Online Syllabus Template

To assist you in crafting your syllabus, we have syllabus templates available that differ slightly depending on how the course is offered (Face-to-Face or Online). These templates have been available to the TCU community since 2007 with direction from the Provost. The templates are designed with the current required policies that must be included in each TCU syllabus, and are updated to reflect changes in policy language and best practices.

Please review the templates and ensure that your syllabus includes the latest policies. Purple italic text throughout offers guidance and suggestions for what might be included in the syllabus.

## Instructions for Use

Save this document to your hard drive. Delete the purple italic instructor information within brackets, and add in course-specific information. After completing the syllabus, you may need to adjust the spacing and page breaks in order to make the content flow more smoothly.

If you add elements, such as tables, images, or color, be sure that these are accessible. [Review guidelines and how-to steps for accessible content](https://cte.tcu.edu/resources/accessibility/): <https://cte.tcu.edu/resources/accessibility/> For further information on any of these items, contact the Koehler Center for Instruction, Innovation, and Engagement (817-257-7434).

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Syllabus: Course Title, Number, and Section

[Be sure the title, number, and section match the information shown on Registrar’s site.]

**Instructor Name:**
**Semester and Year:**  **Number of Credits:**
**Class Location:** [If the class will be online, state this]
**Class Meeting Day(s) & Time(s**): [If the class will be asynchronous, state this. If there are required live / synchronous sessions, state these here and in the important dates section below.]
**Office Location:**  **Office Hours:** [If you will use virtual office hours, indicate this and instruct students how to access.]
**Telephone:**
**Email:**
**Response Time:** [If a student has contacted you with a question or a concern, how soon do you reply to these queries? Does this differ on weekends / holidays?]

# Final Exam Date & Other Important Dates

**Type Final Exam details here.** [According to the [*Faculty/Staff Handbook “Final Evaluative Exercise Policy”*](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) section, TCU requires a “final evaluative exercise in all classes” during the designated finals period. If the final exam will only be available for a short amount of time, make sure that students have enough notice to arrange their schedules to accommodate this. If there is no formal exam, state what will take place instead: final project, paper, presentation, etc. The handbook states that “prior agreement with the appropriate next level administrator is required before omitting a final exercise or scheduling a final evaluative exercise outside the published schedule.” See the next section regarding permissible changes to the finals schedule.]

**Rescheduling of Finals Policy:** ​[According to the [*Faculty/Staff Handbook “Rescheduling of Finals"*](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) section, rescheduling a final exercise must be made one week prior to the last day of classes. Rescheduling of finals is permitted 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5pm of finals week. Unless the student is graduating, the exam must be taken during final examination week.]

**Type details here regarding special class meetings.** [If the class will meet in person on certain days or attendance will be required at an event (performance, lecture, synchronous session), include the specifics here.]

# Course Description

**Type details here**. [Include text from the course catalog. You may also want to include topics covered, course materials / learning goals, and an indication of why the course content is significant, useful, or relevant. This is your chance to get students excited about the material and your course.]

# Learning Outcomes

* **Type course-level learning outcomes here**. [List the learning outcomes the course is intended to produce. A well-stated outcome has two components: form (what action must the student perform—compare and contrast, evaluate, analyze, apply, etc.) and substance (content / subject matter). It is helpful here to think about the evidence you will need to evaluate the students’ learning, as your outcomes should drive your grading. Learning outcomes should thus be measurable and tied to specific course activities or assessments.]
* **Type applicable program or major learning outcomes / distribution requirements here**. [Identify the specific program or major learning outcomes or distribution requirements that this course fulfills.]
* **Type applicable TCU Core outcomes here**. [For those teaching undergraduate students: check the [*Registrar’s site*](http://www.reg.tcu.edu) to determine if your course is designated as fulfilling one or more Core requirements; for each Core requirement your course fulfills, you should have the full text of at least one Core outcome for that requirement showing as an outcome on your syllabus. For instance, if the course is designated as meeting both Religious Traditions and Humanities Core requirements, then, at minimum, you should include the full text of one RT Core outcome and one HUM Core outcome on your syllabus. More information can be found on the [*TCU Core Curriculum site*](http://www.core.tcu.edu/).]

