Department of Anthropology | Stanford University
Department of Anthropology Best Practice Reference, Course Syllabus

"The syllabus is the place where you can outline your learning goals for the course as well as your philosophy of teaching, your thematic framework for the term, and your breakdown of readings and assignments. Since the syllabus is also an active contract with the students containing our expectations for them as well as guidelines for succeeding in the course, be sure to include a section in your syllabus for course and university policies, such as a percentage breakdown of how graded assignments and class participation will be factored into a final grade, an attendance and absence policy, a late papers and revision policy, a scholar/athlete make-up class and work policy, a disability disclosure policy, and a reminder of the parameters of the honor code." (http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/designing_courses.pdf)

Required

☐ Mandated ISBN and Retail Price information for all required and recommended reading and supplemental materials (http://www.stanford.edu/group/syllabus/faqs)

Textbook Information

As of July 2010, federal law requires that we publish textbook information at the time enrollment opens each quarter. For information on this initiative and how to use the new interface see: http://studentaffairs.stanford.edu/registrar/faculty/heoa

Another way to comply is to post your syllabus or an expanded course description (including textbook information) when enrollment opens on the Stanford's syllabus web site; for information on how to upload a syllabus, please see: http://www.stanford.edu/group/syllabus/faqs/

Please post your syllabus (or expanded course description) as early as possible each quarter to http://syllabus.stanford.edu. If the syllabus is not ready, specify the course readings and their due dates for the first three weeks of class. For more information, see:

http://studentaffairs.stanford.edu/registrar/faculty/access-policies

☐ Honor Code (http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code)

☐ Sexual Harassment (http://adminguide.stanford.edu/23_2.pdf)

☐ Office of Accessible Education 'Syllabus Statement' (http://studentaffairs.stanford.edu/oae/faculty/responsibilities)

Students with Disabilities

Ensuring that students with disabilities have full access in all instructional settings is one of the University's highest priorities. Toward that end, we urge you to place the following statement on your syllabus:

"Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae)."

☐ Plagiarism (http://studentaffairs.stanford.edu/judicialaffairs/integrity/plagiarism)

☐ Unit of Credit Policy (http://www.stanford.edu/dept/registrar/bulletin/4953.htm)

"Every unit for which credit is given is understood to represent approximately three hours of actual work per week for the average student."

Stanford's Unit of Credit Policy

As of July 1, 2011, per the direction of the U.S. Department of Education, our accrediting agency, WASC (Western Association of Schools and Colleges), requires that the University monitor compliance with federal regulations governing the assignment of course credit units. Stanford's long-standing policy, comports with these federal regulations. Please be sure the credit unit assignment for each course you teach is in compliance with Stanford's policy. For more information, see: http://studentaffairs.stanford.edu/registrar/faculty/unit-of-credit

☐ Confidentiality and Returning Graded Papers and/or coursework to students

CourseWork is an option for returning graded work in a way that complies with FERPA. Not sure how to adapt homework or exams to CourseWork? Unsure of how to grade in CourseWork? Go to the CourseWork site and hit the HELP button.

Returning Student Exams, Papers & Assignments
How should student work be returned? If there is a common point of collection, do I need to worry about FERPA? In many departments and programs, students collect their work from a widely accessible area (e.g., mailbox, box outside the instructor's office). While convenient, this may present an opportunity for one student to view/take the work of another student. This could potentially be seen as both a FERPA issue (student right to privacy), and an Honor Code issue.

Recommendation #1: Judicial Affairs recommends that all instructors include information about return of work in the syllabus, on CourseWorks or as a handout. Included is information about how/where/when graded work will be returned and a statement reminding students that they may view/collect only their own work and that viewing or removing another student's work without permission may be a violation of the Honor Code. (And yes, there have been such cases.)

Recommendation #2: Judicial Affairs also recommends that instructors inform students that 10% of all assignments will be randomly selected for photocopying and those copies will be kept until the end of the quarter. The rationale is to ensure the integrity of the student's work. I understand that a number of classes are now doing this and the practice has resulted in Honor Code violations (a student submits work for re-grading after making significant corrections/changes). One student was caught doing this twice!

☐ Retention of Student Papers and/or coursework

Retention of Student Documents
Although, there is no FERPA regulations for how long departments/programs need to retain student documents, nor does the Registrar's Office have official authority to determine on how long departments/programs should keep their student documents, the Registrar's Office has 3 standard periods for retention of student documents: 1 year, 5 years or forever.

- What student documents do departments/programs need to retain locally? This will vary by student career (undergraduate, master's and doctoral). All documents that directly apply to a student's academic progress should be retained. Examples include honors or master's thesis, documents related to milestones, Registrar's Office forms that you enter into PeopleSoft but do not forward, key communications with the student, etc. GAP provides information on document retention for graduate students at http://gap.stanford.edu/8-3.html.

- How should I dispose of student files? Student files often contain confidential information; they should be shredded.

- How long must graduate application files be retained? For departments that continue to maintain paper applications, files should be retained for 3 years.

- What are the exceptions to the guidelines above? Once a department/program determines policies related to retention of documents, those policies can be applied to all students. There are some exceptions that may require that a document or student file be retained for a longer period. For example, forms and documents that might be useful to processing a reinstatement should be retained for 5 years or longer. If there is a particular situation that resulted in a student dismissal or grievance, the related documentation should be retained permanently.

What About Exams?
In general, one year for final exams and papers is recommended. This allows for students to return from abroad and/or summer and for incomplete grades to either be completed or changed to an NC. Any exam that is involved in a grade dispute or grievance, should be retained permanently. How long you decide to retain exams may vary dependent upon specific department/programmatic need and local circumstances.

References

Center for Teaching and Learning
http://ctl.stanford.edu/handbook/course-design.html

http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=595