

TEACHING RESPONSIBILITIES

Definition of a Course. A course is defined as a unit of study that occupies one-fourth of a student's time each semester, or approximately twelve hours per week. Each Wooster semester course is equivalent to 4.0 semester hours (5.0, in the case of science courses with labs).

Classes. Classes should be held as announced in the Course Schedule in respect to location, assigned time slot, and contact hours. Any significant changes of place, time, or frequency should be authorized by the Registrar or the Dean for Curriculum and Academic Engagement, as appropriate. Faculty may reasonably expect that students will arrive for class punctually. Correspondingly, faculty should take care to begin classes on time and to dismiss students to allow sufficient time to relocate for the subsequent time period.

Syllabus. Faculty should provide for each course a syllabus that includes the texts and/or other materials required for the course, the schedule of readings and assignments, deadlines for major papers and dates of examinations, discussion of student responsibilities, required activities outside of class (such as films and field trips), and information regarding office hours and communications with the instructor. Mandatory course requirements cannot be added to a syllabus after it has been distributed to the class. *Faculty are strongly encouraged to include in the syllabus statements on the following issues and policies:*

- Academic Honesty and the Code of Academic Integrity
- Policy Regarding Conflicts with Academic Responsibilities
- Policy Regarding Final Examinations
- Learning Center: Academic Support and Disabilities

For examples of statements that can be used on the syllabus regarding these policies and issues, see below, "Sample Syllabus Statements of Policies."

Graded Assignment Prior to the End of the Sixth Week. Faculty should inform students throughout the term as to how they are performing with regard to the criteria of evaluation (see below, "Interim Reports"). *Each student must receive a grade in one major course assignment in each course prior to the end of the sixth week of class (i.e., before the last day to "drop" a course).*

Interim Reports. To assist students in meeting their academic responsibilities (and in particular first-year students unfamiliar with Wooster's standards and expectations), the College has adopted a system of interim reports. Instructors are strongly urged to complete an interim report on each student performing below a level of 'C'. Faculty are asked to submit interim reports as early as possible in the semester, if possible prior to the end of the sixth week of class (i.e., before the last day to "drop" a course, see below, "Grades"). Faculty should use the interim evaluation form accessible on the Academic Affairs webpage. Use your Novell user name and password.

In addition to providing opportunities for counseling and intervention, these reports provide valuable information to the Committee on Academic Standards as it reviews students' performance and makes decisions about their academic status.

Mid-Term Examinations, Tests. Please note that mid-term exams or tests cannot be scheduled for times outside of the class as a requirement for your students (these could be optional at mutual agreement). For example, if you teach a class MWF at 9 a.m., you cannot require your students to take an exam in the evening or on weekends. All such tests/exams

are to be administered during the regular class time.

Final Examination or Another Integrating Assignment. A final exam or another integrating assignment is mandatory in all courses except in Independent Study and fractional courses. No more than one-half of the final grade may come from a single assignment, including the final examination. Final examinations are to be given only at those times scheduled for each particular class. No final examinations are to be given during the last week of classes or on reading days. Students who wish to reschedule a final exam must petition the Dean for Curriculum and Academic Engagement in writing in advance of the examination. The student must confer with the instructor before submitting a petition, and the instructor should indicate to the Dean if he or she supports the petition. *Normally, such petitions are granted only for health reasons. If other reasons necessitate a request for a change in a final exam, the request must be submitted three weeks in advance of the examination.*

Reading Days and Examinations. No co-curricular or extra-curricular activities, or programs by departments and academic programs, are permitted during the period reserved in the academic calendar each semester for Reading Days and Examinations with the exception of the following: activities which are clearly related to preparation for final examinations (*e.g.*, review classes, group study sessions); rehearsals and other events associated with Commencement; and previously scheduled intercollegiate athletic games and tournaments. Any exception to this policy needs to be reviewed and approved by the Dean for Curriculum and Academic Engagement in consultation with the Dean of Students.

