# Syllabus Fall 2024

## Course Number, Title, Credit Hours

*Additional recommendations for CEMS instructors are added to the Standard UVM Syllabus Template below in red.*

***Note on voice****: Instructors are encouraged to consider the ‘voice’ that they choose to use when writing their syllabus. Syllabi that are written to the student in the second person (you/your) or first person (our / ours / we / us) are more direct and may be better-received by students in comparison to syllabi written in the third person, e.g., students will, students are expected to.*

**UVM Land Acknowledgement (optional)**

[**https://www.uvm.edu/news/diversity/board-adopts-land-acknowledgment**](https://www.uvm.edu/news/diversity/board-adopts-land-acknowledgment)

*“The campus of the University of Vermont sits within a place of gathering and exchange, shaped by water and stewarded by ongoing generations of Indigenous peoples, in particular the Western Abenaki.*

*Acknowledging the relations between water, land, and people is in harmony with the mission of the university. Acknowledging the serious and significant impacts of our histories on Indigenous peoples and their homelands is a part of the university’s ongoing work of teaching, research, and engagement and an essential reminder of our past and our interconnected futures for the many of us gathered on this land.*

*UVM respects the Indigenous knowledge interwoven in this place and commits to uplifting the Indigenous peoples and cultures present on this land and within our community”.*

## Meeting Time, Meeting Pattern, Location

*List meeting pattern and time (e.g.MWF 10:50-11:40). Please do not schedule any regular class meetings or exams outside of your meeting time, as this results in significant schedule conflicts for students. For hybrid and online courses, please list the modality and use the Modality Description/Outline section below to explain the course meeting pattern.*

## Instructor Name, Contact Information, Office Hours

*Offer information about the best way to contact you and when you will conduct office hours, including any information on requesting and joining remote appointments.*

* *Recommend using “Student Hours” or “Drop-in Hours” instead of “Office Hours”*
* *Identify the best times for drop-in hours via class polling or other feedback mechanism*
* *Clarify your availability outside of regular class / drop-in hours*
* *Clarify your preferred method of communication outside of class / drop-in hours*
* *Clarify expectations around instructor / student responsiveness for email/appointments*
  + *EXAMPLE: “Drop-in hours, in addition to regular class meetings, are set up to provide you with additional support in this course. It is expected that you (student) will attend all class periods and utilize drop-in hours first, before requesting additional time with me or the TA. If you are unable to attend drop-in hours or miss a class, you can request an additional meeting. Please note that I may not be able to accommodate all requests and may be slow to respond outside of normal business hours (after 5PM weekdays, and on the weekend). Please request any additional meetings via email at least one week in advance.”*

## Teaching Assistant Name(s), Contact Information, Office Hours

## Tutors and other support name(s), contact info

## Technical support for students

Students, please read this technology checklist to make sure you are ready for classes. <https://www.uvm.edu/it/kb/student-technology-resources/>  
  
Students should contact the Helpline (802-656-2604) for support with technical issues.

## Pre-requisites or co-requisites

(if any)

**Notes on courses or transferred-in AP exam scores that may duplicate credit** (if applicable) *(Note: It is important to ensure that this information is updated yearly.)*

## Catamount Core/General Education (e.g., AH1; D1) or other requirements satisfied (if applicable). Please include corresponding [outcomes information](https://www.uvm.edu/sites/default/files/General-Education-at-UVM/CCC_Criteria_and_Learning_Outcomes_All_Designations.pdf).

