

Syllabus Guidance Fall 2026 for UNH Durham and Manchester

This document is intended to provide a set of examples to consider as you design your syllabus. It is designed to be helpful in creating transparency, but not to be prescriptive. It attempts to explain why certain policies, protocols, and guidance are in place and then provides example verbiage for a syllabus that you are free to use or modify. Please note that this set of examples is as inclusive as possible across all course offerings at Durham and Manchester, so not all sections will apply to your course.

The guidance provided here is the culmination of input from multiple faculty committees, multiple senate committees, student support offices, dean of students, college associate deans, E3, prior feedback, and the provost's office. Feedback is welcome, especially suggestions to improve this content. Please contact Vice Provost Matthew MacManes (matthew.macmanes@unh.edu).

1. Review this content and use sample language as appropriate for your course.

1.1 Course Designation

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

1.2 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. Cross listing of 800-level with 600-level courses or below is not permitted.

1.3 Course Workload and Credit Hour

Link to UNH Federal Credit Hour Policy: <https://catalog.unh.edu/undergraduate/academic-policies-procedures/credit-hour-policy/>

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). Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, fieldwork, performance, internships, and practica. Additional academic activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see: [NECHE policy on Credits and Degrees](#).

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: [NECHE policy on Credits and Degrees](#).

1.4 Academic Integrity

Many colleagues are making a note on their syllabi of the importance of the University Academic Integrity Policy. We strongly encourage this practice, as well as one that clearly explains your specific application of penalties under the [University Academic Integrity 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 Teaching and Learning Resource Hub [here](#).

The Academic Integrity policy has also been updated to describe the steps faculty must take when issuing a formal penalty (reduced or failing grade on an academic assessment or examination or reduced or failing grade in the course) due to academic misconduct. These steps include providing students with notice of the allegations, giving them the opportunity to respond, and reporting the violation to the Office of Community Standards if a formal grade penalty is being issued. Familiarizing yourself with this [policy](#) will prevent any procedural errors in issuing these penalties.

1.5 Artificial Intelligence

The university recommends that instructors be very explicit with their students about whether any use of automated writing tools and tools that use artificial intelligence is allowed; and if allowed, be specific about how and when. This includes faculty use. Clear and explicit expectations will help students navigate course requirements while maintaining standards of academic integrity.

The university encourages guidance and support in students' use of generative AI over blanket prohibition. Research on the prevalence of use and the impact of generative AI use among college students indicates that (a) students are using AI on a widespread basis at high rates; and (b) *pedagogically structured* use of generative AI holds learning benefits and *unstructured* use can harm learning.

As generative AI tools become increasingly embedded in professional and academic environments, faculty play a vital role in helping students develop the critical thinking skills needed to engage with these tools responsibly, ethically, and effectively. Resources for designing assignments that promote authentic learning, intellectual ownership, and thoughtful AI engagement are available through the [Generative AI at UNH SharePoint Site](#) and the [Teaching and Learning Resource Hub](#).

You may also consider using this [AI Assessment Scale](#) as a basis for transparently disclosing your AI course policy. We recommend modifying this language for your course and using this scale to start conversations with students about generative AI in your course.

Sample Syllabus Statement: Artificial Intelligence -- If AI tools are prohibited in your course:

Unless otherwise specified, the use of generative AI Tools (e.g., Grammarly, ChatGPT, Claude AI, CoPilot, and similar generative artificial intelligence (AI) tools), is strictly prohibited in this course, even when properly attributed. The use of generative AI tools to complete assignments is considered academic dishonesty (as defined by UNH's [Academic Integrity Policy](#)) and will be handled in accordance with existing policy.

To avoid concerns or misunderstandings, you're encouraged to:

- Complete all writing assignments using your own ideas and words.
- Turn on version history in Microsoft Word to demonstrate your iterative writing process.
- Be prepared to describe your work and the process you used.
- Ask the course instructor if you're unsure whether a tool or method is acceptable for a given assignment.

In addition, unless specifically approved by Student Accessibility Services (SAS), other uses of AI are prohibited including:

- Using AI to transcribe or summarize course lectures.
- Uploading instructor-created course materials to an AI tool for the purposes of summary generation.

This course policy supports your independent development of reading comprehension, content creation, and writing. Because it is important for you to engage in the process of comprehending what you read, creating content, and communicating your thoughts in writing, the use of generative AI tools is not permitted in this class.

