# Required components to a Purdue syllabus

Each of these components should be easily found in the course syllabus and/or your course shell. *Suggestions and tips for each section are in italics*. Click on the following links to access language for a particular component:

[Course Information](#_Course_Information)

[Instructor(s) Contact Information](#_Instructor(s)_Contact_Information)

[Course Description](#_Course_Description)

[Learning Resources, Technology & Texts](#_Learning_Resources,_Technology)

[Learning Outcomes](#_Learning_Outcomes)

[Assignments](#_Assignments)

[Grading Scale](#_Grading_Scale)

[(New!) Academic Guidance in the Event a Student is Quarantined/Isolated](#_(New!)_Academic_Guidance)

[Course Schedule](#_Course_Schedule)

[(New!) Attendance Policy during COVID-19](#_(New!)_Attendance_Policy)

[(New!) Classroom Guidance Regarding Protect Purdue](#_(New!)_Classroom_Guidance)

[Academic Integrity](#_Academic_Integrity)

[Nondiscrimination Statement](#_Nondiscrimination_Statement)

[Accessibility](#_Accessibility)

[Mental Health Statement](#_Mental_Health_Statement)

[Emergency Preparation](#_Emergency_Preparation)

[Appendix A - Guidelines for Academic Integrity](#_Appendix_A_-)

[Appendix B – Emergency Preparedness face-to-face](#_Appendix_B:_EMERGENCY)

# Course Information

* Course number and title
* CRN
* Meeting time *(optional for online/remote courses). Some online courses will be delivered synchronously in Fall 2020. Consult the schedule for times for online synchronous courses.*
* Course credit hours
* Course Brightspace page
* Prerequisites (if any)

# Instructor(s) Contact Information

*Provide information on the ways students can reach your Brightspace, Purdue email, phone, text, office location or dedicated student contact hours. If additional individuals are key contact persons (TAs, co-instructors, etc.), include information for them as well.*

* Name of the instructor(s)
* Office Location
* Phone number
* Purdue Email Address
* Office hours, times and location *(for online/remote/hybrid courses, provide guidelines for remote office hours or requesting help via email). If you are going to conduct online office hours only, please indicate this to students.*
* How to reach the instructors remotely -- via Brightspace, Purdue email, webpage, phone, text, office location or dedicated student contact hours.

*Related comments:*

1. The key is to provide information as to the ways the student can reach you. It is best to provide multiple ways for the student to reach you (e.g., Brightspace) with their questions.
2. If additional individuals are key contact persons, include information for them as well.

# Course Description

*The official course description from the university catalog.*

*Related comments:*

1. In addition, consider providing a description of the course that connects course themes and topics to the discipline as well as broader relevance.

# Learning Resources, Technology & Texts

*List any required texts, technologies/software, associated fees, and other additional materials needed.*

* Required texts
* Additional readings
* Software/web resources
* Tutoring support
* Brightspace page

*For example:*

* Required Textbook: hardcopy, e-textbook.
  + We will read approximately one chapter of the textbook each week (following the schedule below), and the in-class quizzes will be based on reading from the textbook.
* Additional Readings: The list of additional readings is below, however, as we progress through the course, other resources may be added. Access to additional readings and online chapters will be through the Brightspace course readings folder and through the Library Resources Link.
* Software/web resources.
  + Word Processor (i.e. MS Word), remember that [MS Office is free for all students](https://www.itap.purdue.edu/shopping/software/product/office365.html).
* Tutoring support
* Brightspace page
  + You can access the course via Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course. See the Help tab for resources.

*Related comments:*

1. It is expected that every course has a presence in Brightspace to support FERPA-compliant delivery of grades and feedback as well as a common communication point with students during potential disruptions due to COVID-19.
2. Provide the full citation for any required texts, technologies/software, and other additional materials needed in your course and state where the texts/materials can be purchased.
3. List alternate ways the students can access the text(s), especially for online/remote and for hybrid courses (e.g., Purdue library, online).
4. If you require a text, be sure that your students understand your expectations for its use.
5. When considering third-party tools, check on integration with Brightspace [here](https://www.purdue.edu/learning-management/Integrations.php).
6. If there are outside resources to support your course (e.g., a tutoring room, supplemental.  
   instruction, etc.) include information on how the student can access that support.
7. If you are going to make use of a proctoring tool such as Examity, explicitly state this in your syllabus and indicate the cost and who will be responsible for paying the proctoring cost. For example, the cost for courses in Summer 2020 might be assumed by the student, however the cost for courses in Fall 2020 is likely to be covered by the University.

