

FACULTY HANDBOOK, CHAPTER 2

Teaching Responsibilities & Curriculum

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Please note: Due to the COVID-19 pandemic, for the Academic Year 2020-2021 daytime classes are scheduled between 8:00am and 5:05pm to provide 25-minute breaks between sessions. The time mentioned in this section from 4-6pm now roughly corresponds to 5:15-7:15pm. Tuesday and Thursday 11:30-1:40 generally correspond to what were previously the 11am-12pm hour typically reserved for Department and Program Meetings & other events. However, some classes have also had to be scheduled during those times.

A. TEACHING RESPONSIBILITIES

1. 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).

2. TEACHING LOAD

Full-time faculty members are expected to carry a teaching load of from 5.5 to 6 courses per year (consult with the Dean for Faculty Development for further details on how teaching loads are calculated). Given staffing and curricular needs, loads may need to fluctuate from year to year. Faculty are therefore permitted to bank excess teaching loads and if possible reduce the teaching load in a subsequent year. Use of banked credits is dependent on the curricular needs of the department or program, and faculty may cash in no more than one credit per calendar year. Please note that departments or programs will not normally be granted an adjunct faculty position to replace the courses lost.

3. 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.

The minimum number of students enrolled in a class for it to be considered a viable class is five. If a class enrolls fewer than five, it will either be canceled, or considered a tutorial. The faculty teaching load for a tutorial is 0.1 credits per student.

4. 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
- Course Materials & Recording
- Conflicts with Academic Responsibilities

- 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 and Support.](#)"

5. OFFICE HOURS

added by the Education Policy Committee, November 2, 2020

Faculty are expected to hold regular office hours, which provide important opportunities for students to seek assistance or get clarity on assignments or other aspects of the course. This could be a combination of drop-in hours and pre-scheduled times when you are available for appointments. Some faculty indicate that they are "also available by appointment," which is helpful for students whose courses conflict with all of the office hours. Faculty with teaching apprentices (TAs) sometimes include their TA office hours on the syllabus. There are also a number of online scheduling tools faculty can use to make it easy for students to schedule office hours, such as Microsoft [Bookings](#), which connects directly with Outlook and allows faculty to indicate availability & students to self-schedule appointments. This may be especially helpful for students who are hesitant to stop by an office or request an appointment (e.g., first generation students) so instructors who actively offer signups for office hours may find that this leads more students to seek help who need it.

6. 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 letter grade in one major course assignment (such as a paper, exam, set of quizzes, or progress on a larger assignment) in each course prior to the end of the sixth week of class (i.e., before the last day to "drop" a course).

7. ACADEMIC ALERTS

[Academic Alert](#) forms are one mechanism that the College uses to support students. They are available via Scotweb under the Faculty menu (which requires login with your Wooster credentials). Academic Alerts allow faculty to share academic-oriented concerns about students with a student's academic advisor, and with subsequent reports, the Learning Center and the Dean of Students, if necessary. They are not designed to be punitive, but instead they can be used to proactively communicate about students.

Instructors are strongly urged to complete an Academic Alert on each student performing below a level of 'C' and to submit them 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). The alert should not replace any form of direct communication with students. Ideally, there will not be anything reported in an alert that the student is not already aware of.

If you have concerns about a student's personal or mental health issues, depression and anxiety in particular, it is best to submit a [Care Team form](#). **The Academic Alert will automatically become part of a student's record at Wooster, so you should refrain from including any information that may be perceived as offensive or inappropriate** (such as a statement about your perception of a student's health status, etc.). It is best to report information for which you have documented evidence, which will usually be matters related to attendance, class engagement, and performance on evaluative components of the class.

All alerts automatically go to the academic advisor and professor who submitted the report and is archived in a student records database. A generic outreach letter – informing the identified student that they have received an academic alert – will be shared with the student. In this outreach, it will note that they have received an alert for a specified course (other specific information is not shared directly with students). They may learn of the content by speaking with their advisor or professor.

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.

For additional information and FAQs, please see the [Academic Alerts webpage](#) on the Academic Affairs website.

8. MIDTERM EXAMINATIONS, TESTS

Please note that midterm 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.

9. 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.

10. 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

11. ACTIVITIES OUTSIDE OF CLASS

See note in Table of Contents re: changes to the course schedule due to COVID-19.

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. See sample syllabus statement on "[Conflicts with Academic Responsibilities](#)" below.

a. FIELD TRIPS

Due to COVID-19, field trips are suspended for the 2020-2021 academic year, unless they occur within close proximity to campus and follow all State public health guidance and College requirements for health & safety.

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.

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. 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.

b. INFORMAL GATHERINGS WITH STUDENTS

added September 2020

Many faculty appreciate the opportunity to gather with students outside of class time and for more informal events. For instance:

- Inviting students to a backyard gathering at their home
- Hosting “walking office hours” on campus or at nearby parks

As long as other College policies are followed, faculty are encouraged to find creative ways to connect with their classes and other groups of students.

