a quarter system. Most graduate courses meet 10 times every quarter. Undergraduate courses meet for 10, 11, or 12 sessions, depending on the day of the week that the course is scheduled.

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 manager or assistant director if there are questions.

Final exams usually should be given during your last class session (unless you are teaching online). Final assignments can be collected after the last class but must be due in time for grade submission.

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.

Professional Development Programs Schedule

PDP courses follow the university quarter system, but course length varies between courses and programs. For information on the schedules for PDP courses, please consult the [Professional Development Programs webpage](#).

Online Course Schedule

Please note that all graduate and undergraduate online courses begin and end on the same date, regardless of the designated synchronous session days. 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. For example, if you are holding your first synchronous session on a Thursday, your course would begin on the first official start day of the quarter, and your first assignment would likely be due on the following Sunday.

PDP online courses follow the university quarter system, but course length varies between courses and programs. For information on the schedules for PDP online courses, please consult the [Professional Development Programs webpage](#).

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 graduate faculty 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.
4. **Tutoring Support:** Northwestern School of Professional Studies offers a variety of student tutoring support for their students:

[Learning Studios](#) are skill building online tutorials. Each Learning Studio is self-paced, self-directed, and individualized online tutorials to support SPS students and assist in student success. These Studios are optional, non-credit, and zero-tuition courses housed in Canvas, with no registration requirements in CAESAR.

The Writing Place is a free tutorial service provided to currently enrolled SPS students who feel that they need extra help with writing assignments. In-person consultations are available on the Chicago and Evanston campuses, or can take place by phone or Skype. All appointments must be made online. Please visit [The Writing Place website](#) to view resources or schedule a consultation appointment.

[The Math Place](#) is a free tutorial service provided to currently enrolled SPS students who feel that they need extra help with their math assignments. Appointments are available by phone, in-person on the Chicago campus, or online via Blue Jeans conferencing service. All appointments must be made online.

Tutor assistance includes help with precalculus, algebra, calculus and statistics. Sessions are most productive when the student seeks help on a specific assignment or subject and attempts an assignment before seeing the tutor. Students should bring all relevant materials, such as the course syllabus, class notes, handouts, assignment sheets and workbooks.

Accessibility: All Northwestern programs and activities, including SPS's, are meant to be accessible to all of its students, including those with mobility hardships or other physical or mental disabilities. Undergraduate and Graduate students seeking accommodations and services to provide equal access to academic programming must register with **AccessibleNU** (ANU) to ensure reasonable accommodations and services. ANU will advise students on their rights and responsibilities and help them work with faculty to create an appropriate learning environment. PDP students should contact the **Office of Professional Development** with any accessibility requests.

Below are additional program-specific guidelines.

Graduate Course Syllabi

Graduate faculty must e-mail your syllabus as an attachment to your assistant director no later than two weeks before the start of the term you will be teaching. For on ground courses, we require that instructors post a copy of your syllabus on your course Canvas 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 SPS. 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. [View a sample graduate syllabus.](#)

Undergraduate Course Syllabi

Undergraduate instructors are required to submit a syllabus by the start of the term, emailed as an attachment to your program manager. Please format your syllabus according to the [template](#) provided by SPS. Syllabi are archived by SPS and can be requested from the undergraduate program for your reference. [View a sample undergraduate syllabus.](#)

Professional Development Programs Course Syllabi

PDP faculty are required to submit a syllabus at least two weeks before the start of the course, emailed as an attachment to your program manager at pdp@northwestern.edu. We recommend that your syllabus follows the [template](#) and guidance provided by SPS. 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.

Course Materials

Ordering Books and Course Packets

All graduate and undergraduate instructors should order books at least eight weeks before the start of the term.

Graduate and Undergraduate Courses in Chicago and Online Courses

To place your order(s), please go to <http://www.facultyenlight.com>

PLEASE NOTE: please contact the bookstore **via the online** site ***even if you will not need any materials from the bookstore.*** It helps us help our students when we know nothing is needed for a course. Also, orders submitted via the online site get processed first.

Though it is not required that you do so, it is *strongly* recommended that you take a few moments to register on the site by clicking "Create An Account" before you place your order. This will help speed the process for you for future orders.

If this is your first time using the site, make sure to choose the following:

- Discipline: None
- School Type: 4-Year Private
- State: IL
- School: Northwestern University – Chicago. Be sure to add the information for both campuses to your account profile if you teach at both locations.

From this ordering site you will be able to:

- View a history of books used for a course in previous terms
- Have access to a database of over 250,000 textbooks
- Receive automated email confirmations of your order
- Request desk/examination copies

When placing textbook orders, please remember:

- Designate whether a text is **REQUIRED** or **RECOMMENDED**
- List all materials, including course packs
- Let the bookstore know if older editions are permitted

Early/on time orders really helps us better source USED books which of course can add up to *HUGE* savings for our students.

Having orders at this time will also help to better ensure that Northwestern University stays within compliance of the Higher Education Opportunity Act (HEOA) which states that students must know the cost of materials needed for their classes before they register and will also help me catch any issues that may occur such as out of print titles and back orders.

Need to add or remove a title? Change it from **RECOMMENDED to **REQUIRED**? The bookstore can help you.**

If your course will be taught on the Chicago campus or online, please order books from the [Abbott Hall Bookstore](#). For assistance with ordering books, please contact the Textbook Manager at bksnorthwestern@bncollege.com or 312-503-8486. Order desk copies at least 8 weeks in advance of the quarter you are teaching.

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, SPS will recommend course readings, which may be need to be renewed through eReserve.

Course packets can be ordered through [Quartet Copies](#) in Evanston.

Courses in Evanston

If your class will be taught on the Evanston campus, order your desk copies, books, and course packets from [Norris Center 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. Contact your program for the average enrollment for your class to order the correct number of books.

Professional Development Programs

You are expected to verify that the course description and course materials are correct for your course via the Faculty Course Information Form at the start of each quarter you are teaching. Course packs that need to be printed by PDP should be sent to pdp@northwestern.edu at least two weeks before your course begins. PDP students are generally directed to purchase books from any retailer, or are provided with a course pack at the start of class printed by the PDP Office. In limited cases, the PDP Office orders books for students from specialized vendors. Course materials that students need to purchase themselves are listed in the course description.

Course Reserve

The NU Library's [Course Reserve service](#) allows instructors to set aside books and articles for class use, or to make articles or book excerpts available through Canvas. Reserve items can be physical or electronic. Physical reserve materials are held at and checked out from the University Library Circulation Desk. eReserve materials may be both requested and accessed through your course site in [Canvas](#).

[View instructions and help for using reserves.](#)

Photocopying Guidelines

SPS faculty may use photocopiers on the sixth floor of Wieboldt Hall in Chicago and at 405 Church Street in Evanston. 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 SPS 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

SPS 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 Canvas Course Site

The [Canvas](#) LMS is available for every course at Northwestern. Canvas 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 activity. [Learn more about Canvas.](#)

New instructors are not able to access their Canvas site until your payroll paperwork has been processed by the university.

Northwestern has contracted with Canvas vendor, Instructure, to provide 24/7 support for general questions relating to getting started, how to use Canvas features, and basic troubleshooting assistance. Call 855-680-0126, email support@instructure.com, or click [here](#) to start a live chat with Instructure. For Northwestern NetID-related issues, contact the IT Support Center at 847-491-4357 or email consultant@northwestern.edu.

Canvas training, including workshops and consultations, are available for all instructors. Learn more at the [Canvas Learning Center](#). Another help option are the [Canvas Guides](#), a searchable resource and community.

Distance Learning Instructors who have not previously taught an online class will attend a New Online Faculty Training Course prior to teaching online at SPS. New instructors are also encouraged to [attend a Canvas workshop or schedule a private consultation](#).

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 SPS website.

- [Undergraduate course room assignments](#)
- [Graduate course room assignments](#)
- [Professional Development Programs room assignments](#)

Room assignment lists are also posted on or near the elevators on each floor of Wieboldt Hall on the Chicago campus, and in the lobby of the Evanston SPS offices at 405 Church Street.

Every effort is made to assign rooms judiciously, taking into consideration room size, class enrollment, etc. It is SPS policy that instructors may not change classrooms without first obtaining SPS 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 SPS help desk at sps-it@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 SPS help desk at sps-it@northwestern.edu. View a list of equipment in Chicago and Evanston campus Smart classrooms [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 sps-it@northwestern.edu to schedule training.

Classroom Assistance

For questions about equipment on all campuses, please contact the SPS help desk at sps-it@northwestern.edu or 312-503-3333.

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

- **Chicago:** Visit the computer lab (Room 415) 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)

For other inquiries and requests, please use the SPS Faculty Help Desk at facultyhelp.sps.northwestern.edu to submit a help ticket.

Special Software Needs

Please contact sps-it@northwestern.edu to request software you may need to teach your class.

Technology Requirements for Online Courses

Client Operating Systems:

- Microsoft® Windows® Vista, 7, 8.1 or 10 (32 or 64 bit)
- Apple Mac OS X 10.6 or higher*

Hardware Requirements:

- Intel or Intel-compatible Pentium 4 class 2 GHz processor or higher
- Webcam 720 p or higher with audio (for proctored exams (Examity), Adobe Connect, and/or other media presentations with sound needs)

Memory Requirements:

- 4GB of computer memory or more.

