Northwestern

SCHOOL OF
PROFESSIONAL STUDIES

FACULTY HANDBOOK

Northwestern University School of Professional Studies

Graduate, Undergraduate, and

Professional Development Programs

2024-25

Dear SPS Faculty:

This Faculty Handbook represents our effort to provide you with important information you will need to have successful teaching experience. It includes best teaching practices tips as well as processes that you are required to follow as a Northwestern University 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 (SPS) programs: graduate, undergraduate, and professional development. As you read through the document, pay close attention to the section headings to ensure you understand and follow the policies and procedures relevant to your program.

We look forward to having you join us as a faculty member. We look forward to supporting you. 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

Soo La Kim

Assistant Dean, Graduate Programs

Susan Wesner

Assistant Dean, Undergraduate and Post-Baccalaureate 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.

Before Term Starts

- ☐ Submit all required HR paperwork in a timely fashion
- ☐ Complete Online Teaching Workshop
- ☐ Use your Northwestern email account or all correspondence with students and SPS staff
- ☐ Develop a complete, up-to-date syllabus and submit it to your academic program two weeks before class begins (four weeks before class begins for online courses)
- ☐ Build (or copy over from a previous term), and publish Canvas site (Northwestern's learning management system) for your course
- ☐ Avoid any potential conflict of interest with SPS or Northwestern programs
- ☐ Order books and prepare other required materials for the course

During the Term

- ☐ Take attendance (on campus courses only)
- ☐ Conduct class (or synchronous sessions) during scheduled times
- ☐ Provide frequent substantial feedback of student work, provide a detailed syllabus prior to the start of the quarter, 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

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, you must submit hiring forms to SPS and Northwestern University Human Resources to access Northwestern systems, including Canvas (learning management system), class rosters in CAESAR (student records system), or your email account. This submission will initiate the process for your faculty appointment with SPS. **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. New faculty can view the onboarding process under the heading "Get Started" at the SPS Faculty Resources website

Returning Faculty

You may check at any time to make sure your NetID is still active at NUValidate.

If your NetID is no longer active, your faculty appointment has expired. Please complete the following steps to reinstate your NetID

- 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 I-9 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 team.

Payroll

Salary is paid in three equal monthly installments to faculty members on the last day of each month of the term, except for the summer term, in which salaries are paid in two monthly payments. Please contact Jeannine Russo at jrusso@northwestern.edu if you have any questions or concerns about payroll.

Payroll Schedule

Pay is issued on the last weekday of each month:

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 Northwestern Human Resources website.

NetIDs and Wildcard ID

NetID

Faculty access Northwestern University systems through a NetID (user name) and a 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 Northwestern 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 NUValidate.

At any time, you may check to make sure your NetID is active at NUValidate. 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 Northwestern Human Resources. For continuing SPS 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. 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. It is expected that all email communication to students will originate from your Northwestern email address.

Faculty access to University email is available after activating your NetID. Access your Northwestern University email through Webmail.

For email support contact the Northwestern IT Service Desk.

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; you must present your Wildcard to board the shuttle. All buses are wheelchair accessible. The shuttle departs from the Ward Building (just west of Wieboldt Hall) on the Chicago campus and makes multiple stops in downtown Evanston and on the Northwestern campus. For schedules and maps, visit the Intercampus Shuttle website.

Parking

Chicago Campus

Evening/weekend rate parking for SPS faculty and students is available Monday through Friday 4:00 p.m. – 10:30 p.m. and weekends 7:00 a.m. to 7:00 p.m. only at Huron Superior (222 E. Huron Lot C) and Erie-Ontario Garages (321 E. Erie Lot D). Details are available at the Chicago Parking website under the heading "Debit Recharge Program for Evening & Weekend Parking.

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 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.

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

Up-to-date contact information for both the Chicago and Evanston campuses may be found here.

