SANTA CLARA UNIVERSITY

The Provost's Guidelines for the Administration of Courses for the 2025-26 academic year are described below. These guidelines reflect best practices and pertain to courses in all modalities—in-person, hybrid, and online.

COURSE ADMINISTRATION EXPECTATIONS

Last Updated: January 2026

Please note that in-person classroom time should account for at least 70% of the course contact hours unless the course is part of an established online program.

EXPECTATIONS	INSTRUCTIONS & RESOURCES
Reach out to students before the course begins	Send a welcome message using Camino announcements,* or email all enrolled students from the Workday Course Roster (follow the instructions here). Consider recording a welcome video in a Camino discussion, which students can reply to with their own video introductions. Faculty do not need to have finalized a syllabus or course plan before reaching out to students. Consider a brief message in which you • Introduce yourself and provide a brief description of your course • Include the date, time, and location of first-class meeting • Note the course modality (meeting in-person, a combination of in-person and online, etc.) • Describe how to access course content (e.g., course expectations, assignments, etc.) on Camino • Let students know that a copy of the syllabus will be posted on Camino on the first day of class. *By default, students cannot see announcements or contribute to discussions until the beginning of the term. You can manually change your course's start date on your course settings page to allow students to participate earlier than the term start date.
Include a syllabus in Camino for every course and publish the course.	Include learning outcomes, assignments, due dates, schedule for class sessions, attendance policy, your policies on AI tools, and other required syllabus statements, at a minimum. More information from Faculty Development on syllabus design can be found here. Here's a guide describing how to use the syllabus tab in Camino, and another for how to publish your course. Need help? Contact caminosupport@scu.edu.
Consider recording class sessions to further facilitate student learning	National and SCU student surveys suggest that recording class sessions supports student learning by providing them with an opportunity to review class material. However, recordings may also inhibit the open dialogue and intellectual risk-taking that are essential to meaningful learning in some contexts. Consider your course learning goals and pedagogical methods when deciding whether or not to record. If you choose to record, all SCU classrooms are equipped for recording. To record in a classroom, use the Panopto Self Service Portal or contact Media Services at 408-554-4520, mediaservices@scu.edu.

	Schedule online sessions in Camino using Zoom and choose "record to the cloud." Recordings will automatically be uploaded to Panopto and appear in the Class Recordings folder in Camino, where all students can access them. Get support for using Zoom. As noted in the Recommended Policy Information for all Course Syllabi and in line with item 12 of the Student Conduct Code, dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade.
Hold weekly office hours that are accessible to all students	Host regular individual or group office hours in person or using Zoom at consistent, published times and/or by appointment. We have guides with suggestions for conducting effective office hours in person and via Zoom.
Address University Policies on Academic Integrity, Discrimination, Harassment/Sexual Misconduct (Title IX), Accommodations for Pregnant and Parenting Students, and Accessibility.	See Required Policy Information for all Course Syllabi below.
Communicate your expectations and policies on academic integrity	Set and clearly communicate ground rules on your syllabus and throughout the course. Directly establish your guidelines and expectations in this course: what does academic integrity look like in the discipline? In course assignments and assessments? Check-in with students periodically to build a classroom community around learning, and student wellness (which is often the source of academic integrity issues). Tell them what's off limits and why. See this resource for more on teaching students about academic integrity. Excellent additional resources for faculty and students are available in the SCU LibGuide here (includes info about course sharing sites, professional codes of conduct, and more).
Academic Freedom in the classroom	As stated in the Faculty Handbook, in a separate statement for JST faculty, and in the Collective Bargaining Agreement, academic freedom in the classroom and in research is essential to furthering our commitment to the common good. Faculty are entitled to freedom in the classroom discussing their subject, and that will sometimes entail covering controversial topics central to class material. Additional resources are available with more information about academic freedom at SCU and more broadly in higher education through the AAUP.

