

SYLLABI AND CLASSROOM LEARNING ENVIRONMENT

Policies and Guidelines for a Cooperative Learning Environment

Teaching and learning occur simultaneously through a partnership between instructor and student. Instructors share knowledge, experience, and ideas with their students. Students process these thoughts, generate new ones, and share them with their teachers and classmates. In most cases, students and instructors communicate clearly and effectively. However, misunderstandings do occur. In an attempt to foster a positive academic environment, the Faculty Council, upon recommendation of the Educational Policy Committee, establishes the following policies and guidelines.

The Faculty Council resolves:

Part I. Policies

Section 1.

The Faculty Council recognizes and affirms the following policies. This recognition is not to be interpreted as precluding modification of any policy by the appropriate authority.

- *The Honor Code.* The faculty should inform students of the provisions of the honor code and be aware of their own responsibilities specified in the honor code. Faculty responsibilities are stated in the *Instrument of Student Judicial Governance*.
- *Student Grievance Policy and Procedures.* According to UNC–Chapel Hill Student Grievance Committee procedures, students may file a grievance against a UNC–Chapel Hill employee, including faculty, EHRA non-faculty, staff, and student employee (when acting in the role of employee) when there is a violation of one of the following:
 - a. The UNC–Chapel Hill Policy on Prohibited Discrimination, Harassment and Related Misconduct, Including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking (<https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet/?ID=132487>);
 - b. The Americans with Disabilities Act (<https://www.ada.gov/>);
 - c. Title IX (<http://eoc.unc.edu/our-policies/state-and-federal-laws/title-ix-and-vawa/>), which prohibits exclusion from participation on the basis of sex;
 - d. Section 504 of the Rehabilitation Act of 1973 (<https://accessibility.unc.edu/policies/>), which outlaws discrimination on the basis of a handicap; or
 - e. The Family Educational Rights and Privacy Act, which allows students to challenge the content of their educational records.

Copies of these policies can be obtained from the Office of the Dean of Students (<https://odos.unc.edu/>). They contain information about how to file a grievance. A grievance based on incidents that occurred more than six months before the complaint was filed will not be considered.

- *Student Access to Academic Records—Protection against Improper Disclosure.* As stated in The Family Educational Rights and Privacy Act of 1974, students may have access to their full academic records. Individuals who are, or have been, in attendance at UNC–Chapel Hill may inspect and review their education records. Otherwise, education records are subject to confidentiality requirements as specified by law

and may not be disclosed improperly. Requests for recommendations imply that the student has given consent to the disclosure of information related to ability and performance. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student. “Education records” are those records directly related to a student that are maintained by an educational institution. Particular University policy provisions are found in the *University of North Carolina at Chapel Hill’s Policies and Procedures under the Family Educational Rights and Privacy Act of 1974*.

- *Appealing a Grade.* The University has systems for appealing a grade. The exact procedures vary among the academic units. Students should consult with their dean or department chairperson to obtain information about grade appeal procedures. See the section on “Grade Appeals” (<https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#Grade-Appeals>) in this catalog.

Part II. Guidelines

Section 2.

The Faculty Council endorses the following guidelines for the faculty-student relationship. This endorsement shall not be construed as faculty legislation, is not intended to establish a contractual undertaking by the University or any individual, and shall not constitute the basis for civil action in a court or a claim in any administrative or judicial body of the University of North Carolina at Chapel Hill.

- *Clear Definition of Potential Honor Code Violations.* In an attempt to avoid unintended misunderstanding, instructors should clearly state what is acceptable in their classes. When study aids such as computers are allowed, the instructor is responsible for explaining what constitutes proper use of these items. These rules should be established at the beginning of the course and should not be changed without giving students proper notice.
- *Assignment of Graded Work during the Last Week of the Semester.* Instructors may not assign graded work during the last week of classes unless the course syllabus clearly states that such an assignment will be given.
- *Suggested Classroom Procedures.* In general, instructors are strongly encouraged to follow the guidelines for course design and classroom procedures recommended by the Center for Faculty Excellence. When students enter into a learning relationship, they have certain needs and expectations. They are entitled to information about course procedures, attendance policy, content, and goals. Instructors should provide a syllabus that describes the course and methods of evaluation. Particular attention should be paid to several areas of special concern to students, including provision of reserve readings and grading policy.

Evaluated assignments should be returned to the students within a reasonable amount of time. Since part of the purpose of such assignments is to provide feedback, students should be given time to assess and to learn from their mistakes. Ideally, such assessment would take place while the relevant topics are still fresh in their minds. Extra credit, if offered, should be announced publicly and made available to the entire class.
- *Students Should Have Freedom of Expression.* Students should be free to take reasoned exception to the data or views offered in any course of study. They are responsible, however, for learning the content of any course of study in which they are enrolled. Incorrect facts and poorly supported arguments or opinions inevitably have an impact on grades. Nothing herein shall be construed to limit the freedom

of the faculty to assign grades according to appropriate academic standards.