Getting Help

Undergraduate Program Staff

Susan Wesner, Assistant Dean, Undergraduate and Post-Baccalaureate Programs
susan.wesner@northwestern.edu
312-503-3009

Kyle Einck, Assistant Director (Biology, Computer Information Systems, Professional Health Programs)
kyle.einck@northwestern.edu
312-503-2411

Madeline Giger, Assistant Director (Accounting, Enterprise Leadership, Health Sciences, and Organization Behavior)
m-giger@northwestern.edu
312-503-5937

Megan Powell, Assistant Director (Social Sciences, Communication, and Humanities programs)
megan.powell@northwestern.edu
312-503-1350

Ariel Rothman, NPEP Program Manager
ariel.rothman@northwestern.edu
847-467-0989

Contact the undergraduate program team with questions about course content, administration and schedule.

Please contact Susan Wesner with issues of academic integrity as soon as possible. Classroom (equipment, location, technology) questions should be directed to SPS Facilities at facultyhelp.sps.northwestern.edu For salary or HR questions, contact Jeannine Russo at jrusso@northwestern.edu.

There is an academic advisor associated with each undergraduate program. The SPS academic advising team helps students navigate the school and university resources available to them, guides academic planning, explains policies and administrative procedures, and promotes a supportive environment to foster student success. Contact the SPS academic advising team.

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

Beth Lair, Associate Director, MSDS
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847-467-3840

Megan Talpash, Associate Director, MPPA, MHI
megan.talpash@northwestern.edu
847-467-7498

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

Alison Farajpanahi, Assistant Director, Student Engagement and Community
alison.farajpanahi@northwestern.edu
312-503-7188

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

Christine Fiorite, Assistant Director, English Language Support and Academic Skills
christine.fiorite@northwestern.edu
312-503-0245

Lindsey Taylor, Assistant Director, MSIS, IDS
lindsey.taylor@northwestern.edu
847-467-1521

Anna Yee, Assistant Director, MSGH, MSHA
anna.yee@northwestern.edu
847-467-0871

Katie Chang, Student Engagement and Communitys Coordinator
katie.chang-2@northwestern.edu

Patrick Armstrong, Program Assistant
Patrick.armstrong1@northwestern.edu

Graduate program Associate or Assistant Directors are your main point of contact with SPS. Each Associate/Assistant Director is responsible for several programs. A complete list of Associate and Assistant Directors can also be found on the SPS Faculty Services page.

Graduate Associate and 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 Associate or Assistant Director is unavailable, please contact the Director of Graduate Programs.

Each graduate program has a graduate academic advisor associated with the program. Contact information for SPS advisors can be found on the SPS Academic Advising website. Graduate program advisors 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 SPS 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, Professional Education Programs
erica.bova@northwestern.edu
312-503-6025

Suzanne Rovani, Assistant Director
suzanne.rovani@northwestern.edu
312-503-1642 / 312-503-0714

Timothy Michael, Program Manager
tim.michael@northwestern.edu
312-503-4935 / 312-503-0714

Nobi Hayashi, Program Manager
nobi.hayashi@northwestern.edu 312-503-1642 / 312-503-0714

Fiona Handley, Program Assistant
fiona.handley@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 Professional Development information page.

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. Online faculty teaching in graduate programs 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. It is expected that all email communication to students will originate from your Northwestern email address.
- **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. Graduate course teaching assistants are not permitted 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. Graduate teaching assistants are not allowed to grade student work or enter grades in CAESAR or in Canvas.

Expectations for All Courses	Demonstrated by…
BEFORE teaching your first class:	
Set up technologies as needed.	- Computer Specifications found at https://sps.northwestern.edu/download/downloads_files.php - Current antivirus software downloaded at http://www.it.northwestern.edu/software/sav/ - Set up VPN and mobile technologies, as needed (https://kb.northwestern.edu/94726).
Adhere to all SPS policies and procedures.	- 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 the required Online Teaching Workshop (for online courses).	**Online Teaching Workshop** The SPS Online Teaching Workshop is designed for instructors who are new to online teaching or want to refresh their knowledge. It covers essential online teaching skills like using technology, creating a positive learning environment, and providing effective feedback. By the end of the workshop, faculty will be better prepared to teach online courses at SPS.
Review and update course site (performed before each term)	- 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: - 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. You can review

	instructions for **copying items from a previous course** or for **requesting new items** on the library website.
	o 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.
	o Open all attached files in the course site to make sure they are functioning.
	o If needed, set up student software or online access to third-party tools.
	• Review graded items (assignments, quizzes, etc.), rubrics, and points/percentage values for accuracy.
	• 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 add their biographical and contact information to the course site.
	• If applicable, order textbooks from Abbott Hall Bookstore.
Review the **High-Impact Practices for Online Instruction**	High-Impact Practices for Online Instruction
AFTER teaching your first class:	
Review your CTECs	• 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, Learning Design Team, and Faculty Director	• Review your first experience teaching in an SPS online class and assess your strengths and areas to improve with your Assistant Director. • 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.