## *Please list the outcomes for all Catamount Core requirements for which the course has received designations. For example, if a course is both S1 (Social Science) and WIL2 (Writing and Information Literacy Tier 2), Catamount Core outcomes should be listed for both requirements.*

## Course Description

*The course description should give students an overview of the course. This usually includes:*

* *the purpose of the course*
* *main concepts, knowledge areas, topics covered and/or questions explored in the class*
* *how the course topics relate to each other*
* *how the course will be structured (e.g., lectures, labs, group work, etc.)*

## Course Learning Objectives/Outcomes

*Learning objectives clearly state what skills or knowledge students should have mastered upon completion of the course. Generally speaking, they focus on the main concepts covered in the class and how those concepts can be applied. Learning objectives can be framed by the clause "After completing this course the student will be able to:" (followed by the list of learning objectives). If applicable, faculty may indicate in this section professional standards for their field that align with course objectives.* [Read more about learning objectives.](https://www.uvm.edu/ctl/learning-objectives/)

## Pedagogy: (optional)

*You may choose to describe the types of teaching/learning experiences in the course. This information may also be incorporated in your Course Description.*

*Include an estimate of the time that students will need for completing assignments outside of class, such as semester-long projects and papers. According to the* [*Definition of a Credit Hour*](https://catalogue.uvm.edu/undergraduate/enrollmentregistration/registration/)*,  “..one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time”.*

**Career Readiness Skills (optional)**

*In this section, please provide students with a list of notable projects and technical skills students will gain through this course that they can immediately transfer into their resumes or career materials:*

*Example:*

* *Technical/Transferrable Skills Gained: Python, AutoCAD, SolidWorks, Java, Data Analysis, Teamwork, etc.*
* *Notable Projects: First-Year Design Project*

*Questions on how to incorporate coursework on your resume? Please visit the* [Career Readiness Program's Resume & Cover Letter page.](https://www.uvm.edu/cems/resume-coverletter)

## Modality description/Outline (for Hybrid or Online courses)

*Offer students a clear and concise description of how the course will operate, where they can find important course information in Brightspace, etc. For hybrid courses, clearly lay out when the class will be meeting in person, and online, as well as whether online meetings are synchronous, or work will be asynchronous.*

## Required Course Materials:

Books and availability (e.g., bookstore etc.)  
Articles (online reserve, linked, course pack, etc.)  
Media (location of required films, audio, etc.)  
Required software (provide links for download) and internet access requirements  
Other required equipment or materials and where to purchase them (e.g., iClicker/REEF)

*Laptop or other device with functioning webcam, microphone, and audio* (See [CEMS Laptop Recommendations](https://www.uvm.edu/cems/computer_services)) *Instructors are encouraged to include cost information, links to online resources, and examples of low-cost alternatives, if available. Students struggling to pay for or obtain course materials or CEMS-approved laptops are encouraged to contact KC Williams, Assistant Dean of Equity, Belonging, and Student Engagement (*[*kc.williams@uvm.edu*](mailto:kc.williams@uvm.edu)*) and/or* [*UVM Student Financial Services*](https://www.uvm.edu/studentfinancialservices)*.*

## Required platforms and software:

*List required platforms such as Teams, Brightspace, Respondus Lockdown Browser, or other platforms you will be using.*

***Note that there are*** [***limitations for which systems***](https://www.uvm.edu/it/kb/article/getting-started-with-respondus-lockdown-browser/) ***can use Respondus Lockdown Browser****.* [Please review the instructor information](https://www.uvm.edu/it/kb/article/brightspace-respondus-lockdown-browser-for-instructors/) *before choosing to use the Lockdown Browser in your class.* ***If using Respondus Monitor for proctoring tests, be sure to include the following information:***

This course will use **Respondus Monitor**, automated exam-proctoring software that uses artificial intelligence to flag suspected cases of academic integrity violations during exams. The software will make a video/audio recording of you taking your exam, but a proctor is not watching you take the exam.

After the video recording of you taking your test is processed, faculty are notified if there are points in your video where academic dishonesty may have occurred. The faculty member then reviews only these flagged video segments. Monitor has been reviewed by UVM's information security team and meets the institution's requirements for data security and privacy.

