

## Syllabus Guidance Spring 2023 for Durham and Manchester

At a minimum, the purpose of the syllabus is to set expectations, and to be a record of the expectations, between you and your students. The clearer and more detailed your syllabus, the easier it will be to create the learning environment that you want in your classroom. NECHE and other external accreditors expect a syllabus to be an effective tool of transparency for students about what they are expected to learn, how the class will help them learn (what activities and pedagogies), what resources are available to help them learn, how that learning will be assessed, how the course fits into their curriculum, and any policies important to the class and learning environment. Especially for first- and second-year students, an effective syllabus can help them learn to manage their workload and build good study habits. There is also a lot of research about how to use a syllabus as a learning tool. A sampling of this literature can be found under the *Instructional Resources* section at the end of this document, and CEITL is available for consultations on how to design the best syllabus for your learning goals.

The guidance provided here is intended to help guide your syllabus design and is the culmination of input from multiple faculty committees, the current senate agenda committee, student support offices, Department of Women and Gender Studies, and the provost's office. It is designed to be helpful in meeting university and accreditation requirements, but not to be prescriptive. Feedback is welcome, especially suggestions to improve this content. Please contact Kate Ziemer (katherine.ziemer@unh.edu).

### 1. General Contents of a Syllabus

In the outline below, **items in bold are strongly recommended**. Those in regular text are up to the individual instructors.

- **Basic Course Information**
  - **Department**
  - **Course title and course number**
  - **Number of units/credits**
  - **Semester**
  - **Modality with meeting time and location as appropriate**
  
- **Basic Instructor Information**
  - **Name of instructor** (title and rank)
  - **Office address and phone number**
  - **Email address** with some indication of time to allow for response
  - **Office hours** and availability
  - Preferred method of contact
  - **Names and contact information for teaching assistants**
  
- **Description of the course**
  - **Introduction to the subject matter, what the course is about**
  - How the course fits in the college or department curriculum
  - Why students would want to learn the material
  - **Overall course goals or objectives: 3-5 major objectives you expect all students to strive for**

- **Format of the course (e.g., lecture with small group work)**
- **Prerequisites**
  - **Courses that students should have successfully completed**
  - Knowledge students are expected to have
- **Course Requirements and Assessment Overview**
  - **Nature of assignments and exams**
  - **Federal Credit Hour requirement** with estimated student workload
  - **Deadlines and test dates**
  - **Description of grading procedures**
  - **Description of how grades will be assigned, components of final grade, weights, grading scale**
- **Learning Resources**
  - **Textbook and other required materials**
  - Supplemental readings
  - **Campus resources—tutoring, writing, counseling, etc. (more details below)**
  - Hints for how to study, take notes, etc.
  - Availability of past exams, etc.
- **Course Policies (more details below)**
  - **University-based policies**
  - **Course specific policies**
  - Important dates such as drop dates, final exam date, etc.
- **Course Calendar or Schedule**
  - **Sequence of course topics with tentative (or firm) dates**
  - **Due dates for assignments, exams**
  - **Preparations or readings**

## **2. Instructional Guidance and Recommended Syllabus Language for Academic Policies**

### ***2.1 COVID Protocols***

The health and safety of the UNH community (students, employees, contractors and guests) while fulfilling the UNH mission is the highest priority. The most challenging part of COVID protocols and recommendations for Fall 2022 is the fluidity of the factors that determine our community's health: vaccination rate, infection rate and variant characteristics. However, the proven testing protocols of last year, along with other indicators such as regional and state data, CDC guidance, vaccination data, and wastewater testing in Durham, give us the tools needed to adjust protocols and successfully support our mission while minimizing the health risk to individuals.

This fluidity means that instructors and students will need to be aware of any changes in protocols, such as masking or testing requirements. When any university- or campus-wide

protocol is changed, the RAVE alert system (also used for weather cancellations) will notify the impacted community through text and email. Canvas notifications will also be used. Any updates to instructional guidance will be provided through the provost's office and college offices.

A valid Wildcat Pass remains a requirement to be on any campus as part of ensuring that anyone who is infectious or may be infectious is adhering to isolation and quarantine requirements. Instructors and university officials have the right to ask to see a valid Wildcat Pass of anyone on campus. The Wildcat Pass will be linked to Health and Wellness information on required isolation and quarantine dates for all campuses.