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.

Expectations for how you can foster student engagement and teach to your strengths are noted be

High-Impact Teaching Practices for Online Instruction

High impact practices at the School of Professional Studies (SPS) focus on establishing shared teaching strategies to enhance instruction across all courses, emphasizing the importance of active facilitation and interaction for effective student learning. Drawn from research on teaching and learning, these practices are central to faculty development, course design, and teaching methods, with a strong focus on culturally responsive teaching to foster inclusive learning environments. By recognizing and valuing the diverse identities and experiences of students, these practices aim to create a sense of belonging, ensuring that students can engage authentically without fear of judgment or bias.

You can find the **High-Impact Practices for Online Instruction here.**

Identity Verification Policy

The Higher Learning Commission (HLC) accreditation process requires that institutions verify the identity of students enrolled in online courses or programs. Methods of verifying identification must be reasonable and include appropriate safeguards to protect a student's privacy. The following institutional practices are identified by the HLC as acceptable practices for verifying student identity:

- A secure login and pass code
- Proctored examinations and assessment design
- New or other technologies and practices, including audio/visual identification

SPS employs the following processes to verify student identity in online programs:

Secure Login and Pass Code
In addition to requiring a secure login (NetID) and passcode for enrollment in each course and all associated online coursework (Canvas), students also must sign up for multi-factor authentication (MFA) which provides an extra layer of security before logging into an online service. This ensures that the Net ID holder is the only person who can access their account, even if a password is stolen.

Proctored Examinations and Assessment Design
Proctored examinations are used in select courses, requiring students to confirm their identity prior to taking an exam. Additional strategies include:

- Question banks for exams
- Reflection and analysis after submission of an assignment
- Assignment-design centered around making unique arguments utilizing the student's own rationale.
- Changing the assignment prompt details frequently
- Video presentations or video assignment/discussion submissions

New or Other Technologies and Practices: Audio/Visual identification
SPS has instituted additional methods of identity verification using visual identification in at least half of the required courses for a student to complete their online degree program.

All students are required to obtain a student ID card (Wildcard). The picture submitted for a student's Wildcard populates the student's Caesar profile and will be utilized by the faculty member for identity verification.

A selection of online courses include assignments requiring video submission (such as presentations, proctored exams, and video discussion boards) in which the faculty will compare the student's official University photo (Wildcard photo) with the person completing the video or proctored assignment.

Any potential issues of discrepancy will be reported to the program staff member and the issue will be handled through the academic integrity process. If a student does not have a Wildcard at the start of the term in one of these courses, the student will have a registration hold placed on their account preventing them from enrolling in any future terms until the student obtains a Wildcard.

Class Hours and Schedules

Graduate and Undergraduate Course Schedules

Northwestern University is on a quarter system. For the start and end dates for each quarter and specific deadlines, please see:

- Graduate academic calendar
- Undergraduate academic calendar

For online courses, see Online Course Schedule below.

For courses that meet on campus:

For courses that meet on campus, most graduate courses meet 10 times every quarter. Undergraduate on-campus courses meet for 10, 11, or 12 sessions, depending on the day of the week that the course is scheduled. In on-campus courses, final exams should given during the last class session, and 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 for courses that meet on campus. 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. You are responsible for being aware of the start and end dates for your course. Please contact your program if there are questions.

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

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.

Graduate faculty will be provided with a syllabus to update and revise with guidance by their program's assistant director.

Undergraduate faculty develop their own syllabus. Syllabi for online courses are created during course development or provided by program staff from previous course sections.

Below are additional program-specific syllabus guidelines.

Graduate Course Syllabi

Graduate faculty must email 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.