# Prerequisites / Program or Major Connections

**Type prerequisites here**. [If there are no prerequisites, state this. If concurrent enrollment is acceptable, state this. You can also explain how you will build on skills gained in earlier courses or prepare students for future courses. You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course.]

**Type program or major connections here**. [If there ways that this course prepares students for future courses, internships, or the workforce, make those connections in this section. Help students see how this course fits into the larger context of the program or major. What unique skills are they learning in this course that will be applied afterwards? What major learning outcomes for the program is this course helping them learn?]

# Required Texts / Materials

**Type details here for materials students will need to purchase or procure before the course starts**. [Include as much information as possible: what kind of resource this is (text, film, software package, etc.), the ISBN, the version / edition, and whether students must have the indicated version / edition.]

**Type details here for any additional costs related to the course**. [Include as much information as possible for events, lab kits, trips, supplies, admission costs, tickets, transportation, etc. If your course will have these elements, make sure you have considered accommodations for students with disabilities.]

#  Additional / Supplementary Resources

**Type details here**. [Provide as much information as possible about remedial and supplementary resources for course topics. If students lack background in the discipline, what would be helpful? If students wish to extend their learning, what are some good places to start? Are there foundational reference texts that students may find useful? Is there departmental tutoring or a campus resource/center that would help students who might need support?]

# Teaching Philosophy

[In this brief statement, include descriptions of how you think learning occurs, how students should participate in the learning process, and how you understand your role in the course.]

# Instructional Methods

[It is helpful for students to understand how you have structured the course and how classes will be conducted. If the course has elements with different formats (like videos, podcasts, and written text; individual writing assignments and written discussion threads; group learning projects and/or presentations), these should be explained clearly. You may also want to use this space to provide a rationale for the learning / teaching methods, relate the teaching approach to learning outcomes, and discuss the full variety of teaching methodologies and learning activities in the course and how these connect to disciplinary practices.]

# Course Policies and Requirements

## Assignments

[A detailed description of each assignment should reference the applicable learning outcome(s). Aligning outcomes and activities is a recommended practice. Identify the specific module/tool within TCU Online where students will find additional information regarding how / when the item should be submitted and how it will be evaluated. Indicate how / where students will see grades and find your feedback. In addition to driving students to the TCU Online gradebook with your comments, you may also need to provide directions for specific TCU Online tools so that students can see feedback or review their submissions.]

## Grading

### Final Grade Elements / Grade Breakdown:

| Outcome(s) | Assignments, Exams/Quizzes, Presentations, etc. | Percentage | Points |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

### Grading Scales

[[*Per the Registrar*](http://www.reg.tcu.edu/plus_minus_grade.asp), there are two final grade scale options: +/- or whole-letter grade. You should check with your department about which of the two scales should be used for your course. TCU does not supply suggested ranges for grading scales. following are two samples. **You should choose either a plus/minus or a whole-letter grade scale, not both.**

Graduate Student Note: If you will have graduate students in a 50000-level course, you should provide these students with the graduate grading scales, which do not include D grades. Additional grading information is available in the [*Undergraduate Catalog*](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog) and the [*Graduate Catalog*](http://tcu.smartcatalogiq.com/current/graduate-Catalog). Instructors in Brite Divinity School should consult the [*Brite Divinity School Bulletin*](https://brite.edu/wp-content/uploads/2017/09/Grading-and-Grade-Appeals.pdf) for the applicable grading scale.]

