

Academic Affairs Office Handbook **2021-2022**



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Academic Affairs Handbook

Students at Deerfield pursue a rigorous academic curriculum that is intended to foster the development of disciplined work habits, effective collaboration, independence, resilience, creativity, curiosity and intellectual maturity. This is accomplished while valuing inclusion, growth, well-being, high standards and the liberal arts tradition. Additionally, Deerfield chooses to prioritize the following:

- *Citizenship* in the spirit of humility, empathy and responsibility
- *Connectedness* to our unique setting and the contemporary world
- *Pursuit of mastery* built on a foundation of breadth and versatility
- *Face-to-face interactions* characterized by joy and generosity of spirit
- *Reflection and balance*, promoting intellectual vitality and self-understanding
- *Shared experiences*, large and small, as sources of relationships, identity and community

The purpose of this handbook is to describe the policies and practices in place at Deerfield Academy for academic year 2021-2022, which are meant to support the above mission and values. The handbook is offered in the spirit of transparency so that community members are aware of these policies and practices and can plan accordingly. While this handbook is meant to be accurate and contemporary, modifications can occur and may be pending. If you have questions, comments or concerns, please feel free to reach out to the Academic Affairs Office (academics@deerfield.edu).

Student Section

Graduation Requirements

Course Load Requirement

Students must take at least five graded courses during each term of their Deerfield careers. Students may also choose to take some Visual and Performing Arts courses as sixth courses pass/fail, or petition to take a sixth graded course.

Academic Requirements

- All students must take a minimum 5 graded courses per term in a minimum of three academic departments, even if they have fulfilled graduation requirements.
- A student in good standing shall be eligible for a Deerfield diploma upon successful completion of course load and applicable subject requirements. Successful completion includes proper attendance and a passing course-end grade.
- Participation in a cocurricular program each term.

Graduation Requirements

- A three-term English course is required of 9th, 10th, and 11th One-year 12th graders, PGs, and any NCAA Div I or II hopeful must also take three terms of English. All other 12th graders must take at least 2 terms of English and a third term in either English, History and Social Science, Philosophy and Religious Studies, or ACAD. Doubling up in English in any year does not satisfy another year's requirement.
- Completion through the third level of mathematics (Algebra I, Geometry, and Algebra II)
- Completion through the third level of one foreign language. (Students for whom English is a second language may request to satisfy this requirement with their native language.)
- Two full courses of history: one of non-U.S. taken in either 9th or 10th grade; and one of U.S. History, usually taken in the 11th
- Two courses of laboratory Science
- Two terms of visual or performing arts (three and four-year students only).
- One term of philosophy or religious studies (three and four-year students only).

Graduation Requirements for New 11th and 12th Grade Students

Students who enter Deerfield as 11th or 12th graders are expected to fulfill the graduation requirements as best they can. The Academic Affairs Office will review all exceptions.

Health Seminar

Health Seminar is a required course of study for 9th and 10th graders as an additional pass/fail course during the class day if possible, or scheduled asynchronously if not at the discretion of the Academic Affairs Office.

NCAA Requirements

NCAA has specific requirements for eligibility. Students with aspirations to play NCAA athletics at a Division I or Division II college must meet core course requirements by the end of the fourth year of high school, which can be difficult for students who have repeated a grade or attended an international high school.

Core Courses Required

There are 16 core course requirements for Division I and 14 for Division II colleges.

Course	Division I	Division II
English	4 years	3 years
Math (Algebra I or higher)	3 years	2 years
Natural/Physical Science (1 year of lab if offered)	2 years	2 years
Additional English, Math, or Natural/Physical Science	1 year	2 years
Social Science	2 years	2 years
Additional Courses (from any area above, foreign language, or non-doctrinal religion/philosophy)	4 years	3 years

College-bound student-athletes first entering an NCAA Division I college or university on or after August 2016 will need to meet new academic rules in order to receive athletic aid (scholarship), practice or compete during their first year.