Because of the power differences between faculty and students, it is important that faculty always make it clear to students that such invitations are **optional**. Students may have health concerns, mobility issues, or other reasons that a non-traditional class gathering may not work for them.

Also, the College generally dissuades faculty from meeting with individual students at their homes or off campus. There are certain situations where this may be appropriate, such as the faculty member has a broken leg or a newborn, and meeting in person is not possible on campus but can still be an option at a faculty member’s home near campus. The student should always be offered the opportunity to meet remotely instead.

12. 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 Wooster 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 and when it is due. 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 (available in Scotweb) should be used only when there has been an error or a miscalculation.

S/NC (Pass/Fail) 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.

The S/NC (Pass/Fail) option is available for students within their major for Fall 2020.

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.

B. ACADEMIC RESPONSIBILITIES AND COLLEGE RECOGNIZED CONFLICTS

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.

See note in Table of Contents re: changes to the course schedule due to COVID-19.

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.

1. 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. (Statute, Article II, Section 11.C).

2. CONSCIENTIOUS RELIGIOUS OBSERVANCE

a. POLICY

The College of Wooster acknowledges that our community is one of many faiths with a diverse range of practices and observances important to each tradition. In order to fulfill the College's mission to educate a diverse population of students and our commitment to inclusion regardless of religious and spiritual tradition, we seek to practice an equitable and consistent approach in providing religious accommodations.

Students shall not suffer academic, athletic, or employment penalties because of the conscientious observance of any religious day or days. Penalties include reduction of grades, exclusion from class projects, reduction in number of other excused absences, bias in evaluation, suspension or termination from play or work, and other preventable negative consequences. Religious observances that may require accommodation include but are not limited to attendance at services, fasting, set prayer times, and other practices that would impede a student's normal participation in classes, labs, other course-related work, athletic participation, and student employment.

Accommodations may include excused absences, adjusted exam times, permission to eat during class time, changes to assignment due dates and project schedules, and other reasonable adjustments to course schedules and activities. Accommodations should not reduce the overall expectations of a course nor unduly burden the student requesting accommodation.

b. PROCESS

Students whose conscientious religious observance requires their absence from class, campus employment, athletic practice, and/or game days or necessitates accommodations

should [notify the Dean for Curriculum and Academic Engagement](#) (DCAE) prior to the holiday. Although not required, it is highly recommended that students submit written notification of the pending religious holiday, preferably at the start of the semester or at least one week before the holiday. The DCAE will distribute written notification to faculty. Distributing the written notification during the first week of classes, campus employment, or at the start of the athletic season will give the student, faculty, coach, or supervisor the most time to prepare for the absence. A student missing an examination due to religious observance will be permitted to take a makeup exam without penalty. A student with an assignment due on a religious holiday will be permitted to submit that assignment by an agreed upon due date, without penalty. A student will be able to make up academic work and/or campus employment requirements, without penalty.

c. THREE-YEAR CALENDAR

Religious Holidays, Celebrations, and Observances

** = Indicates observance usually begins at sundown on that day*

*** = Local/regional or lunar sightings may impact observance*

Holiday	Community	2021	2022	2023
Mary, Mother of God Holy Day	Christian	Jan. 1	Jan. 1	Jan. 1
Shogatsu / Gantan-sai	Shinto	Jan. 1	Jan. 1	Jan. 1
Epiphany / Theophany / Dia de los Reyes (3 Kings Day)	Christian	Jan. 6	Jan. 6	Jan. 6
Orthodox Christmas	Orthodox Christian	Jan. 7	Jan. 7	Jan. 7
Maghi-Lohri	Sikh	Jan. 13	Jan. 13	Jan. 13
Maker Sankranti	Hindu	Jan. 14	Jan. 14	Jan. 14
Timkat	Ethiopian Christian	Jan. 19	Jan. 19	Jan. 19
Birth of Guru Gobind Singh Ji Gurburab	Sikh	Jan. 20	Jan. 9	Jan. 5
Tu B'Shvat	Jewish	Jan. 27*-28	Jan. 16*-17	Feb. 5*-6
Imbolc / St. Brigid's Day**	Wiccan/Pagan	Feb. 1*-2	Feb. 1*-2	Feb. 1*-2
Setsebun	Shinto	Feb. 3	Feb. 3	Feb. 3
Chinese New Year / Lunar New Year	East Asian; Buddhist, Confucian, Taoist	Feb. 12	Feb. 1	Jan. 22
Nirvana Day**	Buddhist	Feb. 15	Feb. 15	Feb. 15
Vasant Panchami (Saraswati Puja)	Hindu, Jain, Sikh	Feb. 16	Feb. 4	Jan. 26