Space Requirements:

- Minimum 10.0 GB of available disk space

Internet Connection:

- A high speed broadband Internet connection with 6Mbps or higher

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 assistant director or manager for more information.

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

SPS is not able to offer compensation to guest speakers. However, SPS Dean Tom Gibbons can thank guest speakers for their contribution to our program in a letter.

Managing Your Course

Class Rosters and CAESAR

Northwestern University's web-based student records and registration 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:

- Log into [CAESAR](#) with your 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

You can view a roster that includes student photos and email addresses. [View instructions for viewing/printing class rosters.](#)

[View CAESAR Faculty Help Resources](#)

Taking Attendance

For on-campus courses, noting attendance at the start of the quarter is crucial; it ensures that all students sitting in class have registered. If a student has registered for the course but is not listed on the roster, they 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 SPS Registration Office immediately:

Wieboldt Hall - 8th Floor
339 E Chicago Avenue, Chicago campus
312-503-6950 onlinereg@northwestern.edu

Please be firm and do not accept any excuses. A student who is legitimately enrolled in your course will be able to prove so.

Attendance in Professional Development Programs

You can determine your own policy regarding attendance, but as a general rule, PDP allows students to miss one class without penalty, provided that the students coordinates with you to make up missed work. For courses that consist of four or fewer sessions, a student should not miss any classes. Sitting in an alternate session, section, or class to make up missed time or work is generally not allowed, except in cases approved by the course instructor(s) and PDP staff. In courses which grant educational contact hours (e.g. Project Management, Mediation) it is up to the instructor(s) to assess and advise how an absence will affect the student meeting the stated number of hours for that course.

Online Course Management

Managing Proctored Exams

If you are teaching an online course with a proctored exam, it is extremely important that you are diligent about having your final exam set up in Canvas by the end of Session 4. Faculty must also submit exam specifications directly to [Examity](#).

Proctored testing is conducted through [Examiity](#), 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 spstesting@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 training on the use of the Web conferencing tool. **All sessions must be recorded for students who cannot attend.** To request your recording be made available on your course Canvas site, email spsconnect@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 distanceeducation@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). Ds are not awarded for graduate work. Students may not take required courses pass (P)/no-pass (N), except for their 590 (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.

Each faculty member sets your 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. An F is also assigned for students who did not appear in class, but are still listed on the roster. **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 SPS know immediately if you are pressured in any way to alter a grade.**

Graduate Incompletes

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 after the term has ended.

Before you support an incomplete petition, discuss the situation with the student to determine whether an incomplete grade is appropriate. A student must have finished and submitted enough course work for there to be a reasonable chance of successful completion (recommended amount of work completed is 75%) for an incomplete to be requested. Incompletes should not be supported to allow more time to improve a grade, but may be given when a student's circumstances change due to family or medical emergencies and they are prevented from finishing a large portion of work.

Faculty should not request the student to produce medical documentation specifying the injury or illness. A note from the treating physician attesting that the student was unable to complete the work or attend class on specified dates due to a medical condition is sufficient and can be submitted by the student with the incomplete petition to the Student Affairs Committee.

The Y (incomplete) 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 and will attach an email of support from you outlining a timeline to complete the work (this form can be completed and is located on the SPS website). 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.

When reviewing the request for the incomplete the instructor and student must outline what outstanding assignments/assessments remain and agree on the timeline for completion of the work. This information should be documented in an email to the student to be included in the petition. Students typically should have until the end of the following quarter to turn in the work needed. However, the grade change cannot exceed a year and if it does the grade is automatically converted to an F, per University policy

Students are not allowed to have more than one outstanding incomplete at any given time.

Undergraduate Grading Policies

Undergraduate Grades

Grades given for 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 Professional 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. Faculty do not need to request medical documentation specifying the injury or illness from the student.

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 can be completed and is located on the [SPS website](#). Then the student forwards the form to the SPS 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 in undergraduate courses 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.

(An X grade is not applicable to graduate students.)

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 SPS Registration Office at onlinereg@northwestern.edu or 312-503-6951 to identify the students to whom you assigned an F because they never attended or stopped attending class.

Professional Development Programs Grading Policies

Professional Development Programs courses are graded on a Satisfactory Performance / Unsatisfactory Performance basis. In cases where a student requests a letter grade from their instructor, grades given for PDP courses are A, A-, B+, B, B-, C+, C, C-, D, F.

Unless you are entering letter grades, PDP's grading format is as follows:

S = Satisfactory Performance

U = Unsatisfactory Performance

Y = Incomplete (only to be used in special cases when extenuating circumstances require the student to complete the course after the end of the term. Please notify PDP before granting incomplete status.)

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 Unsatisfactory Performance "U" or a letter grade F.

The School of Professional 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.

Submitting Grades – Graduate and Undergraduate

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 Learning Management System (Canvas) does contain a grade book feature, you must enter final grades in CAESAR, not Canvas.

Grade Submission Guidelines

- Grades can be entered during the final week of the quarter through the Monday after the quarter ends.
- View **undergraduate** grading deadlines [here](#).
- View **graduate** grading deadlines [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.**
- SPS 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, a V to indicate auditors, 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, [view a Faculty Online Grading Tip Sheet](#).
- If you encounter problems while trying to submit your grades, please contact the SPS Registration Office at onlinereg@northwestern.edu or 312-503-6951. 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.

- Grade changes are made in CAESAR. 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 their approval. Once a grade change has been approved, both you and the student will be emailed with the Assistant Dean's decision.
- View instructions for grade changes in CAESAR [here](#).

Submitting Grades – Professional Development Programs

PDP courses follow the university quarter system, but course length varies between courses and programs. PDP faculty enter grades after the final session of the class.

To access the grading function in CAESAR, instructors must have an active NU NetID. Although the Learning Management System (Canvas) does contain a grade book feature, you must enter final grades in CAESAR, not Canvas.

For step-by-step guidance on how to submit grades in CAESAR, please review the [Online Grading Tip Sheet](#). (NOTE: Ignore the first note about online grading being available the ninth week of the quarter. PDP enters grades after the final session of the class because our courses do not follow the traditional university schedule.)

If you encounter problems while trying to submit your grades, please contact the PDP Office at 312-503-0714 or pdp@northwestern.edu.

Once the course ends, 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.

Course Auditors

Graduate Course Auditing

Course auditors are not given formal recognition by SPS. If an SPS graduate student would like to audit a course, they may seek approval directly through faculty, followed by the submission of a [SPS Student Affairs Petition](#) request. Students are not permitted to audit online classes.

Undergraduate Course Auditing

Students may audit certain undergraduate courses in SPS. 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. At the end of the term, auditors should be assigned a letter grade of V in CAESAR (see [grade submission instructions above](#)).

Professional Development Course Auditing

Professional Development courses cannot be audited.

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 Professional 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.

SPS has created an [Academic Integrity Learning Studio](#) that is designed to provide students with a multi-faceted perspective on academic integrity as an ethical concept, as well as pragmatic skills in identifying academic integrity standards and violations. The studio will cover University policy and standards regarding academic integrity, including the use of technology such as Turnitin, and outline the process for responding to suspected violations. While this Learning Studio cannot be a required component of a class, if you feel you have a student who could use further guidance in this area, please refer them to this resource.

University Principles

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

For a complete statement of the University's principles regarding academic integrity, as well as additional resources, consult the [Office of the Provost's website](#).

SPS Policy on Academic Integrity

A. Standards of Academic Integrity

It is the responsibility of every SPS faculty member to be familiar with SPS's policy on academic integrity. Please note that when a breach of academic integrity occurs in a School of Professional 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 Professional 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
- Recycling one's own work done in previous classes without obtaining permission from one's current instructor
- 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

- Providing (including selling) class materials to websites that sell or otherwise share such materials—including homework, exams and exam solutions, submitted papers or projects, as well as original course materials (for example, note packets, power point decks, etc.). In addition to violating Northwestern’s policies on academic integrity, such conduct may also violate University policies related to copyright protection.

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, 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 Professional 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 SPS 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 Turnitin, a 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 Turnitin tool is implemented within [Canvas](#). Instructors should review the [Turnitin Instructor Training](#) page for questions on how to use the software.

D. Suspected Violations of Academic Integrity.

Any instance of apparent dishonesty in academic work in an SPS 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 SPS Academic Integrity Procedures below.

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 Professional Studies must be referred to the appropriate assistant dean or administrator.

- Undergraduate and Post-baccalaureate students: [Peter Kaye](#), Assistant Dean, 312-503-3009.
- Graduate students: contact your program [assistant director](#).
- Professional Development Program students: contact Erica Bova, Assistant Dean, 312-503-0714.

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 his or her 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 Professional 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 Professional 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 Professional Studies, the sanction will be determined by the school in which the student is registered; see VI below.)

