Online Syllabus Template

This template was designed by TCU’s Koehler Center for Instruction, Innovation, and Engagement to help faculty create a syllabus that contains the most useful information to enhance student learning.

## Instructions for Use

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

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

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Syllabus Course Title and Number

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

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

# Final Exam Date & Other Important Dates

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

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

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

# Course Description

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

# Learning Outcomes

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

# Prerequisites / Program or Major Connections

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

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

# Required Texts / Materials

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

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

# Additional / Supplementary Resources

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

# Teaching Philosophy

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

# Instructional Methods

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

# Course Policies and Requirements

## Assignments

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

## Grading

### Final Grade Elements / Grade Breakdown:

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

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

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

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

| **Grade** | **Score** | **Grade** | **Score** |
| --- | --- | --- | --- |
| A | 94–100 | C | 74–76 |
| A- | 90–93 | C- | 70–73 |
| B+ | 87–89 | D+ | 67–69 |
| B | 84–86 | D | 64–66 |
| B- | 80–83 | D- | 60–63 |
| C+ | 77–79 | F | 0–59 |

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

| **Grade** | **Score** |
| --- | --- |
| A | 90–100 |
| B | 80–89 |
| C | 70–79 |
| D | 60–69 |
| F | 0–59 |

### Late Work

**Type your policy on late work here.**[Clearly articulate whether you will / will not accept late work, under what conditions, with what degree of notice, and whether / what type of documentation will be required. Tell students how you will handle university excused absences in the context of your online course. Note that the [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) section states that “Faculty are required to permit students to make up work missed because of Official University Absences.”]

### Grading Concerns

**Type your policy regarding questions about grades.**[Clearly articulate what you would like students to do if they have a question about a grade or your feedback. Is there a time-frame for addressing these issues? With whom should they speak first / second? Do you require a written statement? What should this statement contain? Note the [*university’s policy for grade appeals*](https://tcu.codes/policies/academic-affairs/grade-appeal/)*:* [*https://tcu.codes/policies/academic-affairs/grade-appeal/*](https://tcu.codes/policies/academic-affairs/grade-appeal/)]

## Attendance

Type your attendance policy here.  
[Your attendance policy should be stated clearly in this section. You will need to articulate what you consider to be satisfactory attendance in the online context. What does active engagement look like in your online course and how will you measure this?The [*university attendance policy*](https://campuslife.tcu.edu/students/university-attendance-policy/) states that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. The [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) section states that “Faculty are required to permit students to make up work missed because of Official University Absences.” The [Faculty/Staff Handbook “Attendance Expectations and Official Absence Policy”](http://www.tcu.edu/files/Faculty-Staff-Handbook.pdf) section also explains that “Records of class attendance are the responsibility of the faculty.” When an accumulation of absences (however you will measure this in the context of your online course) reaches the point of endangering a student’s academic status, the faculty member should report this situation to the Campus Life Office. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar. You may also want to include information about the process to withdraw from a course.]

## Participation

[Add your participation policy here. If a portion of the total grade will be based on participation, what criteria will you use to make that assessment: quantity or quality? If quality, what determines quality? Clarify required levels and quality of participation; you will also want to address group work / practicum / internship expectations or responsibilities. How will this data be recorded and communicated to students? Publishing your rubrics will help your students see what success looks like in the context of your course.]

## Netiquette: Communication Courtesy Code

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

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](http://www.uh.edu/policies/social-media/#UH%20Students%20who%20maintain%20personal%20media%20sites) (<https://tinyurl.com/PersonalMedia>).

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

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

## Technology Policies

**Email:**

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

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

## Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](https://tcu.codes/code/index/3-prohibited-conduct/3-4-academic-misconduct/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) Specific examples include, but are not limited to:

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

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

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

# TCU Online: Our Learning Management System

## Getting Started with TCU Online

* Access via my.tcu.edu > Student Quick Links > TCU Online  
  OR   
  Login at the following [website](http://d2l.tcu.edu) ([http://d2l.tcu.edu](http://d2l.tcu.edu/)). Enter your TCU network credentials (the same you use for MyTCU).
* For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).
* If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.
* Technical requirements for using the system-specifications list: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

## How This Course Will Use TCU Online

[Per the [University Policy for Distance Learning](http://cte.tcu.edu/wp-content/uploads/University-Policy-for-Distance-Learning-and-Web-Enhanced-Courses_April2018.pdf), all online courses must use TCU Online. Tell students how you plan to use TCU Online in this course: will you post grades, lecture notes, or assignments? Will students be required to submit items or engage in discussions online?]

