

Syllabus Guidance Fall 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 two past faculty committees, the current senate agenda committee, student support offices, Department of Women and Gender Studies, associate deans, 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
 - **Student Learning Outcomes: 3-5 major outcomes you expect all students to have the opportunity to achieve**

- **Format of the course (e.g., lecture with small group work)**
- **For [Discovery Courses](#): Student Learning Outcomes associated with the category**
- **Prerequisites**
 - **Courses that students should have successfully completed before enrolling in this course**
 - 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) – and can use links**
 - 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 Attendance

The designation of excused absences and the assignment of any subsequent makeup work are the prerogative of the course instructor. It is expected that instructors will be reasonable in the exercise of this prerogative. 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 (e) jury duty (f) required military service and (g) important religious holidays and/or observances as discussed with the instructor, and they will then not be subject to academic penalty.

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 undergraduate catalog.

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) to request a letter be sent to their faculty. You will receive these letters from the Dean of Students' Office (**or for Manchester:** Lisa Enright, Assistant Dean of Student Success, at lisa.enright@unh.edu). Please do not ask students for medical 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](#)), 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](#)).

Although COVID isolation for five days continues to be recommended for individuals who test positive for COVID-19, we will no longer be issuing separate letters for COVID isolation and quarantine. These students will be issued the same general letter as other students managing extenuating circumstances. 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.

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) to request a letter be sent to all your faculty.

If you are required to miss significant class, 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 Lisa Enright, Assistant Dean of Student Success, at lisa.enright@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

2.2 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 respond once they receive official [SAS](#) notice of accommodations but are under no obligation to provide retroactive accommodations. SAS (sas.office@unh.edu) can also help faculty determine how to effectively implement accommodations, and [CEITL](#) can help with additional pedagogical support.

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); 227 Smith Hall, 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, contact SAS: 227 Smith Hall, www.unh.edu/sas, 603.862.2607, 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 the Student Services Suite (Office 405A).

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 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

2.3 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 Zarycky, Bo.Zarycky@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 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 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 at Manchester and its community are committed to assuring a safe and productive educational environment for all students. 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: 603-641-4124 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

2.3.1 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. 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.

2.4 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). 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: [Pp111 Policy On Credits-And-Degrees.pdf \(neche.org\)](#).

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: [Pp111 Policy On Credits-And-Degrees.pdf \(neche.org\)](#)

2.5 Simultaneous 700/800 Courses (if applicable)

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.

2.6 Academic Integrity

Many colleagues are making note on their syllabi of the importance of the University Academic Integrity Policy. Given the vigilance of the University in rooting out academic misconduct, we strongly encourage this practice, as well as one that clearly explains your standard penalty as allowed per 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 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 is a formal grade penalty is being issued. Familiarizing yourself with this [policy](#) will prevent any procedural errors in issuing these penalties.

2.6.1 Artificial Intelligence

The university recommends that instructors be very explicit with their students about whether or not any use of automated writing tools and tools that use artificial intelligence is allowed; and if allowed, be specific about just how and just when. Clear and explicit expectations will help students navigate course requirements while maintaining standards of academic integrity.

Turnitin now automatically analyzes submissions for potential use of automated writing tools. It is not perfect, but it can be a deterrent. See this [Blog](#) about the tool's reliability and suggestions for its use. If desired, the Turnitin detection tool could be used to trigger another check of the student's work such as a verbal discussion or a real-time Q&A.

We encourage departments to share best practices for their discipline. Helpful hints to adjust assignments in order to minimize the likelihood of plagiarism using chatGPT and other tools going undetected can be found through [CEITL's Resource Hub](#), this [evergreen link](#) from the FITSI conference, and at the end of this syllabus guide.

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

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 UNH's [Academic Integrity Policy](#)) and will be handled in accordance with existing policy.

<https://catalog.unh.edu/srrr/university-policies-regulations/academic-honesty/>

PLAGIARISM (FROM SRRR)

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.