Ash Wednesday (Lent begins)	Christian	Feb. 17	Mar. 2	Feb. 22
Purim	Jewish	Feb. 25*-26	Mar. 16*-17	Mar. 6*-7
Magha Puja	Buddhist	Feb. 26	Feb. 16	Mar. 6
Lailat al-Mi'raj	Islamic	Mar. 10*-11	Feb. 28*-Mar. 1	Feb. 17*-18
Maha Shivratri	Hindu	Mar. 11	Mar. 1	Feb. 18
Clean Monday (Great Lent begins)	Orthodox Christian	Mar. 15	Mar. 7	Feb. 27
Naw-Rúz / Nowruz (Persian New Year)	Bahá'í, Zoroastrian	Mar. 19*-20	Mar. 19*-20	Mar. 19*-20
Ostara/Mabon (Spring Equinox)	Wiccan/Pagan	Mar. 19*-20	Mar. 19*-20	Mar. 19*-20
Passover / Pesach (begins)	Jewish	Mar. 27*-Apr. 4	Apr. 15*-23	Apr. 5*-13
Khordad Sal (Birth of Prophet Zaranthushtra)	Zoroastrian	Mar. 28	Mar. 28	Mar. 28
Palm Sunday (Holy Week begins)	Christian	Mar. 28	Apr. 10	Apr. 2
Lailat al Bara'ah	Islamic	Mar. 28*-29	Mar. 18*-19	Mar. 7*-8
Holi – Gaura Purnima	Hindu	Mar. 29	Mar. 18	Mar. 8
Hola Mohalla	Sikh	Mar. 29-31	Mar. 18-20	Mar. 8-10
Holy / Maundy Thursday	Christian	Apr. 1	Apr. 14	Apr. 6
Good Friday	Christian	Apr. 2	Apr. 15	Apr. 7
Holy Saturday / Easter Vigil	Christian	Apr. 3	Apr. 16	Apr. 8
Easter**	Christian	Apr. 4	Apr. 17	Apr. 9
Buddha Day**	East Asian/Buddhist	Apr. 8	Apr. 8	Apr. 8
Yom ha-Shoah	Jewish	Apr. 8*-9	Apr. 27*-28	Apr. 17*-18
Ramadan (begins)	Islamic	Apr. 12*-May 11	Apr. 2*-May 3	Mar. 22*-Apr. 20
Chaitra Navratri	Hindu	Apr. 13-22	Apr. 2-11	Mar. 22-31
Vaisakhi (Birth of the Khalsa Panth)	Sikh	Apr. 14	Apr. 14	Apr. 14
Guru Angad Dev Ji Gurburab (Birthday)	Sikh	Apr. 18	Apr. 18	Apr. 18
Festival of Ridván (1 st , 9 th , 12 th days are holiest)	Bahá'í	Apr. 19*-May 1	Apr. 18*-May 1	Apr. 20*-May 2
Rama Navami	Hindu	Apr. 21	Apr. 10	Mar. 30
Mahavir Jayanti Kalyak	Jain	Apr. 25	Apr. 4	Apr. 21
Holy Thursday	Orthodox Christian	Apr. 29	Apr. 21	Apr. 13

Holy Friday	Orthodox Christian	Apr. 30	Apr. 22	Apr. 14
Beltane**	Wiccan/Pagan	Apr. 30*-May 1	Apr. 30*-May 1	Apr. 30*-May 1
Holy Saturday	Orthodox Christian	May 1	Apr. 23	Apr. 15
Orthodox Easter / Pascha	Orthodox Christian	May 2	Apr. 24	Apr. 16
Laila al-Qadr	Islamic	May 7*-8	Apr. 27*-28	Apr. 16*-17
Eid al Fitar (Ramadan ends)	Islamic	May 12*-13	May 2*-3	Apr. 21*-22
Ascension of the Lord	Christian	May 13	May 26	May 18
Akshaya Tritiya	Hindu	May 14	May 3	Apr. 23
Shavout	Jewish	May 16*-18	June 4*-6	May 25*-27
Pentecost	Christian	May 23	June 5	May 28
Declaration of Báb	Bahá'í	May 23	May 23	May 23
Marasinha Jayanti	Hindu	May 26	May 14	May 4
Ascension of Bahá'u'lláh	Bahá'í	May 28	May 28	May 28
Martyrdom of Guru ArJan. Dev Sahib	Sikh	June 16	June 16	June 16
Pentecost (Orthodox)	Orthodox Christian	June 20	June 12	June 4
World Humanist Day	Humanist, Secularist	June 21	June 21	June 21
Litha (Summer Solstice)**	Wiccan/Pagan	June 21*-22	June 21*-22	June 21*-22
Martyrdom of Báb	Bahá'í	July 9	July 9	July 9
Eid al Adha	Islamic	July 19*-20	July 9*-10	June 28*-29
Asalha Puja Day	Buddhist	July 24	July 13	July 3
Pioneer Day	Latter-day Saints/Mormon	July 24	July 24	July 24
Lughnassad**	Wiccan/Pagan	July 31*-Aug. 1	July 31*-Aug. 1	July 31*-Aug. 1
Al-Hijra	Islamic	Aug. 9*-10	July 29*-30	July 18*-19
Assumption of the Blessed Virgin Mary	Catholic/Orthodox Christian	Aug. 15	Aug. 15	Aug. 15
Ashura	Islamic	Aug. 18*-19	Aug. 7*-8	July 27*-28
Krishna Janmashtami	Hindu	Aug. 30	Aug. 18	Sept. 6
Paryushana Parva	Jain	Sept. 4	Aug. 23	Sept. 11
Rosh Hashanah	Jewish	Sept. 6*-7	Sept. 25*-27	Sept. 15*-17