Examples

Allowed:

- *Informal* social gatherings that do not require an officially scheduled place
- Specific stress relief events (example: study-break sessions organized by Dean of Students office or other departments)

Disallowed:

- Academic events that do not encompass review sessions and/or test preparation
- Organized extra/co-curricular events that require or encourage student attendance and participation
- Organized events by external agents on campus that involve our students' participation

Activities Outside of Class. Faculty teaching courses during the regular time slots (8 a.m. to 3:50 p.m. Monday through Friday and evening classes on Tuesday, Wednesday, and Thursday between 7:00 p.m. and 9:40 p.m.) are asked to respect the time from 4:00 to 6:00 p.m., which is reserved for practices and rehearsals (*e.g.*, in performance courses in Music). By faculty legislation, no courses will be scheduled in the Tuesday, 11:00-11:50 a.m. time slot, which is reserved for departmental seminars, departmental Independent Study programs, and college-wide academic events.

Co-curricular and extra-curricular activities begin at 4:00 p.m. In the event of a conflict between, for example, an afternoon class and a mid-week off-campus co-curricular event, the student is required to discuss the conflict with the instructor well before the event. It is also a good idea for faculty to make their policies known in the syllabus. Please refer to "Policy Regarding Conflicts between Academic Responsibilities and Co-curricular/Extra-curricular Activities."

Field Trips. Field trips can be a valuable addition to classroom academic activities. If you

incorporate such activity into your course, please be aware of these guidelines. Field trips during a regular academic class time cannot extend beyond the scheduled end of the class. Field trips that cut across other scheduled class times cannot be required. An all-day field trip during a regularly scheduled academic day cannot be required. Even making the trip optional encourages students to miss other regularly scheduled classes. Accommodation needs to be made for those students who have other classes/obligations. Please refer to "Policy Regarding Conflicts between Academic Responsibilities and Co-curricular/Extra-curricular Activities."

There are serious liability concerns involved with students transporting themselves on a field trip. College-sponsored field trips must use a College vehicle with a certified driver. Students who drive other students, even in their own vehicle, must have completed the driver-certification course. The College cannot reimburse students for mileage for class time; students are not considered employees in this case. Any field trip off-campus requires a signed liability release from each student. The form used for First-Year Seminar field trips is available on the Academic Affairs website, and can be adapted to your course. Students must be accompanied by the course instructor as the person in charge. Failure to follow established procedures/certification could result in not only College liability issues, but also personal liability.

Faculty Absences. Faculty members are expected to teach all classes as scheduled. Whenever possible, attendance at conferences and other professional activities should be scheduled to avoid conflicts with classes. *If a professional responsibility requires missing a class, faculty should report the absence to the department chairperson.* The faculty member should consider scheduling an activity for which the instructor's presence is not essential: an examination, a relevant film or video, or a collaborative activity. Unexpected illnesses should be reported to the department or program administrative coordinator, who will notify the class. *Faculty may not cancel classes on the days preceding a break (such as Thanksgiving, fall and spring break, etc.), as this may encourage students to miss other classes. Faculty must be present during final exam week and for Commencement.* Any extended period of absence (*i.e.*, beyond one week in length) should be reported to the Dean for Faculty Development. ("Necessary absence from duty shall be arranged with the Dean for Faculty Development." *Statute*, Article II, Section 10.C).

Learning Center: Academic Support and Disabilities. The Learning Center offers services designed to all help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

The Learning Center also offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the Learning Center at the start of the semester to discuss reasonable accommodations.

For further information about the services at the Learning Center and the College's policies and procedures in relationship to ADA mandates regarding nondiscrimination and equal access to the academic program, contact Pam Rose, Director of the Learning Center.

For a brief statement that can be used on the syllabus to comply with ADA mandates regarding nondiscrimination and equal access to the academic program, see "Sample Syllabus Statements of Policies."

Grades. Each faculty member has the obligation to inform students at the beginning of each

course of the means of evaluation for the course and the factors to be considered in the evaluation process (e.g., mastery of course material, use of evidence, ability to generalize, writing ability, verbal ability, mathematical ability, logical ability, ability to meet deadlines, class presence) and a weighted breakdown of the various grading components (e.g., three tests 60%, homework 10%, term paper 10%, final exam 20%).

