UC Sample Syllabus Statements

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## Directions for Using This File

The Center for the Enhancement of Teaching & Learning (CET&L) created the UC Syllabus Template which contains recommended topics. The UC Faculty Senate has provided sample language for some specific topics. These can be found on the [Faculty Senate Resolutions](http://www.uc.edu/content/dam/uc/facultysenate/Docs/Recommendations%20for%20Syllabi.pdf) page but are also provided on a [Faculty Senate Language](http://www.uc.edu/cetl/ourwork/design/UCFSPolicies.html) page so you can refer students to the language easily. This Sample Syllabus Statements document provides additional sample statements gathered from several instructors and other sources. These statements are examples and can be modified to meet your needs. Electronic versions of the [UC Syllabus Template and Sample Syllabus Statements](http://www.uc.edu/cetl/ourwork/design.html%20or) can be found on CET&L’s website.

If you have additional topics that you think other instructors could use (either a topic or sample language), please email them to CET&L for consideration.

To use statements from this document:

1. Use Word’s copy and paste function to paste a statement into your syllabus
2. Change the sample as needed
3. Delete all text which is between [brackets]

[Note: The included parenthetical comments, such as this one, are from the University of Cincinnati (UC) Center for the Enhancement of Teaching & Learning (CET&L) to help encourage new ways of presenting syllabus information. *UC Faculty Senate* recommendations are included in the UC Syllabus Template.]

The following are samples only. Please use your best judgement in developing syllabus statements.

## Accessibility and Universal Design for Learning

[Below are examples of personalized accessibility statements to work from.]

* I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the written handouts I provide may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Academic Writing Center and the Learning Resources Center, are available to all students.
* Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.
* Please let me know if there is anything I can do to help you better access the materials in this course, and I will try to do it if I can. Also please let me know if you can think of a better way to assess what you know about the course content
* UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines. Visit the website of the [Office of Equal Opportunity & Access](https://www.uc.edu/inclusion/oeoa.html) for more information on policies and resources at the University of Cincinnati, and please feel free to contact me at any time.

## Attendance

### Drop letter

As in all university courses, attendance and participation are important measures of student success. In this course, missing 3 or more classes will result in dropping your grade 1 letter grade.

### None

As in all university courses, attendance and participation are important measures of student success. In this course, attendance is not recorded. Your attendance and participation are still expected. Missing an exam or activity without previous approval will result in failing that exam or activity.

### Online

As in all university courses, attendance and participation are important measures of student success. Since this is a fully online course, your attendance will be measured by your activity and participation in the course. Complete all activities and assessments in time, and involve yourself in activities as per the course schedule.

## Class Format

### Proctored Testing

[Options for proctored testing are determined by your department. Please consult with your department head before selecting to use any proctored testing. UC provides several levels of proctored testing. [More information on proctored testing](https://kb.uc.edu/KBArticles/Examity-Landing.aspx).]

**Level AA: Auto-Authentication**

This course uses distance proctoring for proctoring tests and quizzes. Specifically, when you start the test, you will need to snap pictures of your ID and face, answer challenge questions and enter a biometric keystroke signature to verify your identity.

You will not be billed for this service.

**Level LA: Live-Authentication**

This course uses distance proctoring for proctoring tests and quizzes. Specifically, when you start the test, you will need to snap pictures of your ID and face, answer challenge questions and enter a biometric keystroke signature to verify your identity. You will also ensure an agreed-to understanding of exam rules and “clean” test environment. Your test will also be fully recorded to help make the test reliable.

You will not be billed for this service.

**Level 1: Auto-Proctoring**

This course uses distance proctoring for proctoring tests and quizzes. Specifically, when you start the test, you will need to snap pictures of your ID and face, answer challenge questions and enter a biometric keystroke signature to verify your identity. After auto-authentication is complete, Examity® captures audio, motion, and systemic changes to identify inappropriate behaviors.

