To: All SPEA Faculty  
From: Michael McGuire, Executive Associate Dean, SPEA Bloomington  
Re: Syllabus and Course Requirements  

The purpose of this document is to compile IU requirements for syllabi and course delivery in a way that is useful for existing and new instructors. Also, I have attached a sample syllabus. You do not need to follow the style of the sample syllabus, but it does have sample language that addresses IU’s requirements and various policies many of us already include in our syllabi.

I. Code of Academic Ethics Teaching Requirements  
II. Additional Requirements Established by IU Regarding Classes and Students  
III. Information for Faculty Provided by IU Regarding Classes and Students  
IV. Sample Syllabus

I. Code of Academic Ethics Teaching Requirements

The following are selected IU requirements excerpted from the Code of Academic Ethics, [the appropriate Program Director at SPEA] that are relevant to syllabi and course delivery. These requirements “devolve upon the academic appointee who accepts a position at Indiana University. Observance of such specific responsibilities as the following is also a component of academic ethics.” (Code of Academic Ethics ACA-33).

1. A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually justifiable and consistent with the rules and regulations of the academic division.

2. A teacher will plan and regulate class time with an awareness of its value for every student and will meet classes regularly.

3. A teacher will remain available to students and will announce and keep liberal office hours at hours convenient to students.

4. A teacher will strive to develop among students respect for others and their opinions by demonstrating his or her own respect for each student as an individual, regardless of age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

5. A teacher will strive to generate a proper respect for an understanding of academic freedom by students. At the same time, a teacher will emphasize high standards and strive to protect students from irrelevant and trivial interruptions or diversions.

II. Additional Requirements Established by IU Regarding Classes and Students

1. Disability Services for Students. Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with

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disabilities, and for the procedures to be followed by students and instructors: http://studentaffairs.iub.edu/dss/.

2. **Disclosure of Student Records.** The 1974 Family Educational Rights & Privacy Act (known as “FERPA”) protects the privacy of students’ educational records and generally prohibits the release or disclosure of student records by school officials to any third party without the student’s prior written consent. Faculty should ensure that, prior to communicating with parents or any third party about a student’s educational records (including grades, papers, performance, etc.), they have obtained the necessary prior written consent from the student. The Office of the Registrar has compiled FERPA resources for instructors, including a tutorial, a list of best practices, and a standard consent form. http://registrar.indiana.edu/policies/student-privacy-ferpa.shtml.

3. **Disclosure of Textbook Information.** In order to comply with the 2010 Higher Education Opportunity Act, instructors must provide the IU Bookstore with full information about all textbooks and other course materials. Instructors may also provide that information to alternative sources for textbooks and course materials, and they may inform their students that they have done so.

4. **Early Evaluations of Student Progress.** BFC policy requires that all instructors of courses in which freshman or University Division sophomores are enrolled (as well as instructors of all General Education Common Ground courses) to submit letter grade evaluations for these students by Sunday after the sixth week of the semester. Enrollment Verification Rosters are due the same day.

5. **Final Examinations and Free Week.** The week prior to the exam period shall be free of major or final exams, except for practical tests at the end of lab periods. Paper projects may be due then only if assigned well in advance. Final exams are an essential part of the pedagogical process, and every course should contain a final exercise of some kind. Final exams must be given during the final examination period.

6. **Instructional Responsibilities.** The BFC requires that this notice be sent to all instructors. “Faculty members teaching courses have the responsibility to provide instruction as scheduled. Variations from the schedule may occur for a variety of reasons, including illness, professional activities and pedagogical considerations. When such variations occur, it is the responsibility of the faculty member both to provide equivalent academic activity for the students in the course and to notify the chairperson of the department offering the course of the change in schedule.”

7. **Religious and Civic Observances.** Instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. For our policy on religious observances, suggestions for its implementation and forms to be used by students requesting accommodations: http://vpfaa.indiana.edu/forms/index.shtml.
8. **Sexual Harassment.** Faculty are considered Responsible Employees for purposes of Title IX, which means they have an obligation to report incidents of possible sexual misconduct known to them, to the appropriate Title IX Officials for their campus. (For more employee specific information, please see [http://stopsexualviolence.iu.edu/employee/index.html](http://stopsexualviolence.iu.edu/employee/index.html)).