Communicate your policies on AI tools, such as Chat GPT	Just as with academic integrity, your students will rely on you to set expectations and establish guidelines for the use of new and emergent generative AI tools (such as ChatGPT, Gemini, Dall-E, etc.), which are readily available to them. Because of widespread use and the quickly changing landscape of generative AI, students need to hear from you about expected and acceptable uses of technology for text-generation, translations, editing, coding, image generation, and more. Provide specific guidelines on your syllabus and assignments. Include, for example, under what circumstances students' use of generative AI or other technological tools would constitute a violation of academic integrity, and why. Some faculty encourage experimentation, others require the use of AI tools in some assignments but not others, and some prohibit the use of AI altogether. Inform students of your expectations and rationale—ideally in the context of your concern for their learning and ethical and professional development. Acknowledge that tools and contexts for their use are changing quickly, and that we are all learning and adapting. Review this SCU resource about Teaching and Learning in the Context of AI and check out SCU's School of Engineering's AI Squared in Student Learning for sample AI syllabi statements. You can also find additional resources from Georgetown University.
Communicate your attendance policies	Attendance expectations should be clearly stated on course syllabi. As noted in Chapter 8 of the Undergraduate Bulletin, and in SCU schools' Graduate Bulletins, attendance policy is left to the discretion of the instructor, subject to accommodations required by law and by University policy. The Bulletin also provides guidance for students who need to miss class because of a significant religious observance. A list of religious holidays can be found on the Office of Diversity and Inclusion website.
Create an accessible learning environment for all	In alignment with our values, we aim to create an accessible learning environment for all students, as it benefits all and reflects our commitment to inclusive excellence. Faculty are required by law and University policy to ensure their courses are accessible to all. This includes ultimate responsibility for providing accommodations for students registered through the Office of Accessible Education. To ensure course materials and Camino pages are accessible, Academic Technology provides resources and trainings. You can also contact Academic Technology if you need help (caminosupport@scu.edu). The Center for Teaching Excellence has resources on accessible teaching and learning as well.
Follow University Guidelines for contact hours	Chapter 8 (Academic Program Policies and Regulation) in the University Bulletin states that "one unit of credit represents approximately three hours of work per week per term by the student, including time engaged in class and time commitment to class preparation, studying, and assigned projects." Consulting a workload calculator can help you estimate time demands for coursework. Please note, that students have reported that work often takes longer in an online environment, including reviewing pre-recorded videos. It can be helpful to offer students a rough estimate (in the syllabus and/or assignment descriptions) of the amount of time they will spend engaged in synchronous instruction and asynchronous instruction, as well as time spent completing assignments, quizzes, and projects to ensure that your course expectations fall within these parameters.
Ask students for mid-quarter feedback	Provide students with an opportunity to give anonymous feedback on how the quarter is going at the mid-quarter point. This resource provides sample questions for informal ongoing feedback and mid-quarter feedback.

Conduct final exams during finals week (not before or after)	The guidelines from the University Bulletin (p. 576) for final examinations apply: "If the final examination is a take-home examination, it may not be due before the scheduled final examination time or any later than the last day of the examination period. Similarly, other end-of-quarter assignments (papers, projects, for example) may not be due any later than the last day of the examination period." In face-to-face and fully synchronous online classes, final exams must be given on the date and time scheduled by the Office of the Registrar.

Additional resources for teaching are always available from the **Faculty Collaborative** and **Academic Technology**.

REQUIRED SYLLABUS STATEMENTS

Required Policy Information for all Course Syllabi
Last Reviewed January 2026

All Santa Clara University syllabi must refer students to the following policies. Below are examples of statements that faculty may use.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity—including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law and University policy require me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Office of Equal Opportunity and Title IX (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX. This resource page from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) (OAE) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through the OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students who are approved for extended time or other exam accommodations should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations. Students should continue to reach out to OAE (oae@scu.edu) regarding access barriers related to this course or content.

Academic Freedom

The University is dedicated to an uncompromising standard of academic excellence and a commitment to [academic freedom](#), freedom of inquiry, and freedom of expression in the search for truth. We are here to engage a set of ideas and research findings that often have long and complicated histories. Scholars may disagree on the topics we will be discussing. Assignment of and references to sources (readings, films, websites, etc.) are not an endorsement of the opinions or content contained in those materials. Students are expected and required to become familiar with the literature relevant to the topic of this course regardless of whether the professor, the University, or the students find this content agreeable. You are invited to introduce additional challenges in a serious and open-minded manner.

RECOMMENDED SYLLABUS STATEMENTS

In addition to the required syllabus statements above, statements addressing additional course policies, student belonging, and wellness are strongly recommended (examples below).

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to request that students comply with University health and safety recommendations, including the use of face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

Depending on the learning objectives and pedagogical approaches used in a lesson, some classes may be recorded and made available on Camino. However, in line with the item 12 of the [Student Conduct Code](#), dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade.

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For support with Camino (SCU's branded instance of Canvas), contact caminosupport@scu.edu or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Land Acknowledgment
Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for All
It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language
This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so please share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement
I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity *and* quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center
The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS
Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care
If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns
If you are concerned with your progress in this class, please contact me so that we can find solutions together. Drahmann Center can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:
- Drahmann Tutoring (for many courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- The HUB Writing Center (Writing and Public Speaking assignments across departments)
- Mathematics Learning Center (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)

Grief Resources and Support
An important part of healing from loss is the support of others. The SCU community is committed to supporting you during this difficult time. If you need to miss class or foresee being late on upcoming deliverables due to bereavement, please let me know immediately so we can make appropriate arrangements. If you need additional support, you can contact the Dean of Students Office at (408) 554-4583 or email dso@scu.edu. Staff in DSO can notify other faculty and/or campus supervisors on your behalf and connect you with helpful campus resources.