Option 1: Final +/- Grade Scale: [This is only a sample; please check with your department for expected grade scale. Explain if or how grades will be rounded. Graduate Student Note: If you will have graduate students in a 50000-level course, you should provide these students with the graduate grading scales (which do not include D grades).]

| Grade | Score | Grade | Score |
| --- | --- | --- | --- |
| A | 94–100 | C | 74–76.99 |
| A- | 90–93.99 | C- | 70–73.99 |
| B+ | 87–89.99 | D+ | 67–69.99 |
| B | 84–86.99 | D | 64–66.99 |
| B- | 80–83.99 | D- | 60–63.99 |
| C+ | 77–79.99 | F | 0–59.99 |

Option 2: Final Whole-letter Grade Scale: [This is only a sample; please check with your department for expected grade scale. Explain if or how grades will be rounded. Graduate Student Note: If you will have graduate students in a 50000-level course, you should provide these students with the graduate grading scales, which do not include D grades.]

| Grade | Score |
| --- | --- |
| A | 90–100 |
| B | 80–89.99 |
| C | 70–79.99 |
| D | 60–69.99 |
| F | 0–59.99 |

### Late Work

**Type your policy on late work here.**[Clearly articulate whether you will or will not accept late work, under what conditions, with what degree of notice, and whether documentation is required and what type is accepted. Tell students how you will handle Official University Absences. Note that the [*Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”*](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) states that “Faculty are required to permit students to make up work missed because of Official University Absences.” When writing your late policy, keep in mind the [*Excused Absences Defined by the State and Federal Regulations*](https://deanofstudents.tcu.edu/faculty-staff/#StudentAbsences).]

### Grading Concerns

**Type your policy regarding questions about grades.**[Clearly articulate what you would like students to do if they have a question about a grade or your feedback. Is there a time-frame for addressing these issues? With whom should they speak first or second? Do you require a written statement? What should this statement contain? Refer to the relevant sections of the [*Student Handbook*](https://deanofstudents.tcu.edu/student-handbook/)for further information.]

## Participation / Engagement (Attendance)

Type your policy here.
[Articulate your expectations in light of what active engagement looks like in your online course. In the context of your distance learning course, what does it mean to be absent?

Often a stand-alone participation or attendance grade is not useful in online courses, as these factors are captured in the instructor’s assessment of activities. Publishing your participation rubrics will help students see your expectations for their timely engagement; tell students what level of engagement you expect in the course overall and in specific course activities.

If students will be unable to complete an activity or attend a required synchronous session, this should be reflected here or in the late work section.

The [*University Attendance Policy*](https://campuslife.tcu.edu/students/university-attendance-policy/) states that “[r]egular and punctual class attendance is essential for academic success and no assigned work is summarily excused because of absence regardless of the cause.” The [*Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”*](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) states that “Faculty are required to permit students to make up work missed because of Official University Absences.” The section also explains that “[r]ecords of class attendance are the responsibility of the faculty.” When writing your attendance policy, keep in mind the [*Excused Absences Defined by the State and Federal Regulations*](https://deanofstudents.tcu.edu/faculty-staff/#StudentAbsences).

When an accumulation of absences (however you will measure this in the context of your online course) reaches the point of endangering a student’s academic status, you should report this situation to the Dean of Students. You should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar. You may also want to include information about the process to withdraw from a course.]

## Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU’s network and computing policies and communication guidelines.

**Add course- / discipline-specific information here.**
[Are there particular topics that might be hot-button issues? If so, what strategies can students use to make sure they are advancing the discussion in a productive direction? Can you direct students to examples of respectful debate? Do you want to share information about sources or terminology? Are there discipline-specific conduct or privacy norms that students should uphold in their papers and class communications?

In the context of an online course, you may wish to articulate norms about confidentiality, screenshots, screen recordings, downloading items, or other behaviors related to the ownership, sharing, and publication of course-related materials.]