You will not be billed for this service.

**Level 2: Record and Review Proctoring**

This course uses distance proctoring for proctoring tests and quizzes. Specifically, when you start the test, you will need to snap pictures of your ID and face, answer challenge questions and enter a biometric keystroke signature to verify your identity. After live-authentication, each test is recorded from start to finish and is later viewed by a human, in its entirety, to ensure that no rules have been violated.

**Level 3: Live Proctoring**

This course uses distance proctoring for proctoring tests and quizzes. Specifically, when you start the test, you will need to snap pictures of your ID and face, answer challenge questions and enter a biometric keystroke signature to verify your identity. After completing the live-authentication process, Examity® monitors the test-taker’s surroundings and entire desktop throughout the exam. This is considered the most secure approach within the online proctoring industry.

### Charges for Proctored Testing

[Charges for proctored testing are determined by your department. Please consult with your department head before selecting to use any proctored testing. UC provides several levels of proctored testing. [More information on proctored testing](https://kb.uc.edu/KBArticles/Examity-Landing.aspx). [More information to provide students about taking proctored tests](https://kb.uc.edu/KBArticles/Examity-SuggestedLanguage.aspx).]

You will not be billed for this service.

Due to the importance of this test, the proctored testing is critical. Therefore, an extra cost of $XXX will be incurred for each test. This course will have XX proctored tests for a total additional cost to you of $XX.

### Online courses - Asynchronous

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using UC’s learning management system called [Blackboard](https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_302_1).

While many students enjoy and succeed in online classes, others find that online courses require more self-discipline. The research shows that students who keep current in online courses are more likely to succeed.

[For related language, see Blackboard & Echo sample statements]

### Online courses – Synchronous

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. However, this is a synchronous course, meaning that you will still need to be available at specific dates and times. You will participate in the course using [WebEx](https://kb.uc.edu/kbarticles/webex-landing.aspx), UC’s web-based conferencing tool.

I suggest that you read the [WebEx Participant Guide](https://kb.uc.edu/KBArticles/Webex-Participants.aspx) knowledge base article before joining your first course session.

[For related language, see WebEx sample statements]

### Hybrid/flipped courses

This course is conducted in a combination of online and campus-based sessions. For the online sections, you will participate using UC’s learning management system called [Blackboard](https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_302_1). These online sessions are asynchronous – meaning that you do not need to be online at a specific day/time. However, we will be using online discussions and other tools and these will require that you access and respond on Blackboard regularly.

 [For related language, see Blackboard & Echo sample statements]

## Class Cancellation Policy

If the university is closed due to snow or another emergency, we will hold our session via WebEx. You are expected to participate in this session with the same guidelines as if the university was not closed. Please be sure you have the appropriate equipment before week 2 of classes and inform me if you have extenuating circumstances.

[You may want to direct students to the WebEx information or include some additional language from WebEx sample statements]

## Class Participation

### Point value

[If your class does not meet twice a week, change the follow to indicate appropriate points]

As in all university courses, attendance and participation are important measures of student success. In this course, your participation is recorded as a grade that will be factored into your final point value. Each class meeting will be recorded as one point for a total of 30 possible points in the semester.

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

* Offers a different and unique, but relevant, perspective;
* Contributes to moving the discussion and analysis forward;
* Builds on other comments;
* Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

[For additional examples of other instructors’ participation statements, please visit the University of Virginia’s Center for Teaching Excellence [Grading Class Participation resource](http://cte.virginia.edu/resources/grading-class-participation-2/) or read the following article: [An Intriguing Participation Policy](https://www.facultyfocus.com/articles/teaching-professor-blog/an-intriguing-participation-policy/)]

### For courses using the Echo360 Active Learning Platform (ALP)

During class, you will be expected to participate in quizzes and polls which you will submit via a smart device (laptop, smart phone, tablet, etc.). Your participation may influence your final grade. If you do not have access to a smart device during class, please talk with me before the 2nd class session.

