



## **GRADUATE TAX PROGRAM**

### **COURSE GUIDANCE AND EXPECTATIONS**

**JULY, 2025**

#### **GENERAL COURSE REQUIREMENTS AND EXPECTATIONS**

- Please make sure you have a **syllabus** posted that contains the requirements set out on the Faculty Resources webpage, including information about assignments, office hours, assessments, and accommodations.
- For the American Bar Association and best practices, your course design should provide for two things:
  - **Opportunities for engagement with your students.** This means that you should supplement video lectures with other learning activities.
  - **Meet the instructional minute requirements for the number of credits for your class.**
- To assist students with planning, video lectures should be posted no later than the Friday before the week for which they are assigned.
- You must hold office hours each week. In order to avoid conflicts, we will help setting up the day and time for those. You can do those over zoom or in-person with a link for hybrid participation. You may decide to use them as opportunities for group engagement, or allow for one-on-one meetings. You can let the students know that if no-one is there after 15 minutes, you will leave.

#### **ACHIEVING ENGAGEMENT AND MEETING INSTRUCTIONAL MINUTE REQUIREMENTS**

- Per credit, you should have 50 minutes of instructional time per week. (Students should also be required to spend 100 minutes of time on preparation per credit per week.) Information about calculating instructional time is available on the Faculty Resources webpage. Please note that we estimate that a video of 30 minutes takes students at least 45 minutes to absorb, so it would count as 45 instructional minutes.
- To ensure engagement, your class should include some non-video activities as part of the instructional time, preferably accounting for at least 20% of your instructional time. These can include short assignments, quizzes, discussion board postings, group activities, or meetings with you. (Office hours that are optional do not count towards instructional minutes.)

- Courses should have waypoints built into them to ensure that students are keeping up with the work. We recommend at least three assignments, one every few weeks, that would require students to be up to date with the material before doing them. These can include short assignments, quizzes, discussion board postings, group activities, or meetings with you that go over material – these also count towards instructional minutes so there may be overlap between these and the activities you set up for engagement

### **RESPONSIVENESS AND EMAIL**

- Use your DU email address as much as possible to preserve confidentiality of student records and ensure messages are not routed to spam by your work email server. Please note that even a student's enrollment in a class is FERPA-protected information.
- Ensure you either have Canvas messaging forwarded to you or regularly check Canvas email.

### **RESOURCES AND GUIDES**

- Guides are all available on the Faculty Resources Webpage:  
<https://www.law.du.edu/resources/faculty-members>
- Andy Dvoracek, the law school's Instructional Designer, is available to help:  
[Andrew.Dvoracek@du.edu](mailto:Andrew.Dvoracek@du.edu).
- For faculty support, including room bookings, please reach out to [law-facultysupportstaff@du.edu](mailto:law-facultysupportstaff@du.edu).
- For any questions, please contact [Annecoos.Wiersema@du.edu](mailto:Annecoos.Wiersema@du.edu)