It is a reality that both students and employees will have different personal risk tolerances. It is important that all members of the community make sure that everyone feels comfortable wearing a mask in any situation that they wish to do so, even if a mask mandate is not in effect. Instructors have a special role to play to make sure all students are comfortable in their learning environment, and the example of instructors to ensure that students are welcomed to wear masks even without a mandate is a powerful message. **Any instructor, employee or student also has the right to request that masks be worn by others in close contact in an indoor setting even if a mask mandate is not in place.** We expect members of our community to comply with a mask wearing request, if at all possible, per President Dean's [message](#). A best practice is to post signage on an office door or in a classroom requesting that masks be worn inside. If masks or sanitizer is needed for a classroom, meeting room, or office, please complete a PPE Order form or contact: Ron O'Keefe at [ronald.o'keefe@unh.edu](mailto:ronald.o'keefe@unh.edu).

Contact tracing will be used as in prior semesters and supervised through Health and Wellness.

### **Sample Syllabus Language: COVID Protocols**

Unfortunately, COVID is still a part of our community. It is your responsibility to pay attention to messaging from the University (RAVE and Canvas and Email) in the event that any COVID protocols change. You can always access current COVID protocols and requirements through the Health and Wellness Website:

<https://www.unh.edu/health/health-alert-covid-19>

We all value the health and safety of our Wildcat Community and respect everyone's unique health and risk tolerance. You are welcome to wear a mask in this classroom if you choose. (*or substitute your mask policy*). It is your responsibility to obtain a mask before coming to class.

If you required to be in isolation or quarantine, the Dean of Students will send a letter to all of your instructors. See extended absense policies below for temporary academic resources to support your continued learning in this course if you must miss significant class time.

*Durham only:* A valid Wildcat Pass is required to be on campus and in this classroom. Your Wildcat Pass will be invalid if you are supposed to be in isolation or quarantine, or if you have not completed the arrival and baseline testing requirements.

*Manchester only:* A valid Wildcat Pass is required to be on campus and in this classroom. Your Wildcat Pass will be invalid if you are supposed to be in isolation or quarantine.

## **2.2 Attendance**

Attendance policies for courses are determined by individual faculty based on the needs and requirements of their courses. Students are expected to adhere to these policies. Faculty have discretion to excuse absences as they deem appropriate. In general, students may be excused for reasons such as (a) ill health, (b) participation in official intercollegiate events, (c) personal emergencies (d) instructional trips, and (e) important religious holidays and/or observances as discussed with the instructor.

### **Sample Syllabus Language: Attendance**

Class attendance is important for your learning. You are responsible for all course assignments and meeting all deadlines unless exceptions are agreed upon with the instructor ahead of time. Attendance in this course is (please state your policy). The following are not considered excused absences: (if you have an excused absence policy). If you need to miss class for a planned activity, let the instructor know ahead of time. See the [Attendance and Class Requirements policy](#) in the SRRR.

In the event that a student needs accommodation for a religious or cultural holiday/observance, that student is encouraged to make that request as early in the semester as possible.

#### ***2.2.1 Extended Absences for Non-Academic Reasons***

If students are dealing with an unexpected, extenuating circumstance that will keep them out of class or affect their performance for more than a day or two, they can reach out to the Dean of Students ([dean.students@unh.edu](mailto:dean.students@unh.edu)) to request a letter be sent to their faculty. If a student is asked to quarantine or isolate due to COVID-19 by Health & Wellness, a letter will automatically be sent to their faculty. You will receive these letters from the Dean of Students' Office (**or for Manchester**: Stephanie Kirylych, Director of Academic Advising, at [stephanie.kirylych@unh.edu](mailto:stephanie.kirylych@unh.edu)). Please do not ask students for documentation yourself or ask the student follow up questions that would violate the confidentiality of this process. Once you receive a letter from the Dean of Students (example letters [here](#) and [here](#)), it is within your authority to determine what temporary academic supports are appropriate for your course and the student's situation (see the [Attendance and Class Requirements policy](#)).

Unfortunately, COVID isolation and quarantine is likely to impact some students in your course this semester – especially at the beginning of semester because of arrival and baseline testing. To be transparent with students, please include in your syllabus an outline of how you will provide temporary academic supports for your classes. Because of different course content, expected deliverables, and teaching pedagogies, there is no standard prescription for what temporary academic supports are best able to support students who cannot attend class for legitimate reasons (such as required COVID isolation). As such, students may experience different types of temporary academic supports for different classes, and this can be confusing for them. By explaining to your students up front how you plan to support their academic progress during an excused absence such as an isolation period, you will help set reasonable expectations for your course.

