***CEMS SYLLABI GUIDELINES. (Example syllabi can be found here:***

<https://www.uvm.edu/cems/cee/undergraduate-and-graduate-course-syllabi>).

Note:

This document has been updated with new [CTL guidelines.](https://cms.ctl.w3.uvm.edu/designing-and-teaching-courses/syllabus-resources/)

The highlighted parts of the syllabus are meant to alert instructors that there is new info relevant to Fall 2020. Suggestions intended only for instructors are italicized and should be replaced. Visit CTL for additional resources.

All Syllabi for courses taught by CEMS faculty must include the following:

**Logistical Information**

* Course title, course number, section, credit hours
* Semester/year
* Modality, Meeting Pattern, Location and Time (if assigned)

*(Note:* *List course modality, explain or represent meeting pattern visually (e.g. Green group attends Tuesdays, Gold group attends Thursdays).* [Instructions](https://www.uvm.edu/it/kb/article/blackboard-groups/) *on how to divide your course into groups for Mixed modality where students attend in-person on different days are available in the Blackboard Knowledge Base).*

* Instructor name, contact info, office hours *(Note:* *Offer information about the best way to contact you, and how/when you will conduct remote office hours).*
* Teaching Assistant (“Class Producer”) name (if assigned) and/or Lab coordinator name, contact info, office hours
* Tutors and other support name(s), contact info
* Technical support for students

Students, please read this technology check list 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 necessary
* General education (e.g. D1) or other requirements satisfied, if applicable
* Notes on courses that may duplicate credit, if necessary *(Note: It is important to ensure that this information is updated yearly and is as complete as possible.)*

**Course Description**

*The course description should give students an overview of this 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**

*Learning objectives clearly state what skills or knowledge students should have mastered upon completion of the course. Generally speaking, they should 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. For some engineering courses, the learning outcome are associated with ABET student outcomes. It would be good to note that, to remind students about ABET. For more information on drafting course-level learning objectives.* [*More info.*](https://www.uvm.edu/ctl/instructional-approaches/)

**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.*

**Modality description/Outline**

*In Fall 2020, course structures will vary, particularly for remote and mixed modality courses. You should offer students a clear and concise description of how the course will operate, where they can find important course information in Blackboard, etc.*

*Recommendations are discussed* [*here*](https://www.uvm.edu/ctl/teaching-in-fall-2020/)*.*

**Required Course Materials**

* Books and availability (e.g. library reserve, bookstore etc.)
* Articles (on 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)

**Required platforms and software:**

*List required platforms such as Teams, Blackboard, 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/getting-started-with-respondus-lockdown-browser/) *before choosing to use the Lockdown Browser or Monitor 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.

For Monitor to work, you will need to:

1. Download the Respondus LockDown Browser. The LockDown browser will prevent you from accessing other websites or applications during an exam.
2. Have a webcam. It can be either type that’s built into your computer or one that plugs in with a USB cable.

(Note: Taking exams with an iPad using Respondus Lockdown Browser is not recommended. If you have no choice but to use an iPad, please contact your faculty member WELL BEFORE the exam because they must configure the exam to allow it to run on an iPad.)

[Carefully follow the steps in this article](https://www.uvm.edu/it/kb/article/blackboard-respondus-monitor-for-students/) that will guide you through the process of:

* Installing Respondus LockDown Browser
* Testing your computer/webcam/network
* Getting help with Respondus LockDown and Monitor
* Ensuring a successful exam experience

**System Requirements for Respondus Monitor:**

For the most current information about system requirements, [please check this web site](https://www.uvm.edu/it/kb/article/blackboard-respondus-monitor-for-students/#system-requirements). As of August 2020, Google Chromebooks and Linux Operating Systems will not work. If you do not have other options, contact me right away.

**Blackboard, MS Teams, or other course sites (e.g. textbook-linked homework or testing sites):**

*Clearly indicate how Blackboard 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.*

**Attendance Policy and Classroom Environment Expectations:**

* *Outline attendance and participation expectations, percentage of course grade (if applicable), and how these will be tracked or assessed. The* [*UVM attendance policy*](http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/) *outlines expectations for attendance.*
* *Emphasize what work is expected to be completed before class (e.g. readings, homework, etc.) and where to find the schedule of readings and assignments*
* *In certain circumstances, 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.*

*You may wish to include following statement in the attendance portion of your syllabus:*
“The [Green and Gold Promise](https://www.uvm.edu/deanofstudents/green-and-gold-promise) clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington. This include following all rules regarding facial coverings and social distancing when attending class. If you do not follow these guidelines, I will ask you to leave the class. If you forget your mask, you cannot enter the class and should go back and retrieve your mask. The [Code of Student Conduct](https://www.uvm.edu/sites/default/files/UVM-Policies/policies/studentcode.pdf) outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.”