Sample Syllabus Statement: Artificial Intelligence -- If use of automated writing tools is permitted in your course:

This course policy supports the use of generative AI as a tool, not a replacement for your own thinking and learning. AI may in some circumstances (1) extend your thinking in valuable ways and (2) help with supplementary tasks so that you can focus more on complex aspects and critical analysis. Generative AI tools can produce inaccurate responses. You are responsible for the accuracy of your assignments and are expected to critically evaluate and cross-verify information produced by AI tools.

Specific assignments may permit or require the use of generative AI tools. Please pay close attention to individual assignment instructions. It is important to note that if automated writing tools (*e.g.*, Grammarly, ChatGPT, Claude AI, CoPilot and similar generative artificial intelligence tools), are permitted to be used for an assignment, then they should be used only in the manner specified, and with caution and proper citation to the tool.

Because generative AI tools vary in their use and storing of prompts and uploaded data/information, do not share sensitive, protected, or restricted data as this may violate privacy or intellectual property laws. When in doubt, ask your faculty member or do not use AI tools on such data.

1.5.1 Faculty use of Technology for detection of academic misconduct

Some software include features that analyze student work for potential plagiarism and use of generative AI tools. These tools are unreliable and have been shown to be biased against certain segments of learners (for instance, non-native English speakers). They should not be used to make definitive judgments about academic integrity. For instance, they often flag standard phrases or technical language that are not easily reworded. AI detection tools also may incorrectly flag accessibility tools (such as voice-to-text software) as work that was created using generative AI tools. Faculty should discuss the use of accessibility tools with students who have been approved by UNH SAS for their use with accommodations in advance of the class.

Student work should not be uploaded to any third-party tool, including AI detection platforms, unless that tool has been explicitly approved by USNH for sharing student work. Uploading documents that contain student names, emails, or ID numbers, or are otherwise identifiable constitutes a violation of FERPA. Even de-identified student work may be protected by intellectual property policy and law, and de-identification alone does not make uploading that work to third-party tools permissible. For guidance, see [AI Detection Software Best Practices](#).

Before using any tool to review or evaluate student work, faculty are required to consult the approved tools list and confirm the appropriate data tier for that use case: [USNH AI Tools: Understanding Data Tiers](#). If you are uncertain whether a tool is approved or how to classify your data, contact USNH ET&S. When in doubt, do not upload. Instructions on how to correctly access USNH authorized tools can be found at [USNH Chatbots: Overview](#).

Faculty are encouraged to review the [Academic Honesty and AI Policy: Transparency, Consistency and Student Conversations](#) for guidance on discussing expectations with students.

1.5.2 Faculty use of AI-enabled tools to evaluate student work

Only USNH approved tools (such as DeepThought and Enterprise-level CoPilot through SSO) may be used for evaluating the content of student work. You must disclose your use of AI-enabled tools to students and be clear (perhaps via language in the syllabus) that AI will not replace your own evaluation of work. Student work should not be uploaded to any third-party tool that has not been explicitly approved by USNH for sharing student data. This applies regardless of whether the work has been de-identified. Student work may be protected by intellectual property policy and law, and de-identification alone does not make uploading that work to third-party tools permissible. Faculty who restrict student use of AI in their courses are expected to model the same standards of transparency and responsible use they require of their students, and departments are encouraged to establish shared norms around faculty AI use as part of their commitment to academic integrity and equitable practice.

Before using any non-USNH tool to review or evaluate student work, faculty are required to get explicit approval from ET&S to share student work for that use case (see [USNH Understanding Data Tiers](#)). If you are uncertain whether a tool is approved or how to classify your data, [consult with ET&S](#). When in doubt, do not upload.

Sample Syllabus Statement: Faculty use of AI Tools:

I may use USNH approved artificial intelligence-enabled tools (such as DeepThought and Enterprise-level CoPilot through SSO) to assist in assessing de-identified student work. These tools are used to support—but not replace—my judgment as a faculty member. Any findings from AI tools will be reviewed by me in the context of the assignment and course learning objectives. The use of these tools adheres to university policies on academic integrity, the protection of student data (FERPA), and laws related to the protection of intellectual property.

Where use occurs, you have the right to request that your work be reviewed by me without AI assistance; this request must be honored in a timely manner and without academic penalty, and you should submit such requests in writing within the first two weeks of the course.