To help students understand this obligation as well as to help them learn of their rights and resources on campus, we request that instructors include the following message within syllabi.  [See below in sample syllabus]

9. **Student Academic Misconduct.** If you suspect that a student has cheated, plagiarized or otherwise committed academic misconduct, refer to the *Code of Student Rights, Responsibilities and Conduct*: [http://www.iu.edu/~code/](http://www.iu.edu/~code/).

**III. Information for Faculty Provided by IU Regarding Classes and Students**

1. **Counseling and Psychological Services.** For information about services offered to students by CAPS:  [http://healthcenter.indiana.edu/counseling/index.shtml](http://healthcenter.indiana.edu/counseling/index.shtml).

2. **Disruptive Students.** Instructors are occasionally confronted by discomforting or even threatening behavior from students. An instructor's first obligation is to insure the immediate safety of the classroom. When in doubt, call IU Police at 9-911 from any campus phone (or 812-855-4111 from off-campus) or the Dean of Students office (812-855-8187). For guidance in dealing with such situations:  [http://www.iu.edu/~ufc/docs/policies/DisruptiveStudents.pdf](http://www.iu.edu/~ufc/docs/policies/DisruptiveStudents.pdf)

3. **Emergency Response.** To report an emergency, call the IU Police Department at 9-911 from any campus phone or (812-855-4111 from off campus). For information about campus emergency preparedness:  [http://protect.iu.edu/emergency](http://protect.iu.edu/emergency)

   Additional emergency response information:

   A. Quick guides for faculty,  [https://protect.iu.edu/education/faculty-quick-guides.html](https://protect.iu.edu/education/faculty-quick-guides.html)

   B. Printouts that could be put in classrooms or syllabi,  [https://protect.iu.edu/education/emergency-procedures-grid.html](https://protect.iu.edu/education/emergency-procedures-grid.html)

   C. More options for syllabi can be found at the bottom of the faculty guide webpage. Directions for how to respond to a variety of emergencies, such as active shooters, medical emergencies, tornadoes, and bomb threats can be found here,  [https://protect.iu.edu/emergency-planning/procedures/index.html](https://protect.iu.edu/emergency-planning/procedures/index.html)

4. **Fire Drills.** Fire drills are a necessary precaution, even though they can be inconvenient for classroom instruction. If you teach a large class in a lecture hall, please inform the building manager in the building where your class is taught about the specific dates and times when you will be giving exams (no drills are held during finals week). Building
managers will request that the date/time of the drill be changed to avoid testing periods for large classes. To identify a building manager, contact Debbi Fletcher, Director of Emergency Management and Continuity, dpfletch@iu.edu, 812-856-9014.


6. **Online Course Questionnaire (OCQ)** The OCQ consists of 11 campus-wide questions that students are asked to answer about each class they take. Responses to these questions are shared with instructors, department chairs, deans, vice provost for undergraduate education (VPUE), and the vice provost for faculty and academic affairs (VPFAA) to be used for faculty development and for tenure and promotion. BFC Policy on OCQ can be found at [http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/online-courses.shtml](http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/online-courses.shtml). For more information on OCQ see [https://surveys.iub.edu/OCQ/](https://surveys.iub.edu/OCQ/).

7. **Opportunities at the Libraries.** The IU Scholars’ Commons in the Wells Library provides researchers a centralized location where faculty can consult with experts on copyright issues, human subject research, data management plans, and many other subjects. Visit [https://libraries.indiana.edu/scholars-commons](https://libraries.indiana.edu/scholars-commons) to learn more. Faculty may also apply for [Information Literacy Grants](https://libraries.indiana.edu/scholars-commons) to support the design or redesign of undergraduate courses to incorporate information literacy/fluency concepts, a central goal of the [General Education curriculum](https://libraries.indiana.edu/scholars-commons) at IU Bloomington.