**Important information for students to include if you will be using Respondus:**

[This page explains technical requirements and step-by-step instructions for students to set up and take tests with Respondus](https://www.uvm.edu/it/kb/article/brightspace-respondus-monitor-for-students/)

## Brightspace, MS Teams, or other course sites:

*Clearly indicate how Brightspace and MS Teams will be used. Give instructions on how to access any other websites that will be used in the course. If any sites require setting up an additional account, include instructions for registration or, if providing a separate instructions document, indicate where and how students can find it.*

***For Brightspace information, students can access the following UVM Knowledge Base article:***

[*https://www.uvm.edu/it/kb/article/brightspace-for-students/*](https://www.uvm.edu/it/kb/article/brightspace-for-students/)

## Attendance Policy and Classroom Environment Expectations:

*Attendance: Outline attendance and participation expectations, percentage of course grade (if applicable), and how these will be tracked or assessed. The* [*UVM attendance policy*](https://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/?_gl=1*1pk3xcx*_gcl_au*MTQ1NzgxNzk4My4xNjg4NTg0NjY5*_ga*MTkzNzcwNTM5LjE2NTcxMTM1OTY.*_ga_G3S3K4BJ32*MTY5MDU1OTg3My40OTEuMC4xNjkwNTU5ODczLjYwLjAuMA..&_ga=2.4480115.1126926640.1690393881-193770539.1657113596) *outlines expectations for both students and faculty with regard to attendance and excused absences.*

***Please consider having a clearly-state policy regarding student illness and absences from class as well as from exams. In doing so, keep in mind that for many acute illnesses such as the flu or a stomach bug, Student Health Services will usually not make an appointment to see the student, but will advise them to rest away from others until they are fever-free and any symptoms are manageable.***

*Classroom expectations: Emphasize what work is expected to be completed before class (e.g., readings, homework, etc.) and refer to the schedule of readings and assignments.*

*Faculty may want to outline specific policies regarding confidentiality of classroom discussions, ground rules for face to face or online interactions, or other policies related to classroom conduct, such as the* [*Classroom Code of Conduct outlined in the Student Rights and Responsibilities section*](http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/) *of the Undergraduate Catalogue. Recommended language is included below:*

“In this class, we will work together to develop a learning community that is inclusive and respectful. As a learning community we will seek to encourage and appreciate expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach and the ability of students to engage may result in my asking a student to temporarily leave the classroom. [See Undergraduate Catalogue - Classroom Code of Conduct (p. 443-444).](https://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/)”

Grading Criteria/Policies

*Include:*

* *Grade components (percentages or point values for different types of graded work)*
* *Late policy and any other grading policies (e.g., letter grade ranges; exam curving; requirements for requesting an extension or make up work)*
* *Grading schema (how numerical grade averages translate to letter grades)*

Academic Integrity and AI:

*The* [*Academic Integrity policy*](https://www.uvm.edu/policies/student/acadintegrity.pdf) *addresses plagiarism, fabrication, collusion, and cheating. Faculty concerned about student mis-use of generative AI may wish to supplement this policy with a clarifying statement regarding specific course rules, as these types of statements support student understanding of your course-specific expectations. The UVM Academic Integrity policy defers to faculty expectations outlined in the syllabus. Therefore, outlining these expectations can provide greater clarity when concerns about possible violations of academic integrity arise. Statements may include information such as: rules regarding collaboration on different types of assessments; use of supplementary materials such as dictionaries or other references; and expectations regarding use of generative AI.*

*A Writing in the Disciplines resource page offers guidance and* [*sample syllabus statements regarding student/classroom use of AI*](https://www.uvm.edu/wid/artificial-intelligence) *that cover a range of pedagogies.*

## Assessments (Graded Work):

*Include:*

* *As noted above, consider outlining specific expectations you have for graded work. For example, are students permitted and/or expected to work in groups? Are there technologies, sites, or tools that students should or should not use for completing graded work (e.g. generative AI tools such as ChatGPT; homework sharing sites such as Chegg; tools such as calculators, dictionaries, grammar checkers, etc.)?*
* *Brief descriptions of homework/assignments, projects, papers, and any other graded work. You may choose to include a description of the instructional goal or purpose for each assessment category, as well any specific policies (e.g., papers must be typed, double-spaced).*
* *An explanation of the exam structure and policies*
* *A summary of due dates for assignments and exam dates –* ***please note that fully online (asynchronous) courses do not have an assigned meeting time and should not have any scheduled exams or required meetings on a specific day/time.***
* *Syllabi for graduate level courses should outline work that corresponds to expectations for graduate level work, including assessments that will be used to evaluate graduate-level student learning outcomes and performance.*

## Recording Class Sessions:

*If you plan to record class sessions regularly, or even occasionally,* ***please include the following text and, before recording, please remind students that the session is being recorded****. Please consider carefully before requiring students to turn on their cameras for a given session. If you require audio participation as part of course grading, consider not recording the required discussion portion of your course.*

“Our class sessions may/will be audio-visually recorded for students in the class to refer back to, and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live.”