## Technology Policies

### Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

### Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at:<https://tcu.policytech.com/dotNet/documents/?docid=55&public=true>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

### Recording of Class Sessions

If you intend to record any synchronous sessions, please include the following language. Tell students that you will be recording. While this notice is not required by law in Texas, it is required by many states where students reside. By default, Zoom [*notifies meeting participants that a meeting is being recorded*](https://support.zoom.us/hc/en-us/articles/360000486746-Recording-Notifications), but it is best to have an acknowledgment from you. Here is an example that can be used at the start of the session: “This class session is being recorded. By joining today’s class session, you consent to being recorded.”)

Our synchronous class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact me immediately so I may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

**Add course- / discipline-specific information here.**
[Provide students with any necessary information regarding what types of technology are allowed / prohibited in your class or in the context of specific class activities online. Are there class assignments for which students will need to have certain types of technology beyond the [*TCU Online minimum requirements*](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements)? If your class requires students to complete work on other sites/portals, share the minimum technology requirements and getting help information for those sites. Are students required to purchase any technology (software packages, recording devices)?]

## Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

* **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit. *[If you are using Turnitin, place information about your course ID/password or state that items will be checked as part of the TCU Online assignment submission process. If you want to use Turnitin as a spot check, indicate that you may use Turnitin for plagiarism detection.]*
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
* **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
* **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
* **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
* **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
* **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
* **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

Course- or Department-specific Conduct or Norms [You will want to title this with your course or department’s name.]

* **Add conduct information or norms here.** [Are there types of misconduct not mentioned above but are specific to your course, department, or discipline? Use this section to name and explain what these are. You will also want to address any course-specific plagiarism pitfalls. Do students need to be reminded how to cite a certain source—or that a certain source actually requires a citation? What citation format is standard? How do students acknowledge help from the TCU Center for Writing? Are there discipline-specific conduct or privacy norms that students should uphold in their papers and class communications?]

# TCU Online: Our Learning Management System

## Getting Started with TCU Online

**Technical Requirements:** Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

**Log In:** (using your TCU Network Credentials)

Option 1: Access via [my.tcu.edu](http://my.tcu.edu/) > Student Quick Links > TCU Online

Option 2: Login at [http://d2l.tcu.edu](http://d2l.tcu.edu/)

\*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

**Student Orientation Tutorial for TCU Online**: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial” to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

[All online courses must use TCU Online. Tell students how you plan to use TCU Online in this course: will you post grades, lecture notes, or assignments? Will students be required to submit items or engage in discussions online?]

## Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

**Phone:** **1-877-325-7778**
**Chat:** Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

## Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

[You should direct students to these settings and notification pages as they give students the option to take more responsibility for their learning and planning by setting up custom email and text alerts for upcoming assignments and quizzes. You do not need to put in an additional email address or phone number.]

## Student Success Tools for TCU Online

### Pulse

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

[Pulse is a management tool for students to easily access information about the course from a mobile device. For Pulse to work well with a class, you should use the calendar tool in TCU Online. It is very important to use the course calendar due date function for readings, assignments, quizzes, and discussions in order to help populate the calendar used in Pulse.]

### ReadSpeaker

[ReadSpeaker](https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

[ReadSpeaker is a support tool for students to access written content in an audio format, improve their focus while on TCU Online content pages, and help them write and edit content in other TCU Online tools. To help students get the most out of ReadSpeaker, you should be sure that any PDFs they upload are able to be read by ReadSpeaker. Many PDFs, especially those that have been scanned from books or journals by a photocopier, must be converted into searchable text to allow it to identify text and read the words. [*Learn how to make your PDFs accessible to screen readers like ReadSpeaker for your students.*](https://cte.tcu.edu/resources/accessibility/pdf-documents/)]

# Support for TCU Students

## Campus Offices

* Academic Advising (817-257-7486, Jarvis 104)
* Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
* Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
* Center for Writing (817-257-7221, Reed Hall 419)
* Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
* Dean of Students (817-257-7926, the Harrison 1600)
* Mary Couts Burnett Library: Reference Desk (817-257-7117)
* Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
* Student Access & Accommodations (817-257-6567, The Harrison 1200)
* Student Success (817-257-8345, Samuelson Hall, West Entrance)
* Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
* Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
* Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

## Anti-Discrimination and Title IX Information

### Statement on TCU’s Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](https://tcu.policytech.com/dotNet/documents/?docid=135&public=true) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](https://tcu.policytech.com/dotNet/documents/?docid=140&public=true).