- *Responsibilities of Students and Teachers.* Just as students ought to expect instructors who are knowledgeable and well-prepared, so should teachers expect their students to be motivated, eager to learn, and actively engaged in class. It is the responsibility of teachers to make their courses serious intellectual experiences for themselves and for their students. It is the responsibility of students to take seriously the courses in which they enroll. Good teachers need good learners.

Students should understand that they are members of a community of scholars, and membership in such a community is not a passive activity. To be full participants in the educational community and to maximize the educational value of a class, preparation before class is necessary. Proper class preparation involves obtaining course materials as they are needed and completing assignments as they are due. Full participation in a class requires regular attendance, arriving on time and remaining until class conclusion, and active involvement in the work of the class. Students should also consider the extent of their own involvement in a class in assessing the educational value of the class.

Recording Classes Best Practices

The following information was posted to the Catalog on 8/18/2020 and distributed to faculty, instructors, and teaching assistants. The recommendations were developed by the Office of the Executive Vice Chancellor and Provost.

1. Indicate on syllabi and on the departmental learning management system or website that classes may be recorded, noting that recordings will only be made available to students enrolled in the classes recorded.
2. When practicable, notify students and any guest speaker when a class is actually recorded. This notification may be provided verbally by the instructor or electronically through the online learning management system or telecommunication service used. It is advisable to make a more substantial notice during one of the initial classes, and then simply have a way to note that the class is being recorded during other classes in a more routinized way.
3. Ensure recordings are only made available to the students enrolled in the classes recorded. A recorded classroom lecture should not be used for any purpose except to meet the educational objectives of that particular class. Should the department or instructor wish to use recordings for any other purpose, the department should contact the Office of University Counsel.
4. Prohibit students from making individual recordings of the class in any format without prior consent from the instructor and the school or department.
5. Prohibit students from sharing or distributing recordings obtained from the University or elsewhere.
6. Develop processes for how your department will record, store, and distribute such recordings.
 - Consider whether to encourage or require all faculty to record all classes routinely.
 - Consider whether certain classes include student discussion of sensitive or personal topics that may require further controls on recording.
 - Consider recording options that best protect students' privacy (e.g., if practicable depending on the mode of instruction, audio-only recording or video that only displays the instructor and class materials without showing students' faces).

- Consider IT security practices and ways of providing recordings to students that minimize the risk of further disclosure (e.g., providing a non-downloadable version on the learning management system rather than sending it as an attachment in an email).
- Consider the process and specific circumstances by which enrolled students may make requests to record the class privately. Consider limiting student recordings to audio-only recordings.

Example Language for Syllabus or Other Communication to Students

The University may record meetings of this class for educational purposes. These recordings will be shared only with students enrolled in the course for purposes of academic instruction only. Your instructor will communicate to you how you may access any available recordings.

Unauthorized student recording of classes on personal devices or on any other format is prohibited.

Students requesting the use of assistive technology as an accommodation should contact Accessibility Resources & Service (<https://ars.unc.edu/>). Other students must obtain express permission from the department to record the class, and the University will only grant such permission in extraordinary circumstances in which the student otherwise lacks access to a recording made by the University or instructor. Students shall not copy, reproduce, or distribute any recordings of their classes, and students shall delete any recordings at the conclusion of the course.

Any violation of these prohibitions or restriction on the making, use, copying, or distribution of recording of classes shall constitute an honor code violation.

Example Language for Instructor

This class is being recorded for educational purposes only, and the recordings may only be made available to students enrolled in this class. Any use of a recording of this class by a student shall be for educational purposes only. Students may not record this class on their own, in any format, without prior express authorization from the University and may not copy, reproduce, or distribute any recording that they access.

Undergraduate Syllabi

A syllabus defines the goals of a course and describes the classroom activities, readings, assignments, policies, schedule, and other important information. Instructors at Carolina should strive to develop syllabi that are both an effective map of the course's logistics and an invitation for students to actively engage in the learning process. For more information and resources for creating and managing syllabi, please visit the OUC syllabus guidelines (<https://curricula.unc.edu/syllabus-guidelines/>) webpage.

Information to Include on Syllabi

- Course information
- Target audience
- Instructor information
- Requisites (if any)
- Course description
- Goals/student learning outcomes (SLO)

- IDEAs in Action student learning outcomes and questions for students (<https://catalog.unc.edu/undergraduate/ideas-in-action/#learningoutcomestext>)
- Course materials
- Assignment list with due dates
- Grading schema and scale
- Schedule/calendar
- Final exam/assessment
- UNC-Chapel Hill identifier
- Policies and services syllabi statements (below)

Policies and Services Syllabi Statements

The content below provides sample statements for a variety of required and recommended academic policies and student support statements. Instructors are encouraged to use these statements in their course syllabus.