III. Sanctions

A. Sanctions other than a reduced or failing grade may be imposed by the assistant dean or administrator include, but are not limited to:

1. A letter a letter of reprimand and warning.
2. A defined period of suspension, up to one year.
3. Ineligibility for certain awards, honors and special programs.
4. Revocation of an awarded degree.
5. Permanent exclusion from the University (noted on official transcript)
6. Any combination of the above.

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

The student 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 Professional Studies course, the authority of the School of Professional 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 Professional 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 Professional 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 Professional 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 Professional 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 Professional 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 cancelled.

D. All materials relating to an allegation of academic dishonesty will be kept in the School of Professional 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 Northwestern community members are required to adhere to the University's code of conduct. The Northwestern Student Handbook sets expectations for student behavior and conduct as such:

A university is a disciplined community, a place where individuals accept their obligations to others and where well-defined governance procedures guide behavior for the common good.

- Freedom is balanced with duty.
- Integrity and honesty are expected.
- Consideration for the needs and rights of others is the norm.
- Disagreement and conflict are acknowledged in respectful discourse.¹

All members of a course 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 event that you encounter any disruptions or difficulties, please talk with the student about it in a discreet manner and suggest/require changes. Some examples of disruption include dominating class discussion and time, being consistently tardy, multi-tasking (surfing the web/taking phone calls), or being overly argumentative. This can disrupt the progress of the course, inhibit the learning of others, and should be appropriately addressed.

Disruptive Behavior

If an on campus or online student is notably unresponsive to your comments or decidedly disruptive to you or other members of the course, it is important to document any **significant** student behavioral issues. Include the program, course, student name, date, time, location, nature of the disruption, what was said to the student, and how the issue was left or resolved in the documentation. Please be as thorough, detailed and specific as possible. Forward the write up—even in cases where a resolution was reached—to the program assistant director or manager, who will share it with the program's assigned student adviser and escalate as appropriate. Receiving documentation on issues as they occur, even if resolved, enables SPS administration to take appropriate and effective action if disruption continues, escalates or occurs in another environment. Early identification of student issues enables better support for both faculty and the student.

If you teach on-campus and believe your safety or the safety of students is in jeopardy, you may call campus police (EV 847-491-3456; CH 312-503-3456; campus phone 456) and request that an NU officer meet you at your classroom. Please alert SPS administration.

Further details on the Code of Conduct that applied to all Northwestern University students can be found in the Northwestern Student Handbook. [View the Northwestern Student Handbook.](#)

Closed Classes

When a course reaches its maximum allowed enrollment capacity, it is closed to further registrations. If a student asks for permission to enroll in your closed course, you can refer undergraduate students to the SPS Registration Office (onlinereg@northwestern.edu). Graduate students should contact their student advisor.

The capacity set for a course will be observed by the SPS 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 course for the first meeting. Instructors should inform students who do not appear on the class roster that they must contact the SPS Registration Office to register for the course and/or resolve any enrollment issues.

Cancelled Classes

Cancelling 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 Canvas, if this can be done in a manner consistent with the session's learning objectives. Please keep your program's assistant director informed of any changes. The University reserves the right to cancel classes when necessary, including those for which registration is not sufficient.

Cancelling Undergraduate 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 through email or Canvas, and alternative arrangements must be made to deliver the course material for that session. Please also contact the SPS office (Chicago 312-503-6950, Evanston 847-491-5611) as soon as possible. Alternative arrangements may consist of a make-up class held at a time agreeable to all students or online interaction via Canvas, if this can be done in a manner consistent with the session's learning objectives. You may recruit a qualified substitute to teach in your absence, in cooperation with the Undergraduate program staff. Please keep your program's manager informed of any changes.

Cancelling Professional Development Programs Classes

You are expected to attend all scheduled class sessions. If illness or any other unforeseen situation will prevent you from conducting class, contact the PDP office (312-503-0714) as soon as possible. It is the responsibility of the instructor to

contact all students and notify them of cancelled classes via email or messaging through Canvas. In certain circumstances, SPS staff can assist in the contacting of students.

Weather Cancellations

Northwestern University classes are rarely cancelled due to 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 SPS offices for information or check www.northwestern.edu for alerts.

Managing an Independent Study Course

Graduate Independent Study Guidelines

If you agree to supervise an independent study project (499), the student should complete the [Intent to Register for Independent Study Form](#) after receiving approval from you per the below. 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. Consult with the program's assistant director on this material and once approved by you and the assistant director, send the student an email stating that the syllabus has been approved.

Students should do more, or at least an equal, amount of work in an independent study as a regular course. In addition, an independent study cannot duplicate regular courses offered by SPS Academic Programs. The purpose of an Independent Study is to investigate topics not covered by regular courses offered in the curriculum. At the end of the quarter, you will have to submit a grade online just as you do for any course.

Undergraduate Independent Study Guidelines

Fully admitted undergraduate students with at least a 3.0 GPA may pursue individual academic interests through independent study, which typically involves in-depth research extending a topic introduced in a previous course, or original research or creative work produced under the guidance of a faculty member. Independent study is the most advanced course a student can take and is comparable to a 300-level course. To initiate the independent study, the student should informally submit to you a statement of their goals and the activities, projects, assignments and readings for the course, along with a schedule. If you agree to sponsor the independent study, the student submits these materials in an application to SPS that is completed with your signature (see application for [Independent Study](#)). The student will receive notification of approval from the SPS Student Affairs Committee, and will be enrolled in the 399-CN Independent Study course in CAESAR.

If you agree to sponsor an independent study, you are 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. You will be paid for sponsoring an Independent Study; pay is issued at the end of the term.

At the end of the quarter, you will have to submit a grade for the Independent Study in CAESAR, just as you do for any course. If you do not have an active NetID and CAESAR access at the time, Undergraduate program staff can help submit the grade, but you must make contact with the grade before the grading deadline for the quarter.

Managing Exams (undergraduate only)

Proctored Exam Policies

In-person exam proctoring for undergraduate courses may be available when instructors cannot give an exam to students who have missed it during the term due to unavoidable circumstances, or when students are making up an exam or test after the quarter has ended due to receiving an authorized incomplete grade. Exam proctoring should not

be used for the purpose of rescheduling exams in advance for individual students.

Instructors who have approved a make-up exam for a student and who are not able to proctor the exam themselves should contact [undergraduate program staff](#) to inquire about availability of proctoring in the SPS office during business hours (Monday – Friday 9:00 am to 5:00 pm). At least 48 hours' notice is required. After the exam is completed, SPS will deliver the completed exam materials to the instructor.

Managing Thesis Research (graduate only)

This section describes the student's independent thesis research project at SPS and your role as a Thesis Advisor or Final 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 [Student Handbook](#).

Students in all SPS graduate degree programs must complete either a capstone class or an independent thesis research project. Students who register for the independent 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 "Thesis Advisor" and has primary supervisory responsibility, oversight, and approval authority for the student's project. The other, referred to as the "Final 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 SPS degree programs. At the end of the page, you will find guidelines and processes that apply to projects in the MA in Writing/MFA in Prose & Poetry programs.

What is the Independent 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 Thesis Advisor or Final Reader for an Independent Thesis Research Project?

It depends on the program. If you are asked by a student to serve as a thesis advisor or final reader, please feel free to reach out to your faculty director to confirm that you are eligible to serve as a thesis advisor or final reader.

Expectations for Thesis Advisors and Final Readers

Serving as a Thesis Advisor is an important teaching responsibility in our graduate programs. As Thesis Advisor, you will be the primary guide and assessor as students take on the culminating project of their master's degree. You will lend assistance and guidance with a student's proposal, research and analysis. As an assessor, you will determine whether the capstone has reached a sufficient standard of quality. You should ensure that the proposed thesis/capstone project topic is relevant, rigorous, and deserving of exploration in a culminating project. Toward the end of the student's project, the Final Reader acts as an additional assessor/committee member. .

- **Time Commitment:** the timeframe for the development of a complete thesis manuscript can vary depending on many factors including topic, data availability, time availability of the student and the faculty member. Please note the average time commitment for a thesis is between 4 months and 1 year (exceptions to this timeframe do occur). Students will receive similar information from their Academic Advisor before registration in the Thesis course.
- **Other Responsibilities:** revision and approval of thesis proposal, enrollment in a Canvas site where work with student will be conducted, uploading and analysis of paper for plagiarism issues using TurnItIn, and submission of final P grade.

Your role as a Final Reader is to assess whether the student's completed thesis meets the academic and professional standards of the field. Although the student's Thesis Advisor is the instructor of record on the project, the Final Reader plays a critical role as an additional assessor in ensuring that the thesis paper has reached a sufficient standard of quality, befitting the culminating project of a master's degree.

- **Time Commitment:** the student should provide at least 4-6 weeks for a Final Reader to review the thesis manuscript. More time may be needed if revisions are necessary for a passing grade.

For more detailed information about the thesis advisor and final reader role, please reach out to your program's assistant director.

The Independent Thesis Research Project Process

The student has the ultimate responsibility for contacting and obtaining written acceptance from a faculty member to serve as Thesis Advisor. The student must have discussed the topic and scope of the thesis project and shared the proposal for acceptance by the identified faculty member.