[For related language, see Echo360 Active Learning Platform (ALP) sample statements]

There will be occasional activities, both during and outside class, where participation via discussion board postings, email, group work, Lync, etc. is required. These activities will be announced in advance. All activities outside of class will be able to be completed independently.

[For related language, see Blackboard & Echo sample statements]

## Communication

### For students to communicate with the instructor

The best way to reach me is via email. My official UC email address is xx@uc.edu. When sending an email message, you can expect a response within 24 business hours. If you have not received a response, please try to contact me again, this time via phone. If you need to reach me via phone, please call (xxx)-xxx-xxxx. Please leave a message if I don’t answer.

If you would like to send me email, please add the following to the subject line: "<course prefix>: <Student's last name, first name>". Since I get a variety of email each day, I do not read all emails I receive. By having this heading in the subject line, I will read your email immediately.

### For students to communicate with the instructor via Blackboard Discussion Boards

Often, students will have similar questions. For this reason, please check the class Blackboard Discussion Board to see if an answer is already available. If you do not find an answer, post non-personal questions, comments, and issues on the Discussion Board.

The first student to post correct responses to these posts will receive XX extra points.

For personal questions, comments, and issues, the best way to reach me is via Blackboard’s email within our Blackboard course. When emailing a message, you can expect a response within 24 business hours.

### For students to receive communication from the instructor

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently.

### Guidelines on Appropriate eCommunication

When posting on the discussion boards and using other communication tools such as chat it is important to understand how to interact with one another online, netiquette. You can read more about the rules of [netiquette](http://www.albion.com/netiquette/index.html).

### Guidelines on Appropriate Class Discussions

Being critical and using critical thinking in communications is not the same thing. You can disagree with another student’s opinions, but no personal attacks. You can and should criticize the communications item/issue we are discussing.

This is not a public policy class, so we don't need to debate the pros and cons of a specific policy or proposal. We want to understand how people communicate policies and proposals. Through a communications lens, we want to learn what and why something works or doesn't work.

No personal attacks on other students: If someone says something positive about the topic, do not assume they are for the proposal, and vice versa. It shouldn't matter in the context of class and learning.

Name the medium and specify the source: Be clear what media we are referring to when talking about this topic. Is it the news media? Or social media? TV? Is it a news story or op-ed column?

Class discussions about politics are limited to five minutes per session.

(Adapted from: Flaherty, C. (2017, March 14). Communication professor establishes rules with his students on talking about Trump in class. Inside Higher Ed. Retrieved from https://www.insidehighered.com/news/2017/03/14/communication-professor-establishes-rules-his-students-talking-about-trump-class.)

## Diversity, Equity, and Inclusion

The University of Cincinnati embraces diversity, equity, and inclusion as core values that empower individuals to transform their lives and achieve their highest potential. The University of Cincinnati recognizes a very broad and inclusive concept of diversity that includes commonly recognized considerations such as race, ethnicity, gender, age, disability status, socioeconomic status, gender identity and expression, sexual identity, sexual orientation, religion, and regional or national origin.  Going forward, we emphasize that UC’s concept of diversity will retain the capacity to grow with our understanding. Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making.

We are committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion, participation, or the accurate assessment of your achievement, please feel free to contact me.

(Adapted from: Office of Equity & Inclusion. (n.d.). Retrieved June 26, 2017, from <https://uc.edu/inclusion>)

This class committed to the fundamental principles of academic freedom and human dignity. Diversity in all forms is something we welcome, we foster, and we prize. We believe that honest attempts to understand the perspectives of others facilitates learning, and we will strive to achieve this goal at all times. We strongly disavow discrimination -- including harassment -- on the basis of race, national or ethnic origin, religion, sex or gender identity, disability, age, sexual orientation, or veteran status. We expect that each of us will hold one another accountable for maintaining these ideals.

