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

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

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

**Logistical Information**

* Course title, course number, section, credit hours
* Semester/year, meeting place, and time
* Instructor name, contact info, office hours, and location
* Teaching Assistant name(s) and/or Lab coordinator name(s), contact info, office hours
* Tutors and other support name(s), contact info, location
* Pre-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.)

**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.

**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,
» [see this CTL page](https://www.uvm.edu/ctl/?Page=resources-teaching/course-design/learning-objectives.php).

**Required Course Materials**

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

**Attendance & Classroom Expectations**

* Attendance and participation expectations, percentage of course grade (if applicable), and how these will be tracked or assessed
* 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.

**Blackboard or other course site (e.g. textbook-linked homework or testing site)**

* Clearly indicate how Blackboard 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

**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)
* 3) Grading Criteria: 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).
* 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).

**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.

**Statement about Academic Integrity**

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

**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.

**Statement on Students with Disabilities**

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus.  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 encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or [www.uvm.edu/access](http://www.uvm.edu/access)

**Statement on Religious Holidays**

Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. An arrangement can then be made to make up the missed work.

**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.