Full Qualifier	Academic Redshirt	Non-qualifier
Complete 16 Core Courses: *Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. *Seven of the 10 core courses must be in English, Math or Science.	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt
Minimum Core-Course GPA of 2.300.	Minimum Core-Course GPA of 2.000.	
Meeting the sliding scale requirement of GPA and ACT/SAT score.	Meeting the sliding scale requirement of GPA and ACT/SAT score.	
Graduate from high school.	Graduate from high school.	

Repeating a Grade and NCAA Eligibility

From the beginning of 9th grade, students have four years to complete the core course requirements. THIS IS CRITICALLY IMPORTANT: Students who repeated a high school grade must complete all requisite courses by the end of 11th grade. Furthermore, when repeating a grade upon entering Deerfield, NCAA credit may be lost for one or more classes—often in English, occasionally in math—taken at a previous school. If NCAA deems that two courses duplicate each other, they will deny credit for one.

Students may have their eligibility status checked by requesting an early determination by the NCAA. The NCAA will consider this only in the 11th grade (or third) year. Overt interest from a college can be a powerful catalyst and students should let the NCAA know as soon as possible if this is the case. The college can then act in facilitating an early determination of eligibility. Final approval is based on a completed transcript.

Failure to meet requirements could result in not being able to play Division I or Division II sports in college. The College Advising Office can advise, but, ultimately, it is the student athlete's responsibility to ensure compliance with NCAA eligibility requirements.

Course Requests

New Students

New students submit their course requests using the link found on the Annual Enrollment checklist. Each class year has a course advisor from either the Academic Affairs Office or the College Advising Office available to assist them in making course request decisions.

Math Placement Test

All incoming students are required to take a mathematics placement test. Students who are completing Algebra I or Geometry will receive an Algebra I placement test. All other students will receive a placement test for the course they are completing. New seniors and post-graduates are placed in consultation with their college advisors.

In instances where it is not easy to discern which mathematics courses a student has taken from the transcript, a student may be asked to complete multiple placement tests. Students will be placed in the appropriate course based on the test score, teacher recommendation, student request, and SSAT score.

Language Placement Tests

Students continuing study in Arabic, Chinese, French, Latin, or Spanish must take a placement test. To ensure an accurate representation of ability, students should not undertake any special preparation or receive any help prior to or during the test.

Language Requirement for non-native English Speakers

Students who speak English as a second language can request to satisfy their language requirement with their native language. Students who qualify must contact the Academic Affairs Office before filling out their initial course request.

Academic Integrity and Placement Tests

All placement tests are governed by Deerfield's academic integrity policy. Incoming students must adhere to the academic integrity policy when taking any placement tests. Students found in violation of the policy may be subject to probation until graduation or dismissal. Any violations will be reviewed and adjudicated by the Dean of Studies.

Current Students

Submitting Course Requests

Deerfield faculty members meet individually and regularly with each of their advisees to help them adapt to and thrive in Deerfield life. Advisors monitor their advisees' academic progress, direct them to additional support if necessary, and guide them through the course selection process.

Returning students submit their requests online in conjunction with their advisor. In early summer, department chairs will review and consider requests and schedules will be released in late summer.

Course Change Requests

Students can submit course change request forms after schedules are posted in August, up until the day before classes begin. No course request changes other than level changes can be made during the first three days of the Fall Term. After the first three class days of the Fall Term, forms can only be submitted by a student's advisor, classroom teacher, or department chair. The course change period will end on the Friday of the first full week of classes; this will be the case for any one term course in the Winter or Spring Terms.

Requests are permitted for level changes and to address clerical errors. Changes from one course to another are permitted, only if a student would be moving from a larger class to a smaller class. If there are collateral changes that need to be made to accommodate a course preference switch, class size parameters must also be considered for any additional moves (i.e., if the switch is not a direct period swap, or a move into a free period).