The student is responsible for submitting a Thesis Registration Form along with a proposal approved by the faculty member that the student has identified as a thesis advisor, and the faculty member's written acceptance of your request to serve as a Thesis Advisor (e-mail acceptance is sufficient). All of these documents need to be e-mailed by the student to the Faculty Director, Assistant Director of Graduate Programs, and Academic Advisor at least **two weeks prior** to the start of the academic term in which the student wishes to register for the Thesis course. The Faculty Director will follow up directly with any questions or concerns and let the student and Thesis Advisor know whether the proposal has been approved.

The student should wait to identify their Final Reader until they have completed substantial work on their thesis, as the topic may shift depending on the analysis of research and data. The student has the ultimate responsibility for contacting and obtaining written acceptance (e-mail is sufficient) from a faculty member to serve as the Final Reader. This acceptance will need to be forwarded by the student to their Thesis Advisor, Faculty Director, and Assistant Director of Graduate Programs for final approval.

For more detailed information about the thesis research process, please reach out to your program's assistant director.

Handling Emergencies

Important Phone Numbers

- Emergency, Chicago and Evanston on-campus phone: 456
- 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 SPS office within 24 hours. If immediate attention is required they should proceed to the appropriate campus medical facility.

Chicago Campus 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 Workers' 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

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

The CTEC site opens for students to enter evaluations of their classes for three weeks until the Sunday following the final week of the quarter, before any grades are posted. Instructors are able to access their class evaluation on the CTEC site for one week prior to the student access to add specific questions. You may also set a link to the CTEC site on your course site on Canvas. Instructors will receive an email notification from the Office of the Registrar when the site is open for review and adding questions. You should not post or distribute grades before the CTEC site has closed. Students not officially enrolled for the class will not have access to the site.

Evaluation results are available to instructors during the week after the quarter ends, after final grades have been submitted. The CTEC office will email a notification to you when the results are available. To access the CTEC site, you use your NetID and password. Comments elicited from the first four essay questions in the evaluation are available only to instructors and are not made public. Essay question number five contains the comments that may be published on the public CTEC site, available 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 numerical 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, visit the [CTEC website](#).

In addition, faculty teaching in online courses will be evaluated by SPS utilizing guidelines from the High Impact Practices Guide to ensure quality online instruction for SPS students. This Guide sets the expectations for effective online instruction and is available in the [Online Faculty Expectations](#) section of this Handbook. If you have any questions, please reach out to your applicable program director.

Faculty Development Resources

The School of Professional 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.

Online Faculty Mentoring: The Faculty Mentor program is designed to help faculty create their own community of inquiry, to set aside time and space in which to connect, reflect, experiment, and innovate with fellow teachers. Faculty are invited by their Assistant Directors to serve as mentors. If you feel you would benefit from having a teaching mentor, please contact your Assistant Director or Program Manager.

Graduate Faculty Learning Resource Site: SPS has developed a Canvas site to help you further develop and refine your teaching abilities to continue to provide an exceptional learning environment for the student. This site houses many different kind of resources including how-tos for in the classroom and on Canvas, as well as a repository for all of the faculty learning development communications sent throughout the year.

Faculty Development Workshops

Throughout the year, Northwestern and SPS offer workshops dedicated to improving the art of teaching. Below is a list of departments that host workshops throughout the year.

Distance Learning Department: The SPS Distance Learning Department offer monthly webinars on various online teaching topics that can be utilized for online and on-ground courses.

Academic Technologies: [Digital Learning](#) 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.

Canvas: One-on-one consultations and training workshops are available for faculty using [Canvas](#)

Searle Center: Northwestern's [Searle Center for Advancing Learning and Teaching](#) 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 offers a variety of resources for teaching strategies, a library of teaching and learning materials, and opportunities for grants. View Searle's [resources](#) here.

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

Other Teaching Resources

- Online Learning Consortium: The office of distance learning has reserved seats for SPS-DL faculty. Email distanceeducation@northwestern.edu if you would like to attend.
- 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](#).

Distinguished Teaching Awards

Each year since 1988 the School of Professional 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 SPS students. Nominations are accepted year-round.

Faculty Advisory Board

The SPS 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 SPS to discuss ideas for improving instruction, implementing teaching technology, and providing ongoing student support. SPS 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.

SPS Undergraduate Faculty Advisory Board Members

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

SPS Graduate Faculty Advisory Board Members

Rives Collins
Kimberly Gray
Bob Gundlach
Justin Starren
Ming-Yang Kao
Kelly Edward Mayo

Ex Officio

Tom Gibbons

Student Support and Academic Resources

While faculty members are expected to be available to assist students outside of class time via office hours, email, or 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 SPS 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 [ESL web page](#). The website has information about classes, tutoring, and SPEAK Test workshops.

Math

SPS 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 of all levels who can use

extra help with graduate or undergraduate 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 [SPS Student Services website](#) for more information about tutoring and other academic services.

Learning Studios

Learning Studios are skill building online tutorials. Each Learning Studio is self-paced, self-directed, and individualized online tutorials to support SPS students and assist in student success. These Studios are optional, non-credit, and zero-tuition courses housed in Canvas, with no registration requirements in CAESAR.

LinkedIn Learning

All Northwestern faculty, staff, and students have access to [LinkedIn Learning](#), an online library of thousands of courses and videos covering creative and business skills for learners at all levels.

Career

SPS provides services for students seeking to advance in or change their careers, including advising, online tools, resources, and workshops. Please refer students to [SPS Career Services](#).

Disabilities

Northwestern University provides a variety of services to assist students with disabilities in becoming active members of the University community. The majority of these services are coordinated by [AccessibleNU](#).

Libraries

SPS 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 website](#).

The Schaffner Library has a librarian dedicated to SPS and is glad to work with faculty to provide library instruction and help for research papers and presentations, and assist with reserve materials. Contact Tracy Coyne, reference and instruction librarian, at tracy-coyne@northwestern.edu or 312-503-6617.

Student Services

The Student Services advising team assists students in a variety of matters during their time at SPS. Each program has an assigned adviser to help students with academic planning (course selection, degree planning, adding/dropping courses), policies, and administrative procedures, and to serve as a guide to resources at SPS and the greater Northwestern community. Student advisers use both proactive advising to keep students on track and intrusive advising to help resolve issues or concerns.

Student advisers can serve as a resource in student issues including, but not limited to, providing guidance to a student in danger of failing class or who may be looking to drop a class, making contact with a student who is not responsive to messages from faculty, and assisting a student experiencing family or medical issues that are impacting their academics. The advising team can be reached at spsacademicadvising@northwestern.edu, and more information on the academic advisers and available student services can be found on the [SPS Student Services page](#).

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.

View more information about Northwestern's Conflict of Interest Policy [here](#).

Harassment, Discrimination, and Sexual Misconduct

Northwestern University is committed to fostering a culture of access, belonging, and accountability, where all members of our community can thrive free from harassment, discrimination, and sexual misconduct. Part of being a new faculty or staff member in this community is to complete an online educational course in your first 30 days of employment. This course [linked here](#) will provide you with information about harassment, discrimination, and sexual misconduct, including the options available to those who may experience such conduct, how to respond if you learn of an incident, and how to report. The course also covers University resources and guidance for effective bystander intervention.

It is essential that we hold each other accountable for creating a culture where our community members feel comfortable coming forward to report discrimination, harassment, and sexual misconduct to the [Office of Equity](#), and where we make clear to one another that this behavior is not tolerated. Thank you for investing the time to learn more about these important issues and for doing your part to make the Northwestern community a welcoming and productive place for all

View Northwestern's Sexual Harassment Policy [here](#).

Students with Disabilities

SPS'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 [AccessibleNU](#) (formerly Services for Students with Disabilities, or 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 AccessibleNU at 847-467-5530 or accessiblenu@northwestern.edu.

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 self-identify for fear of

discrimination. Thus 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 SPS should be aware, or if they need special assistance during an emergency evacuation. It would also be helpful to refer such students to AccessibleNU if the student has not already registered there.

Instructors who have concerns about the appropriateness of a proposed accommodation should discuss them with AccessibleNU. For more information, visit the [AccessibleNU website](#).

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.

View detailed information about NU's liquor policy [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 assistant director. If you are considering inviting an elected official or political candidate to campus as a guest speaker, you must notify your assistant director before you extend an invitation. View more information about this university policy [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, SPS may request that faculty assign the copyright to the University. View more information about Northwestern University's copyright policy [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.

Contact Information

Insert Photo	Instructor: Email: Mobile: Office Hours: By appointment Response Time: I will respond to emails within 24-48 hours. Optional Synchronous Meetings:
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Biography

(Short Paragraph)

Course Description

(Match to what is on the SPS Website)

Course Objectives

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

Prerequisites

Required and Optional Readings and Resources

Required Readings

<List textbooks, if any>

Assigned readings posted on Canvas, including timely news articles and academic research that you will read in order to complete some assignments and participate in discussion forums.

Course Reserves

Some readings will be available through the Course Reserves in the left navigation menu. Assignment and Discussion forum instructions will note which readings are to be accessed through Course Reserves. For assistance with Course Reserves, e-mail [e-reserve@northwestern.edu](mailto:reserve@northwestern.edu). To ask a librarian for assistance, visit Northwestern's [Ask A Librarian](#) page.