**Attendance and illness/isolation/quarantine:**

*Some students in your class may need to isolate or quarantine this semester. You can include a statement that if they need to isolate or quarantine, Student Health Services will inform their Dean’s office. You can then contact the dean’s office for confirmation that a student is in quarantine or isolation. We recommend that you offer flexibility for these instances where possible, and emphasize that the student should contact you to make arrangements to discuss missed work. Students, especially those who are asymptomatic in quarantine, should be expected to continue their academic work – please consider outlining your expectations and instructions for students who are in quarantine about how to notify you/their dean’s office, what your expectations are for continuing or making up work, and how they can access materials they need for their work in your course.*

**Grading Criteria/Policies**

* *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)*
* *Grading schema (how numerical grade averages translate to letter grades)*
* *For 200-level courses that count towards graduate credits, should include differences in grading criteria for graduate versus undergraduate credits*

**Assessments (Graded Work)**

* *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).*
* *We recommend using Blackboard to turn in assignments rather than using paper to minimize the potential risk of spreading the virus from surface to surface. Explain your expectations regarding the quality of the scanned documents. If students do not have access to a scanner you may recommend free apps such as* ***Genius Scan (on iOS) or TinyScanner (on Android) to convert their hand-written solutions to pdf.***
* *An explanation of the exam structure and policies*
* *A summary of due dates for assignments and exam dates*
* *Where grades will be posted for students to check their progress (consider using Blackboard).*
* ***For courses approved for graduate credit,*** *explain how graduate-level learning will be facilitated. Evaluation methods used to assess graduate student performance should also be addressed, and if the course is a 200-level offering, describe the different learning experiences and evaluation methods to be used for graduate and undergraduate students.*

## 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 audiovisually 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.”

## Research and Citation Help (if applicable to your course)

For help selecting research topics, finding information, citing sources, and more, ask a librarian. Although we’re working remotely, we’re 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.*

**Course Schedule**

*A course schedule should include all class meeting dates and topics, readings, due dates, and exam dates. If there are additional out-of-class activities or events that students are expected to attend, these should be included on the course schedule as well. There are many different ways to organize your course schedule (e.g. weekly list, chart/grid, color-coded table). We recommend that you present it in the format that you think will be most clear for your students.*

*NOTE: Faculty may choose to separate the course information and policies section from the Course Schedule. These may be posted or distributed as one document or as separate documents, however it is important that both general course information and specific information about course meeting dates, due dates, and materials to prepare are provided to students at the beginning of the semester. Additional sections listed below could be included in your syllabus or be posted separately.*

***COVID 19 Policy section – we strongly recommend including all of these policies in your syllabus***

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.

Green and Gold Promise:
The [Green and Gold Promise](https://www.uvm.edu/deanofstudents/green-and-gold-promise) clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington.

The [Code of Student Conduct](https://www.uvm.edu/sites/default/files/UVM-Policies/policies/studentcode.pdf) outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

## 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>
* 30-minute webinar on online learning success (Mar 2020): <https://www.youtube.com/watch?v=Xp_MYsqQyvE>

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](https://www.uvm.edu/academicsuccess/forms/disability-related-flexibility-agreement) will need to fill out the 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
[www.uvm.edu/access](http://www.uvm.edu/access)

## Important UVM Policies

Statement on Religious Holidays:
Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. <https://www.uvm.edu/registrar/religious-holidays>

**Statement on Student Athletes**

In order to be excused from classes, student athletes should submit appropriate documentation to the Professor in advance of all scheduling conflicts within the first two weeks of class. Those missing class are expected to submit make-up assignments within a reasonable time period.

Statement about Academic Integrity:
The policy addresses plagiarism, fabrication, collusion, and cheating.
<https://www.uvm.edu/policies/student/acadintegrity.pdf>

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:

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

Code of Student Conduct:
<http://www.uvm.edu/policies/student/studentcode.pdf>

FERPA Rights Disclosure:
The purpose of this policy 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.
<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

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)
Phone: (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 Dean of Students website at <https://www.uvm.edu/studentaffairs>

## Final Exam Policy:

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

## Statement about Alcohol and Cannabis Use:

*The Division of Student Affairs has offered the following statement on alcohol and cannabis use* ***that faculty may choose to include, or modify for inclusion,*** *in their syllabus or Blackboard site:*

### **Statement on Alcohol and Cannabis in the Academic Environment**

 As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

* Cause issues with attention, memory and concentration
* Negatively impact the quality of how information is processed and ultimately stored
* Affect sleep patterns, which interferes with long-term memory formation

 It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.