Course changes will not be made based upon term preference, teacher requests, nor to move to a different section of a multi-section course (no matter what section sizes are).

Classroom Policies

Course Expectations

Course Expectations will be available (on paper and on Canvas). The document should describe:

- Homework
- Class Work and Class Participation
- Late Work and Extensions
- Academic Integrity
- Required Materials/Texts
- Grading Policies
- Missed Work Due to Absences

Attendance

Teachers will take attendance every day and students are expected to be in class. Teachers will mark a student absent regardless of whether or not the absence is excused. Absences may be excused due to illness confirmed through the Health Center, medical appointments, religious observances, or approved college visits or Pursuits of Excellence (see Requests to Miss Classes). If a teacher is detained or not in class, students should wait

for 10 minutes past the normal start time of the class and then report the faculty absence to the Dean of Faculty or the Dean of Studies.

Religious Observances and Attendance

In the event that students will miss classes or assignments for observance of religious holidays, they should inform their teachers in advance. At that time, the teacher and the student should set a reasonable schedule to make up the missed assignments and/or assessments, but the student should not be required to complete homework for—or submit an assessment on—the day after the holiday. When such a student has multiple assessments, a staggered set of due dates in the days following a holiday might be the most reasonable solution.

Request to Miss Classes

Students are allowed to miss a maximum of five (5) class days for Pursuit of Excellence, College Visits or other reasons combined. Exceptions to the 5-day limit must be approved through the Academic Affairs Office. Requests must be received at least three (3) days prior to the event. All requests must go through the Request to Miss Classes form on DAinfo and be approved by the Academic Affairs Office, College Advising, or Student Life Office.

Pursuit of Excellence

A Pursuit of Excellence request is a request to miss classes for a non-school-sponsored event that furthers a student's desire to seek improvement in an avocation. To be eligible to petition for pursuit of excellence, students must:

- Remain in good academic standing
- Maintain solid citizenship
- Demonstrate extraordinary accomplishment in their areas of excellence
- Receive invitations to pursue extraordinary opportunities

In petitioning, students must establish:

- In what ways an event furthers their development of excellence
- What they have done to qualify for the opportunity
- That the opportunity has resulted from a rigorous selection process
- That there is no way to engage in the opportunity without missing school

A Request to Miss Classes form must be filled out at least three (3) days in advance and, ideally, ten (10) days prior to the event. The Academic Affairs Office reviews all petitions and consults with the Curriculum Committee as needed. The Academic Affairs Office notifies students of decisions and, when petitions are approved, notifies classroom teachers. Students are expected to make up all missed work and make every effort to avoid requesting extra help from teachers.

Exceptions to the above may be granted at the discretion of the Academic Affairs Office.

College Visit

A College Visit is a request to miss classes to visit a prospective college for tour, overnight visit, or athletic recruitment (official or unofficial). College Visits are approved through the College Advising Office for 11th and 12th graders. Prior to 11th grade, the request goes to the Student Life Office as outlined below.

Other Request to Miss Classes

The "Other" or simply "Request to Miss Classes" category is used for all other (non-health-related) requests to miss class. Requests in this category may include family events, such as weddings and funerals, college visits prior to 11th grade, religious observances, job/internship interviews, etc. The Student Life Office reviews these requests.

20% Rule

When, for any reason (excused or unexcused), a student has missed 20% or more of the course meetings during a given term (approximately two weeks), Deerfield may withhold credit for courses for that term or may compel a student to move to pass/fail status for the term. Pass/fail status is not an option anyone may invoke; it is something the school might require.

Deerfield may require a student missing more than 20% of course meetings during a given term to go on leave until the beginning of the next academic year. No academic credit from Deerfield would be granted for the relevant terms in this circumstance.

Please note that for AY21-22 there are no expectations for teachers to provide remote access to class meetings if a student is absent for any reason. Students are expected to stay current with course assignments and work with their teachers to stay as current with their work as possible.