Ganesh Chaturhi	Hindu	Sept. 10	Aug. 31	Sept. 19
Ethiopian New Year	Rastafarian	Sept. 11	Sept. 11	Sept. 12
Yom Kippur	Jewish	Sept. 15*-16	Oct. 4*-5	Sept. 24*-25
Navaratri	Hindu	Sept. 17-24	Sept. 26-Oct. 5	Oct. 15-23
Sukkot	Jewish	Sept. 20*-27	Oct. 9*-16	Sept. 29*-Oct. 6
Mabon (Fall Solstice)**	Wiccan/Pagan	Sept. 21*-23	Sept. 21*-23	Sept. 21*-23
Shemini Atzeret / Simchat Torah	Jewish	Sept. 27*-29	Oct. 16*-18	Oct. 7*-8
Dasara/Dussehra	Hindu	Oct. 15	Oct. 4	Oct. 23
Gurupurab Shri Guru Granth Sahib Ji (Birthday)	Sikh	Oct. 20	Oct. 20	Oct. 20
Karwa Chauth	Hindu	Oct. 23*-24	Oct. 12*-13	Oct. 31*-Nov. 1
Sarad Purnima	Hindu	Oct. 30	Oct. 9	Oct. 28
Samhain**	Wiccan/Pagan	Oct. 30*-Nov. 1	Oct. 30*-Nov. 1	Oct. 30*-Nov. 1
All Saints/Souls Day	Christian	Nov. 1-2	Nov. 1-2	Nov. 1-2
Día de los Muertos	Latin American/Indigenous Ancestral	Nov. 1-2	Nov. 1-2	Nov. 1-2
Diwali	Hindu, Sikh	Nov. 4	Oct. 24	Nov. 12
Birth of Báb	Bahá'í	Nov. 6	Oct. 26	Oct. 16
Birth of Bahá'u'lláh	Bahá'í	Nov. 7	Oct. 27	Oct. 17
Martyrdom of Guru Tegh Bahadur Sahib	Sikh	Nov. 24	Nov. 24	Nov. 24
Day of the Covenant	Bahá'í	Nov. 25	Nov. 25	Nov. 25
Ascension of 'Abud'l-Bahá	Bahá'í	Nov. 27	Nov. 27	Nov. 27
Advent begins	Christian	Nov. 28-Dec. 24	Nov. 27-Dec. 24	Dec. 3-24
Hanukkah	Jewish	Nov. 28*-Dec. 6	Dec. 18*-26	Dec. 7*-15
Bodhi Day (Rohatsu)	Buddhist	Dec. 8	Dec. 8	Dec. 8
Immaculate Conception	Catholic Christian	Dec. 8	Dec. 8	Dec. 8
Día de la Virgen de Guadalupe	Latin American/Hispanic Ancestral, Christian	Dec. 12	Dec. 12	Dec. 12

Gita Jayanti	Hindu	Dec. 14	Dec. 3	Dec. 22
Posadas Navidenas	Latin American/Hispanic Christian	Dec. 16-25	Dec. 16-25	Dec. 16-25
Yule (Winter Solstice)	Wiccan/Pagan	Dec. 20*-Jan. 1	Dec. 20*-Jan. 1	Dec. 20*-Jan. 1
Christmas	Christian	Dec. 24*-25	Dec. 24*-25	Dec. 24*-25
Zarathosht Diso (Death of Prophet Zarathustra)	Zoroastrian	Dec. 26	Dec. 26	Dec. 26
Kwanzaa	African Ancestral	Dec. 26-Jan. 1	Dec. 26-Jan. 1	Dec. 26-Jan. 1

Based on current religious, secular, and spiritual identities data, Religious & Spiritual Life has provided the above calendar to show the diversity of traditions and experiences that exist in the lives of our community members. Still, we understand that this list is not exhaustive and likely incomplete. If there are holidays, celebrations, or observances not listed here that should be added, please contact rsl@wooster.edu or Erin Guzmán directly.

3. CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

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.

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.

4. RESPONSIBILITIES OF FACULTY AND STAFF DIRECTING CO-CURRICULAR OR EXTRA-CURRICULAR PROGRAMS

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 these policies that can be used on the syllabus, see “Sample Syllabus Statements of Policies.”

C. 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 upper-class 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.

1. 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.”