Optional Readings and Resources

Assignment Overview and Grading Breakdown

Grading and feedback turnaround will be one week from the due date. You will be notified if turnaround will be longer than one week. The Midterm and Final Presentation will be graded and returned within two weeks.

The discussion forums, written assignments, and midterm and final presentation will be graded based on specific criteria or a rubric. The criteria or rubric for each type of assessment will be available in the course. To view the discussion forum rubric, click the gear icon in the upper right corner of the page and choose Show Rubric. The Written Assignment Rubric and Presentation Rubric will automatically appear on the page.

Class Participation		10%
Proactive Communication		10%
Midterm Presentations		25%
Reactive Communication		35%
Reaction Papers		10%
Final Presentations		25%
	Total	100%

Grading Scale

- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- F Below 70

Late Work Policy

Late work will be accepted only in the event of an instructor-approved absence. Contact your instructor as soon as possible, at least 24 hours in advance.

**Online Communication and Interaction Expectations
Discussion Forums**

The purpose of the discussion boards is to allow students to freely exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. 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. Frequency matters, but contributing content that adds value is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism. Please post your viewpoints first and then discuss others' viewpoints.

The quality of your posts and how others view and respond to them are the most valued. A single statement mostly implying “I agree” or “I do not agree” is not counted as a post. Explain, clarify, politely ask for details, provide details, persuade, and enrich communications for a great discussion experience. Please note, there is a requirement to respond to at least two fellow class members posts. Also, remember to cite all sources—when relevant—in order to avoid plagiarism.

Online Communication Etiquette

Beyond interacting with your instructor and peers in discussions, you will be expected to communicate by Canvas message, email, and sync session. Your instructor may also make themselves available by phone or text. In all contexts, keep your communication professional and respect the instructor's posted availability. To learn more about professional communication, please review the [Communicating Effectively with Faculty](#) guide.

Just as you expect a response when you send a message to your instructor, please respond promptly when your instructor contacts you. Your instructor will expect a response within two business days. This will require that you log into the course site regularly and set up your notifications to inform you when the instructor posts an announcement, provides feedback on work, or sends you a Canvas message. For guidance on setting your notifications, please review [How do I set my Canvas notification settings as a student?](#) It is also recommended that you check your u.northwestern e-mail account regularly, or forward your u.northwestern e-mail to an account you check frequently.

Participation and Attendance

This course will not meet at a particular time each week. All course goals, session learning objectives, and assessments are supported through classroom elements that can be accessed at any time. To measure class participation (or attendance), your participation in threaded discussion boards is required, graded, and paramount to your success in this course. Please note that any scheduled synchronous meetings are optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation.

Student Support Services

AccessibleNU

This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Northwestern University and [AccessibleNU](#) are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and professional studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities and other conditions requiring accommodation a learning and community environment that affords them full participation, equal access, and reasonable accommodation. The majority of

accommodations, services, and auxiliary aids provided to eligible students are coordinated by AccessibleNU, which is part of the [Dean of Students Office](#).

SPS Student Services

The Department of [Student Services](#) supports the academic and professional growth of SPS students. The Student Services team guides students through academic planning, policies, and administrative procedures, and promotes a supportive environment to foster student success. Students are encouraged to actively make use of the resources and staff available to assist them: Academic and Career Advisers, Counseling and Health Services, Student Affairs, Legal Services, Financial Aid and Student Accounts, among other services.

For a comprehensive overview of course and program processes and policies and helpful student resources, please refer to your [SPS Student Handbook](#).

Academic Support Services

Northwestern University Library

As one of the leading private research libraries in the United States, Northwestern University Library serves the educational and information needs of its students and faculty as well as scholars around the world. Visit the [Library About](#) page for more information or contact Distance Learning Librarian Tracy Coyne at 312-503-6617 or tracy-coyne@northwestern.edu.

Program-Specific Library Guides

- [Information Systems](#)
- [Public Policy](#)
- [Global Health](#)
- [Medical Informatics](#)
- [Sports Administration](#)
- [Data Science](#)

Additional Library Resources

- [Connectivity: Campus Wireless and Off-Campus Access to Electronic Resources](#)
- [Reserve a Library Study Room](#)
- [Sign up for an in-person or online Research Consultation Appointment](#)
- [Getting Available Items: Delivery to Long-Distance Patrons](#)
- [Social Science Data Resources](#)
- [Resources for Data Analysis](#)

The Writing Place

The Writing Place is Northwestern's center for peer writing consultations. Consultations are free and available to anyone in the Northwestern community: undergraduates, graduate students, faculty, or staff. To book an appointment, go to [The Writing Place](#) website.

The Math Place

The Math Place is a free tutorial service provided to students currently enrolled in Northwestern University's School of Professional Studies courses or in other Northwestern University courses. Students of all levels can benefit from the individual tutoring provided from this service, whether they are taking undergraduate or graduate level courses. To book an appointment, go to [The Math Place](#) website.

Learning Studios

Learning Studios are skill building online tutorials. Each Learning Studio is self-paced, self-directed, and individualized online tutorials to support SPS students and assist in student success. These Studios are optional, non-credit, and zero-tuition courses housed in Canvas, with no registration requirements in CAESAR.

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., using material from readings without citing 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 [The Office of the Provost's Academic Integrity page](#).

Some assignments in SPS courses may be required to be submitted through Turnitin, a plagiarism detection and education tool. You can find [an explanation of the tool here](#).

Examity Requirement [If applicable]

This course requires a proctored exam. Your identity will be verified prior to the exam, and your activity during the exam monitored by a remote proctor.

SPS partners with [Examity](#) for proctored exams. Students are responsible for proctoring, late scheduling, cancellation and no-show fees. *[Faculty: please select your exam price from the list below]*

- 1 hour exam: \$16.00
- 2 hour exam: \$23.00
- 3 hour exam: \$30.00
- Scheduling within 24 hours of exam: \$5.00 per hour
- Cancellations or schedule changes within 24 hours of exam: \$5.00 per exam
- No-shows: Full payment of all proctoring fees

To avoid additional fees, please schedule your exam appointment more than 24 hours prior to the exam.

Visit our course's Examity page for detailed instructions on how to set up an account and access the exam. Examity's [privacy statement](#) is also available.

Course Technology

This course will involve a number of different types of interactions. These interactions will take place primarily through the Canvas system. Please take the time to navigate through the course and become familiar with the course syllabus, structure, and content and review the list of resources below.

Canvas

The [Canvas Student Center](#) includes information on communicating in Canvas, navigating a Canvas course, grades, additional help, and more. The [Canvas at Northwestern](#) website provides information of getting to know Canvas at Northwestern and getting Canvas support. The [Canvas Student Guide](#) provides tutorials on all the features of Canvas. For

additional Canvas help and support, you can always click the Help icon in the lower left corner to begin a live chat with Canvas support or contact the Canvas Support Hotline.

The [Canvas Accessibility Statement](#) and [Canvas Privacy Policy](#) are also available.

BlueJeans

We will use BlueJeans for optional synchronous meetings. The [Northwestern IT YouTube channel on Blue Jeans Video conferencing](#) and the [Canvas Learning Center BlueJeans page](#) provide additional guidance for using BlueJeans.

The [Blue Jeans Privacy Policy](#) and the [Accessibility Features on BlueJeans](#) are also available.

Please note that any scheduled synchronous meetings are optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation. These synchronous sessions will be recorded, so you will be able to review the session afterwards.

Panopto

Videos in this course may be hosted in Panopto. If you have not used Panopto in the past, you may be prompted to login to Panopto for the first time and authorize Panopto to access your Canvas account. You can learn more about using Panopto and login to Panopto directly by visiting the Panopto guide on the [Northwestern IT Resource Hub](#). Depending on the assignment requirements of this course, you may be asked to create videos using Panopto in addition to viewing content that your instructor has provided through Panopto.

The Panopto [Privacy Policy](#) and the [Accessibility Features](#) on Panopto are also available.

Minimum Required Technical Skills

Students in an online program should be able to do the following:

- Communicate via email and Canvas discussion forums.
- Use web browsers and navigate the World Wide Web.
- Use the learning management system Canvas.
- Use integrated Canvas tools (e.g., BlueJeans, YellowDig, ARC, Panopto, Course Reserves).
- Use applications to create documents and presentations (e.g., Microsoft Word, PowerPoint).
- Use applications to share files (e.g., Box, Google Drive).
- Use software for statistical analysis (e.g., SPSS).
- Use software for predictive analytics (e.g., R, Tableau).

Systems Requirements for Distance Learning

Students and faculty enrolled in SPS online master's degree programs should have access to a computer with the [Minimum System Requirements](#).

Technical Help and Support

The [SPS Help Desk](#) is available for Faculty, Students and Staff to support their daily IT needs. For additional technical support, contact the [Northwestern IT Support Center](#).

Course Schedule

Module 1

Learning Objectives

Readings & Media

Required Readings

Optional Readings

Media

Required Media

Optional Media

Assignments

Assignment description goes here.