Undergraduate Course Syllabi

Undergraduate instructors are required to submit a syllabus by email before the start of the term to the undergraduate program team. Sample or previous undergraduate course syllabi and can be requested from undergraduate program staff.

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 & Course Packets

If you plan to make course materials available through the University bookstore, you will submit an order through bookstore's BNC Adoption and Insights portal. A link to the portal and information is sent to faculty from the Bookstores 8-10 weeks before the start of the quarter.

PLEASE NOTE: Even if you will not need materials from the bookstore for your course, the Bookstores' management asks that you notify them that no materials are needed by logging into the portal and selecting "No Text Required." This will help the Bookstores and our students to know when a text is not required.

When placing textbook orders, please:

- Designate whether a text is REQUIRED or RECOMMENDED
- List all materials, including course packs
- Let the bookstore know if older editions are permitted
- Contact your program for the average enrollment for your class to order the correct number of books

 On-time and early orders help the bookstore source used books which makes purchases more affordable for students.

Course Reserve

To provide students with supplemental readings, we encourage you to use Northwestern University's eReserve system. If you are teaching a graduate online course, SPS will recommend course readings, which may need to be renewed through eReserve.

Northwestern Library's Course Reserve service allows instructors to set aside books and articles for class use, or to make articles or texts available through Canvas. Reserve items can be physical or made through Reserve. Physical reserve materials are held at and checked out from the University

Library Circulation Desk. To place items on eReserve, submit your list via Canvas with accurate needed-by dates. View instructions and help for using reserves.

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.

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.

To access copiers, you can enter your NetID or tap your WildCard.

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 fair use guidelines for course materials. 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 material in question does not meet these tests, the instructor must obtain permission from the copyright holder. Contact Northwestern Libraries for assistance at e-reserve@northwestern.edu.

Setting Up Your Canvas Course Site

Canvas is available for every course at Northwestern, including courses on campus.

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

Canvas training, including workshops and consultations, are available are available for all instructors. Learn more at Canvas at Northwestern. . Access Canvas support through the **Help** button at the bottom of the left navigation in your Canvas site. This will open a host of resources, including 24/7 live chat (recommended) and a hotline to call.

Online Faculty 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 Distance Learning 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 or CAESAR.

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 or 312-503-2399.

Chicago and Evanston Campus Classrooms

On the Chicago campus, all classrooms in Wieboldt Hall are equipped with a projector, resident computer, and laptop connections. View details about about Wieboldt Hall rooms. On the Evanston campus, technology-equipped rooms are also available, but should be requested before the start of the quarter. If you have a specific classroom or room type/component request, contact the SPS help desk. 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 is available prior to the first day of class if you have not used it before. Training sessions will last anywhere from 30 minutes to 1 hour. Email sps-facilities@northwestern.edu to schedule training.

Classroom Assistance

For questions about equipment on all campuses, please contact the sps-facilities@northwestern.edu or 312-503-3333.

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

- **Chicago**: Visit Room 614 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 submit a ticket to sps-facilities@northwestern.edu.

Special Software Needs

Please submit a ticket to the SPS Faculty Help Desk to request software you may need to teach your class.

Technology Requirements for Online Courses

Technology requirements can be found here

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.

Managing Your Course

Class Rosters and CAESAR

Northwestern University's 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 coordinate 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 Week 4. Respondus is the University-approved proctored exam software. 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 through the New Faculty Online Teaching Workshop on the use of the Web conferencing tool. **All sessions must be recorded for students who cannot attend and should be made available on your course Canvas site**.

Synchronous sessions must occur on the scheduled day of the week per Caesar course scheduling.

If you have any questions regarding utilizing Zoom, please contact 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 final course grades in graduate work but may be awarded for individual assignments. Students may not take required courses pass (P)/no-pass (N), except for their 590 (thesis) courses.

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 their 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. A graded assignment is required in weeks one and or two in order to flag non-participating students for the Administrative Drop Policy.

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) 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 and feasible. 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.

As part of 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 in part-time programs typically should have until the end of the following quarter to turn in the work needed. Students in accelerated programs (AMPPA) must turn in all outstanding work before the next quarter begins. 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.