D. SAMPLE SYLLABUS STATEMENTS OF POLICIES & SUPPORT

*Updated 8/9/2020 by the Dean for Faculty Development in consultation with the Center for Diversity & Inclusion, Sexuality & Gender Inclusion, Dean for Curricular & Academic Engagement, Learning Center, Title IX Office & Wellness Center. Feel free to take what is useful and modify as you wish. **Faculty should make course policies available to students either in the syllabus or a separate document.***

Note to Instructor: please modify portions (especially those in red) as appropriate & choose statements that reflect your course goals. If you have additional questions, concerns, or suggestions, please reach out to the Dean for Faculty Development.

1. 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 act 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 framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is ground for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and dishonesty 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 online. 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.

2. COURSE MATERIALS & RECORDING OF CLASSES

The materials on this course and shared on the Moodle site are only for the use of students enrolled in this course for purposes associated with this course and may not be further distributed.

Some of our discussions, whether held online or face-to-face, may be recorded this semester. These sessions will allow students who miss class to keep up with the course. The video and audio recording and other course materials are to be used for **educational purposes only** and are meant only for students currently enrolled in the course. No one should distribute recordings, screenshots, or other class material beyond class without the express permission of all involved in the recording. College classrooms are places to test out new ideas, challenge assumptions, and engage timely and sometimes sensitive issues. Students who enter this space should be able to do so with the assurance that their comments will not be shared beyond the classroom.

On occasion I plan to record class discussions so that students who miss class can access them at a later time, I will inform those participating in person and/or remotely, and offer options for participation to protect student privacy, such as:

- Participating remotely with video camera turned off
- Participating in the Chat (which is not recorded)

All recordings will be posted only on password-protected websites (such as Moodle, Teams or Stream) that are only available to course participants and for the duration of the course.

3. 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.

4. 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 submit a petition the Dean for Curriculum and Academic Engagement 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 they support 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. [Find electronic petition forms on the Registrar's website.](#)

5. PASS/FAIL & COURSE DROP OPTIONS (FOR 2020-21 ACADEMIC YEAR)

Pass-Fail Policy:

The College is temporarily broadening the policies on electing a pass-fail grading structure

- Students may elect a Pass-Fail grading option for any course (including those in a major/minor)
- Special note on transcript noting unique policy changes specific to Fall Semester 2020 regarding pass-fail counting toward the major.
- Students may elect as many courses as they wish on a Pass-Fail grading structure. Courses elected as Pass-Fail for Fall Semester 2020 will not count toward the maximum number of Pass-Fail courses that a student may take at Wooster.

The deadline for electing a Pass-Fail grading option is Friday, December 18 @ 12:00PM.

Course drop policy:

The College is temporarily extending the deadline for dropping a course. For Fall Semester 2020: Students may drop any course by Tuesday, November 24 @ 4:00PM. The minimum enrollment of 3.0 credits **remains in effect**. Requests to drop enrollment below 3.0 credits will require additional documentation via "[Other academic petitions.](#)"

6. LEARNING CENTER: ACADEMIC SUPPORT AND DISABILITIES

Contact: Amber Larson, alarson@wooster.edu, (330)263-2595, [LC website](#)

[The first two paragraphs are encouraged but optional for your syllabus. However, we ask that at minimum, you include the Disability Support Statement (last paragraph).]

The Learning Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. In addition, the Learning Center coordinates peer-tutoring for several academic departments. Students are encouraged to schedule an appointment.

An additional support that the Learning Center offers is English Language Learning. Students can receive instruction or support with English grammar, sentence structure, writing, reading comprehension, reading speed, vocabulary, listening comprehension, speaking fluency, pronunciation, and American culture through 1:1 meetings with the Learning Center staff, ELL Peer Tutoring, ELL Writing Studio courses, and other programming offered throughout the year.

The Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact the Learning Center to make arrangements for securing appropriate accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, students are encouraged to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation to the Learning Center, faculty are under no obligation to provide accommodations.

7. THE COLLEGE LIBRARIES AND THE RESEARCH HELP DESK

Contact: library@wooster.edu, 330-263-2493, [Libraries website](#)

Your librarian for this course is [\[insert name; locate subject specialty areas of library faculty here\]](#). You can ask your librarian for help with research in this class and can make an appointment with them using the [research consultation form](#) for help with your research and information needs, including finding and using items we have in the Libraries; learning expert tips to refine your search for articles in magazines, journals, and newspapers; making an appointment with a librarian for help on a project; and learning how to evaluate the information you discover.

8. BASIC NEEDS, FOOD SECURITY & ACCESS TO COURSE MATERIALS

Contact: Dean of Students Office, dos@wooster.edu, 330-263-2545, Galpin Hall

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you have trouble with any of those things, or need assistance obtaining the course materials for this or other classes, please talk with me or with staff in the Dean of Students office. Together we can work to make sure those needs are met. Wooster Alums have also created a fund to assist students who encounter a personal financial crisis during their time at the College; find out more about this [Emergency Funding](#) through the DoS office.