(From [UC LEAF](https://www.uc.edu/orgs/ucleaf.html), Aug 2017)

## Late assignments/labs/exams/quizzes

Labs and assignments are due at the start of class. Labs and assignments, except for the first assignment, may be submitted up to one week late for a XX point deduction (i.e., XX% of the total value of the lab or assignment). Labs and assignments that are more than one week late will not be accepted. Please note: the first assignment will not be accepted late.

Exams, including the final exam, will be conducted in the classroom. Make-up exams will only be offered if a student provides a valid doctor’s excuse or has another excused absence. If a make-up exam is offered, it is not guaranteed to be the same exam as other students are given.

## Office hours

I hold online office hours via WebEx at the following days and times: XX. Office hours are your opportunity to meet with me and discuss your work, your progress, and concerns. We can also go through assignments to provide more feedback, or talk about other aspects of our class. I suggest that you read the [WebEx Participant Guide](https://kb.uc.edu/KBArticles/Webex-Participants.aspx) knowledge base article before joining your first course session.

[For related language, see WebEx sample statements]

## Recorded Sessions

Our session today will be recorded and available for students in this course. For this reason, please do not use restricted data such as individuals’ names in combination with their health, financial, grades or other sensitive information.

Recordings will be available via Blackboard within three days. For instructions on viewing the recording, please see WebEx Playing Recorded Session Guide.

Recordings will be available via Blackboard within XX days.

Research shows that reviewing a class session can help students when studying. You are encouraged to watch recorded sessions and use the Blackboard Discussion Board to ask each other and me questions.

[For related language, see WebEx sample statements]

## Safety & Support

*Women Helping Women*

Non-university, community-based free, confidential support, accompaniment and advocacy. Located at 215 East 9th St., 7th Floor.

* Provides support groups and hospital, court & police accompaniment
* Walk-in or call 24-hour crisis hotline (513) 381-5610
* More information: [Women Helping Women](http://www.womenhelpingwomen.org/)

*UC Police & Public Safety*

(513) 556-1111

The UC Police have a dedicated victim support team available for sexual assault survivors.

Making a police report and ensuring that evidence is collected is important to preserve the option of prosecution, but it does not mean you have to prosecute.

## Student Code of Conduct

As a student, you have many support structures. If you are struggling with this course, please visit me during office hours or visit the Learning Assistance Center.

The University of Cincinnati and this class are more than just a place to study. This is a place to learn about others. An important aspect is to help yourself and others be the best they can. The university has a [Student Code of Conduct](http://www.uc.edu/conduct/Code_of_Conduct.html) that can help you understand this better. I encourage you to read this.

## Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard, WebEx or another technology, you can:

1. Check the [IT@UC Knowledge Base](https://kb.uc.edu/)
2. Start a [Chat Session](https://liveperson.edusupportcenter.com/sims/helpcenter/CaseLiveChat.seam?inst_name=uofc&userpk) with 24/7 Support
3. Contact the [IT@UC Service Desk](https://www.uc.edu/ucit/help.html) –
	* Submit a request
		+ Go to the Canopy page
		+ Scroll down to the Technology help section
		+ Click on [submit a request](https://uc.teamdynamix.com/TDClient/Requests/TicketRequests/NewForm?ID=11863)
	* Call - 513-556-4357 (HELP) // Toll free: 866-397-3382

## Technology-Specific Statements

### Phones, Laptops, etc. in class

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.