Grades may not be changed except in cases of errors in calculating grades. **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.**

Undergraduate Incompletes: Authorized /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.

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 approved to allow more time to improve a grade. 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.

Instructors determine the amount of time a student will have finish the work (within the maximum allowed time of one quarter). If the Y grade has not been changed to a letter grade within a year, the grade will automatically converted to an F, per University policy

The Y grade is granted with permission of the Student Affairs Committee. **You should not submit a Y grade in CAESAR until a student has sought your permission for an authorized incomplete and you have been notified that the Student Affairs Committee has approved the incomplete.**

To start the process, the student should request your permission for the incomplete. After your permission is obtained, the student submits a Student Affairs Petition for approval by the SPS Student Affairs Committee. 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.

Undergraduate Incompletes: X Grade

X grades are assigned only to students in undergraduate courses who have been making progress in the course and miss only the final exam, final paper, or final project submission without seeking your permission and petitioning SPS for an authorized incomplete (Y). 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 who are assigned an F because they never attended or stopped attending class.

Professional Development Programs Grading Policies

PDP courses are either graded on a Satisfactory Performance (S) / Unsatisfactory Performance (U) or a letter grade basis. The grading basis is noted in the course description and/or syllabus. Students who need to be graded on a letter grade basis should submit their request to the instructor at the beginning of the course. 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. Each instructor determines their own grading guidelines and expectations for satisfactory performance or grades, including how attendance and participation is evaluated. As a general note, the Office of Professional Development will allow a student to miss one class without penalty, provided that that the student coordinates with his or her instructor to make up missed work. For courses that consist of four or fewer sessions, a student should not miss any class.

In rare circumstances, students may be granted a grade of incomplete, which is designated with a grade of Y. A student must get advance permission from the instructor and the program manager 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 will also determine the amount of time the student has to finish the work within the maximum allotted one term of additional time allowed. 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.

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 NetID.

Although the Learning Management System (Canvas) does contain a grade book feature, you must either enter final grades in CAESAR directly or opt into GradeSync which allows a transfer of grades from Canvas to CAESAR. A full record of grades for each student and each assignment in the Canvas gradebook is necessary for GradeSync to work. View more information: GradeSync Instructions.

Grade Submission Guidelines

- Grades can be entered during the final week of the quarter up to the grading deadline, typically the Monday or Tuesday 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.** SPS does not accept grades in any format except CAESAR. **Emailed or printed grade sheets are not accepted.**
- **Do not leave blank grades** in CAESAR. A letter grade or Y grade to indicate an incomplete should be assigned to each student. (Grades of V for auditors or X also may be assigned in undergraduate courses.)
- Do not enter a Y grade until the Registrar's Office contacts you with approval for the Y grade.
- 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 submitted only: after authorized incomplete work has been turned in by a student; when the final grade was miscalculated.
- To change a grade, view instructions for grade changes in CAESAR. Once a grade change has been approved by the Assistant Dean, both you and the student will be notified by email.

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

Students are not permitted to audit online classes.

Course auditors in on-campus courses are not given formal recognition by SPS. If an SPS graduate student would like to audit an on-campus course, they may seek approval directly through faculty, followed by the submission of a SPS Student Affairs Petition request and approval from the Student Affairs Petition Committee.

Undergraduate Course Auditing

Students are not permitted to audit or enroll pass/no pass in online undergraduate courses.

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 cannot be audited are indicated in individual course descriptions in the Academic Catalog or in the course schedule At the end of the term, auditors should be assigned a letter grade of V in CAESAR (see grade submission guidelines, 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 professional development 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 sensitivity to the nuances of ethical conduct in scholarly work. SPS strongly encourages students to visit the University's Writing Place which provides a wealth of information about the proper use of resources. This University publication is also helpful: Academic Integrity: A Basic Guide.

Proper acknowledgement of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author. Title, and page number, or by website and date accessed. Any doubts about what constitutes "use" should be addressed to the course instructor. Failure to adhere to this policy may lead to disciplinary action, including student conduct review.

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 their 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. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own.

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.

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.

For information on Northwestern University policy on acceptable use of Artificial Intelligence in the classroom, please visit the Use of Generative Artificial Intelligence in Courses webpage.