1.5.3 Plagiarism and Cheating (copied from SRRR)

Plagiarism: Use or submission of intellectual property, ideas, evidence produced by another person, including computer generated text or work outsourced to third parties, in whole or in part as one's own in any academic

assessment without providing proper citation or attribution. In some cases, reusing one's own previous work without acknowledging or citing the original work can constitute self-plagiarism.

Cheating: Use or attempted use of any academic exercise materials, information, study aids, electronic data, AI tools, assignment/exam surrogate, or other forms of assistance without authorization.

1.6 Exam Scheduling

University policy prohibits the administration of examinations (i.e. no quizzes, tests, or exams) during the last week (last 5 week days) of classes. The Academic Year Calendar can be found [here](#). Formal lab practicals, homework, lab reports and other written reports **can** be due during the last week of classes. Students can request Religious Accommodations by contacting the Civil Rights and Equity Office (CREO) or by [submitting a request](#). You are not required to provide religious accommodations without a letter from CREO, but you may. If you received a letter from CREO, you must provide the specified accommodation.

Sample Syllabus Statement: Exam Scheduling

University policy prohibits the administration of examinations (i.e. no quizzes, tests, or exams) during the last 5 weekdays of classes. The Academic Year Calendar can be found [here](#). Formal lab practicals, homework, lab reports and other written reports **can** be scheduled during the last week of classes. If an exam conflicts with your religious holiday, you may ask me or apply for a mandatory Religious Accommodations by contacting the Civil Rights and Equity Office or by submitting a [request](#).

Please encourage students to work with you early in the semester to make any necessary schedule adjustments.

1.7 Class Recording (if applicable)

Recording class lectures, office hours, and/or other course content increases accessibility and it may be mandatory for students who have SAS-approved accommodations or who have excused absences and can be beneficial to assist all students in reviewing material and preparing for assessments. Because NH is an “all party” consent state ([RSA-570a](#)), the following guidelines must be followed when recording classes or educational activities. If classes are being recorded, students must be notified, recordings may only be used for educational and remote access purposes for that class, and recordings may only be saved on secure university data platforms. If an instructor intends to use the recordings after the end of the semester, all student images, names, chat, and other data must be deleted, unless all students have given written consent to use of the recording outside of that class. Recordings may not be shared with non-class participants (except for other appropriate school officials). If class activities are going to be recorded, instructors must include syllabus language that makes clear the expectations around recording.

Regarding students making their own recordings, faculty have the ability to set reasonable expectations for student behavior in their classroom. This would include determining if students are permitted to record in their class. If a student doesn't adhere to policy (*e.g.*, they want to record when the faculty has said they can't), the instructor can utilize normal classroom management strategies to address the situation including asking the student to leave the class. The Dean of Students is also available for consultation, particularly if the students' behavior is disruptive. If the [ability to audio record](#) is approved as an accommodation for a student with a disability, faculty are expected to support implementation of the accommodation. If the faculty member believes implementing audio recording may be a [fundamental alteration](#), then they should discuss this directly with SAS.

Sample Syllabus Statement: Class Recording Policy

Class lectures and activities will/may be recorded to make this course more accessible, and recordings may be made available to students presently enrolled in the class to assist in reviewing material and preparing for assessments. Recordings are to be used for educational purposes only. You may **not** record class activities (including audio/photographs/screenshots of instructors and students) without express permission from me and other students whose image is captured (See [NH RSA-570A](#)). If permission is granted, student-initiated recordings may only be used for educational purposes in this class and only during the period in which you are enrolled in the class; authorized student-initiated recordings may **not** be posted or shared in any fashion outside of the class.

1.8 Sensitive Course Content (if applicable)

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. 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 (see 1.12).

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.

1.9 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.

1.10 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 Teams, and convey your expectations regarding visibility on camera, muting, etc.

1.11 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 [Teaching and Learning Resource Hub](#) and at this [Academic Technology resource](#). More general guidance can be found [here](#).

1.12 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](#) (Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930/1527 TTY) 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](#) (Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930/1527 TTY) 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 the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) 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](#). The uSafeUS® app is your college's free, anonymous tool that helps you and your friends navigate uncomfortable situations and access support. With safety features like discreet exit strategies and temporary location sharing, and direct connection to trusted resources for mental health, wellness, and crisis support – uSafeUS puts everything you need in one place. Find FAQs for a variety of topics. 60-Second Video: <https://tinyurl.com/uSafeUS-video>

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 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.