Module 2

[Copy as needed for subsequent modules. Adapt, remove, and/or add sections as needed, maintaining the provided heading structure.]

Syllabus Template for an Undergraduate Course

Department and Course Number

Section Number

Academic Term

Instructor Name

Course Description: This information should expand the course description listed in the course 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. The focus should be 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. Please remind students of the SPS policy on incompletes grades.

Attendance: If attendance and/or tardiness are a factor, i.e., impacts performance or grade, add appropriate statement in the syllabus.

Course Calendar: Provide a detailed list of class session objectives and activities for each week, including assignments and their due dates. List test dates, deadlines for oral and written assignments, course readings, and special events. Be sure to add a statement saying that changes may occur to the syllabus at the instructor's discretion.

Students with Disabilities: *(required)*

In compliance with Northwestern University policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first two weeks of the quarter, except for unusual circumstances, so arrangements can be made. Any student requesting accommodations related to a disability or other condition is required to register with [AccessibleNU](mailto:accessiblenu@northwestern.edu) (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Academic Integrity at Northwestern: *(required)*

Students are expected to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to cheating on an exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student's paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment-at a minimum. Other penalties may also apply. For more information, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Discrimination and Sexual Harassment: Northwestern University's Policy on Discrimination and Harassment and Sexual Harassment Policy apply to all members of the University community, including students, staff, and faculty. Any student, staff, or faculty member who believes that he or she has been discriminated against or harassed on the basis of his or her race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship, or veteran status should contact the Office of Equal Employment Opportunity,

Affirmative Action, and Disability Services at (847) 491-7458 or the Sexual Harassment Prevention Office at (847) 491-3745. Additional information about the University's discrimination and harassment policies, including the campus resources available to assist individuals with discrimination or harassment concerns, is available online at: www.northwestern.edu/sexual-harassment and www.northwestern.edu/hr/eo.

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.

Syllabus Template for an Undergraduate On-campus Course

Psychology 306-CN (Sec. 62): Introduction to Clinical Psychology
Northwestern University
Spring 2016
Mondays, 6:15 PM – 9:15 PM, University Hall, Room 101

Faculty: Ben Gorvine, Ph.D.

Office: Swift Hall 306

E-mail: b-gorvine@northwestern.edu

Office Phone: 847-467-1839

Home Phone: 847-570-5661 (no calls after 10 PM, please!)

Office Hours: Mondays, 1:30 PM – 2:30 PM, 5:00 PM – 6:00 PM; Tuesdays, 1:30 PM – 2:30 PM, and by appointment.

Feel free to stop by at other times, as I will generally be in the office most days (though scheduling an appointment is the surest way to have a meeting time).

Course Description

This course will introduce major concepts and methods of clinical psychology. The course will emphasize four main areas relevant to clinical psychology: (1) fundamentals of clinical psychology with some discussion of the history of the field, (2) psychological assessment, (3) psychotherapy, and (4) research that has been used to investigate the efficacy of interventions in clinical psychology. Ethical issues as they relate to the field will also be considered.

Course Prerequisites: Psychology 303 – Psychopathology (highly recommended)

Course Objectives

At the end of the course you should:

- be familiar with the major paradigms within the field of clinical psychology and have an understanding of them in historical context.
- be familiar with some of the "sticky issues" and controversies in the field of clinical psychology, particularly the debate over psychotherapeutic approaches and empirical evidence.
- be aware of the range of applications of clinical psychology (assessment, psychotherapy, research).
- be able to critically think about questions in the field of clinical psychology and evaluate the data that are available to answer those questions.

Required Texts

Pomerantz, A.M. (2012). *Clinical Psychology: Science, Practice & Culture* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4522-2531-9.

Frank, J.D. & Frank, J.B. (1993). *Persuasion and healing: A comparative study of psychotherapy* (3rd ed.). Baltimore: Johns Hopkins University Press. ISBN: 0-8018-4636-6.

Additional readings included on the syllabus will either be distributed in class or posted on Canvas throughout the quarter.

General Goals and Expectations

My goals and expectations for you:

My goal for all of you taking this course is for you to, at the end of this course, acquire knowledge about clinical psychology and truly come to know what it means to “think like a clinical psychologist.” I am particularly interested in two things: (1) conveying to you my love for and excitement about the field of clinical psychology and, consequently, sparking your interest in learning more about clinical psychology, above and beyond this course, and (2) helping you to further hone your critical thinking skills, and seeing each of you apply these skills to the area of clinical psychology.

To best achieve these goals I expect that you will come to class prepared to critique and analyze the class material and readings. I would like you to consider the possibility that no assumption is beyond question, that no theory should escape critical scrutiny. I think that you will find that as we view the course material with a critical eye, it will be both fun and intellectually fulfilling. While there will certainly be times during the course where I will lecture on the material to provide you with background, I also have the goal to create as much of a seminar atmosphere as possible. As such, I expect active engagement during class.

My ground rule for those times that we are engaged in class discussion is that we all respect each other and each other's point of view. I hope that we can all make an effort to listen to each other's comments courteously without interrupting, and to respond to each other in a mature and thoughtful manner. This will help us all get the most out of the course.

Finally, I expect for each of you to make an effort throughout the course to make your needs, concerns, and any other feedback that you might have known to me. Most importantly, I need to know if you have special needs or circumstances that are impacting your performance or completion of work for the course. I am willing to be flexible and accommodating of special circumstances, but can only reasonably do so if you keep me informed about what it is that you need.

What you can expect of me:

I am committed to making this course not only an educational experience, but a fun and positive experience as well. To that end, just as I expect for each of you to make efforts over the course of the term to communicate your needs and concerns to me, I will endeavor to give you regular feedback and make myself available to you. In addition to the time that we spend together in class, I do my best to make myself available to you for help and consultation outside of class time, and I hope you will avail yourself of my office hours. I am also more than happy to speak with you by phone or answer questions via e-mail. It is fine to call me at home, but please limit calls to before 10 PM.

Besides my availability and interest in getting to know each of you, you can expect that I am interested in your feedback and input about the course, and I am open to comments, both positive and negative, about how your experience is going. I cannot guarantee that I will be able to resolve every complaint in the way that you might hope, but I can guarantee that I will listen to your concerns and make every effort to find a satisfactory resolution.

Finally, you can expect that I am deeply committed to your learning here at Northwestern University. You may find there are times in class when you have a question that I cannot answer on the spot, but you can expect that when I do not know the answers, I will do my best to work with you to find the answers. It is not just a cliché to say that, as your instructor, I will also be learning from each of you throughout the course.

Canvas Website

Please check the website frequently for updates, announcements and information about the course. If you have never used a Canvas website for a course before, you can access it from the NU Home Page by clicking on the "Canvas" link on the top of the home page and then clicking on the "Log into Canvas" link. Class notes, handouts, and any other relevant materials will typically be posted on the Canvas site at least one day before class; the Canvas site will also be the best way to get the most current information about course assignments and your grade in the class.

Course Requirements and Assignments

1. **Exams** – There will be two exams during the course of the quarter. The exam format will be essay. A week before the exam, you will be provided with a pool of possible essay questions (approximately 6-8 questions). On the day of the exam, you will be given a subset of these essay questions and asked to write about them in class.

The exams will be open book/open note, so you may bring whatever materials you like. Because you will have the pool of possible questions ahead of time, it is also certainly fine to bring notes, outlines, etc. that you prepare ahead of time on the different questions.

Please note that *legible handwriting is essential on exams!* You may be asked to write on materials presented in the readings but not discussed in class. However, special emphasis is given to the material discussed in class – including material that may be discussed in class that is not from the readings.

EXAM #1 – Monday, 5/2.

EXAM #2 – Monday, 6/6.

2. **Attendance and participation** – Regular attendance and class participation is expected of everyone in the class. You should come to class prepared to discuss the assigned readings in a thoughtful, considered manner. You will notice that attendance/participation comprises 5% of your final total grade. This is because your active participation in discussions and activities will help you to get the most out of this class. You will be evaluated not only on your physical presence in the class, but also on the quality of your class participation.

I do also expect everyone to actively participate to the best of their ability. For those of you who know that you are uncomfortable with talking in class, please make a point of making some time to come and meet with me so we can work together on ways for you to become more involved in our group discussions. I do consider active listening to be a component of participation as well, so even when you are not actively talking in class, you are expected to be actively engaged in listening to the comments and thoughts of others.

3. **Annotated bibliography:** You will be responsible for completing an APA style annotated bibliography on the issue of empirically supported therapies (ESTs)/empirically validated treatments. It will be up to you to select a type of psychotherapy as the focus for your bibliography (e.g., psychodynamic, cognitive-behavioral, family, humanistic, etc.); you may also want to select a particular diagnosis (e.g., obsessive-compulsive disorder, major depressive disorder) to further focus your search.

The bibliography must contain 6-8 sources, all of which must be *peer reviewed/ scholarly research articles* directly related to the issue of empirical support for the therapy of your choice. Note that the annotation includes a critical evaluation of each of the articles that you include.