For this reason, I…

* ask you to turn off your mobile devices and close your laptops during class.
* allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

### Technology requirements for class

For this course, you will need the following basic technology requirements:

* Microsoft Office365\* [purchasing information for students (link)](http://www.uc.edu/ucit/services/hardware-software/stu-software.html)
* \*Check with your instructor to see if other Microsoft-compatible file formats are also accepted.
* A Windows, Mac or Linux-based system less than 4 years old
* High speed Internet connection (recommended for viewing or listening to video/audio)
* [Updated Flash Player (download link)](https://get.adobe.com/flashplayer/)
* [Updated Java (download link)](https://www.java.com/en/download/manual.jsp)

### Hybrid/Flipped courses

There will be occasional activities, both during and outside class, where participation via discussion board postings, email, group work, Lync, etc. is required. These activities will be announced in advance. All activities outside of class will be able to be completed independently. However, you will need a computer and access to the Internet. If you do not have access at home and cannot come to a UC campus, please check your local libraries for access.

### Blackboard & Echo

**Allow Popups from the Blackboard site**: When opening the Echo360 link in a new window/tab, the first time you access it, you may need to select to allow popups from the Blackboard site in your browser. This should only be necessary the first time.

**Right-Click**: We strongly recommend that students right-click this link to open Echo360 ALP in a new tab or window. This will alleviate issues reported by Safari users, where the browser is not opening Echo360 ALP classes inside Blackboard frames. As an added bonus, opening Echo360 ALP in a new tab or window provides more screen area for viewing and navigating through the ALP classroom media.

### SafeAssign

In this course, we will utilize SafeAssign, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Blackboard Assignment Tool in electronic format. After the assignment is processed, as an instructor, I receive a report from SafeAssign that states if and how another author’s work was used in the assignment.

To help you understand plagiarism, I have set up SafeAssign to allow you to submit your assignment so you can see the SafeAssign report. Please use this as a guide to revising your assignment. Your final assignment due date will not change and you are responsible for resubmitting your final assignment into SafeAssign before the due date.

### WebEx

If the university is closed due to snow or another emergency, we will hold our session via WebEx at the scheduled class time. You are expected to participate in this session with the same guidelines as if the university was not closed. Please be sure you have the appropriate equipment before week 2 of classes and inform me if you have extenuating circumstances.

Please note you are expected to use the [core rules of netiquette](http://www.albion.com/netiquette/index.html) during all aspects of our course.

Our session today will be recorded and available for students in this course. For this reason, please do not use restricted data such as individuals’ names in combination with their health, financial, grades or other sensitive information. Recordings will be available via Blackboard within XXX days. For instructions on viewing the recording, please see WebEx Playing Recorded Session Guide.

If you experience problems connecting to the WebEx session with your computer:

* Try using your phone instead of your computer
* After neither works, contact XXX for support [You may want to add details from the Technical Assistance section above]
* If you experience trouble hearing/viewing the session, use the chat to contact the instructor or other students to determine if this is a general issue. Read the troubleshooting guide if you need help.

## Trigger Warning

Content in this course is chosen to support the learning experience. However, this course may contain “triggers” that could be considered emotionally stressful. The [Office of Counseling & Psychology Services](https://www.uc.edu/counseling/services.html.) is available to meet with you. For specific concerns relating to the course content, please feel free to contact me directly.

## Withdrawal

### The Withdrawal Process

The student whose intent it is to withdraw from one or more classes can do so by withdrawing on the web or in person. See the following for more detail in each of these methods.

### Withdrawing on the Web

Students who withdraw on the web need to be aware that some instructors do not permit web withdrawals. Students should refer to the instructor's class syllabus to determine if a web withdrawal is permitted by the instructor of the class from which they are withdrawing.

Once the web withdrawal is submitted, both the student and the instructor will receive an e-mail notification of the withdrawal. At the time of the withdrawal, students are assigned a grade of "W;" however, it is the instructor's right to change the "W" to an "F" if it is determined to be warranted through the final grading process.

### Withdrawing in Person

A student may withdraw in person by presenting a properly signed and completed "Registration Change" form to One Stop Student Services. At the time of the signing of the "Registration Change" form the instructor will also assign the student a grade of "W" or "F."

See the webpage for more information on the [withdrawal process](https://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html) on the Office of the Registrar’s website.