*KEY NOTE: If you have not already done so, please report your course material requirements to your department’s textbook coordinator so that these materials can be recorded in the Textbook Management system.*

# Learning Outcomes

*List course learning outcomes (typically 3-5) that state specifically what students will be able to do or know by the end of the course. Outcomes should be written with action verbs and be easily measurable, stating your assessment methodology for each objective. Consider Bloom’s Taxonomies for cognitive, affective, psychomotor, and interpersonal domains. Click* [*here*](https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy-flash-version/) *for an illustration of Bloom’s and* [*here*](https://doi.org/10.3390/educsci6040037) *for ideas for measurable verbs. These outcomes should be in the course catalog as well. Further assistance in developing learning outcomes and objectives are available by* [*registering*](http://www.eventreg.purdue.edu/online/IMPACT?_ga=2.204681424.1191727313.1595872574-1834101631.1590509701) *for IMPACT X Access.*

*For example:*

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

1. Identify...
   * Methods of Evaluation: Quizzes, Participation in weekly discussions
2. Demonstrate...
   * Methods of Evaluation: Design of XXX
3. Outline...
   * Methods of Evaluation: Concept Map
4. Develop...
   * Methods of Evaluation: Development of XXX
5. Critique…
   * Methods of Evaluation: Reflection Journal, Peer Evaluation

*Related comments:*

1. The university expectation is that course learning outcomes are also in the course catalog.

2. Some faculty share their teaching philosophy with their students.

3. Others provide guidance on how to succeed in the course.

# Assignments

*Every syllabus should provide clarity on what work a student is expected to submit and how that work will be submitted and evaluated. Identify assignments, due dates, and points for each. Details on assignments and rubrics may be posted elsewhere on your Brightspace learning management system.*

*In the event that some of your students need to complete the course remotely at any point in the semester (e.g., a student needs to be quarantined or isolated), or the changing conditions make it necessary for your course to be taught fully remote/online (e.g. you become sick or the campus needs to close). Keep in mind the new* [*Attendance Policy During COVID-19*](#_bvd2t2gvu86j)*, and consider alternatives for grading attendance/participation, such as found on the* [*Innovative Learning website*](https://www.purdue.edu/innovativelearning/teaching-remotely/#h03)*, particularly the* [*Teaching Remotely: Detailed Guide*](https://www.purdue.edu/innovativelearning/teaching-remotely/files/Teaching_Remotely_Detailed_Guide.docx) *from Spring 2020.*

*For example:*

Your learning will be assessed through a combination of participation, projects, a reflection paper, and a final exam spread throughout the academic period. Details on these assignments and exams, including a schedule of due dates, rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

|  |  |  |
| --- | --- | --- |
| Assignments | Due | Points |
| Participation | Throughout the semester | 40 |
| Individual Reflection Paper | Sept 8 | 20 |
| Project 1 | Oct 12 | 40 |
| Project 2 | Nov 16 | 40 |
| Final Exam | Dec 7 | 60 |
|  |  | Total: 200 |

* Participation (40 points; ongoing). Participation points can be earned each week through a variety of small assignments or quizzes which can be completed remotely and uploaded to Brightspace. Please read the feedback that I provide for ways to enhance this grade going forward, and consult with me if you find yourself struggling to participate so we can develop appropriate strategies together.
* Individual Reflection Paper (20 points; due Sept 8). This assignment relates to course learning objective #2 and involves a self-analysis of your understanding and capability to complete the fundamental skills of the class.
* Project 1 (40 points; due Oct 12). Details about this project are in Brightspace under Assignments, including the grading rubric.
* Project 2 (40 points; due Nov 16). Details about this project, including the grading rubric will be available by Oct 1)
* Final exam 3 (60 points; available for 24 hours, Dec, 7-8). Will consist of a mix of multiple choice, short answer, and essay questions. More detail will be shared in the Brightspace table of contents by Nov 1.