Attendance Policy - *required*

Information for Students (to be included on the syllabus):

University Policy: As stated in the University's Class Attendance Policy (<https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: University Approved Absence Office (UAAO) (<https://uaao.unc.edu/>) website provides information and FAQs for students (<https://uaao.unc.edu/faqs-for-students/>) and FAQs for faculty (<https://uaao.unc.edu/faqs-for-faculty/>) related to University Approved Absences
2. Disability/religious observance/pregnancy/short-term military service, as required by law and approved by the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/what-we-do/accommodations/>) (EOC), or in the case of short-term military service, the Dean of Students
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students (<https://odos.unc.edu/>), Gender Violence Service Coordinators (<https://gvsc.unc.edu/>), and/or the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/what-we-do/accommodations/>) (EOC).

Additional Information for Instructors:

- Information about the University Class Attendance Policy is required on all syllabi.
- Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/flu, or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.
- *Source:* <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>
- *Updated and approved by the Educational Policy Committee, December 2024*

Code of Conduct - *required*

Information for Students (to be included on the syllabus):

All students are expected to adhere to University policy and follow the guidelines of the UNC Code of Conduct. Additional information can be found at <https://studentconduct.unc.edu/>.

Additional Information for Instructors:

An Honor Code statement is required on all syllabi.

Instructors may select from one of the following examples or create their own. More information about Honor Code statements can be found at <https://studentconduct.unc.edu/instructors/honor-syllabus/>.

- I expect all students to follow the guidelines of the UNC Code of Conduct. In particular, students are expected to be aware of policies related to academic integrity. You can read more about the Code of Conduct at studentconduct.unc.edu (<https://studentconduct.unc.edu/>). In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don't get caught up with Code of Conduct issues just because it appears to be simple and untraceable. It is not!
- All students are expected to adhere to University policy and follow the guidelines of the UNC Code of Conduct. Additional information can be found at <https://studentconduct.unc.edu/>.
- Students are bound by the Honor Pledge and University policy in completing academic coursework. Such policies are effective at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about course requirements, academic misconduct, or the Student Code of Conduct. You can also find additional information at <https://studentconduct.unc.edu/>.
- The Carolina community shares responsibility to uphold intellectual honesty and personal integrity in support of an educational process and learning environment. If you have questions about your responsibility and expectations under the Student Code of Conduct, please bring them to your faculty, Student Conduct, or https://studentconduct.unc.edu (<https://studentconduct.unc.edu/>).
- As a condition of joining the Carolina community, Carolina students affirm an Honor pledge to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina's campus. This commitment to academic integrity, ethical behavior, personal responsibility, and civil discourse is codified in University policy. Information related to policies for students can be found at <https://studentconduct.unc.edu/>.

Artificial Intelligence (AI) Use Policy – *required* (College units only)

Information for Students (to be included on the syllabus):

Instructors should specify the details of AI Use Policies for the particular course, either by indicating that:

Use of generative AI tools of any kind is not permitted in this course. Any use of these tools will be considered an instance of academic dishonesty and will be referred to Student Conduct.

- or -

The following uses of generative AI tools are permitted in this course:

Categories of possible permitted use include, but are not limited to: topic selection, brainstorming and idea generation, research, source validation,

outlining and planning, drafting, media creation, peer review, revising and polishing.

Additional Information for Instructors:

- An AI Use Policy is required on all undergraduate syllabi in the College of Arts & Sciences.
- Instructors should specify details of AI Use Policies for the course, either by indicating that use of generative AI tools is or is not permitted in the course. Instructors may use the examples above or create their own.
- If use of AI tools is permitted in the course, instructors should review the Student Use Guidelines for Generative AI developed by the UNC Generative AI Committee, Generative AI Employee Resources (<https://ai.unc.edu/teaching/>), and additional resources from the Center for Faculty Excellence (<https://cfe.unc.edu/resource/teaching-and-generative-artificial-intelligence/>). Instructors should review and incorporate recommended language in their syllabus and adapt it as needed to fit their course. It is also recommended that instructors cover AI usage guidelines on the first day of class.
- Reviewed and approved by the College Generative AI Committee chair, December 2024

Syllabus Changes – required

Information for Students (to be included on the syllabus):

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Additional Information for Instructors:

- A syllabus change statement is required on all syllabi.
- *Source: Faculty Council Resolution 2020-6*
- *Updated and approved by the Educational Policy Committee, March 2023.*

Acceptable Use Policy – recommended

Information for Students (to be included on the syllabus):

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information Technology Acceptable Use Policy (<https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet/?ID=131247>), which covers topics related to using digital resources, such as privacy, confidentiality and intellectual property.