9. INCLUSIVE LEARNING STATEMENT

Your success in this course is important to me. If there are circumstances that may affect your academic performance or impact your learning in particular portions of the class, please let me know as soon as possible. You do not need to share specifics, but together we can develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the [Learning Center](#) to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the [Writing Center](#), [Math Center](#), [STEM Success Initiative](#), and [APEX for Academic & Career Support](#).

10. NAMES, PRONOUNS & PRONUNCIATION

All people have the right to be addressed and referred to as they prefer. I will do my best to address and refer to all students by the names and pronouns that they share in class, regardless of what is listed on the roster, and I support classmates in doing so as well. I would like for you to refer to me as **Dr./Professor/Dean (last name) or (first name) [you may wish to include phonetic spelling]**. I use [they/them/their] pronouns. Please share the name you prefer to be called and pronouns you wish to use in this class with me via classroom introductions or privately.

If you are interested in changing your chosen name and/or including your pronoun(s) in The College of Wooster system, [you can find additional information here](#). What appears in The College of Wooster system is what will display in all platforms across Microsoft Teams and Zoom. There is no alternative way to change your name or to add pronouns in Teams, but you can add a background that includes these to both Teams and Zoom. For instructions on designing a personalized background, see <https://www.wooster.edu/offices/sgi/pronouns/pronouns-virtually/>.

I encourage everyone in this classroom to create a space of mutual respect and support by also giving each other some grace around pronouns, pronunciation of names, etc., if or when we make mistakes. This is not at all to absolve anyone of responsibility for using correct pronouns, names, and pronunciations. But I find it useful to acknowledge that even with the best of intentions, sometimes we can all still make mistakes.

You may also wish to add a more personal statement, or share one with the class when you discuss the syllabi. Here is one example:

For myself, although I always attempt to pronounce students' and colleagues' names correctly, since I wasn't raised speaking all of their native languages, I know I still often come up short. I appreciate gentle corrections on pronunciation, but even then, I sometimes still struggle to form the right sounds. Most friends are very generous with me, but I know that it must be frustrating to consistently hear your name mispronounced. Ultimately what is most important to me in the classroom (and really

anywhere) is NOT that none of us ever make mistakes or ask questions about experiences that are different from our own—in fact, we learn a lot from doing both—but that we each commit to making a concerted effort to be inclusive and respectful ... and do our best to help each other achieve that joint goal in supportive ways.

11. TITLE IX REPORTING POLICY REGARDING SEXUAL MISCONDUCT, HARRASSMENT, RELATIONSHIP VIOLENCE, AND STALKING

Contact: Lori Makin-Byrd, lmakin-byrd@wooster.edu, (330) 263-2017, [Title IX website](#)

The College of Wooster is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Wooster community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Wooster is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are mandated reporters at the College and are required to notify Wooster's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Wooster, including confidential and anonymous reporting options, please visit <http://www.wooster.edu/offices/title-ix/>.

12. DISCRIMINATORY OR BIAS-RELATED HARRASSMENT REPORTING POLICY

Contact: Ivonne García, igarcia@wooster.edu, [Bias Reporting website](#)

The College of Wooster is committed to promoting its mission of inclusivity and equity in all aspects of the educational enterprise. This commitment extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs at the College. The College's Bias Incident Reporting Process is designed to effectively respond to bias concerns raised by faculty, students, staff, alumni and visitors to the College. If you or someone you know are the victims of bias, you can:

- [File a report online](#) (where you may choose to identify yourself or not)
- Contact Security and Protective Services: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer, Dr. Ivonne M. García, 2167 (from campus phone) or 330-263-2167 or email at igarcia@wooster.edu.

13. WELLBEING AT WOOSTER

Contact (24/7): (330) 263-2319, or visit the [Wellness Center website](#)

The College of Wooster is committed to supporting the well-being of our students. During the course of their academic careers, students experience challenges that contribute to barriers in

learning and can interfere with daily life, including but not limited to: strained relationships, adjusting to a new environment, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, unwanted sexual experiences, difficulty concentrating, drug/alcohol problems, significant changes in eating and sleeping patterns, microaggressions, challenges with organization, procrastination and/or lack of motivation. Counseling Services at the Longbrake Student Wellness Center is a free and confidential resource providing short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling 330.263.2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine (lstine@wooster.edu). You can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.

If you or a friend is in crisis, please call Security and Protective Services at 330-287-3333 or the National Suicide Prevention Lifeline (1-800-273-TALK) or connect with the Crisis Text Line by Texting “4HOPE” to 741-741.