*Related considerations:*

1. What type(s) of student work (e.g., exams, homework, quizzes, projects, papers, etc.) are used to determine the grade, and what is the contribution of each type to the course grade?
2. The use of a rubric to grade assignment is recommended
3. When are assignments due?
4. Will late assignments be accepted and any grading penalties for late assignments?
5. For certain classes, how is team-based work evaluated?
6. What is the course policy and procedure for makeup examinations?

# Grading Scale

*How does the collective work described above turn into the course grade? You may also describe your grading philosophy and what grades mean in your class.*

*This could involve indicating whether grades serve as an overall measure of student achievement and accomplishment (Example 1), a means of comparison between students or “curve” (Example 2), or a measure of change/learning/competence or something else (Example 3). Make your grading scale clear; there is no set scale for all courses, nor are all courses required to use all grades (e.g., you may have only letter grades with no +s or –s). Specify the numerical ranges for each letter grade and make sure they are mutually exclusive and collectively exhaustive. Your department may have specific rules and guidelines regarding grading scales. The following examples reflect different philosophies and measures.*

*NOTE: For spring and fall semesters only, and per* [*University Senate regulation*](http://catalog.purdue.edu/content.php?catoid=10&navoid=12729)*: “Between the beginning of the 5th and the end of the 7th week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.”*

**Example 1**: Overall achievement throughout the semester

In this class grades reflect the sum of your achievement throughout the semester. You will accumulate points as described in the assignments portion above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points earned and translating those numbers (out of 200) into the following letters (there will be no partial points or rounding). ***NOTE:*** *If you use a percentage-based system be clear about rounding and decimals. If you say that an A- reflects 90-93% and an A represents 94-96% your syllabus should make clear what 93.3% means.*

* A+: 193 - 200
* A: 188 - 192
* A-: 180 - 187
* B+: 173 - 179
* B: 168 - 172
* B-: 160 - 167
* C+: 153 - 159
* C: 147 - 152
* C-: 140 - 146
* D+: 133- 139
* D: 127 - 132
* D-: 120 - 126
* F: 119 or below

**Example 2**: Set curve allotting specific quantities of grades through comparison

This class is graded according to a set curve. Final grades will be distributed through a comparison among students based on the assignments outlined above. After each assignment, mean and median scores will be shared as well as standard deviations to help you track your standing relative to your peers so that you can gauge your overall standing in the course. I will provide specific information with regard to your precise standing in the class in weeks 4, 8, and 12. According to the points outlined above, the following grades will be distributed:

* A: Top 15%
* B: Next 20%
* C: Middle 30%
* D: Next 20%
* F: Lowest 15%

**Example 3:** Self-assessment of student learning (as this is a relatively new type of structure please contact the [Innovative Learning Team](mailto:InnovativeLearningTeam@purdue.edu?subject=Self-Assessment%20Grading%20Question(s)) to discuss this in more detail.)

This course will follow an “ungrading” philosophy. I am more interested in meaningful conversations about what you learn, and how you reach your goals, than an attempt to minimize all of your learning into a single symbol. The university still requires grades, so you will be leading the evaluation of your work. This will be completed with me in four stages, at the end of weeks 4, 8, 12, and 16. In each stage, you will reflect on what you have accomplished thus far, how it has met, not met, or exceeded expectations, based both on rubrics and personal goals and objectives. At each of these stages you will receive feedback on your assessments. By the end of the semester, you should have a clear vision of your accomplishments and growth, which you will turn into a grade. As the instructor-of-record, I maintain the right to disagree with your assessment and alter grades as I see fit, but any time that I do this it will be accompanied by an explanation and discussion. These personal assessments, reflecting both honest and meaningful reflection of your work will be an important factor in final grades.