Bibliographies will be graded for appropriateness of sources, clarity, sophistication, and APA style. Topics must be approved by the instructor. More specific instructions on acceptable sources, APA format, and other assignment guidelines will be provided in a separate handout.

BIBLIOGRAPHY TOPIC: Due Monday, 4/25.

ANNOTATED BIBLIOGRAPHY: Due Monday, 5/9.

4. **Issue paper:** You will be asked to complete a 3-5 page paper taking a position on the debate between the common factors vs. the empirically supported therapies approach to psychotherapy research. You will learn more about each of these approaches over the course of the quarter, and you will have readings that will give you more background on each approach. You will not need to do outside research for this paper, but you should plan on referencing relevant course readings, class materials, and the text as appropriate.

The central issue for this paper follows:

Several colleagues in the clinic in which you are working are convinced that CBT (Cognitive-behavioral therapy) – and cognitive techniques specifically – are the best way to improve mental health for a range of psychotherapy clients, especially those suffering from depression and anxiety. Other therapists in your clinic believe there's nothing special about cognitive techniques – in fact, they claim that cognitive techniques in some circumstances might harm the therapeutic alliance, especially because of the sometimes inflexible way in which they are applied across clients. You have been asked to weigh in on this important issue. *The question to consider is: when we do see therapeutic improvement, can it be attributed to specific factors (in this case, cognitive techniques) or to factors common in all the (decent/ethical) therapies? Take a position in favor of either specific or common factors, and be sure to support your argument with evidence & arguments from the course.* Be sure to describe the debate between the various positions before taking your own position.

Due Monday, 5/23.

Submission of annotated bibliography and issue paper

All papers should be submitted via Canvas (no hard copies please!). When you log in to the Canvas site, you will see a series of folders for the different assignments; open the relevant folder, and you will find information on the assignment and a link to submit your paper. Papers should be submitted by **6:15 PM on the due date (the start of class)**.

Please also submit your papers in Microsoft word format (either .doc or .docx), and ***not as a .pdf***. I ask for your assignments in this format so that I can send you feedback electronically using Word's comments feature.

Other information about the annotated bibliography and issue paper

Late papers and bibliographies will be penalized 10% of the total assignment grade for each day they are late – including weekends. Assignments are due at the beginning of class, so the point deduction applies immediately if they are not turned in on time (i.e., a paper turned in an hour after class will still be docked 10%).

Grading

Grades in the class will be based on the two exams, the annotated bibliography the issue paper, and class attendance/participation.

Exams – 50%

Exam 1 – 25%

Exam 2 – 25%

Annotated bibliography– 25%

Issue paper – 20%

Class attendance/participation – 5%

The grading scale is as follows:

A =	93 – 100%
A- =	90 – 92%
B+ =	87 – 89%
B =	83 – 86%
B- =	80 – 82%
C+ =	77 – 79%
C =	73 – 76%
C- =	70 – 72%
D =	60 – 69%
F=	<60%

Reading Assignments

You will be responsible for all material covered in class as well as material covered in your reading assignments. It is important to note that some material contained in the text will not be discussed due to time constraints. While we will be covering the material in class that I believe is most important, do not assume that other material will not be covered on exams.

Make-up Exams

In general, make-up exams will not be given. Exceptions will be made for students who have **serious** and **documented** reasons for missing an examination (e.g., death of a loved one, serious, documented illness). Invalid reasons for missing an exam include other exams on the same day, taking a vacation, having a cold, oversleeping, alarm malfunction,

breaking up with a significant other, and not being prepared. Make-up exams may be slightly more difficult than the regularly scheduled exams.

Academic Dishonesty

As members of an academic community, you are expected to uphold the highest standards of academic integrity. See the following website for Northwestern's thoughts on academic integrity: <http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html>. If I suspect cheating/plagiarizing on any course assignment, I will notify the dean's office immediately in accordance with university policy. In addition to consequences for your course grade, the Dean's office may choose to impose additional penalties after a review of the case. If you are uncertain about what constitutes plagiarism, please come and talk to me and I can provide resources to help you both cite material appropriately, and paraphrase in your own words.

You may also want to check out this website for more information on plagiarism and how to avoid it: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>. Not knowing how to cite material appropriately is not a valid excuse for plagiarism. If you are not certain how to avoid plagiarism, come and see me.

Accommodations

The following statement is taken from the website of AccessibleNU in the Division of Student Affairs (formerly the Office of Services for Students with Disabilities): "Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential."

Religious Holidays

The Provost's Statement on Academic Accommodations for Religious Holidays can be viewed at <http://www.northwestern.edu/provost/policies/faculty-leave-and-holidays/statement-on-academic-accommodations-for-religious-holidays.html>. In accordance with this policy, please let me know as soon as possible about any possible conflicts so that accommodations can be made.

Tentative Course Schedule

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments Due</u>
1.			

Contact Information

Insert Photo Here	Instructor: Email: Phone: Office Hours: Response Time: Optional Synchronous Meetings:
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Biography

Course Description

Course Objectives

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

Prerequisites

There are no prerequisites for this course.

Required and Optional Readings and Resources

Required Readings

[Insert Readings/Resources]

Assigned readings posted on Canvas, including timely news articles and academic research that you will read in order to complete some assignments and participate in discussion forums.

Course Reserves

Some readings will be available through the Course Reserves in the left navigation menu. Assignment and Discussion forum instructions will note which readings are to be accessed through Course Reserves. For assistance with Course Reserves, e-mail [e-reserve@northwestern.edu](mailto:reserve@northwestern.edu). To ask a librarian for assistance, visit Northwestern's [Ask A Librarian](#) page.

Optional Readings and Resources

Assignment Overview and Grading Breakdown (3.2, 3.3, 5.3)

Grading and feedback turnaround will be ____ from the due date. You will be notified if turnaround will be longer than _____. The Midterm and Final Presentation will be graded and returned within two weeks.

The discussion forums, written assignments, and midterm and final presentation will be graded based on specific criteria or a rubric. The criteria or rubric for each type of of assessment will be available in the course. To view the discussion forum rubric, click the gear icon in the upper right corner of the page and choose Show Rubric. The Written Assignment Rubric and Presentation Rubric will automatically appear on the page.

Class Participation	INSERT TEXT	10%
Proactive Communication	INSERT TEXT	10%
Midterm Presentations	INSERT TEXT	25%
Reactive Communication	INSERT TEXT	35%
Reaction Papers	INSERT TEXT	10%
Final Presentations	INSERT TEXT	25%
	Total	100%

Grading Scale

- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D
- F
- X Failed to earn credit, missed final examination
- Y Failed to earn credit, work incomplete

Late Work Policy

Late work will be accepted only in the event of an instructor-approved absence. Contact your instructor as soon as possible, at least 24 hours in advance.

Online Communication and Interaction Expectations

Discussion Forums

The purpose of the discussion boards is to allow students to freely exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. 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. Frequency matters, but contributing content that adds value is paramount. Please remember to cite all sources—when relevant—in order to avoid plagiarism. Please post your viewpoints first and then discuss others' viewpoints.

The quality of your posts and how others view and respond to them are the most valued. A single statement mostly implying “I agree” or “I do not agree” is not counted as a post. Explain, clarify, politely ask for details, provide details, persuade, and enrich communications for a great discussion experience. Please note, there is a requirement to respond to at least two fellow class members posts. Also, remember to cite all sources—when relevant—in order to avoid plagiarism.

Online Communication Etiquette

Beyond interacting with your instructor and peers in discussions, you will be expected to communicate by Canvas message, email, and sync session. Your instructor may also make themselves available by phone or text. In all contexts, keep your communication professional and respect the instructor's posted availability. To learn more about professional communication, please review the [Communicating Effectively with Faculty](#) guide.

Just as you expect a response when you send a message to your instructor, please respond promptly when your instructor contacts you. Your instructor will expect a response within two business days. This will require that you log into the course site regularly and set up your notifications to inform you when the instructor posts an announcement, provides feedback on work, or sends you a Canvas message. For guidance on setting your notifications, please review [How do I set my Canvas notification settings as a student?](#) It is also recommended that you check your u.northwestern e-mail account regularly, or forward your u.northwestern e-mail to an account you check frequently.

Participation and Attendance

This course will not meet at a particular time each week. All course goals, session learning objectives, and assessments are supported through classroom elements that can be accessed at any time. To measure class participation (or attendance), your participation in threaded discussion boards is required, graded, and paramount to your success in this course. Please

note that any scheduled synchronous meetings are optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation.

Student Support Services

AccessibleNU

This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Northwestern University and [AccessibleNU](#) are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and professional studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities and other conditions requiring accommodation a learning and community environment that affords them full participation, equal access, and reasonable accommodation. The majority of accommodations, services, and auxiliary aids provided to eligible students are coordinated by AccessibleNU, which is part of the [Dean of Students Office](#).

SPS Student Services

The Department of [Student Services](#) supports the academic and professional growth of SPS students. The Student Services team guides students through academic planning, policies, and administrative procedures, and promotes a supportive environment to foster student success. Students are encouraged to actively make use of the resources and staff available to assist them: Academic and Career Advisers, Counseling and Health Services, Student Affairs, Legal Services, Financial Aid and Student Accounts, among other services.