For financial concerns: Dean of Students Office, dos@wooster.edu (330) 263-2545, [DoS website](#)

For safety concerns: Campus Security and Protective Services (330)263-2590 or cow-security@wooster.edu, [SPS website](#). **In the care of an emergency, call: 330-287-3333.**

14. FOR LAB-BASED COURSES (AS APPROPRIATE)

Participation in lab-based research experiences will involve exposure to materials that carry some degree of risk to humans. Your professor, as well as your department, will make every reasonable effort to mitigate these risks; however, it is impossible to eliminate risk completely. Some individuals, such as students who are pregnant or may become pregnant, individuals who are immunocompromised, and students with certain allergies, sensitivities, or other medical conditions, may be at an increased risk. All students are required to review the Safety Data Sheet (SDS) for all materials they work with, and, if applicable, consult with their health care provider about any possible risks. The College of Wooster is committed to creating an environment that provides equal access to educational benefits and program participation for all students. If you or your health care provider have concerns about your participation in the laboratory, we encourage you to reach out to an on-campus resource to discuss your concerns and to explore what accommodations or modifications may be appropriate. You are encouraged to reach out to your professor, the department chair, your Class Dean, the Dean for Curriculum and Academic Engagement, the Title IX Coordinator (for issues related to pregnancy or parenting), or the Director of the Learning Center (for issues related to other medical conditions).

15. LANGUAGE FOR SENSITIVE CONTENT (AS APPROPRIATE)

Taking Care of Yourself: In this course, we will be discussing sensitive topics such as trauma, depression, anxiety, sexual assault, addiction, relationship problems, suicide, and other mental health concerns. The course content may elicit strong reactions from some students, and it is understandable that some may feel uncomfortable discussing these issues in class. Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself. If you are struggling with personal issues, or find the content of course overwhelming, please seek assistance at the College of Wooster [Wellness Center](#).

I also encourage you to speak with me. You do not need to share why the topic may be overwhelming, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to share their ideas instead of verbally expressing them in class.

E. THE CURRICULUM

Additional information about the College Curriculum is located in the [College Catalogue](#).

1. SPECIAL TOPICS COURSES

Special topics courses proposed on an experimental or 'one-time only' basis shall be indicated in the Course Schedule (and when possible in the Catalogue) by the number 19900, 29900, or 39900, in order to suggest better the level of the course and its suitability for students in different class years or majors.

2. TUTORIALS

Courses assigned the number of 40000 are tutorials (normally one-course credit). Students may register for this course with the special form available at the Office of the Registrar. Registration requires the approval of the instructor, the department chairperson, and the faculty adviser. Faculty should consider carefully the appropriateness of the proposed tutorial before agreeing to supervise it.

3. INTERNSHIPS AND PRACTICA

An internship or practicum is a supervised work situation in which a student may test concepts learned in the classroom and at the same time extend their knowledge through experience. The aim is to provide a laboratory-like experience to explore the multiple dimensions of complex problems. Internships are usually off-campus, but some on-campus situations may be approved by the faculty. In order to receive academic credit for an internship, the student must arrange the internship in advance through the appropriate department or program, register (and during the Summer Session, pay the tuition fee). Students may register for a maximum of six internships for a total of no more than four credits to count toward graduation. All internship courses are graded S/NC.

Many internship experiences are available to majors in particular departments and programs. Students may participate in a multidisciplinary or interdisciplinary structured off-campus experience (IDPT 40700, 40800) if it fits into his or her academic program. Internship opportunities available to students more generally are described in the Catalogue.

To ensure the academic value of such experiences, internships or practica should include the following:

1. A definition of the area of classroom instruction which can be explored in practical ways through the internship. Before or during the program students shall be provided with an appropriate conceptual base through required courses, papers, and books from which they may examine critically the work in which they engage while on the internship or practicum. If at all possible, a post-internship seminar or other academic work should be required.
2. If the internship is off campus, there should be provision for an on-site supervisor who will be in liaison with a member of the Wooster faculty. This liaison person should be provided with a statement of the goals and objectives of the program and with a list of responsibilities vis-a-vis his or her supervision of the student activity. Every effort should be made to ensure that the student is placed in the institution or agency in a responsible and significant position.
3. A screening of potential interns to insure readiness for the experience and a definition by the student, supervisor, and faculty member of the responsibilities of the intern while on the job.
4. Definition in advance of the methods of evaluation and grading which will be used to assess the performance of the student. The evaluation should include a paper or journal by the student examining the conceptual base of the experience from the perspective of the experience itself.

For more information on internships, see the Catalogue and consult the chairpersons of relevant departments and programs.

4. TEACHING APPRENTICESHIPS

Students serve as Teaching Apprentices in departmental courses across the College as well as in the First-Year Seminar program. Many students have benefited from this experience of working in a different way with familiar material, from the relationship with the faculty mentor, and from the opportunity to share their enthusiasm for a subject with other students. Student peers, faculty members, and Teaching Apprentices themselves regularly speak about the importance of the Teaching Apprentice's roles as a mentor, a model of academic participation, and a tutor in the course.