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: Susan Wesner, 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 that may be imposed by the assistant dean or administrator include, but are not limited to:

1. A letter of reprimand and warning.

2. A required online workshop on Academic Integrity.

3. A defined period of suspension, up to one year.

4. Ineligibility for certain awards, honors and special programs.

5. Revocation of an awarded degree.

6. Permanent exclusion from the University (noted on official transcript)

7. 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.

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 academic advisor 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. 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 keep Undergraduate program staff informed of any changes. Alternative arrangements may consist of a make-up class held at a time agreeable to all students or class activities in Canvas, if this can be done in a manner consistent with the session's learning objectives. The University reserves the right to cancel classes when necessary, including those for which registration is not sufficient.

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 with contacting 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 on-campus classes and closing of the University, instructors may confirm with either of the SPS offices for information or check www.northwestern.edu for alerts. Unless otherwise notified, instructors of online courses should assume that weather cancellations for the Evanston and Chicago campuses do not apply to SPS online courses.

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

Emergencies

You can find alerts and campus emergency information at the Northwestern University website.

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

In the event of an emergency during class or while on campus, call 911. To contact University Police (non-emergency), dial 456 from any campus phone; from a mobile phone: Evanston: 847-491-3456; Chicago: 312-503-3456.

Instructors should note the locations of emergency exits and, in the event of an emergency building evacuation, immediately exit the building via the nearest stairwell, going down, or via the nearest exit door. As each building may have designated building Warden(s), follow their verbal commands to safely exit the building, and always use the stairwells, not the elevators.

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 ensure 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.

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 than 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 in CAESAR just as you do for any course.

Undergraduate Independent Study Guidelines

An independent study is a customized course of study undertaken by a single student under the guidance of an instructor, in the form of an in-depth research project or creative work. Eligible undergraduate degree-seeking and post-baccalaureate certificate must have completed a minimum number of courses and have minimum cumulative GPA of 3.0. To initiate an independent study, a student should submit to you a statement of their goals and the activities, projects, assignments and readings for the course, and a schedule. If you agree to sponsor the independent study, the student submits these materials in an Independent Study application to SPS with your signature. 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 quarter, 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. 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 assist; you must submit the grade before the grading deadline for the quarter. There is a stipend for sponsoring an Independent Study; pay is issued at the end of the term.

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 assistant 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. 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.

Toward the end of the student's project, the Final Reader acts as an additional assessor/committee member. 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 (email acceptance is sufficient). All of these documents need to be submitted by the student via the Thesis Intent to Register Form at least **two weeks prior** to the start of the academic term in which the student wishes to register for the Thesis course. Exact deadlines may be found on the academic calendar. Academics 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 (email 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.

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 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. The CTEC site is linked in your Canvas course site. Instructors will receive an email notification from the CTEC Office 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 you when the results are available. See instructions for viewing CTEC instructor reports at the CTEC website; you'll log in with 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 SPS program staff and 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 online courses may 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.

Faculty Mentoring: The Graduate 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.

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 kinds of resources including how-to guides the classroom and on Canvas, as well as a repository for all of the faculty learning development communications sent throughout the year.

Faculty Development Program

Mission statement

SPS Faculty Development Program fosters excellence in teaching, learning, and educational leadership by offering programs and resources that empower SPS faculty to use a variety of innovative, inclusive teaching strategies and technologies to cultivate student success.

Vision statement

Build, support and sustain a community of educators enabled to achieve excellence at every stage of their teaching career.

Goals

- Cultivate a community of faculty who engage in continuous learning and pedagogical innovation.
- Increase the capacity of SPS faculty to provide leadership and peer mentorship.
- Foster teaching excellence by creating regular development programs and resources for SPS faculty to reflect on and apply teaching strategies, best practices, and instructional technologies that lead to student success.
- Facilitate ongoing conversations with SPS faculty about their diverse faculty development needs and how best to provide support and training.
- Develop ways to measure what students need to be holistically successful and how faculty development programming supports those needs.