**Additional Policies**

*The following information and policies are helpful to include in your syllabus. If you use multiple files for your syllabus, you may also post this policy and information section separately on your Brightspace course site in a module you label Syllabus Files.*

## Lived Name and Pronoun Information

## The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard.

More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](https://www.uvm.edu/it/kb/article/lived-name-and-pronouns/). To read more about official UVM policies, events, and initiatives regarding diversity, equity, and inclusion: <https://www.uvm.edu/diversity>

## Research and Citation Help

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>  
Dana Medical Library: <https://dana.uvm.edu/help/ask>  
Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

## Course Evaluation:

*Include a statement that all students are expected to complete an evaluation of the course at its conclusion. Indicate that the evaluations will be anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.*

**General statement regarding potential changes during the semester:**<http://catalogue.uvm.edu/>  
The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

## Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM’s Intellectual Property policy and Code of Academic Integrity.

Tips for Success (optional):

Course-specific study/preparation tips  
*Here are a few resources for students on remote/online learning:*

* Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>
* Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>

Helpful resources other than the professor (e.g., [Undergraduate/Graduate Writing Center](https://www.uvm.edu/uwi/writingcenter), [Supplemental Instruction, Learning Co-op tutors](https://www.uvm.edu/academicsuccess/tutoring_center), supplemental course materials)

## Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with [Disability Related Flexible accommodations that go beyond the default accommodations](https://www.uvm.edu/academicsuccess/forms/disability-related-flexibility-agreement) will need to fill out the [Disability Related Flexibility Agreement](https://www.uvm.edu/academicsuccess/forms/disability-related-flexibility-agreement). Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

**Contact SAS:**  
A170 Living/Learning Center;  
802-656-7753  
[access@uvm.edu](mailto:access@uvm.edu)   
[www.uvm.edu/access](http://www.uvm.edu/access)

## Important UVM Policies

## (You may provide these in a separate document posted in Brightspace if you wish)

Academic Integrity:   
The [Academic Integrity policy](https://www.uvm.edu/policies/student/acadintegrity.pdf) addresses plagiarism, fabrication, collusion, and cheating.

Code of Student Conduct:  
[UVM’s Code of Student Conduct](http://www.uvm.edu/policies/student/studentcode.pdf) outlines conduct expectations as well as students’ rights and responsibilities.

FERPA Rights Disclosure:   
The purpose of UVM’s [FERPA Rights Disclosure](http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

## Final Exam Policy:

The University [final exam policy](https://www.uvm.edu/registrar/final-exams) outlines expectations during final exams and explains timing and process of examination period.

Grade Appeals:   
If you would like to contest a grade, please follow the procedures [outlined in this policy](https://www.uvm.edu/policies/student/gradeappeals.pdf).

## Grading:

[This link](https://www.uvm.edu/registrar/grades) offers information on grading and GPA calculation.

Religious Holidays:   
Religions may be practiced in many different ways, and can impact participation in classes variably. Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors as early as possible and at least one week prior to their documented religious holiday the date(s) of the conflict or absence. Faculty must permit students who miss work or exams for the purpose of religious observance to make up this work. The complete policy is [here](https://www.uvm.edu/registrar/religious-holidays).

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

[Center for Health and Wellbeing](https://www.uvm.edu/health)

[Counseling & Psychiatry Services (CAPS)](https://www.uvm.edu/health/CAPS) Direct Phone Line: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by [visiting the C.A.R.E. Team website](https://www.uvm.edu/deanofstudents/student_advocacy/care_form).