In addition to Senior Thesis, which is graded H, G, S or NC, students are permitted to elect up to four full course credits or their equivalent graded S/NC out of 32 credits required for graduation. The minimum equivalent grade to earn S in courses graded S/NC is C-. First-Year Seminar in Critical Inquiry and College Writing course will not be graded S/NC. Transfer students are permitted to have one-eighth of the courses remaining to be taken at Wooster graded S/NC. Courses taken S/NC are not permitted in either the major or minor unless specific exceptions to this regulation are stated by individual departments.

Teaching Apprentices and other students assisting instructors in their classes may not be involved in evaluating student performance, assigning grades to individual assignments, or determining final grades.

Final Grade Submission. Grades are due at times to be announced by the Office of the Registrar. All grades are submitted via Scotweb, using your Novell name and password. *Grades must be submitted on time, unless permission is granted by the Dean for Curriculum and Academic Engagement. If for any reason grades cannot be submitted by the deadline, immediately contact the Dean for Curriculum and Academic Engagement. Faculty must be particularly attentive to the deadline for seniors in their last semester because this will impede their ability to graduate.*

Incomplete Grades. The grade of 'I' (incomplete) indicates that a **small portion** of the work in a course is unavoidably unfinished. Please assign 'I' grades only after you and the student have agreed on the work that is yet to be completed. Students on academic probation are reminded that they may not request or receive Incompletes without written approval from the instructor in the course and the Dean for Curriculum and Academic Engagement. *Work in a course for which a student has received an 'I' must be completed before the end of the first week of classes of the following semester, including work for Semester II that must be completed before the end of the first week of Summer Session.* If the work is not completed within this timeframe, the 'I' automatically becomes an 'F.' Please remember that incomplete grades given to seniors may remove the student from the Commencement list. The grade of 'I' is the only way in which work that is required for a course may be submitted after the end of the semester. All other grades are to be considered final, and the "Change of Grade" form should be used only when there has been an error or a miscalculation.

S/NC Grades in the Major. Under the existing grading policy, "departments may establish limitations as to the applicability of S/NC courses to the major, and these regulations must be stated in the *Catalogue*." The Educational Policy Committee recommends that except for special curricular situations students not be permitted to take courses on an S/NC basis in the major department. Each department and curriculum committee should have a statement of its policy on this matter in the *Catalogue*.

W Notation (Withdrawn). The faculty has approved the notation 'W' for use on student transcripts when withdrawal after the drop deadline has been approved on petition to the Dean for Curriculum and Academic Engagement. Such "late drops" are granted only in extenuating circumstances, and primarily for health and medical reasons. Academic difficulty and/or poor grades do not constitute an extenuating circumstance. Students who

have submitted such petitions should be advised to continue to attend the class until they receive an official response. Petitions which are approved for late course adjustments are subject to a fee of \$100 per course adjustment. This fee applies equally to full and fractional credit courses.

Statement on Recording Classroom Activities. No student may record or tape or photograph any classroom activity without the express written consent of the faculty member. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact the Office of the Secretary to request an appropriate accommodation.

POLICY REGARDING CONFLICTS BETWEEN ACADEMIC RESPONSIBILITIES AND CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

The College of Wooster's fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement, one that will support their development as independent, responsible, and creative human beings. As a result, students are expected to give the highest priority to their academic commitments.

The academic program is complemented by other opportunities that are designed to broaden and enrich the development of each student. These complementary programs include athletic, cultural, educational, and volunteer activities. Sometimes conflicts arise for students between academic commitments and co-curricular / extra-curricular activities. Students, faculty, staff, and administrators all share the responsibility of recognizing, minimizing and resolving these conflicts.

College Recognized Conflicts.