Throughout the year, SPS Teaching (spsteaching@northwestern.edu) will offer workshops dedicated to improving the art of teaching. In addition, below is a list of departments outside of SPS that host workshops:

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 range of programs, services, and initiatives to support faculty in developing teaching skills and enhancing student learning. View Searle Center programs, workshops, and services and teaching resources and guides.

The Writing Place: In addition to tutoring students, the Writing Place 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 Elizabeth Lenaghan at e-lenagham@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.

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 Support

The Writing Place offers free peer consultations to Northwestern University students, including SPS students, virtually and in the University Library on the Evanston campus. Writing Place consultants can assist students in various stages of writing, from completing graduate school essays to writing, and editing papers at any stage.

English Language Support

Programs for English language learners are available at no fee to graduate students. Please refer interested students, or students requesting extra tutoring in writing skills to the English Language programs web page. The website has information about classes, tutoring, and SPEAK Test workshops.

Math Support

The SPS Math Place offers free tutorial services via Zoom in math to SPS students currently enrolled in Northwestern undergraduate or graduate courses. Students can book a tutoring appointment through the Math Place Scheduling Calendar and select an available opening. Additionally, the Northwestern University Department of Mathematics maintains a list of mathematics graduate students who offer their services as private tutors in Mathematics for hire independent of Northwestern.

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 house 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 Resources.

Academic Accommodations for Graduate and Undergraduate Students with Disabilities

Northwestern University and AccessibleNU (ANU) are committed to providing a supportive and challenging environment for all students with disabilities who attend the University. It includes information about the student's responsibilities, about various disabilities, and about reasonable accommodations. More detailed information on AccessibleNU is found below.

Contact AccessibleNU at 847-467-5530 or accessiblenu@northwestern.edu.

If a student reaches out directly to you regarding accommodations, please advise them to work through their AccessibleNU adviser per University policy. See below in the University Policy section for more information.

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 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 visit the Northwestern Libraries website.

SPS has a dedicated librarian who 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.

SPS Student Services

The Student Services advising team assists students in a variety of matters during their time at SPS. Each program has an assigned advisor 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. Academic advisors use both proactive advising to keep students on track and intrusive advising to help resolve issues or concerns.

Academic advisors 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 advisors 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.

Northwestern University does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information reproductive health decision making, or any other classification protected by law in matters of

admissions, employment, housing, or services or in the educational programs or activities it operates. Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. Further prohibited by law is discrimination against any employee and/or job applicant who chooses to inquire about, discuss, or disclose their own compensation or the compensation of another employee or applicant.

Northwestern University complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972. Title IX requires educational institutions, such as Northwestern, to prohibit discrimination based on sex (including sexual harassment) in the University's educational programs and activities, including in matters of employment and admissions. In addition, Northwestern provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Any alleged violations of this policy or questions with respect to nondiscrimination or reasonable accommodations should be directed to Northwestern's Office of Civil Rights and title IX Compliance , 1800 Sherman Avenue, Suite 4-500, Evanston, Illinois 60208, 847-467-6165 ocr@northwestern.edu.

Questions specific to sex discrimination (including sexual misconduct and sexual harassment) should be directed to Northwestern's Title IX Coordinator in the Office of Equity, 1800 Sherman Avenue, Suite 4-500, Evanston, Illinois 60208, 847-467-6165, TitleIXCoordinator@northwestern.edu.

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481. Inquiries about the application of Title IX to Northwestern may be referred to Northwestern's Title IX Coordinator, the United States Department of Education's Assistant Secretary for Civil Rights, or both. 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, 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

Accommodations for Students with 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.

The Northwestern University AccessibleNU unit is responsible for the academic accommodation determination and coordination process for students with disabilities. Northwestern University honors disability as one of the many forms of diversity on our campus and AccessibleNU actively collaborate with faculty, staff, and students to achieve access goals. SPS students seeking disability accommodations should connect with AccessibleNU to notify the unit of needs and begin the intake process register their accessibility need as early as possible, ideally prior to the start of courses.