Please keep in mind, letters are issued when the student is managing circumstances that will affect their academics for more than a day or two. When students miss a single day of class or

are asking for flexibility with a single assignment/exam, you should use your discretion to determine what is appropriate rather than referring them to the Dean of Students. You can find more information about these letters on the [Dean of Students website](#).

**Sample Syllabus Language: Temporary Academic Supports for Extended Absences with Letter – *Durham***

If you are dealing with an unexpected, extenuating circumstance that will keep you out of class or affect your performance for more than a day or two, reach out to the Dean of Students ([dean.students@unh.edu](mailto:dean.students@unh.edu)) to request a letter be sent to all your faculty. Note: If you are asked to quarantine or isolate due to COVID-19 by Health & Wellness, a letter will automatically be sent to your faculty.

If you are required to miss significant class time (e.g., due to required isolation or quarantine), you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course. Please contact your course instructor to discuss the specific types of supports that will be implemented during your absence. Possible options you may be provided in this class include: *[then pick one or more of the following for your syllabus or come up with your own description]*

- Class notes from a peer
- One-on-one meetings with instructor or TA to catch-up on missed content
- Virtual office hours
- Access to recorded lectures (asynchronous)
- Remote access for class (synchronous)\*
- Lecture slides
- Handouts or other materials that are distributed

\* Please recognize that not all students will be well enough to attend classes remotely

### **Sample Syllabus Language: Temporary Academic Supports for Extended Absences with Letter – *Manchester***

If you are dealing with an unexpected, extenuating circumstance that will keep you out of class or affect your performance for more than a day or two, reach out to Stephanie Kirylych, Director of Academic Advising, at [stephanie.kirylych@unh.edu](mailto:stephanie.kirylych@unh.edu) to request a letter be sent to all your faculty. Note: If you are asked to quarantine or isolate due to COVID-19 by Health & Wellness, a letter will automatically be sent to your faculty.

If you are required to miss significant class time (e.g., due to required isolation or quarantine), you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course. Please contact your course instructor to discuss the specific types of supports that will be implemented during your absence. Possible options you may be provided in this class include: *[then pick one or more of the following for your syllabus or come up with your own description]*

- Class notes from a peer
- One-on-one meetings with instructor or TA to catch-up on missed content
- Virtual office hours
- Access to recorded lectures (asynchronous)
- Remote access for class (synchronous)
- Lecture slides
- Handouts or other materials that are distributed

\* Please recognize that not all students will be well enough to attend classes remotely

### ***2.3 Accommodations for Disability***

Under the ADA (Americans with Disabilities Act), any student with a disability has the right to request services from UNH to accommodate their disability. Once the Office of Student Accessibility Services (SAS) determines that a student is eligible for accommodations under the Americans with Disabilities Act, Director Scott Lapinski or the UNHM Student Accessibility Coordinator Jenessz Zurek, will provide official documentation to the student. Faculty have an obligation to respond once they receive official [SAS](#) notice of accommodations from the student but are under no obligation to provide retroactive accommodations. Scott Lapinski ([scott.lapinski@unh.edu](mailto:scott.lapinski@unh.edu)) can also help faculty determine appropriate accommodations, and [CEITL](#) can help with additional pedagogical support. We advise you not to provide accommodations to students who are not registered with SAS.

**Sample Syllabus Statement: Accessibility Services – *Durham***

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at **201 Smith Hall**. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations. For more information refer to <https://www.unh.edu/studentaccessibility> or contact SAS at 603.862.2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu).

**Sample Syllabus Statement: Accessibility Services – *Manchester***

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the Student Accessibility Services (SAS) office. The Student Accessibility Coordinator at UNHM is Jenessa Zurek. Please reach out to the SAS office via email at [jenessa.zurek@unh.edu](mailto:jenessa.zurek@unh.edu) for registration information and disability related questions. Jenessa Zurek is available through phone and email Mondays and Wednesdays from 9am-2pm.