Guidelines for the Teaching Apprenticeship

1. Following an invitation by a faculty member to serve as a Teaching Apprentice, a student may register for Teaching Apprenticeship (IDPT 398) for 1.000 credit. Teaching Apprenticeships should be arranged with the faculty member in the previous semester, and students are strongly recommended to complete registration for IDPT 398 at the regular registration time. Registration requires the completion of a form, available on the Registrar's website, and the approval of the instructor, adviser, and Dean for Curriculum and Academic Engagement. Students on Academic Probation may not register for IDPT 398. Students placed on Academic Probation after they have registered for IDPT 398 will be removed from the course.
2. Normally the student will serve as a Teaching Apprentice in a course only after successfully completing the course in an earlier semester.
3. No more than 2.000 credits of IDPT 398 may be counted toward the 32.00 credits required for the B.A.

This policy is temporarily suspended for Fall 2020 to allow students additional TA experience, if desired.

4. The faculty member and the student should agree in advance on the student's goals for the Teaching Apprenticeship, on the student's responsibilities in the course, and on the method and criteria for evaluation of the student's work. In keeping with the general goals of the Teaching Apprenticeship, the student should have the opportunity to reflect on the challenges and methods of designing and teaching the course.
5. Expectations for workload, time investment on the part of the student, and standards for evaluation should be the same as for any other 1.000 credit course.
6. Conferring with the faculty member about course grades and grading practices may be one of the student's responsibilities as a teaching apprentice, but Teaching Apprentices should not be asked to grade student papers or exams. Under no circumstances should Teaching Apprentices assign grades. Teaching Apprentices should not have access to any course grades.
7. Books or other materials to be used by the Teaching Apprentice should be purchased by the student just as students purchase textbooks in other courses.
8. Contents of student advising folders, including test and placement scores, application essays, letters of reference, and other such materials are confidential and may not be shared with Teaching Apprentices.

F. PROPOSING CHANGES TO COURSES IN THE CURRICULUM

Curricular review and revision are essential to maintain the quality of the College's educational program, and departments and interdepartmental programs should regularly reflect on how well their curriculum serves the needs of students.

The Educational Policy Committee (EPC) will review all new courses and other major changes to existing curriculum. Proposals to change the curriculum should come from the chair or have a chair's letter of support and be submitted to the Dean of Curriculum and Academic Engagement. EPC typically asks four questions of any proposed change:

1. Does the course or curricular proposal contain a coherent and consistent set of educational goals?
2. Are the methodologies (and pedagogical techniques) of the course or curricular proposal appropriate to those educational goals?
3. Are the assignments and requirements of the course appropriate given the educational goals?
4. How does the course or curricular proposal contribute to Wooster's graduate qualities?

If you determine changes should be made, complete the Proposing a New Course Form that may be found on the [Educational Policy Committee wiki](#) and also on the [EPC Teams Sharepoint](#). For sample proposals, email the Dean of Curriculum and Academic Engagement.

Minor changes in title, course description, prerequisites, or cross-listings complete a [Request for Change of Curriculum form](#), no additional documents are required. However, significant changes to course content and pedagogy should be treated as new course proposals.

To add general education credit to an existing course

Criteria determining whether any given course meets a liberal arts core requirement are designated in A Wooster Education. Faculty members can ask for their course to fulfill a core requirement by filling out the Request for Change of Curriculum form and attaching the proposed syllabus and a rationale for how the course aligns with the program's or department's objectives, helps to fulfill the College's mission, and works toward one or more of the College's graduate qualities.

To propose a new course or make significant changes to a course

To propose a new course, faculty members and department chairs should jointly submit a proposal to the Educational Policy Committee. Proposals for new courses should be submitted in time to allow for review and presentation to the Faculty so that changes can be included in the Course Schedule for the upcoming semester. Specific deadlines for proposals can be found in the "Annual Schedule of Department/Program Chair Responsibilities."

Proposals must include:

1. A proposed syllabus, including learning objectives for the course and typical readings, assignments, and method for calculating final grades.
2. A rationale for how the course aligns with the program's or department's objectives, helps to fulfill the College's mission, and works toward one or more of the College's graduate qualities.
3. A description of the proposed course demographics. Is it intended for majors or non-majors? If for majors, is it required or elective? Indicate any prerequisites for the course.
4. A description of any effect the course may have on other departments and interdepartmental programs. Have appropriate department and program chairpersons been advised of the proposal? Include statements of support from any relevant chairpersons.
5. A note indicating the College's existing resources (library, software, lab, etc.) support the course.

A Chair's support letter, which should include: (1) a schedule indicating how frequently the course is to be taught and whether it will replace any of the current offerings in the department or program; and, if this course is not replacing an existing course, (2) a model of department or program staffing for a three-year period indicating any effect the changes will have on course rotation, teaching load, and the ability of the department or program to meet its responsibilities to majors, non-majors, and the College's interdepartmental programs.

G. FACULTY REMUNERATION FOR COVERAGE OF COLLEAGUE CLASSES

Should a faculty member be absent from regularly scheduled classes for a period exceeding two consecutive weeks due to illness or family emergency, faculty members assuming responsibility for the classes will be paid a stipend or provided teaching credit for their time in covering the classes, to be determined by the number of weeks involved and the level of preparation required. The amount of stipend or teaching credit will be determined by the Dean for Faculty Development.