When a student has been approved and requests such an accommodation for a course, an AccessibleNU adviser will reach out directly to the faculty member. Faculty will need to provide their syllabus to the AccessibleNU adviser and schedule a call with them to discuss appropriate accommodations in order to effectively meet the learning objectives of the course. During this process, revised due dates will be established for all appropriate assignments (note: discussion boards are typically exempted from any deadline accommodation due to the nature of the assignment and the inability to provide an alternative deadline while still contributing positively to the learning community). Once these deadlines are agreed upon between the AccessibleNU adviser and the faculty member, the student will be notified of such changes by the adviser. At this point, the late policy for the course should be applied to these new deadlines and the student should not request any further accommodations due to their disability.

It is expected that faculty will respond within 48 hours to the AccessibleNU adviser with the course syllabus and your availability for a phone call to discuss new deadlines. All new deadlines should be established within a week of the initial reach out. If a student requests an accommodation after the first week of the course, any assignments that occurred prior to the establishment of new deadlines are not eligible for an accommodation.

Alcohol and Drug 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 drugs and alcohol 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.

Syllabus Template for a Graduate Online or Blended Course

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:

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, email e- 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 email account regularly, or forward your u.northwestern email 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 SPS Student Services advising team assists students in a variety of matters during their time at SPS. Each program has an assigned academic advisor 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. SPS academic advisors use both proactive advising to keep students on track and intrusive advising to help resolve issues or concerns.

[SPS academic advisors](#) 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 advisors and available student services can be found on the [SPS Student Services page](#).

For a comprehensive overview of course and program processes and policies and helpful student resources, please refer to your SPS Student Academic Policies page or the [SPS](#) [Academic Catalog](#).

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 house 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 and 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.

Zoom

We will use Zoom for synchronous meetings. Northwestern IT has created a guide that provides instructions for activating your Zoom account and using Zoom in Canvas. The Zoom support page provides additional guidance for using Zoom.
The Zoom Privacy Policy and the Accessibility Features on Zoom 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., Zoom, 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.]

Department and Course Number
Section Number

Academic Term
Instructor Name

Instructor Biography

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

Texts and materials: List texts and/or course materials, where they may be found (i.e. Canvas, E-reserve), and, if applicable, include 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 assignments, discussion, course readings, and special events. Be sure to add a statement saying that changes may occur to the syllabus at the instructor's discretion.

Academic Accommodations for Students (AccessibleNU) *(required)*

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. The Northwestern University AccessibleNU (ANU) unit is responsible for the academic accommodation determination and coordination process for students with disabilities. The University and AccessibleNU work to provide students with disabilities and other conditions requiring accommodation with 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 Northwestern Student Affairs.

SPS students seeking disability accommodations should connect with AccessibleNU to notify the unit of needs and begin the intake process register their accessibility need as early as possible, ideally prior to the start of courses. Contact AccessibleNU at accessiblenu@northwestern.edu

SPS Student Services

The SPS Student Services advising team assists students in a variety of matters during their time at SPS. Each program has an assigned academic advisor 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. SPS academic advisors use both proactive advising to keep students on track and intrusive advising to help resolve issues or concerns.
The advising team can be reached at spsacademicadvising@northwestern.edu, and more information on the academic advisors and available student services can be found on the SPS Student Services page.

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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 website. 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 the Office of the Provost Academic Integrity page.

Discrimination, Harassment, and Sexual Misconduct:

Northwestern University's policies on discrimination, harassment, and sexual misconduct apply to all members of the University community, including students, staff, faculty, and third parties. Any student, staff, or faculty member, or third party, who believes that they have been discriminated against or harassed on the basis of their race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, veteran status, genetic information, reproductive health decision making, or any other classification protected by law, should contact the Office of Equity at (847) 467-6165. Additional information about the University's discrimination, harassment, and sexual misconduct policies, including the campus resources available to assist individuals with concerns, is available online on the Office of Equity website.

Students, staff, and faculty who report harassment, discrimination, or sexual misconduct are also protected under the University's Policy on Non-Retaliation.

Diversity Statement: Instructors are encouraged to consider including a statement about diversity, equity, and inclusion (DEI) in their course syllabi. By including a DEI statement, instructors can help establish a welcoming tone and demonstrate what they value in the learning environment. For more information and examples, go to the Searle Center for Advancing Learning and Teaching's resources on creating inclusive learning environments.

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.

Syllabus Template for a Professional Development Course

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.*