*Related considerations:*

1. What is the effect of academic dishonesty on a student’s grade? Be clear and specific.

# (New!) Academic Guidance in the Event a Student is Quarantined/Isolated

*In the current time of Covid-19 pandemic, it is recommended to add a statement on how you will support students’ academic progress, in the event they become quarantined or isolated. Indicate how students can complete their assignments and course requirements remotely.*

*The Office of the Dean of Students (ODOS) can provide a general absence letter confirming when a student cannot attend class. Note that an absence does not necessarily indicate that a student has tested positive for COVID. The student will have access to an Academic Case Manager (ACM) in order to provide academic support during this time. Their ACM will provide the students with some general guidelines/resources around communicating with the instructors, be available for academic support, and offer general suggestions for how to be successful when learning remotely. ACMs can be reached at* [*acmq@purdue.edu*](mailto:acmq@purdue.edu)*. You do not need to do anything else regarding notification, safety, and cleaning. The Protect Purdue Health Center contact tracers and staff will be responsible to handle these issues.* ***However, if you have any concerns about the health or status of your teaching team, your students, your instructional space, or yourself, contact the Protect Purdue Health Center at 765-496-4636.***

*For example:*

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

# Course Schedule

*NOTE: A course schedule is required, but does not have to be part of the syllabus document itself. It may be provided as a separate document or built in the Course Schedule of your course Brightspace shell. A schedule outlines the content of the course with dates for readings, assignments, midterms, quizzes, exams, etc.*

*For example:*

|  |  |  |
| --- | --- | --- |
| Week | Topic & Readings | Assignments |
| Week 1 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 2 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 3 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 4 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 5 | *List each topic and reading here* | *List assignments or “none,” as needed* |

\* Schedule and assignments subject to change. Any changes will be posted in the learning management system.

*Especially because of the modified Fall 2020 schedule, you may also include a link to the Purdue* [*Academic Calendar*](https://www.purdue.edu/registrar/calendars/2020-21-Academic-Calendar.html) *and key University dates for the Fall 2020 semester, such as:*

* Aug. 17 – Academic Year Faculty/Staff First Day
* Aug. 24 – Classes Begin
* Nov. 24 – Face-to-Face Instruction Ends
* Nov. 25-28 – Thanksgiving Break
* (no classes – 25, 26, 27; University Holidays – 26, 27)
* Dec. 5 – Classes End
* Dec. 7-12 – Final Exams
* Dec. 13 – Commencement
* Dec. 15 – Grades Due
* Dec. 22 – Academic Year Faculty/Staff Last Day

# (New!) Attendance Policy during COVID-19

*Purdue’s student regulations regarding attendance are lengthy, providing guidance only for cases of bereavement or military leave. In all other cases, the concluding language sets the general expectation that “[t]he University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.” Expect some absences for a variety of reasons.*

***In the current context of the COVID-19 pandemic, the only reasonable approach this semester to attendance is that in-person meetings of a course cannot be a factor in final grades.*** *This temporary interpretation will ensure that students are able to follow the guidelines in the Protect Purdue Pledge. Most specifically, students must refrain from attending class if they are exhibiting any symptoms of COVID-19, are otherwise ill, or are quarantined or isolated.*

*The Brightspace shell includes a link under the University Policies menu to Attendance and Grief Absence policies.*

*Remote/online courses might not include “face-to-face attendance” policies per se; however, weekly “check-in” assignments are encouraged to help students stay engaged with your course. These might be posts to a discussion board, quizzes, or other formative activities.*

*For example:*

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus*.* In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, quarantine, or isolation, the student or the student’s representative should contact the Office of the Dean of Students via [email](mailto:odos@purdue.edu%20?subject=Student%20Bereavement%20Needs) or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

# (New!) Classroom Guidance Regarding Protect Purdue

*Please include the following statement in your syllabus.*

The [Protect Purdue Plan](https://protect.purdue.edu/plan/), which includes the [Protect Purdue Pledge](https://protect.purdue.edu/pledge/?_ga=2.210401429.1213937682.1590527202-1814553957.1589408073), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](https://protect.purdue.edu/updates/face-covering-protocols/), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](https://www.purdue.edu/odos/osrr/). See also [Purdue University Bill of Student Rights](https://catalog.purdue.edu/content.php?catoid=7&navoid=2852#purdue-university-bill-of-student-rights).