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

Specific assignments may permit or require the use of an automated writing tool. Please pay close attention to individual assignment instructions. It is important to note that if automated writing tools like chatGPT 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. AI is not a replacement for your own thinking and research. ChatGPT is a sophisticated statistical next-word text predictor. Unlike you, it does not comprehend the meaning of what it produces.

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.

2.8 Exam Scheduling

University policy prohibits the administration of examinations (i.e. no quizzes, tests, or exams) during the last week of classes (December 5th – December 11th). 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 (from [Diversity Resources](#)) to interfaith religious holidays and holy days can be found [here](#). **Please note:** For the second year in a row, Hanukkah (Dec. 7th – Dec. 15th) overlaps finals week (Dec. 12th to Dec. 19th). Please encourage students to work with you early in the semester to make any necessary schedule adjustments.

2.9 Incompletes

We hold students to high academic standards. Given our expectations, please avoid awarding incomplete grades. An incomplete could be considered only in the event of compelling, non-academic circumstances beyond a student’s control, and 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.

2.10 NameCoach

NameCoach is a tool that allows students, faculty, and staff to record the pronunciation of their names and listen to the pronunciation of other people’s names to ensure they are saying it correctly. NameCoach is integrated directly into Canvas for instructors and students. (See [here](#) for instructions for access and use.) **This is a great way to increase inclusion in your learning environment** by properly pronouncing everyone’s names. Please encourage students and everyone to record their names and use the tool. And if you record your name in Canvas, it automatically ports to Outlook – and you can use the icon in the header of an open outlook email (looks like a purple cartoon speaking bubble) to hear recordings of people who received and sent that email.

Sample Syllabus Statement: NameCoach

We have a new tool in Canvas, NameCoach, that will help us all to pronounce each other’s names properly. Please join me in making our learning environment as inclusive as possible by recording your name (instructions [here](#)) and taking advantage of the opportunity to respectfully learn how to pronounce each other’s names.

2.11 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 by 4 a.m. 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. Please check with your Department Chair or Program Chair if you have any questions about what makes sense for your assigned courses. Please also consider internet accessibility for your specific student audience. (For example, if your students are commuter students, an online option may not be effective, whereas if your students are first years all living on the Durham campus, an online option may make sense.) 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](#).

2.12 Class Recording (*if applicable*)

Recording class lectures, office hours, and/or other course content increases accessibility – it may be necessary for students who need accommodations or who have excused absences, and can be used to assist all students in reviewing material and preparing for assessments. The following guidelines should be followed when recording classes or educational activities. Students' enrollment in a UNH course is consent to being recorded by UNH media platforms for educational and remote access purposes. If classes are being recorded, students must be notified 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. Students may not share recordings outside of their course. 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 behavioral expectations for student behavior in their classroom. This would include determining

if students are permitted to record in their class. If an instructor wishes to set expectations regarding student-initiated recordings, it is recommended that they include language in their syllabus and review the expectation at the beginning of the semester. If a student doesn't adhere to these policies (e.g. they want to record when the faculty has said they can't), the instructor can utilize normal classroom management strategies to deal with the situation. That would include addressing the situation individually with the student after class and/or directly addressing it in class and reiterating their expectations and asking the student not to record. In the event that a student refuses to follow the faculty's instructions, the faculty could ask the student to leave the class and/or consult with the Dean of Students if the students' behavior becomes disruptive.

Sample Syllabus Statement: Class Recording Policy

Class lectures and activities will/may be recorded in order 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 use/purposes only. Students may **not** record class activities (including screenshots showing instructors and students) without express permission from their instructor. If permission is granted, student-initiated recordings may only be used for educational purposes in this class and only during the period in which the student is enrolled in the class; authorized student-initiated recordings may **not** be posted or shared in any fashion outside of the class.

2.13 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.

2.14 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.