The academic day extends from 8 a.m. to 4 p.m. Monday through Friday and includes regularly scheduled evening classes on Tuesday, Wednesday, and Thursday between 7:00 p.m. and 9:40 p.m. In addition, no co-curricular / extra-curricular activities will be scheduled for Tuesday and Thursday 11:00 – 11:50 a.m.; this time is reserved for department seminars, departmental Independent Study programs, college-wide academic events, and other academic activities. Co-curricular and extra-curricular activities begin at 4:00 p.m. The time between 4:00 p.m. and 6:00 p.m. is normally reserved for practices and rehearsals, though some performance courses in Music and Theater meet after 4:00 p.m. and/or in the evening. Sometimes a student's academic commitments in a regularly scheduled class cannot be fulfilled by 4:00 p.m. (e.g., completing a lab experiment), and in such cases the student's academic commitment will assume priority over co-curricular / extra-curricular activities.

When a conflict arises for a student between a regularly scheduled class and co-curricular / extra-curricular activities (e.g., performances, field trips, moot court competition, and athletic competitions), the Dean for Curriculum and Academic Engagement is responsible for identifying "College Recognized Conflicts." *The recognition of a conflict between academic commitments and other activities does not imply that a student is excused from class and other academic responsibilities, such as a lab or final exam.* There are no conflicts for which students are automatically excused from class or other academic commitments. Practice for a co-curricular / extra-curricular activity and preparation for practice (e.g., suiting-up) will not be recognized as a genuine conflict. In addition, students who are on academic probation may not miss a regularly scheduled class or other academic responsibilities related to the class to participate in a co-curricular / extra-curricular activity.

The official recognition of a conflict between a regularly scheduled class or other academic commitment and a co-curricular / extra-curricular activity is the starting point of a

conversation between the student and faculty member. The student and faculty member are encouraged to work together to achieve a reasonable accommodation that resolves the conflict without sacrificing the academic integrity and rigor of the course.

Specific Responsibilities.

Faculty and Staff who direct a co-curricular/extra-curricular program have the following responsibilities:

- to minimize conflicts for students by attempting to schedule events that do not conflict with regularly scheduled classes;
- to inform the Dean for Curriculum and Academic Engagement, at the beginning of the semester or as soon as possible, of events that conflict with the regular academic day; (This will include the location, date, time of the event, as well as, the time at which the student is expected to be present for preparation or departure.);
- to clearly indicate to the students his or her policies and expectations for participation in the co-curricular/extra-curricular program;
- to inform the students of conflicts with the regular academic course schedule as soon as possible; and
- to remind students of their responsibility to contact each professor regarding potential conflicts;
- to provide reasonable accommodations to students in situations in which the student chooses to give priority to his or her academic responsibilities.

The Dean for Curriculum and Academic Engagement has the following responsibilities:

- to record and review information about conflicts between regularly scheduled classes and other academic commitments (*e.g.*, labs and final exams) and co-curricular/extra-curricular activities;
- to officially acknowledge “College Recognized Conflicts”;
- to provide information to students, faculty, staff, and administrators concerning College Recognized Conflicts (This will usually be accomplished through the Academic Affairs website.); and
- to provide consultation in special circumstances (*e.g.*, post-season tournaments) and in situations when the student, faculty and/or staff member cannot reach an acceptable resolution to the conflict.

Students have the following responsibilities:

- to inform the faculty member of potential conflicts as early as possible; and
- to work with faculty and/or staff members to resolve College Recognized Conflict without sacrificing the academic integrity and rigor of the course.

Faculty have following responsibilities:

- to clearly indicate in the syllabus for each course the policies and expectations for class attendance, assignments, and examinations;
- to inform the students of any special class activities which fall outside the regular class period (*e.g.*, a field trip or a guest lecture);
- to remind students of their obligations regarding conflicts between academic commitments and co-curricular/extra-curricular activities;
- to verify that a conflict is a College Recognized Conflict; and
- to work with the student to resolve the College Recognized Conflict without

sacrificing the academic integrity and rigor of the course (Faculty are encouraged to make reasonable accommodations.).

For a brief statement of this policy that can be used on the syllabus, see "Sample Syllabus Statements of Policies."

ACADEMIC HONESTY AND THE CODE OF ACADEMIC INTEGRITY

The Code of Academic Integrity. The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot's Key* and form an essential part of the implicit contract between the student and the College. *The Scot's Key* is available on the College's website. Any questions regarding the Code and its implementation should be referred to the Dean for Curriculum and Academic Engagement.