*Related Considerations:*

1. *A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.*

* [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses](https://www.purdue.edu/innovativelearning/teaching-remotely/files/resources/SOP_Class_Lab_Experiential_Course_200723.pdf)

1. *References Supporting Protect Purdue Compliance:*

* Office of the Dean of Students [Protect Purdue Compliance Plan: Ask, Offer, Leave, Report](https://www.purdue.edu/odos/protect/compliance-plan.html)
* Office of the Dean of Students [Managing Classroom Behavior and Expectations](https://www.purdue.edu/odos/osrr/resources/documents/managing_classroom_behavior.html)

# Academic Integrity

*The Brightspace template includes a link to Purdue’s Student Guide for Academic Integrity under University Policies. Share your personal policy regarding academic dishonesty for your course. Appendix A of this document includes important Guidelines for Academic Integrity in your class and a link to a faculty guide. Additional tips and resources on Academic Integrity are available on the* [*Innovative Learning Website*](https://www.purdue.edu/innovativelearning/teaching-remotely/integrity.aspx)*, including alternatives to high stakes exams, as a way to foster academic integrity, and the use of* [*Purdue’s Honor Pledge*](https://www.purdue.edu/odos/osrr/honor-pledge/about.html)*: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."*

*Regarding the Purdue Honor Pledge:*

1. The Honor Pledge Task Force, a student organization responsible for stewarding the mission of the Honor Pledge and encourages a culture of academic integrity, asks all instructors to prominently include the student-initiated Purdue Honor Pledge on their syllabus, as well as exams and key assignments.

*For example:*

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

*Note regarding the use of commercial websites:*

1. Instructors from class to class treat the materials that appear on commercial web pages very differently, causing confusion among students. Examples include web pages like Course Hero or Quizlet. It is common to find answer keys to old exams or homework. In the worst case, students can find online services to complete the work for them.
2. In general, notes are “considered to be ‘derivative works’ of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials.” As such, they cannot be sold or bartered without your express written permission. See the policy with regard to commercial note taking in classes that you may wish to include in your syllabus ([see part J of the Purdue student miscellaneous conduct regulations](https://catalog.purdue.edu/content.php?catoid=13&navoid=15921)).
3. Thus, be clear in your syllabus as to whether your materials may be posted or considered to be derivative works.

# Nondiscrimination Statement

*A link to Purdue’s nondiscrimination policy is included in the Brightspace template and can also be found* [*here*](https://www.purdue.edu/purdue/ea_eou_statement.php)*. You may include the first paragraph of the policy in your syllabus.*

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

# Accessibility

*The Brightspace template includes detailed information from the Office of Institutional Equity, and links to the Disability Resource Center website, Purdue’s Web Accessibility Policy, and Brightspace’s Accessibility Compliance statement. Your syllabus should address your personal policy for making the learning experiences in your course as accessible as possible.*

*The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a “Letter of Accommodation” to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at 765-494-1247 or* [email](mailto:drc@purdue.edu?subject=Accommodations%20Questions)*. In many cases, the DRC can partner with you to develop inclusive teaching strategies that benefit all students in your class.*

*The DRC recommends including the following or similar statement in your syllabus.*

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

*Related Considerations*

1. *Purdue also has assistance available to help you make learning materials accessible. Some examples include:*

* *Information from Innovative Learning on* [*Universal Design for Learning*](https://www.purdue.edu/innovativelearning/accessibility/universal-design-and-accessibility.aspx)
* *Guidance from Innovative Learning on* [*creating accessible documents*](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx)
* [*Workshops on accessible materials*](https://www.purdue.edu/innovativelearning/accessibility/workshops-and-resources.aspx) *suggested by the DRC*
* *Contact* [*innovativelearningteam@purdue.edu*](mailto:innovativelearningteam@purdue.edu) *with questions.*

# Mental Health Statement

*A link to CAPS (listed as Purdue Counseling and Psychological Services) is on the Brightspace template, under the Student Services and Resources section. The University Senate (Senate Document 19-18) calls for the university to require a mental health statement on your syllabus. You are also urged to speak to students during the first week of classes about the various resources available to them regarding mental health. For example:*

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try** [**WellTrack**](https://purdue.welltrack.com/)**.** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](http://www.purdue.edu/odos). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

**If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](https://www.purdue.edu/recwell/fitness-wellness/wellness/one-on-one-coaching/wellness-coaching.php). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at [evans240@purdue.edu](mailto:evans240@purdue.edu).