Homework

Assignment sheets or posts should list homework for at least one week in advance and provide two weeks of notice for major assignments. Changes to homework assignments for a given evening must be made in class and online; additional work cannot be assigned for the upcoming class after the prior class meeting has ended.

School policy sets a maximum homework limit per class meeting.

- The limit for students enrolled in a 100- or 200-level class is 50-minutes.
- The limit for students enrolled in a 300- or 400-level class is 60-minutes.
- The limit for students enrolled in a 500-level or greater class is 70-minutes.

Tests and Assessments

Term-End

The term-end week guidelines and schedule will be distributed mid-term.

Grading

Grading Scale

Academic work at Deerfield is graded on a numerical scale where the minimum passing grade is 60 and the median grades are generally between 85 and 90. Grades of 90 and above are reserved for excellent work. Grades are reported to students and their parents at the midterms and ends of term. At the end of each term, grades are accompanied by course medians (i.e., the median of all grades earned in English 200) and evaluative written comments. In addition, written comments will be provided at midterm in the first term of any course.

Honor Roll

An Academic Honor Roll is determined at the conclusion of the year. Eligibility is based on the following criteria:

- Qualifying cumulative grade averages for the term of 93.0 or above garner High Honors distinction
- Qualifying cumulative grade averages for the term of 90.0 or above garner Honors distinction
- The student must be enrolled in at least five courses for which a numerical grade is recorded
- The student must be passing all courses

Cum Laude

Deerfield's elite scholars may achieve membership in The Cum Laude Society at one of two junctures. At the conclusion of a student's 11th grade year at Deerfield, members of the class are considered for induction. The Cum Laude Committee will evaluate grades, difficulty of academic schedule, and breadth of mastery. Furthermore, in alignment with the national organization's pillars of diké (justice), timé (honor), and areté (excellence), the committee will also consider the merit of a student's citizenship within the Deerfield community. A 12th grader may also be elected to Cum Laude just before graduation, with the committee weighing similar guidelines as were employed for the early inductees.

Withdrawal Grading Policy

Students who withdraw—or are required to withdraw by the school—before the end of a term are ineligible to receive numerical grades for their courses.

If students miss more than 20% of classes in a term, they may be ineligible for credit, as per the 20% Rule.

Pass/fail status

On rare occasions the Academic Affairs Office may compel a student to receive P's (pass) and F's (fail) in single courses or all courses in a term. Pass/fail status is instituted only by the Academy via the Academic Affairs Office in extenuating circumstances. It cannot be invoked by students or families.

Academic Support

Deerfield Academy instructors seek to provide students the tools and environment to facilitate formative learning. They do this through knowledge of subject, pedagogy, and support of students. On occasion students may need additional support outside the classroom to assist in their learning and comprehension.

The Academic Affairs Office, the Director of Academic Support, and the Assistant Director of Academic Support, work with teachers and families when extraordinary academic support is warranted. The Director of Academic Support may recommend extra help from teaching faculty, peer tutors, approved independent tutors, or learning disability testing and specialized support.

Teacher Support and Extra Help

When in need of academic support, students should self-advocate and are encouraged to first reach out to their teachers. Teachers at Deerfield often offer extra help outside of the class day through one-on-one sessions or regular, cohort sessions with open questions.

Peer Tutoring

Peer tutors are highly qualified, vetted students who will meet one-on-one with another student to help them with a specific course. Peer tutors are available in the evenings throughout the school year.

Independent Tutoring

Independent tutoring from a list of approved tutors may be recommended by the Academic Affairs Office. The Academic Support staff will work with the student and family to facilitate tutoring services. Tutoring can be online or in person.

Deerfield Academy Independent Tutor Policy

- All tutors must be listed on the "Approved Tutors" list on file with the Academic Affairs Office
- All tutors must comply with the with the "Approved Tutors Agreement"
- Tutors will regularly provide the Academy with tutoring client lists

Academic Accommodations

The [Deerfield Policy on Academic Accommodations](#) details Deerfield Academy's policy on academic accommodations for students with documented learning disabilities.