Additionally, consult the Safe Computing at UNC (<https://safecomputing.unc.edu/>) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Late Submissions – recommended

Information for Instructors:

- Instructors should describe when submissions will be considered late, how many points will be deducted, etcetera. This information should be clearly explained in the course syllabus.
- Reviewed and approved by the College of Arts and Sciences, Arts and Sciences Information Services, December 2023.

Data Security and Privacy – recommended

Information for Students (to be included on the syllabus):

UNC-Chapel Hill is committed to fulfilling its responsibilities of transparency as a state-sponsored institution of higher learning, protecting certain types of information, and using information Carolina collects only for appropriate purposes. Consult the UNC-Chapel Hill Privacy Statement (<https://www.unc.edu/about/privacy-statement/>) for additional information.

Additional Information for Instructors:

- The tools within the University's Learning Systems (i.e., Canvas), such as the Discussion Forum, Assignments, mailbox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

Grade Appeal Process – recommended

Information for Instructors:

- A grade appeal process statement is recommended on all syllabi. Instructors may use the following example or create their own:

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Equal Opportunity and Compliance - Accommodations – required

Information for Students (to be included on the syllabus):

Equal Opportunity and Compliance Accommodations Team (Accommodations – UNC Equal Opportunity and Compliance) (<https://eoc.unc.edu/accommodations/>) receives requests for accommodations for disability, pregnancy and related conditions, and sincerely held religious beliefs and practices through the University's Policy on Accommodations. EOC Accommodations team determines eligibility and reasonable accommodations consistent with state and federal laws.

Additional Information for Instructors:

- Information about Equal Opportunity and Compliance (EOC) Accommodations is required on all syllabi.
- Faculty and instructors with questions about accommodations and/or their role in implementation are invited to reach out to EOC (ars@unc.edu) to discuss and/or to review the "Supporting Students with Accommodations" training in Carolina Talent.
- EOC has a limited Testing Center service for students approved for disability accommodations if instructors are unable to proctor. Flexibility in exam administration, including time and day, are required.
- Updated and approved by Equal Opportunity and Compliance, December 2024

Counseling and Psychological Services (CAPS) – required

Information for Students (to be included on the syllabus):

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network (<http://care.unc.edu/>) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to the CAPS website (<https://caps.unc.edu/>) or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Additional Information for Instructors:

- Information about Counseling and Psychological Services (CAPS) is required on all syllabi.

- Source: Student Safety and Wellness Proposal for EPC, Sep 2018
- Reviewed and approved by Counseling and Psychological Services, December 2024

Title IX and Related Resources – *required*

Information for Students (to be included on the syllabus):

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC (<https://eoc.unc.edu/report-an-incident/>) or by contacting the University's Title IX Coordinator (%20titleixcoordinator@unc.edu), Elizabeth Hall, or the Report and Response Managers (reportandresponse@unc.edu) in the Equal Opportunity and Compliance Office. Please note that I am designated as a Responsible Employee, which means I must report to the EOC any information I receive about the forms of misconduct listed in this paragraph. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services, the University's Ombuds Office, and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu (<https://safe.unc.edu/>).

Additional Information for Instructors:

- Information about Title IX Resources is required on all syllabi.
- Source: <https://eoc.unc.edu/our-policies/state-and-federal-laws/title-ix-and-vawa/>;
- Reviewed and approved by the Office of Equal Opportunity & Compliance, December 2024

Policy on Non-Discrimination – *recommended*

Information for Students (to be included on the syllabus):

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination (<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, sex, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu (<https://safe.unc.edu/>)) or the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/report-an-incident/>). Please note that I am designated as a Responsible Employee, which means that I must report to the EOC any information I receive about harassment or discrimination. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services and the University's Ombuds Office.

Additional Information for Instructors:

- Reviewed and approved by the Office of Equal Opportunity & Compliance, December 2024

Diversity Statement – *recommended*

Information for Instructors:

A diversity statement is not required on syllabi, but if the instructor wishes to include one, they may use something comparable to the

example below or create their own. A recommended definition of diversity is: "all the ways in which individuals vary, including, but not limited to, backgrounds, beliefs, viewpoints, abilities, cultures, and traditions that distinguish one individual from another."

- I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, physical and learning ability and any other way in which individuals differ from one another. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

Undergraduate Testing Center – *recommended*

Information for Students (to be included on the syllabus):

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The Center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit the testing center website (<http://testingcenter.web.unc.edu/>).

Learning Center – *recommended*

Information for Students (to be included on the syllabus):

Want to get the most out of this course or others this semester? Visit UNC's Learning Center (<http://learningcenter.unc.edu/>) to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center – *recommended*

Information for Students (to be included on the syllabus):

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit UNC's Writing Center online (<http://writingcenter.unc.edu/>).