**If you’re struggling and need mental health services**: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services (CAPS)](https://www.purdue.edu/caps/) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

# Emergency Preparation

*During COVID-19, we are urging all courses to have a presence in and maintain a point of contact in Brightspace. A link to Purdue’s Emergency Preparedness resources is located on the Brightspace shell under University Policies; this webpage includes a link to resources on COVID-19. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments.*

*For example:*

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

*Related Considerations and Guidelines*

1. *If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.*
2. *Keep your cell phone on to receive a Purdue ALERT text message.*
3. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*
4. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*
5. A two-page supplement (see Appendix B) at the end of this document provides resources to communicate or engage with your students in case of unexpected emergencies that affect the West Lafayette campus. Emergency notification is vital! Please consider allowing one or more of the options below to ensure you are quickly notified of an emergency.

# References

Heer, R. (n.d.). A Model of Learning Objectives–based on *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives.* Center for Excellence in Learning and Teaching, Iowa State University. <https://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>

Stanny, C.J. (2016). [Reevaluating Bloom’s Taxonomy:](https://doi.org/10.3390/educsci6040037) What Measurable Verbs Can and Cannot Say about Student Learning*. Educ. Science, 6*(4), 37. <https://doi.org/10.3390/educsci6040037>.

# Appendix A - Guidelines for Academic Integrity

In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.

1. Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a [faculty guide on responding to academic dishonesty](https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html). Revisit your expectations at key junctures of the semester (e.g., before an exam or term project).
2. Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.
3. Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it’s important to be very clear in your expectations.
4. Define penalties that will be enforced for academic dishonesty. One example might be:

“Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.”

1. At a minimum, if you penalize a student’s grade by deducting points, report the instance of scholastic dishonesty using the [OSRR reporting form](https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=10). Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff members from OSRR are available to consult on an individual basis. Their office is in B50 of Schleman Hall, and their phone is 765-494-1250.
2. While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. *In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing integrity@purdue.edu.*

# Appendix B: Emergency Preparedness face-to-face

1. Prior to the first day of class, obtain a copy of the building emergency plan for each building in which you will be teaching. Note the evacuation route and assembly area, as well as the shelter in place locations. BEPs are located on the [Emergency Preparedness website](https://www.purdue.edu/ehps/emergency_preparedness/emergency/building-plan.html).
2. On the first day of class, the following information is required to be presented to students:
3. As we begin this semester, I want to take a few minutes and discuss emergency preparedness. While COVID-19 is currently a major focus of our campus health and safety preparations, we must also take time to be prepared for other possible emergencies as we would in any semester. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter-in-place incidents. Our preparedness will be critical IF an unexpected event occurs!
4. Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let’s review the following procedure
   * + For any emergency text or call 911.
     + There are more than 300 Emergency Telephones (aka blue lights) throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected right away.
     + If we hear a fire alarm, we will immediately evacuate the building and proceed to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (location). Do not use the elevator. Go over the evacuation route (see specific Building Emergency Plan).
     + If we are notified of a Shelter in Place requirement for a tornado warning we will stop classroom or research activities and shelter in the lowest level of this building away from windows and doors. Our preferred location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + If we are notified of a Shelter in Place requirement for a hazardous materials release, we will shelter in our classroom shutting any open doors and windows.
     + If we are notified of a Shelter in Place requirement for an active threat such as a shooting, we will shelter in a room that is securable preferably without windows. Our preferred location is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + **(NOTE: Each building will have different evacuation & shelter locations. The specific Building Emergency Plan will provide specific locations and procedures)**

Attached to the syllabus is an “Emergency Preparedness for Classrooms” sheet that provides additional preparedness information. Please review the sheet and the Emergency Preparedness website for additional emergency preparedness information.