Communicating Expectations. The College makes considerable efforts to communicate to students the meaning and the importance of academic integrity, including attention during new student orientation and in conjunction with the First-Year Seminar Program. As also indicated in the Code of Academic Integrity, "The faculty member shall inform the students of regulations that apply to academic integrity in work for the course and make clear to what extent he/she will accept prior work, papers submitted for another course, collaborative effort, and the exchange or use of information." Faculty should consider taking advantage of the following opportunities for such communication:

- a statement in the course syllabus (see sample statement);
- discussion in class at one or more points in the course;
- individual student conferences, as appropriate; and/or
- conversations between students and the teaching apprentice or upperclass majors.

Additional opportunities for such communication will arise in connection with writing assignments and bibliographic instruction. Faculty are encouraged to direct relevant inquiries on such matters to the Director of Writing, to the Writing Center, and to any of the reference librarians. Particular attention also should be directed to appropriate use of materials available on-line through the internet.

Violations of the Code of Academic Integrity. Faculty confronting instances of academic dishonesty should follow the policies as described in the Code of Academic Integrity. After a faculty member has established to his or her own satisfaction that an incident of academic dishonesty has taken place, and if the faculty member chooses to deal with the incident directly (rather than refer the matter to the Judicial System), he/she should take care to:

- arrange for a conference with the student before assigning a grade;
- consult with the Dean for Curriculum and Academic Engagement prior to a response, to determine if there is evidence on the part of the student of previous violations of the Code;
- determine a proper response or penalty (faculty may wish to consult with the Dean for Curriculum and Academic Engagement or with their department or program chair in this regard); and
- file a full and documented report with the Dean for Curriculum and Academic Engagement, which shall be entered in the personnel file for the student.

Faculty who suspect an infraction of the Code of Academic Integrity at the end of a semester and need additional time before submitting a final grade should assign a grade of "I" (incomplete).

For a brief statement of this policy that can be used on the syllabus, See "Sample Syllabus Statements of Policies."

SAMPLE SYLLABUS STATEMENTS OF POLICIES

Sample Statement: Academic Honesty and the Code of Academic Integrity

The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to use his/her mind rigorously, independently, and imaginatively.

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot's Key* and form an essential part of the implicit contract between the student and the College. The Code provides a framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by the rules of the institution as described in *The Scot's Key* and the *Handbook of Selected College Policies* <www.wooster.edu>.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, crossing the boundary of what is allowed in a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and lying in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available through the Internet. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

Sample Statement: Policy Regarding Conflicts with Academic Responsibilities

The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them.

As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

Sample Statement: Policy Regarding Final Examinations

No final examinations are to be given during the last week of classes or on reading days. Students who wish to reschedule a final exam must petition the Dean for Curriculum and Academic Engagement in writing in advance of the examination. The student must confer with the instructor before submitting a petition, and the instructor should indicate to the Dean if he or she supports the petition. *Normally, such petitions are granted only for*

health reasons. If other reasons necessitate a request for a change in a final exam, the request must be submitted three weeks in advance of the examination.

Sample Statement: Learning Center: Academic Support and Disabilities

The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

The Learning Center also offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with Pam Rose, Director of the Learning Center, at the start of the semester to discuss reasonable accommodations. You may contact the Learning Center at ext. 2595 or through email at prose@wooster.edu.

GUIDELINES FOR ACKNOWLEDGING STUDENT CONTRIBUTIONS

Faculty members should acknowledge work contributed by students to their scholarly products, by appropriate means. The precise nature of the acknowledgement may depend on the quality, nature and amount of work, and disciplinary practices. For example, a student's contribution may be recognized through co-authorship or a statement in the acknowledgment section in a publication or a presentation. If a student's contribution is utilized in a scholarly work, the faculty member is expected to inform the student, clarify the nature of the acknowledgment, and provide, if applicable, a copy of the document.

If the student is no longer at the College, a good faith effort to contact the student should be made.

STUDENT EVALUATION OF COURSES

Goals and Purposes.