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

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](#) (Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930/1527 TTY). Faculty, staff or students on the Manchester campus can also contact Stephanie Kirylych, Interim Assistant Dean of Student Success (stephanie.kirylych@unh.edu; 603-641-4148) to report 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 the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) at (603) 862-7233/TTY (800) 735-2964. Individuals can also access Reach Crisis Services NH 603-668-2299 (24 hours), 77 Sundial Ave., Suite 306W, Manchester, NH.

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](#). The [uSafeUS app](#) is also available for students to keep reporting options and resources easily accessible on their phones.

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 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.

1.13 Accessibility

To support the success of all students, please ensure that your course materials are accessible. Accessibility is not only for students with documented accommodations; it improves the learning experience for everyone. For example, a properly structured syllabus can be read more easily by screen readers, searched quickly by students looking for due dates or policies, and accessed more effectively on different devices.

Please review your syllabus to confirm that it includes the [accessibility essentials](#) so that all students can navigate and engage with the content equitably. This good practice for student success also aligns with the [accessibility requirements](#) issued by the Civil Rights Division of the U.S. Department of Justice under Title II of the Americans with Disabilities Act.

2. Course Policies

2.1 Attendance

Specific attendance requirements, including how individual faculty assess absences and designate excused absences, are set by the course instructor and based on the needs of the course. Individual course attendance policies should be described in the course syllabus. UNH's attendance policy, including reasons for excused absences, can be found in [the catalog](#). As noted in the policy, there are some situations where instructors must excuse absences and not subject students to academic penalty. Instructors do **not** need to refer students to get a Dean of Student's letter to excuse these absences, though instructors **may request proof directly from the student** regarding *(a) participation in official NCAA intercollegiate events, (b) participation in official adaptive sports events facilitated by Northeast Passage, (c) jury duty, (d) required military service, (e) required court appearances, and (f) important religious holidays and/or observances*. See full [policy](#) for more details. Note that requesting documentation from a student's health care provider or notes related to disability is not permitted.

A best practice is to be clear with students that they are expected to communicate with you **ahead of time** about such excused absences so that you and the student can determine the best way to make up for the missed learning opportunity. The [UNH Master Calendar](#) contains major religious holidays. Also, see this [external source](#) for a more comprehensive list of religious holidays.

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 me know ahead of time, as early as possible. See the [Attendance and Class Requirements](#) policy in the undergraduate catalog.

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

Specific attendance policies will depend on the needs of the course. Examples of attendance policies can be found on [the Provost's website](#).

2.2 Extended Absences for Non-Academic Reasons

If students are dealing with an unexpected, extenuating non-academic 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) or [Stephanie Kirylych](#) (Assistant Dean of Student Success), for students at CPS Manchester. Please do not ask students for medical documentation yourself or ask the student follow up questions that would violate their right to confidentiality. Once you receive a letter from the Dean of Students (example letters can be found [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](#)). You may also receive letters from [the Civil Rights & Equity Office](#) and should treat these letters in the same manner that you do letters from the Dean of Students.

The Civil Rights and Equity Office (CREO) will provide requests for supportive measures related to Title IX. These requests are regulated by Federal Regulation and UNH policy. The Title IX Coordinator or designee will make these requests for general academic flexibility and/or a specific request. If these requests cannot be accommodated, the Title IX Coordinator will require a rationale and make a determination; If you have questions related to these requests, please contact CREO directly.

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. 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.

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. You can find more information 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, you may reach out to the Dean of Students (dean.students@unh.edu) to request a letter be sent to all your faculty.

If you are required to miss significant class time, 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, Assistant Dean of Student Success, at Stephanie.Kirylych@unh.edu to request a letter be sent to all your faculty.

If you are required to miss significant class time, 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 qualified student with a disability has the right to request accommodations to ensure access to their experiences at UNH. SAS supports students across all UNH campuses through the [three-step accommodation process](#) (register with SAS, submit documentation, meet with SAS). Once accommodations are approved, students can activate their accommodations through a “semester request” and SAS sends faculty the student’s approved accommodations through an accommodation letter via [Accommodate](#). Faculty have an obligation to [implement student accommodations](#) once they receive official [SAS](#) notice of accommodations but are under no obligation to provide retroactive accommodations. Faculty can access the [UNH Faculty](#)

[Accommodation Guide](#) as well as contact SAS (sas.office@unh.edu) for questions about accommodation implementation.