## **2.4 Confidentiality and Mandatory Reporting**

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) any incidents of sexual violence and harassment shared by students. All employees are subject to this mandatory reporting. If a student wishes to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here [privileged confidential service providers/resources](#). Including a statement of confidentiality and mandatory reporting along with links of supports for students is important for helping our community stay in compliance with Title IX, as well as living up to our commitment of building a safe community for everyone.



**Sample Syllabus Statement: Confidentiality and Mandatory Reporting of Sexual Violence or Harassment – *Durham***

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact SHARPP (Sexual Harassment & Rape Prevention Program) at (603) 862-7233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#) .

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at [UNH.civilrights@unh.edu](mailto:UNH.civilrights@unh.edu) or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or visit the CREO website. Anonymous reports may be submitted.

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**Sample Syllabus Statement: Confidentiality and Mandatory Reporting of Sexual Violence or Harassment – *Manchester***

The University of New Hampshire at Manchester and its community are committed to assuring a safe and productive educational environment for all students and for the university as a whole. Title IX makes it clear that violence, harassment, and discrimination based on sex and gender are Civil Rights offenses 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, and ability.

If you or someone you know has experienced sexual or relationship violence, and/or stalking and harassment, you can find the appropriate resources below:

**Reporting On Campus:**

- Title IX Deputy Intake Coordinator: Lisa Enright 603-641-4336. Lisa's office is located on the fourth floor in Room 439.
- UNH Manchester Security: 603-541-4101 or located in the second floor foyer

**Reporting Off Campus:**

- Manchester Police Department - 603-668-8711, 405 Valley St. Manchester, NH
- or your local police department

For emergencies dial 911.

**Confidential Support Resources:**

- YWCA, NH – 603-668-2299(24hour), 72 Concord St. Manchester, NH
- Sexual Harassment and Rape Prevention Program (SHARPP): 603-862-7233(24hour), 8 Ballard Street, Wolff House, Durham NH 03824
- The Mental Health Center of Greater Manchester: See contact information and hours above
- 24 Hour NH Sexual Violence Hotline: 1-800-277-5570
- 24 Hour NH Domestic Violence Hotline: 1-866-644-3574

### **2.4.1 Sensitive Course Content**

If your course engages with content including sexual violence, domestic/dating violence, stalking, other identity-based violence/discrimination, or general violence (harm to self or others) consider including language in your syllabus informing students that these topics will be covered in the course. You may also notify students (either via the syllabus or in class) in advance of specific materials that include the content (e.g., readings, films, etc.). See below for example syllabus language. Courses that cover these topics may also give rise to more disclosures from students about their own experiences with sexual harassment or interpersonal violence. Please consider emphasizing your role as a mandatory reporter in class.

### **Sample Syllabus Statement: Sensitive Course Content**

The content and discussion in this course will engage with racism, sexism (including sexual violence), and homophobia (among other difficult topics) throughout the semester. Much of it will be emotionally and intellectually challenging to engage with. I will do my best to flag especially graphic or intense content and to make this classroom a space where we can engage bravely and thoughtfully with difficult content every week.

## **2.5 Course Workload and Credit Hour**

The University of New Hampshire is in compliance with the federal definition of credit hour. For each credit hour, the university requires, at a minimum, the equivalent of three hours of student academic work each week assuming a 15-week semester (student workload for shorter length terms must be increased proportionally per week to maintain required approximately 45 hours of work per credit per term). Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see: <https://www.neche.org/wp-content/uploads/2019/01/Affirmation-of-Compliance.pdf>."

### **Sample Syllabus Statement: Credit Hour Policy**

This syllabus reflects the federal definition of a credit hour, which entails a minimum 3 hours of engaged time per week per credit over a 15-week semester. Examples of engaged time include class time, assignments, examinations, laboratories, participation in course-related experiences (attending a talk or performance, speakers and events, fieldwork, etc.), conferences, and office hours. Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see: <https://www.neche.org/wp-content/uploads/2019/01/Affirmation-of-Compliance.pdf>.

## **2.6 Academic Honesty**

Many colleagues are making note on their syllabi of the importance of the University Academic Honesty Policy. Given the vigilance of the University in rooting out dishonesty, we strongly encourage this practice, as well as one that clearly explains your standard penalty as allowed per the [University Academic Honesty Policy](#). Many colleagues also include in their syllabi the link for the [tutorial on plagiarism](#) as well. Additional resources and best practices for counteracting dishonesty can be found on the Resource Hub [here](#).