## Getting Help with TCU Online

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

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

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

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

## Personal Settings & Notifications for TCU Online

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

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

## Recommended App for Use with TCU Online: Pulse

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

[Pulse is a management tool for students to easily access information about the course from a mobile device. For Pulse to work well with a class, faculty should use the calendar tool in TCU Online. It is very important to use the course calendar due date function for readings, assignments, quizzes, and discussions in order to help populate the calendar used in Pulse. This due-date redundancy and reminder function is very helpful for keeping students on track in an online course.]

# Support for TCU Students

## Campus Offices

* Brown-Lupton Health Center (817-257-7863)
* Campus Life (817-257-7926, Sadler Hall 2006)
* Center for Academic Services (817-257-7486, Sadler Hall 1022)
* Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
* Mary Couts Burnett Library (817-257-7117)
* Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
* Student Development Services (817-257-7855, BLUU 2003)
* TCU Center for Writing (817-257-7221, Reed Hall 419)
* Transfer Student Center (817-257-7855, BLUU 2003)
* Veterans Services (817-257-5557, Jarvis Hall 219)

## Anti-Discrimination and Title IX Information

### Statement on TCU’s Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

* [Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint](Review%20TCU's%20Policy%20on%20Prohibited%20Discrimination,%20Harassment%20and%20Related%20Conduct%20or%20to%20file%20a%20complaint): <https://titleix.tcu.edu/title-ix/>.
* [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/) <https://titleix.tcu.edu/campus-community-response-team/>

### Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

### Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](http://titleix.tcu.edu/wp-content/uploads/2018/07/Policy-on-Prohibited-Discrimination-Harrassmentand-Related-Conduct_7-10-18.pdf).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter’s obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

## Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or <http://www.acs.tcu.edu/disability_services.asp>. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator*. [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at <http://www.acs.tcu.edu/disability_documentation.asp>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

## Emergency Response Information

The following template text has been provided by the Assistant Vice Chancellor for Public Safety after approval by the Student Government Association (SGA) for inclusion in TCU syllabi. Online students may find themselves on campus using TCU resources (ex: library, writing center, health center) or attending events. The following safety information may be useful in the event of an emergency or if students receive TCU Alert updates.

In the event of an on-campus emergency, call the TCU Police Department at **817-257-7777.**   
Download the [***Frogshield*** Campus Safety App](Frogshield%20Campus%20Safety%20App)on your phone: <https://police.tcu.edu/frogshield/>

| **TCU Alert Message** | **Action** |
| --- | --- |
| ***“Lockdown”***  Situation: Violence/Active Shooter | If an active shooter incident is taking place near you, and it is safe to do so, call the TCU Police and provide information to include the location and number of assailants, description of assailant(s), weapons used, and number of potential victims. In the event of an active shooter, take these actions:   * **Run**: Run off campus if you are sure you can get away. Leave belongings behind and try to warn others if possible. Do not delay and call TCU Police once it is safe to do so. * **Hide:** If you areaware of the shooter’s whereabouts, hide out of shooter’s view, behind a locked door. Block entry into your hiding place. Turn off the lights and silence your phone (including vibrate). Remain quiet. The hiding place must appear locked and empty. * **Fight:** As the last resort and when your life is in danger, fight. Act with as much physical aggression as possible. Improvise weapons or throw items at the shooter. Attempt to incapacitate the shooter. |
| ***“Evacuate”***  Situation: Fire | * Remain calm * Alert others and pull the nearest Fire alarm * **NEVER IGNORE A FIRE ALARM** * All fire alarms require mandatory evacuation * Evacuate the building immediately * Do NOT use elevators * Gather at the predetermined Rally Point * Call TCU Police when it is safe to do so * Do NOT re-enter the building until authorized by the TCU Police |
| ***“Seek Shelter”***  Situation:  Tornado | Thunderstorms are the most common type of severe weather in the Fort Worth area. However, tornadoes can occur.   * Move to the innermost and lowest level of the building, away from exterior windows * Get under sturdy furniture or along an interior wall, if possible * Use your arms and hands to protect your head and neck. * Wait for the “All Clear” before leaving your “Seek Shelter” safe space |

# Course Schedule

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

[Be sure to list all assignments and exams. Listing class activities will help students assess whether these pose accessibility issues for them – this advance knowledge can give you, the student, and Student Disabilities Services time to find an equivalent alternate activity. Make sure to include the date and time of your final evaluative exercise (ex: exam, presentation, paper, project, etc.) during the designated finals period.]

| **Date** | **Topic** | **Preparation / Reading Assignment** | **Learning Activity** |
| --- | --- | --- | --- |
| Aug. 20 Mon. |  |  |  |
| Aug. 22 Wed. |  |  |  |
| Aug. 24 Fri. |  |  |  |

# Student Perception of Teaching (SPOT)

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

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

# TCU Mission Statement

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

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