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

Key Links to collective Web Sites: [Student Life Supports](#)

[Academic Success Supports](#)

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; 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: UNH Pays Peers to Tutor so Peer Tutoring is available free to all students

Knack is a Peer-to-Peer tutoring platform available to all enrolled students for all undergraduate courses in Durham, and is offered at no charge to our students. This effort was initiated through the Student Senate, was piloted, and is now expanded for all students and has optional link to professional tutors if a UNH peer tutor is not available. Students looking for additional assistance outside of the classroom or other supports 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 successfully completed this course, or a highly trained professional tutor, if no UNH tutor is available. 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. 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 and sign up to be trained and become a paid tutor.

Sample Syllabus Statement: Knack

Knack is a Peer-to-Peer tutoring platform that is available to all enrolled students for all undergraduate courses in Durham at no cost to 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 tutors who have successfully completed this course. To view available tutors, visit unh.joinknack.com and sign in with your student account.

3.2.2 Early Alert Progress Reports

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 Progress Report for your courses. Instructions for the reporting are included in the email and can be found [here](#) under Faculty-Staff Emails. 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. When you submit an alert the student will receive an email from your name in the format of: <Instructor Name> [Notification@GradesFirst.com] on behalf of <Instructor Name>

Anytime outside of the Progress Report window, you can login to myWildcatSuccess through your Canvas page or by searching for it under Tools in the new portal my.usnh.edu. Save it to Shortcuts for easy access. You can send an alert or refer a student to a campus resource. Learn how via a short video found on our [ISS_MWS SharePoint](#) site. We continue to add resources each semester. This is a voluntary enhancement for you to use as it benefits your teaching and your students.

Sample Syllabus Statement: Early Alert Progress Report - Durham

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 (Sept. 22-Oct 1). 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 will receive an email to your UNH email address from my name in the format <Instructor Name> [Notification@GradesFirst.com] on behalf of <Instructor Name>. Alternately, find your Progress Reports under the Reports tab in myWildcatSuccess. To get to myWildcatSuccess, search for it under Tools in the portal my.usnh.edu and save it to Shortcuts.

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 -- particularly around Week 5 (Sept. 22-Oct 1). 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.

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](#)) (3rd 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 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 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 concerning student cases.

Crisis Assessment and Risk Evaluation (CARE) Team -- Manchester 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 CARE Team receives reports 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 regarding the CARE Team can be provided by calling the Assistant Dean of Success at 603-641-4116. To report a student of concern, please go to the following [link](#)

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/basic-needs>

Civil Rights and Equity Office provides services for student who experience identity-based bias. <https://www.unh.edu/diversity-inclusion/civil-rights-equity-office>

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:

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

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.

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

UNH Manchester Library webpage: <https://cps.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: The Center for Academic Enrichment (CAE)

professionals and peers are available to support all UNH Manchester students in maximizing their learning potential through individual in-person and online tutoring, in-class workshops, and study groups in math, writing, course content, study skills, time management, and personal statements. All students registered for UNH Manchester courses are entitled to one hour of individual tutoring, per course, per week. Appointments are available at <https://caetutor.unh.edu>; for more information, contact the CAE at (603) 641-4113, or 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

Sexual Harassment and Rape Prevention Program (SHARPP): Provides free and confidential advocacy and direct services to survivors. UNH Manchester’s SHARPP Office Hours during Fall & Spring Semesters are Mondays 9am-4pm in Room 471. Zoom Appointment Availability year round is Mon-Fri 9am-4pm

24/7 Crisis Line: 603-862-SAFE (7233)

Main Office: 603-862-3494

<https://www.unh.edu/sharpp>/<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, for crisis or emergency services.

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 should your department or program want to schedule a training session.

Internal Resource Links:

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

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 and Innovation in Teaching and Learning (CEITL)
<https://www.unh.edu/professional-success/ceitl>

UNH Bookstore: <https://unh.bncollege.com/>