8. **Students in Financial Crisis.** The Student Advocates Office can help students work through personal and academic problems as well as financial difficulties and concerns in order to help students progress towards earning a degree. In addition to advising student on appeal and financial issues such as financial aid or tuition, they also have emergency funds for IU students experiencing emergency financial crisis. [https://studentaffairs.indiana.edu/student-advocates/](https://studentaffairs.indiana.edu/student-advocates/)
IV. Sample Syllabus - Your syllabus must contain the information required below. Instructors may wish to include additional information on the course.

**SPEA [Course ID and Name]**

**Instructor:** [Name/Title] [Email Address] [Office Location and Phone #]

**Teaching Assistant:** [if applicable][Name] [Email Address]

**Class Meeting:** [Time] [Location]

**Office Hours:** [Time] [Location] [what to do if students cannot meet during your office hours]

**Course Description:** [Instructors must use the official course description from the IU Bulletin (http://bulletin.iu.edu) and also may add to the description. If you feel the course description is not right, contact the relevant Program Director to discuss possibly changing the course description.]

**Learning Outcomes:** [Instructors must clearly outline the expected learning outcomes from the course. If your course is multi-section, the minimum learning outcomes for the course must be the same across sections.

Learning outcomes are what the students *know and can do* by the end of the course. Learning outcomes:

- state in clear terms what it is that your students should be able to do at the end of a course that they could not do at the beginning.
- focus on student products, artifacts, or performances, rather than on instructional techniques or course content.
- are student-centered rather than instructor-centered.
- explicitly communicate course expectations to your students ([https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/](https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/))

SPEA and IU have lots of information on designing learning outcomes. Please see the relevant Program Director or Lead Instructor (if applicable) for questions about learning outcomes.

This learning outcomes section may be introduced by the phrase, “By the end of the semester students should be able to…”]
Course Requirements:
[1. List all assignments (exams, quizzes, papers, presentations, etc.) that will factor into students’ final grade for the course. Grading rubrics must accompany assignments but need not be posted here.

2. List percentage values for each assignment, as well as attendance if it impacts the final grade.

3. Grading scale. Recommended to use the Canvas grading scale. Include any information on curving, if applicable.

4. Academic integrity. Instructors may wish to elaborate here, but at a minimum must refer students to their responsibilities at http://www.iu.edu/~code/.

5. SPEA Honor Code. Instructors may wish to link to or include the language of the SPEA Honor Code: https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

6. Incompletes. The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student’s work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. (http://policies.iu.edu/policies/categories/academic-faculty-students/academic-student-affairs/incompletes.shtml)

7. Late Withdrawal. Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.]

Texts: [List all required texts with complete bibliographic information and how they are available. If readings are posted on Canvas, state that here.]

Course Policies: [Although instructors have the freedom to establish their own policies with respect to the following items, such policies must be explicitly stated on every syllabus.]

1. Attendance
   [Instructors may establish their own attendance policy, but any conditions that impact a student’s course grade must be clearly explicated.]

2. Make-up Exams
   [Instructors may establish their own policies with respect to missed in-class exams.]

3. Late Assignments
   [Instructors may establish their own policies with respect to late written assignments.]
4. Technology Use…

**Schedule of Assignments:** [List here the course meeting dates, the readings for each day, and days on which assignments are due and tests are given. If a particular reading is dependent on, for example, a current event, the instructor may note that. This list of course dates and readings, assignments, and tests may be posted on Canvas instead and if so, state that here.]

The following sentence is recommended so that instructors have the freedom to change the schedule of assignments as the semester progresses: “The above schedule is subject to limited change in the event of extenuating circumstances.”

**Additional Information for Students:** [Instructors may wish to include these]

1. **Counseling and Psychological Services** For information about services offered to students by CAPS: http://healthcenter.indiana.edu/counseling/index.shtml.

2. **Disability Services for Students** For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: http://studentaffairs.iub.edu/dss/.

3. **Sexual Harassment**. [IU requests that instructors include this] As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:
   i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
   ii. Counseling and Psychological Services (CAPS) at 812-855-5711
   iii. Confidential Victim Advocates (CVA) at 812-856-2469
   iv. IU Health Center at 812-855-4011

   For more information about available resources: http://stopsexualviolence.iu.edu/help/index.html. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.