For a comprehensive overview of course and program processes and policies and helpful student resources, please refer to your [SPS Student Handbook](#).

Academic Support Services

Northwestern University Library

As one of the leading private research libraries in the United States, Northwestern University Library serves the educational and information needs of its students and faculty as well as scholars around the world. Visit the [Library About](#) page for more information or contact Distance Learning Librarian Tracy Coyne at 312-503-6617 or tracy-coyne@northwestern.edu.

Program-Specific Library Guides

- [Information Systems](#)
- [Public Policy](#)
- [Predictive Analytics](#)
- [Global Health](#)
- [Medical Informatics](#)

- [Sports Administration](#)

Additional Library Resources

- [Connectivity: Campus Wireless and Off-Campus Access to Electronic Resources](#)
- [Reserve a Library Study Room](#)
- [Sign up for an in-person or online Research Consultation Appointment](#)
- [Getting Available Items: Delivery to Long-Distance Patrons](#)
- [Social Science Data Resources](#)
- [Resources for Data Analysis](#)

The Writing Place

SPS sponsors a free tutoring service available on the Chicago campus. Students can meet with a tutor either in person or online. For more information or to book an appointment, see [The Writing Place, Chicago Campus](#). SPS students can also set up appointments at [The Writing Place, Evanston Campus](#).

The Math Place

The Math Place is a free tutorial service provided to students currently enrolled in Northwestern University's School of Professional Studies courses or in other Northwestern University courses. Students of all levels can benefit from the individual tutoring provided from this service, whether they are taking undergraduate or graduate level courses. To book an appointment, go to [The Math Place](#) website.

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 seek the assistance of the [The Chicago Writing Place](#), where a tutor can help guide you through the requirements for using information gathered from sources. This University site can also help you understand [How to Avoid Plagiarism](#).

Academic dishonesty includes, but is not limited to, cheating on an exam, obtaining an unfair advantage, and plagiarism (e.g., using material from readings without citing 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. For information about SPS policy and procedures regarding academic integrity, please see the [SPS Undergraduate Handbook](#).

Some assignments in SPS courses may be required to be submitted through Turnitin, a plagiarism detection and education tool. You can find [an explanation of the tool here](#).

Examity Requirement [IF APPLICABLE]

This course requires a proctored exam. Your identity will be verified prior to the exam, and your activity during the exam monitored by a remote proctor.

SPS partners with [Examity](#) for proctored exams. Students are responsible for proctoring, late scheduling, cancellation and no-show fees. **[Faculty: please select your exam price from the list below]**

- 1 hour exam: \$16.00
- 2 hour exam: \$23.00
- 3 hour exam: \$30.00
- Scheduling within 24 hours of exam: \$5.00 per hour
- Cancellations or schedule changes within 24 hours of exam: \$5.00 per exam
- No-shows: Full payment of all proctoring fees

To avoid additional fees, please schedule your exam appointment more than 24 hours prior to the exam.

Visit our course's Examity page for detailed instructions on how to set up an account and access the exam. Examity's [privacy statement](#) is also available.

Course Technology

This course will involve a number of different types of interactions. These interactions will take place primarily through the Canvas system. Please take the time to navigate through the course and become familiar with the course syllabus, structure, and content and review the list of resources below.

Canvas

The [Canvas Student Center](#) includes information on communicating in Canvas, navigating a Canvas course, grades, additional help, and more. The [Canvas at Northwestern](#) website provides information of getting to know Canvas at Northwestern and getting Canvas support. The [Canvas Student Guide](#) provides tutorials on all the features of Canvas. For additional Canvas help and support, you can always click the Help icon in the lower left corner to begin a live chat with Canvas support or contact the Canvas Support Hotline.

The [Canvas Accessibility Statement](#) and [Canvas Privacy Policy](#) are also available.

BlueJeans

We will use BlueJeans for optional synchronous meetings. The [Northwestern IT YouTube channel on Blue Jeans Video conferencing](#) and the [Canvas Learning Center BlueJeans page](#) provide additional guidance for using BlueJeans.

The [Blue Jeans Privacy Policy](#) and the [Accessibility Features on BlueJeans](#) are also available.

Please note that any scheduled synchronous meetings are optional. While your attendance is highly encouraged, it is not required and you will not be graded on your attendance or participation. These synchronous sessions will be recorded, so you will be able to review the session afterwards.

Panopto

Videos in this course may be hosted in Panopto. If you have not used Panopto in the past, you may be prompted to login to Panopto for the first time and authorize Panopto to access your Canvas account. You can learn more about using Panopto and login to Panopto directly by visiting the Panopto guide on the [Northwestern IT Resource Hub](#). Depending on the assignment requirements of this course, you may be asked to create videos using Panopto in addition to viewing content that your instructor has provided through Panopto.

The Panopto [Privacy Policy](#) and the [Accessibility Features](#) on Panopto are also available.

Minimum Required Technical Skills

Students in an online program should be able to do the following:

- Communicate via email and Canvas discussion forums.
- Use web browsers and navigate the World Wide Web.
- Use the learning management system Canvas.
- Use integrated Canvas tools (e.g., BlueJeans, YellowDig, ARC, Panopto, Course Reserves).
- Use applications to create documents and presentations (e.g., Microsoft Word, PowerPoint).
- Use applications to share files (e.g., Box, Google Drive).
- Use software for statistical analysis (e.g., SPSS).
- Use software for predictive analytics (e.g., R, Tableau).

Systems Requirements for Distance Learning

Students and faculty enrolled in SPS online master's degree programs should have access to a computer with the [Minimum System Requirements](#).

Technical Help and Support

The [SPS Help Desk](#) is available for Faculty, Students and Staff to support their daily IT needs. For additional technical support, contact the [Northwestern IT Support Center](#).

Course Schedule

Module 1

Learning Objectives

- A
- B
- C

Readings & Media

Required Readings

- A
- B

Optional Readings

- A
- B

Media

- A
- B

Assignments

Assignment description goes here.

Module 2

[Copy as needed for subsequent modules. Adapt, remove, and/or add sections as needed, maintaining the provided heading structure.]

Course Number, Section, and Course Name
Academic Term and Year
Instructor Name
Instructor Bio

Contact Information: *Email address (must be Northwestern University address), phone. May also designate preferred means of contact, as well as available hours.*

Course Description: *This information should expand the course description listed on the website.*

Prerequisites: *List any prerequisites to taking this course.*

Texts or Required Readings: *List texts and/or course materials, including if e-book versions are acceptable. Tell where they are available for purchase, or if provided in class or via Canvas. If any optional readings are included, be sure to specify which texts are required and which are optional.*

Course Objectives: *List a series of specific objectives for course. 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.*

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.*

Grading Scale: *Choose one of the top two statements, based on your course grading standards.*

This course is graded on a Satisfactory Performance (S) / Unsatisfactory Performance (U) basis. Students needing a letter grade should submit a request to the instructor at the beginning of the course.

OR

This course is graded based on the letter grading scale below.

All grades of D or higher are considered passing grades and satisfy course completion; however, no courses with a grade of D may be used to fulfill a certificate requirement. Grades of F may be given for failing work or for cases where a student has failed to attend a single class or submit work.

Letter	Grading Scale	
	Grade	Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	Below 60

Satisfactory/Unsatisfactory Grading Scale	
Grade	Percentage
S	70-100
D	60-69
U	Below 60

Incompletes:

In rare circumstances, students may be granted a grade of incomplete, which is designated with a grade of Y. A student must receive permission from the instructor and the program manager prior to the end of the course to receive a grade of Incomplete. It is expected that requests will be made and accepted before the course ends. When an instructor grants an Incomplete, they determine the amount of time the student has to finish the work within the maximum allotted one term of additional time. Instructors may establish an earlier deadline for the completion of missing work, based on considerations specific to their course.

Students who fail to complete course requirements within the designated time period will receive a failing or unsatisfactory grade.

Attendance: *If attendance and/or tardiness is a factor, i.e., impacts performance or grade, add appropriate statement in the syllabus.*

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.*

Students with Disabilities:

In compliance with Northwestern University policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first week of the quarter, except for unusual circumstances, so arrangements can be made. Students are encouraged to contact the Office of Professional Development at pdp@northwestern.edu or 312-503-0714 for determination of reasonable academic accommodations.

Academic Integrity at Northwestern:

Students are expected to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to cheating on an exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student's paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment-at a minimum. Other penalties may also apply. For more information, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Diversity Statement:

As educators and learners, we must share a commitment to diversity and equity, removing barriers to education so that everyone may participate fully in the community. In this course, we respect and embrace the unique experiences that brought each person here, including backgrounds, identities, learning styles, ways of expression, and academic interests. The broad spectrum of perspectives represented by our students enrich everyone's experiences, and we strive to meet each perspective with openness and respect.

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.*

Course Schedule:

Session 1
Learning Objectives

-
-

Required Readings

-
-

Media

-
-

Assignments

-
-

Session 2 – Copy as needed for subsequent sessions. Adapt, remove, and/or add sections as needed, maintaining the provided heading structure.