### **2.6.1 Artificial Intelligence Writing Tools**

Recent leapfrog advances in artificial intelligence (AI) are now available as open access tools to provide sophisticated, essay-style answers in a very human-like manner that is not detectable by plagiarism tools such as Turnitin. ChatGPT is the latest tool that demonstrated a revolutionary

improvement over the text autofills/suggestions. To learn more about chatGPT and its impact on traditional education assessments, as well as links to some practical advice, see the resources at the end of this document. As you will see if you review the links or even just good news articles on the topic, it is not only essay-style answers or reports that the new technology can impact, but also coding and other more quantitative tasks. **The university recommends that instructors be very explicit about the allowable use of automated writing tools and tools that use artificial intelligence with their students.** Clear and explicit expectations will help maintain academic integrity. Helpful hints to adjust assignments in order to minimize the likelihood of plagiarism using chatGPT and other tools going undetected can be found through CIETL's Resource Hub.

### **Example of use:**

**Prompt supplied to chatGPT:** syllabus guidance against using chatGPT

**Answer from chatGPT:** Here is an example of a syllabus guidance statement against using ChatGPT or other language models:

"Plagiarism, including the use of language models such as ChatGPT, will not be tolerated in this course. Any work submitted that is found to have been generated by a language model will be considered plagiarism and will result in a grade of zero for that assignment. It is your responsibility to properly cite any sources used in your work, including text generated by language models."

#### **Sample Syllabus Statement: Use of Automated Writing Tools (chatGPT) and other Artificial Intelligence Tools**

Unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools is considered plagiarism (as defined by SRRR 9.3) and will be handled in accordance with existing policy.

*If you are allowing AI in some instances, it is recommended to add the following:*  
It is important to note that if AI tools like chatGPT are permitted to be used for an assignment, then they should be used with caution and proper citation. AI is not a replacement for your own thinking and research.

## **2.7 Course Designation**

Instructors are strongly encouraged to designate clearly on their syllabus that the course is a Discovery, Writing Intensive, and/or an Inquiry course if it is one.

### **2.7.1 Simultaneous 700/800 Courses**

800-level courses may be cross-listed with 700-level courses and taught simultaneously to both graduate and undergraduate students. While the content of the course is the same, the requirements and expectations of the students differ substantially with assignments, examinations, projects and analyses demonstrating a broader depth of understanding, sophistication and skills for students enrolled at the 800-level. Students must be enrolled in the 800 level of the course in order to obtain

graduate credit.

## **2.8 Exam Scheduling**

University policy prohibits the administration of examinations for full Spring semester (i.e. no quizzes, tests, or exams) during the last week of classes (May 2<sup>nd</sup> – May 8<sup>th</sup>). Academic Year Calendar can be found [here](#). Outside of classes, only formal lab practicals may be scheduled during this week. Homework, labs and written reports **can** be due during the last week of classes. Classes are held on Election Day. However, no examinations may be scheduled, and faculty are asked to provide opportunities to make up any scheduled activities on that day as appropriate. Please be sensitive to students who request flexibility due to religious obligations. A useful link to interfaith religious holidays and holy days can be found [here](#).

## **2.9 Incompletes**

We hold students to high academic standards. Given our expectations, please avoid awarding incomplete grades. Only in the event of compelling, non-academic circumstances beyond a student's control should an incomplete be awarded, and only if the student requests an incomplete. An administrative failure (AF) is the appropriate grade for a student who has missed substantial portions and assignments of a class.

## **2.10 Class Recording (*if applicable*)**

Students' enrollment in a UNH course is consent to being recorded by UNH media platforms for educational and remote access purposes. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UNH Zoom accounts. Students may not share recordings outside of their course. If using a media platform in their course, instructors are strongly encouraged to include syllabus language that makes this clear to students.

## **2.11 Remote Proctoring (*if applicable*)**

If using remote proctoring in their course, instructors are strongly encouraged to include explanatory language on remote assessment proctoring on their syllabi, where applicable, including procedural and technological detail. Courses using such software will test it with students during the first weeks of instruction. This is important to ensure equity across your class and enable students with technology limitations to access help from IT or to work with faculty on alternative accommodations.

## **2.12 Expectations for Behavior in Online/Remote Course Components**

If applicable, clearly state rules, norms, and best practices for student and instructor social engagement on discussion boards, in the chat box on Zoom, and convey your expectations regarding visibility on camera, muting, etc.