At Wooster, student course evaluations are a vital dimension of the program of instruction, evaluation, and faculty development. They currently serve a number of specific purposes:

- They are a vehicle for important feedback from students and are used by faculty members in their ongoing development as teachers.
- They are used by department chairs in their annual evaluations of department members and in evaluations for reappointment, tenure, and promotion.
- They are used by the Teaching Staff and Tenure Committee in its annual evaluation of members of the faculty and in considering faculty members for reappointment, tenure, and promotion.
- They are used by faculty members to assess course and curricular effectiveness.

Frequency of Evaluation.

Members of the faculty are encouraged to arrange for student evaluation in all courses and, if they choose, to submit these evaluations to their chairpersons for inclusion in their personnel file. At a minimum, faculty members teaching full time are required to submit to their chairpersons in each academic year two sets of evaluations representing two different courses. Members of the faculty teaching less than full time or who are on leave for one semester should adjust the requirement proportionately, with a minimum requirement of one set of evaluations each year. Adjunct members of the faculty are required to submit evaluations for all courses taught.

Recommended Timeline.

<u>Course</u>	<u>Evaluations and summary to chair</u>	<u>to Provost</u>
Semester I	March 15	April 10*
Semester II	June 15	August 15

*Faculty and chairpersons should keep in mind that TS&T relies extensively on student evaluations in its annual evaluation of all faculty members and that it begins its review of these and other materials in late April.

Faculty Member's Summary.

Faculty are asked to include with each set of evaluations a summary and analysis of approximately one page. While there is no prescribed form for this, faculty members are encouraged to describe the nature and goals of the course, summarize the qualitative and quantitative information provided in the evaluations, analyze this data to indicate areas of strength and weakness in course design and teaching, and indicate the student response rate. Faculty members may also wish to provide additional materials on such topics as assessment and course development.

Chairperson's Statement.

After reviewing the evaluations, and before forwarding them to the Provost, chairs should sign off to indicate that they have received and reviewed the evaluations. They may also take this opportunity to offer comments on the evaluations, comments that TS&T will have available as part of its annual review of the faculty or any major personnel review. Chairs should share any written comments with the faculty member.

Receipt by the Provost.

The Office of the Provost shall notify the faculty member and chair promptly when evaluations and summary statements are received.

Forms.

Faculty members are encouraged to use the established evaluation forms. If a faculty member wishes to self-design an evaluation form for a course, that form should (a) include the following preamble:

To the student:

By vote of the faculty, all members of the faculty are required to submit at least two sets of student evaluations, together with a summary statement, in each academic year to their chairperson. The chairperson will forward these to the Provost, who will share them with the Committee on Teaching Staff and Tenure in review of personnel recommendations. In addition, some sets of student evaluations are retained for review by the faculty member but are not submitted to the chairperson or Provost. Evaluations will be kept strictly confidential and will not be read by faculty members until after grades are submitted. The Office of the Provost is ultimately responsible for this procedure, and questions or concerns should be directed that office.

and (b) include questions that address each of the following areas:

1. Instructor's knowledge and competence in the field
2. Course organization (including syllabus and course materials)
3. Quality of presentation (e.g., clarity and communication skill)
4. The classroom environment:
 - class dynamics and level of engagement and interaction
 - class openness and freedom from bias or discrimination
5. Course expectations:
 - level of academic challenge and intellectual rigor

- workload and assignments
6. Grading and examinations
 7. Instructor's professionalism (*e.g.*, accessibility and feedback)
 8. The overall value and effectiveness of the course

Administering Student Evaluations.

In order to ensure the confidentiality and integrity of the evaluation process, student evaluations should be administered according the following guidelines:

Evaluations administered in class

The faculty member may distribute evaluations but should not be present while they are completed or collected. Evaluations should be collected by a department administrative coordinator, student assistant, teaching apprentice, or faculty colleague, placed in a manila envelope and clearly identified, and forwarded to the faculty member only after grades have been submitted. Departments may organize these arrangements internally or leave them to the individual faculty member.

Evaluations to be completed outside of class

"Take-home" evaluations may be distributed by the faculty member in class but should be mailed or submitted in person to the department administrative coordinator or chairperson (as arranged) and forwarded to the faculty member only after grades have been submitted.