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](https://www.tcu.edu/institutional-equity/make-a-report.php).

[To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here:](To%20learn%20about%20the%20Campus%20Community%20Response%20Team%20%28CCRT%29%20and%20Report%20a%20Bias%20Incident%20click%20here%3A) <https://inclusion.tcu.edu/campus-community-response-team/>

### Title IX

TCU’s Title IX Coordinator works within OIE. Andrea McDew serves as TCU’s Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.mcdew@tcu.edu, or make a report [here](https://www.tcu.edu/institutional-equity/make-a-report.php). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

### Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

### Confidential On-Campus Resources

Campus Advocacy, Resources & Education

<https://care.tcu.edu/> | 817-257-5225

Counseling & Mental Health Center

[www.counseling.tcu.edu](http://www.counseling.tcu.edu) | 817-257-7863

Religious & Spiritual Life

[www.faith.tcu.edu](http://www.faith.tcu.edu) | 817-257-7830

### On Campus Resources

TCU Police

[www.police.tcu.edu](http://www.police.tcu.edu) | 817-257-8400 Non-emergency | 817-257-7777 Emergency

## TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](https://faith.tcu.edu/rhp/) webpage.

## Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

### Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

## Emergency Response Information

[The following template text has been provided by the Assistant Vice Chancellor for Public Safety, Adrian Andrews, 817-257-4747, after approval by the Student Government Association (SGA) for inclusion in TCU syllabi. Instructors are encouraged to familiarize themselves and students with the emergency responses for their classrooms to include what to do during a “Lockdown”, how to locate the rally point in case of an “Evacuation” (e.g. fire), and where to go in their building during a “Seek Shelter” (e.g. tornado) TCU Alert announcement. You may have students needing special arrangements in case of a building evacuation or seeking shelter; consider how you will address the needs of these students. If you are unfamiliar with the classroom, contact IT to arrange a classroom tour to see the room.]

View [TCU’s L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](https://publicsafety.tcu.edu/less-safety-maps/) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [*Frogshield* Campus Safety App](file:///C%3A%5CUsers%5Cjoannaschmidt%5CDownloads%5CFrogshield%20Campus%20Safety%20App)on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777.**

# Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

[*For federal compliance purposes, distance learning courses include regular and substantive interaction between the instructor and the students, which are initiated by the instructor. Each week during the full duration of the stated session, including during the designated university finals period, features some sort of documented engagement on the part of the students. Activity or engagement that is not related to course content, wholly optional, or initiated primarily by the students does not meet this requirement.*

Be sure to list all learning activities below that support the regular and substantive interaction you will have with your students. Listing learning activities will help students assess whether these pose accessibility issues for them – this advance knowledge can give you, the student, and Student Access and Accommodation time to find an equivalent alternate activity. Make sure to include the due date and time for your final evaluative exercise (ex: exam, presentation, paper, project, reflection, etc.) during the designated finals period.]

| Date | Topic | Assigned Content | Learning Activity |
| --- | --- | --- | --- |
| Aug. 17 Mon. |   |   |   |
| Aug. 19 Wed. |   |   |   |
| Aug. 21 Fri. |   |   |   |

# Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

[Explain here how you use SPOT feedback to improve the course over time. You should also add a note on a module introduction page toward the end of the course to remind students to complete the SPOT.]

# TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

[Consider adding the college / program / department mission statement as well.]