## **2.13 Netiquette Guidelines (from UNH Academic Technologies)**

Netiquette is the socially and professionally acceptable way to communicate on the Internet. We are all expected to abide by these guidelines of “netiquette” when using online communication tools with your classmates and instructor. Guidelines can be found through the [Faculty Resource Hub](#) and at this [Academic Technology resource](#). More general guidance can be found [here](#).

### 3. Resources for Students

#### 3.1 Technology Resources

Instructors are urged to outline for students the technology needed to participate in their class including any software and or hardware expectations that students will need to full participate in class. Students who do not have an appropriate device to fully participate in their classes may request a loaner laptop for the full academic year through the form on the [Basic Needs Support](#) site.

A list of teaching and learning technology resources and links can be found [here](#). Students can receive hands on technology help at the [Academic Technology Support](#) Center on Level 3 of Dimond Library, remote help is available by submitting an [online request](#) or calling the IT Help Desk: 603-862-4242.

Faculty needing additional classroom equipment, such as an OWL, to conduct hybrid classes may submit requests [here](#).

#### 3.2 Center for Academic Resources

Center for Academic Resources (CFAR) is dedicated to student academic success by teaching students to study smarter. CFAR staff coach students on study strategies like notetaking and reading skills, tips for remote learning, time management, organization, preparing for exams, problem-solving, and utilizing online and campus resources. [Peer academic mentors](#) represent a variety of majors and use the students’ course materials to demonstrate best practices. Please make students, especially first- and second-year students, aware of this resource and encourage them to learn good academic practices early.

##### **Sample Syllabus Statement: CFAR**

Center for Academic Resources (CFAR) is where students go to improve their study skills, time management, and understanding of UNH’s academic culture. Our [professional educational counselors](#) and [peer academic mentors](#) work within students’ course materials to demonstrate best practices for learning concepts and preparing for exams. Find an appointment with an academic mentor of your choice on the CFAR calendar at <https://unh.mywconline.com>. **To talk with a professional educational counselor**, email us at [unh.cfar@unh.edu](mailto:unh.cfar@unh.edu); use Chat Live on our website at <https://www.unh.edu/cfar>; or stop by **Smith Hall Second floor, Monday-Friday from 8:00-4:30**. The CFAR website also has a large selection of [study tips and tools](#) and [STEM videos](#).

### 3.2.1 Knack

Knack is a Peer-to-Peer tutoring platform that will be available to all enrolled students for all undergraduate courses in fall 2022! This effort was initiated through the Student Senate, was piloted last year with gateway courses and Trio, and is now expanded for all students. Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. UNH has partnered with Knack to provide students with access to verified UNH tutors who have previously aced this course. We are continually recruiting best-fit students (perhaps your former high-achievers) to sign up and list themselves as peer tutors on Knack. Please direct your students who've received a B+ or better to [unh.joinknack.com](http://unh.joinknack.com). You can also recommend students to tutor by completing our brief [Knack Tutor Professor Recommendation Form](#). Students meeting requirements can log in to [unh.joinknack.com](http://unh.joinknack.com) and sign up to be a tutor. Pay is \$15/hr (paid training) per tutor session.

#### **Sample Syllabus Statement: Knack**

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### 3.2.2 Early Alerts

Per Faculty Senate, at week 5 of the semester Durham instructors will receive an email with a link so that you can complete the early alert report (formally the mid-term report) for your courses. (Manchester instructors are on an ongoing alert process.) Instructions for the reporting are included in the email and can be found here. Please speak with your students about the early reporting system as a university-wide effort to improve student success by encouraging students to seek resources they need so that they can get back on track to be successful in your course. When you submit an alert the student will receive an email from your name in the format of: <Instructor Name> [Notifiaton@GradesFirst.com] on behalf of <Instructor Name>

Starting in fall 2022, faculty will have the opportunity to login to myWildcatSuccess through [my.unh.edu](http://my.unh.edu) or your Canvas page anytime during the semester to send an alert to a student about a concern you have with the student's progress in the course. This is a voluntary enhancement for you to use as benefits your teaching and your students.

