Syllabus template for the College of Science - **Updated 5 Aug, 2020**

**DISCLAIMER:** THIS DOCUMENT HAS BEEN VETTED BY SEVERAL PEOPLE IN THE COLLEGE OF SCIENCE, BUT WE CANNOT GUARANTEE IT CONTAINS COMPLETELY UP TO DATE INFORMATION.

This is an abridged (and slightly modified) version of a more detailed/comprehensive syllabus template that can be found [here](https://csme.utah.edu/events/remote-instruction-workshop-series/resources/). This abridged version focuses on those components/verbiage designated as *essential* by the U, both related and unrelated to COVID – e.g., elements that might need to be appended/integrated into an existing syllabus.

Directions/guidance are in ***blue font*** and should be deleted.

Items in ***red font*** indicate text that should be included verbatim.

Items in ***black font*** are typical/common elements.

**Course Number and Title:**

**Semester and Year:**

**Instructor**: *Name*

**Email**: *Address*

**Zoom Handle**: *html address*

**Office**: *Physical Location*

**Phone**: *Number*

**Accessibility & Support**: *Indicate which method students should use to contact you, how quickly to expect a response, if you are available before/after class or just by Zoom appointment, etc.*

# COURSE DESCRIPTION

*Include whether the course meets any GE requirements, whether there are prerequisites or corequisites, and the course credit hours.*

# COURSE DETAILS

* **Course Type:** [*(click here for definitions)*](https://csme.utah.edu/course-definitions/)*In-person, Online (asynchronous), Hybrid (asynchronous online + in-person), Interactive Video Conferencing (IVC - synchronous online), IVC Hybrid (synchronous online + in-person).*
* **Location & Meeting Times:** *Specify location, time, days (ex. CANVAS, 8-9AM on Monday).*
* **Mandatory In-Person Attendance:** *If in-person attendance is a necessary part of the course for pedagogical reasons (e.g. a lab), include this statement:* Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access (CDA)](https://t.e2ma.net/click/hcz3ew/x4jv5ob/ho8q0dn). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate. Please do not come to class if you are experiencing COVID-19 symptoms. Remember to maintain social distancing at all times. *If a course is designated as “mandatory in-person” (e.g., a lab course) then there is a pedagogical reason for meeting in person. In this case, faculty should probably refrain from making individual accommodations beyond those recommended by the CDA. Note: Many international students with F-1 visas are required to have an in-person component to their classwork during the Fall 2020 semester. Faculty are expected to do what they can to accommodate this requirement of U.S. Immigration and Customs Enforcement.*
* **Recommended In-Person Attendance** *If in-person attendance is an optional part of the course (e.g., hybrid, IVC hybrid), include this statement:* In-Person Attendance is strongly encouraged but not required. Students may elect not to attend class in-person with no penalty and do not need to seek an official accommodation to participate online, rather than in-person. Please do not come to class if you are experiencing COVID-19 symptoms. Remember to maintain social distancing at all times. *This implies that a student’s grade cannot be affected by lack of in-person attendance AND that material and discussions that occur during in-person sessions should be made available to those not attending.* *Note: It is current practice to allow students to attend class at their discretion.*
* **Attendance & Punctuality:** *Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting (*[*Policy 6-100 section III.O*](https://regulations.utah.edu/academics/6-100.php)*). Describe your attendance requirements here, for ANY synchronous course elements (in-person and/or online). Make sure the policies align with any in-person attendance statements in the course details section. Also mention guidance on illness, etc. If you are unsure of reasonable attendance policies, contact the Dean of Students.*
* **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via [coronavirus.utah.edu](https://t.e2ma.net/click/hcz3ew/x4jv5ob/d99q0dn).
	+ *If your course has in-person components, include this statement:*Please do not come to class if you are experiencing COVID-19 symptoms. Remember to maintain social distancing at all times. Face coverings are required for students and faculty. Based on CDC guidelines, the university requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access (CDA)](https://t.e2ma.net/click/hcz3ew/x4jv5ob/1v7q0dn). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth. Students are reminded to practice appropriate personal hygiene to reduce transmission of the virus. Students are encouraged to wash their hands, use hand sanitizer and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on coronavirus.utah.edu.
	+ *If your course has laboratory components, mention COVID-related procedures here. Research laboratory protocols will generally apply for experiential education courses (e.g. labs):*
		- *Students in instructional laboratories must wear safety glasses in addition to a face covering.*
		- *Students should sanitize laboratory workstations before beginning work.*
		- *Movement in and out of lab to obtain materials or equipment should be minimized during the activity. All needed materials will be available in the room at the beginning of the period.*
		- *Gloves and sanitizers will be provided in every laboratory.*
		- *Disposable face coverings will be available if the laboratory involves use of hazardous materials.*
		- *If a student or instructor tests positive for COVID-19, the experiential education space and any associated equipment will be sanitized.*
* **Course Materials:** *Describe how all course materials may be accessed online (Faculty requests for electronic course materials can be submitted via https://forms.lib.utah.edu/course-reserve-request/). You may also include a statement such as:* ***“****All materials for this course are copyrighted. Do not distribute or share course resources without instructor permission.”*
	+ **Textbook:** *Name the book(s), describe availability (e.g. E-book), whether the fee is included in course tuition (inclusive access), etc. Take time to consider whether your course texts reflect diverse authors and perspectives.*
	+ **Additional course materials:** *Specify where additional course materials will be available (e.g. on canvas)*
* **Technical requirements:**
	+ *Advise students to familiarize themselves with Canvas and any other electronic teaching tools you choose to use, with pointers to appropriate tutorials.*
	+ *Describe any requirements for Zoom, Canvas, etc. (e.g. “Students are expected to be computer literate and Canvas and zoom navigation skills are expected. Knowledge and navigation of canvas and zoom is critical to access all features and resources of this course. It is ok to recommend (and set an expectation) that students log into Zoom for class with audio and video enabled, but this cannot be required.*
	+ *Course Canvas Page: Include expectations for Canvas monitoring (e.g. Students are expected to log in and check canvas* ***everyday*** *for posted announcements and assignments. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.)*
	+ *If you will have online synchronous components (e.g. live Zoom sessions), be sure to specify that a strong internet connection and adequate bandwidth is needed.*
	+ *If you will be proctoring exams using an approach that involves specific technical requirements, e.g., ProctorU platform (which is NOT recommended) or using Zoom with video enabled, specify the details here so students know in advance about the technical requirements in case arrangements are needed.*
	+ *Include any additional software/computing requirements*
	+ *Include specific resources for helping students get up to speed (e.g. “For technical assistance, review the* [*Canvas Getting Started Guide for Student*](https://t.e2ma.net/click/hcz3ew/x4jv5ob/xg9q0dn)*s and/or contact TLT, Knowledge Commons, etc..”)*