Sample Syllabus Statement: Student 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 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 \[sas.office@unh.edu\]\(mailto:sas.office@unh.edu\)](#).

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, contact SAS: www.unh.edu/sas, (603) 862-9355, 711 (Relay NH) or sas.office@unh.edu

Sample Syllabus Statement: Student Accessibility Services (SAS) – *Manchester*

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) located on the Manchester campus in room 417 or sas.office@unh.edu.

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 www.unh.edu/sas or contact SAS at (603) 862-9355, 711 (Relay NH) or sas.office@unh.edu.

2.4 Incompletes

We hold students to high academic standards. Given our expectations, please avoid awarding incomplete grades. An incomplete should be considered **only** towards the end of the semester when the student has but a few assignments left to finish the course, 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. Additional information about incompletes is available in the undergraduate catalog section on [Grades](#). Students that are subject of an investigation of academic dishonesty that is unresolved during grade submission should be given the grade of “NR”.

2.5 Early Alert Progress Reports

Per Faculty Senate, at week 5 of the semester (for full-semester classes) instructors will receive an email with a link so that you can complete the early alert Progress Report for your courses. Faculty may have TAs fill out the Progress Report. Please speak with your students about the Progress Report 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. Even if no students in your class require an alert, please submit the Progress Report showing no students at-risk. Primary academic advisors will receive notification of any of their advisees' getting alerts. Anytime outside of the Progress Report window, you can send an alert in myWildcatSuccess via Continuous Progress Reporting or refer a student to a campus resource. Learn how to do it via [this KB article](#). You can also issue an alert to send Kudos to a student doing well.

Sample Syllabus Statement: Early Alert Progress Report

The University is invested in your academic success, and myWildcatSuccess is a tool to help you, your faculty, and your advisors communicate. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert -- particularly around Week 5.

Academic alerts **are not** punitive. The goal is to provide you with support and resources to support your success. If you receive an academic alert, you and your advisor will receive an email. Alternately, find your Progress Reports under the Reports tab in myWildcatSuccess.

If you receive an alert, 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.

2.6 Curtailed Operations

The decision to curtail operations at UNH is made when the campus is unprepared for parking and pedestrian traffic, local road conditions require the suspension of bus service, or there are utility and power outages that impact our working environment. When possible, the curtailment announcement is made before the day of the weather event. (Sign up for [RAVE Alerts](#) if you have not already.) During curtailed operations, only employees who perform priority support services are required to report to work/remain at work. Please have language in your syllabus about how you plan to inform students (Canvas announcements are recommended) of the specific expectations for their classes during curtailed operations. (For example, will assignments still be due?, any extra reading to replace class time? optional office hours online? Class moves online?) Technology does enable alternatives to in-person meetings during curtailed operations, and instructors have the autonomy to choose how they handle curtailed operations for each class based on the learning outcomes and point of progression of the course. The most important things are to communicate with your students and be aware of potential weather impacts on individual students.

NOTE: UNH Durham, UNH Manchester, UNH Franklin Pierce School of Law, CPS Online division, and UNH Cooperative Extension County offices make weather-related decisions independent of each other.

Sample Syllabus Statement: Curtailed Operations

If the university curtails operations due to weather, we will not hold in-person activities for our safety and the safety of others. As soon as possible, I will post an announcement on Canvas about due dates, any make-up work, and (*if applicable*) any online options that may make sense depending on where we are in the course. Please make sure you have access to the UNH Alert RAVE system. If needed, sign up for RAVE Alerts [here](#).

3. Student Supports

Faculty are encouraged to include a reference to [the UNH Syllabus Supplemental Resources](#) page in their syllabi, rather than copy and paste the information as had been done in prior semesters. This webpage provides students with information and links to a variety of campus resources that support their success and well-being. These resources are optional and not required for any course but can be a helpful reference for students throughout the semester.

By linking to this page in your syllabus, you ensure that students have a single location to access university-wide resources without needing to include extensive detail in your course document.

Sample Syllabus Statement: Student Resources

UNH provides a variety of resources to support students' academic success, health and well-being, and engagement with the campus community.

A list of student resources can be found on the Provost's website and the [Institute for Student Success](#). These resources are not required for this course but may be helpful to you during the semester.