**Sample Syllabus Statement: Early Alerts Report - Durham**

Faculty are encouraged to speak with students early in the semester about absences, missed assignments or poor quiz/exam grades. At week 5 of the semester (Sept. 23-30), you may receive an alert through myWildcatSuccess. You will receive an email in my name of the format <Instructor Name> [Notifiaton@GradesFirst.com] on behalf of <Instructor Name> (it will appear as external email—it is NOT SPAM). The email will contain the concern and campus resource links to help you address the concern before it becomes a problem. Please meet with your faculty member or your advisor about the concern. The purpose of these alerts is to encourage you to visit the campus resources you need early on, so that you can get back on track for a successful semester.

**Sample Syllabus Statement: Early Alerts Report - Manchester**

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, you will receive an email to your UNH email address. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

**3.2.3 Financial Literacy Resources**

**Sample Syllabus Statement: Financial Literacy Resources**

All students benefit from understanding their mindset about money, how to build and use a personal budget, as well as understanding interest rates, loans, insurance, investing, and more. UNH has wonderful free resources for students in [Library Resource Guides](#), and every student (and faculty!) can access [CASH COURSE](#) by creating a free account. Find more information on the [Financial Wellness](#) site of Health & Wellness.

**3.3 Mental Health and Wellness**

We urge instructors to inform students of the mental health and wellness resources available to them. If you encounter a student you are concerned about for such reasons, please encourage the student to contact UNH Psychological and Counseling Services ([PACS](#); 3rd floor, Smith Hall; 603-862-2090/TTY: 7-1-1).



**Question, Persuade, Refer (QPR)** is a training program in mental health matters, specifically suicide prevention, offered by PACS colleagues. For *Durham*, please contact PACS via the training request form [here](#) should your department or program want to arrange a training session. For *Manchester* departments or programs please contact Lisa Enright at [lisa.enright@unh.edu](mailto:lisa.enright@unh.edu).

**Sample Syllabus Statement: Emotional or mental health distress – *Durham***

Your academic success and overall mental health are very important. If, during the semester, you find you are experiencing emotional or mental health issues, please contact the University's ([PACS](#)) (3<sup>rd</sup> floor, Smith Hall; 603-862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services. If urgent, students may call PACS M-F, 8 a.m.-5 p.m., and schedule an Urgent Same-Day Appointment.

**Sample Syllabus Statement: Emotional or mental health distress – *Manchester***

In partnership with The Mental Health Center of Greater Manchester, UNH Manchester offers consultation visits on a walk-in basis and through telehealth appointments.

Services include:

- Free confidential screening & consultation with a licensed mental health therapist.
- Referrals to mental health or substance misuse treatment. And assistance in understanding how to afford additional treatment (with or without insurance!) or find free services.

You may email: [unhm.wellness@unh.edu](mailto:unhm.wellness@unh.edu) to make an appointment to meet with a counselor by clicking [here](#) or by using the QR codes below.

For in person appointments please scan this code



For remote appointments please scan this code



If you would like to connect to counseling services directly, you may do so by contacting The Greater Manchester Mental Health Center at (603) 668 - 4111.

The National Suicide Prevention Lifeline provides 24/7, free and confidential support via phone or chat for people in distress, resources for you or your loved ones, and best practices for professionals. Call (800) 273-TALK (8255).

**Sexual Harassment and Rape Prevention Program (SHARPP):** Provides free and confidential advocacy and direct services to survivors. (<https://www.unh.edu/sharpp>.)

**Behavior Intervention Team (BIT) – Durham** provides assistance to the UNH community when a student's behavior suggests harm to self or others, makes referrals to appropriate resources and recommends appropriate actions to the Dean of Students when needed (<https://www.unh.edu/student-life/behavioral-intervention-team-bit>). More information can be provided by calling The Office of the Dean of Students at 603-862-2053. Please know that the associate dean of a student's college is also a helpful resource. We work as close partners in troublesome student cases.

**Behavior Intervention Team (BIT) -- Manchester** This team provides assistance to the UNH Manchester community when there is a need to activate a systematic, coordinated response to students who may be in crisis or whose mental, emotional or psychological health condition may substantially disrupt or directly threaten the safety of the learning environment. The BIT receives reports from security, students, faculty, administrators, and others regarding students of concern, develops and implements appropriate interventions, assists students in accessing appropriate resources and recommends appropriate actions to the Dean of Students when needed.

More information can be provided by emailing [UNHM.BIT@unh.edu](mailto:UNHM.BIT@unh.edu). BIT works as close partners with faculty and staff to provide a caring, holistic approach to promote student safety and well-being on the Manchester campus.