Academic Standing and Student Review

Representatives of the Academic Affairs and the Student Life Offices meet at the end of every term to review the records of those students for whom there are academic or student life concerns. The Committee is co-chaired by the Dean of Studies and the Dean of Students, and it is composed of Class Deans, Director of Academic Support, Assistant Director of Academic Support, each students' advisors, previous and current term classroom teachers and corridor residents. The Committee is responsible for identifying students who are experiencing difficulties at school—in or out of the classroom—recommending ways to help them strengthen their performance and suggesting a plan for support moving forward.

Academic Integrity

We hold academic integrity sessions in groups based on grade level and student status (new or returning student) at the start of each academic year and require that students read and sign the Plagiarism Statement Agreement. Academic integrity is of the utmost importance at Deerfield Academy and must be a guiding principle in the life of every student. At the core of academic integrity is a bond of trust between teacher and student. By affixing their name to a piece of work, students pledge that, unless properly cited, the work is entirely their own. Students are required to read and sign the Plagiarism Statement and participate in the Academic Integrity training.

Students occasionally benefit from cooperative and collaborative learning; however, when work is submitted by teams or individuals, each student must be able to independently explain and defend the claims and ideas presented. Furthermore, students should be thoughtfully cautious in providing unauthorized aid to their peers—donors of unauthorized aid may be in violation of the school’s Academic Integrity guidelines.

Academic dishonesty in all its various forms can be broad and complex, and no policy on academic integrity can list and describe every possible transgression. The Academy expects that each student will work to understand this complexity and will adhere to the highest standards of honesty. If there is doubt about the guidelines for academic integrity, students should discuss questions with a teacher.

Plagiarism

Plagiarism is the use of another person’s ideas or work without proper acknowledgment. The source of the plagiarized material may, for instance, be another student’s paper, a conversation with a peer, an exchange with a tutor or parent, an encyclopedia, a scholarly text, or an Internet site; the source does not change the degree or seriousness of the plagiarism. Plagiarism usually occurs in two forms: 1) copying and 2) receiving outside writing help.

The first form of plagiarism (copying) may consist of the following:

- Copying or gaining any other advantage from another student during a quiz, test, or examination situation
- Exact copying of an author’s text without the use of quotation marks
- Using an author’s words, sentences, or passages—even with omissions or changes in wording—without proper acknowledgment
- Using an author’s argument or points from an argument without proper acknowledgment

The second form of plagiarism occurs when students receive unacknowledged help in preparing an assignment. Such outside help includes proofreading, editing, and assistance

from, but not limited to, parents/guardians, proctors, tutors, or classmates. While students are encouraged to discuss assignments with faculty and other students, all writing should be their own. Again, when in doubt, students should acknowledge any help they receive.

A student will receive a failing grade for any assignment in which plagiarism occurs. In order to ensure adherence to this policy and to resolve questions of authorship, the Academy reserves the right to electronically screen papers and other submitted work for authenticity.

If ever in doubt, students should speak with their teachers and document their sources.

Resubmission of Work

When a student submits work to a teacher in a course, the teacher expects that the work has been completed and submitted only in that course. Using the same assignment for credit twice is a shortcut that provides an unfair advantage. Students are credited for completing a course only when they have met in good faith all the requirements of/for that course specifically.

In cases where overlap between assignments in two different courses might lead the students to perform fruitful, interdisciplinary work, they may submit the same assignment for credit with approval from both teachers—who may attach additional expectations.

Access to Electronic Devices

During any quiz, test, examination, or graded work students may not access any electronic or smart device unless explicitly allowed by a teacher or because of an academic accommodation. Prohibited devices include, but are not limited to phones, tablet, computers, and smart wearables (watches, glasses, headphones, etc.)