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# CONTENT OVERVIEW

*Briefly explain your goals, intentions, etc. for the course. Include a content disclaimer statement if necessary (e.g. if dealing with sensitive topics)*

# COURSE EXPECTED LEARNING OUTCOMES

*List 3-5 overarching goals for what the students should be able to do by the end of the course. Make sure that the goals are measurable and that course assessments (tests, assignments, presentations, etc.) align with these goals. At the end of this course students should be able to…….(be sure that these learning objectives align with assessments)*

# COURSE DESIGN

*Clearly articulate the teaching strategies that will be utilized (e.g. lecture, discussion, journal club, etc.) and the rationale for using them. Specify which course components will take place in-person (if applicable), via Zoom, etc., and what the expectations are for synchronous course elements, including assessments (e.g. “This course will use instructor driven online lectures that will be delivered via Zoom video conferencing on canvas during class days and times. All assessments for this course will also be held during class time via canvas and zoom.” Describe whether students will need to prepare before class, whether there will be graded in-class components (e.g. clicker questions), general format for lecture sessions, etc. Mention any regular handouts students will receive. If lecture slides are made available, mention the specifics (e.g. “lecture slides will be available on Canvas by 5pm the day before the lecture”). Instructors may also include a statement of teaching philosophy.*

# CLASS SCHEDULE & IMPORTANT DATES

***Mandatory Online Instruction Periods:*** *All classes will be online the weeks of September 28 – October 11 and November 30-December 3. Describe how your course will operate during these periods.*

***Exam Dates:*** *Describe your exam dates/times here.*

*Provide a timeline of classes/assignments, etc.*

|  |  |  |
| --- | --- | --- |
| **Class #** | **Date** | **Topic/Assignment/Exam** |
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# ASSIGNMENTS, ASSESSMENT & GRADING

*Be as explicit and transparent as possible. Please note that grading on a curve has been shown to be inequitable and leads to measurable differences in performance of students in different demographic groups. Thus it is strongly recommended that instructors use a grading strategy where a student’s grade is based only on their performance measured against standard, pre-defined criteria, not on the performance of other students.*

*Include items such as:*

* *How the final grade is calculated and the grading scale (e.g. 94-100% = A)*
* *Number of quizzes/exams/assignments, how much they are worth, any flexibility in grading (e.g. students may drop the 3 lowest quiz grades), and how they will be administered. Include also whether any make-up quizzes/exams/assignments will be given, and if the final exam is comprehensive. Mention if instructor/TAs will be available online during exams to answer questions. Mention possible accommodations (e.g. “In case of an unexpected serious illness a doctor’s note will be required for you to take an exam on another day. Students seeking academic accommodations should contact me and make necessary arrangements BEFORE the first exam.”)*
* *Clearly state the format for the final exam, since this will be delivered online. If assessment software will be used, and/or if there are specific technical requirements, indicate that here.*
* *State any expectations for synchronous assessments (e.g. when will those take place, etc.)*
* *Please note that you are not required to administer a final exam unless your department has such a policy/expectation. If you do give a final exam, however, it must be during the final exam period according to the University schedule. In addition, since all final exams will be conducted online/virtually, you should consider giving other exams in this mode during the semester so students have the opportunity to acclimate.*
* *Clarify expectations for students to check their grades and reach out to the instructor if they notice any mistake, for instance:*
	+ *It is the student’s responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep as record all your graded assignments. If you see any error in your grades on Canvas, reach out to the instructor as soon as possible, or at the latest within two weeks from when the assignment was returned.*

***Late Assignments/Missed Assignments/Regrading Policies*:***Include items such as:*

* *How missed exams/assignments will be handled, what make-up options exist, etc.*
* *How regrade requests are handled*
* *Note that flexibility is encouraged where possible/appropriate*

# ACADEMIC CODE OF CONDUCT

*If you have a specific policy, indicate it here (example: Incidents of academic misconduct (e.g. cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating on exams) will be subject to penalty per Section V of Policy 6-400, the* [*Student Code*](http://www.regulations.utah.edu/academics/6-400.html)*. Incidents of academic dishonesty on homework assignments will result in a minimum penalty of a full letter-grade reduction and up to a failing grade (E) for the course. Incidents of academic dishonesty on exams will result in a minimum penalty of a failing grade (E) for the course, and the incident(s) will be referred to the dean of your major-department college for possible further sanction.). You may also view the Chemistry Department’s Code of Conduct at* [*this link.*](https://csme.utah.edu/chemistry-code-of-conduct/)

# POLICIES AND RESOURCES

**The Americans with Disabilities Act:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**Addressing Sexual Misconduct**: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran¹s status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University’s Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

**Campus Safety**: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu/)