### 3.4 Basic Needs and other resources

There are resources for students with food, housing, and financial insecurities. Faculty are encouraged to list these resources on their syllabus as part of general supports for students.

#### *Durham*

**Basic Needs Support:** Food, Housing, Financial. <https://www.unh.edu/dean-of-students/getting-help/housing-food-financial-basic-needs-support>

**Affirmative Action and Equity Office** provides services for student who experience identity-based bias. <https://www.unh.edu/affirmativeaction/>

**Sexual Harassment and Rape Prevention Program (SHARPP)** provides free and confidential advocacy and direct services to survivors (<https://www.unh.edu/sharpp/>).

*Specific for Manchester:*

**Library:** The UNH Manchester librarians are available to assist you with your research. You can contact a librarian by calling 603-641-4173 or by emailing [unhm.library@unh.edu](mailto:unhm.library@unh.edu).

The following online resources provide information about library resources and services:

UNH Manchester Library webpage: <https://manchester.unh.edu/library>

Online Research Guides: <https://libraryguides.unh.edu/index.php?b=s>

Access Library Resources Remotely:

<https://libraryguides.unh.edu/remotearchive>

Reserve a study room for Zoom classes: <https://libraryguides.unh.edu/remotearchive/studyrooms>

**Center for Academic Enrichment:** Provides academic support services, including individual tutoring, for all students. Make an appointment through the CAE My Courses site on your Canvas dashboard. Phone: (603) 641-4113. Email: [unhm.cae@unh.edu](mailto:unhm.cae@unh.edu)

**Food Pantry** The UNH Manchester Food Pantry, located in room 437 is open Monday through Friday from 8:00am- 9:30pm. Any UNH Manchester community member can take what they need. If you have any questions please email [UNHM.Foodpantry@unh.edu](mailto:UNHM.Foodpantry@unh.edu)

**Sexual Harassment and Rape Prevention Program (SHARPP):** Provides free and confidential advocacy and direct services to survivors. (<https://www.unh.edu/sharpp/>.) UNH Manchester students can also contact the YWCA of New Hampshire – 603-668-2299 (24hour), 72 Concord St. Manchester, NH.

**QPR** is a training program in mental health awareness and suicide prevention training offered by trained facilitators and members of the UNH Manchester community. Please contact Lisa Enright at [lisa.enright@unh.edu](mailto:lisa.enright@unh.edu) should your department or program want to schedule a training session.

## Internal Resource Links:

General UNH COVID page <https://www.unh.edu/health/health-alert-covid-19>

Teaching and Learning Resource Hub: <https://www.unh.edu/teaching-learning-resource-hub/>

Technology Support <https://www.unh.edu/it/at-support-center-atsc>

Syllabus guidance/resources from UNH Academic Technology course *Introduction to Inclusive Teaching*  
[https://mycourses.unh.edu/courses/54722/pages/syllabus?module\\_item\\_id=1001138](https://mycourses.unh.edu/courses/54722/pages/syllabus?module_item_id=1001138)

UNH Center for Excellence in Teaching and Learning (CEITL) <https://www.unh.edu/cetl>

### ChatGPT related:

Context:

- <https://www.nytimes-com.cdn.ampproject.org/c/s/www.nytimes.com/2023/01/12/technology/chatgpt-schools-teachers.amp.html>
- <https://www.nytimes.com/2023/01/16/technology/chatgpt-artificial-intelligence-universities.html?action=click&module=Well&pgtype=Homepage&section=Education>
- <https://www.nytimes.com/2023/01/15/opinion/ai-chatgpt-lobbying-democracy.html>
- <https://www.nytimes.com/2023/01/15/business/auburn-tiktok-ban-students.html>
- <https://www.nytimes.com/2023/01/12/technology/chatgpt-schools-teachers.html>
- <https://medium.datadriveninvestor.com/gpt-zero-is-designed-to-recognize-texts-written-by-ai-ab7ff4d11fd6>

Suggestions/Helpful Hints:

- <https://www.montclair.edu/faculty-excellence/practical-responses-to-chat-gpt/>
- <https://www.insidehighered.com/news/2023/01/12/academic-experts-offer-advice-chatgpt>
- <https://www.timeshighereducation.com/campus/eight-ways-engage-ai-writers-higher-education>