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Gen Ed News Welcome Back!

Syllabus Project

For the past several semesters, we have asked you to email your Gen Ed Syllabi for review. However, we now have a **NEW** process in place to submit the syllabi for not just Gen Ed courses, but **ALL** of the courses you teach. It is through D2L, and this newsletter is devoted to explaining why this is important, as well as directions as to how to do the submitting.

PLEASE READ THE WHOLE NEWS LETTER ABOUT HOW TO DO THIS!

Course syllabi contain important information about the courses instructors teach. These documents provide a record of instructional objectives, methods, assessments, and policies for each class taught at the University.

For accreditation and assessment purposes, it is important that UA administrators have access to key information contained in syllabi. Departments are required to keep hard or electronic copies of syllabi, but it is not efficient to access these records from multiple departments when there is a regulatory request. Personnel from the Office of Instruction and Assessment (OIA) and University Information and Technology Services (UITS) are piloting a project to have instructors submit their full course syllabus or an abbreviated Course Outline via D2L so that the most important information, from a compliance and assessment perspective, can be obtained seamlessly via UAccess.

Federal policy mandates that students have access to the instructional policies and requirements for classes prior to registration. This project will also allow students to view the course syllabus/outline from the most recent course administration at the time that they are registering for courses, allowing them to make more informed decisions in advance of registration.

Upload Your Syllabus/Course Outline

Instructors may find it easier to upload the complete course syllabus. However, if you do not wish to share the entire document, you can simply paste the text into the [Course Outline template](#) and use the [D2L Directions](#) to upload and publish it to the syllabus repository.

FOR QUESTIONS, PLEASE CONTACT LISA ELFRING

Bringing you all the latest in
General Education News.
Brought to you by the Office of
Instruction and Assessment
and UWGEC.

D2L Did you know?

D2L can randomly draw a subset of quiz questions from a larger pool of questions; veteran users will notice the process got a lot easier this summer.

How?

First, create your questions in the [Question Library](#). Then, when you [import questions into the quiz](#), choose the "Question Pool" option.

African Geography

New ▾ Import ▾

Section

Question Pool

True or False Question (T/F)

Multiple Choice Question (MC)

Multi-Select Question (M-S)

Written Response Question (WR)

DEEPER DIVE



Visit our help pages for the [full set of question pool instructions and more randomization options](#), and check out our [June 2018 D2L newsletter](#).



IT NEVER HURTS TO BE PREPARED!

EMERGENCY PROCEDURES

Fire – Medical – Police – Haz Mat Response

The quickest and easiest way to obtain professional help for any type of emergency, any-time day or night, is to phone:

9-1-1

Dialing 9-1-1 from any university land line phone will directly connect you with University Police. If calling from a cell phone, you will get the local emergency telephone system. Identify the location as "The University of Arizona" and you will immediately be connected to UAPD.

When calling to report an emergency, stay calm, identify yourself, and carefully explain the problem and location to the dispatcher. Remain on the phone until the dispatcher tells you to hang up. If you cannot stay on the line, tell the dispatcher that you must leave and where you can be reached.

Keep Yourself Calm – Keep Others Calm

Major Incident: Immediate Emergency Procedures

Call 911 for Emergency Response.

Do what is necessary to protect life and health.

Attend to injured or contaminated persons and remove them from danger.

Alert people to evacuate the area.

Close doors to affected area.

Have person knowledgeable of incident and area assist emergency personnel.

During normal operating hours employees should notify their supervisor of the emergency and begin to take the appropriate action warranted by the situation.

Emergency "blue light" phones are located throughout the campus with direct access to University Police. Look for blue location lights.

Course Outline

Course Outline is a Word document that you can use instead of a full syllabus. It contains the Higher Learning Commission's required information that is part of the university's accreditation. The same information is also critical for students to access during the course registration process.

Steps:

Download the **Course Outline file**.

1. As you fill in the information please remove the examples.
2. Save the document on your computer or external storage device (flash drive, hard drive, etc.).
3. Once you have completed and saved the document, click on the "Submit Course Outline" button below to upload your document.

SUBMIT COURSE OUTLINE

Each faculty member has control over what is sent and not sent to the repository. If you object to sending your full syllabus then please use the course outline template as it contains substan-

FAQs

[How can I publish a set of files that collectively make up my syllabus?](#)

Go to D2L Content and make sure the module name has the keyword "syllabus" in it. The easiest way to adjust a module name is to click Bulk Edit and Type over the old name. Click Done Editing when you have finished typing. Move all of the files you need to publish into this Module. Now go back to the Publish button on the course home page and all of your files will show up and be ready for you to click Send It.

[I am protective of my syllabus and the highly curated list of readings and assessment strategies. What are my options?](#)

The course outline is a great alternative to publishing your complete syllabus. It does not require your full list of readings. You can copy and paste the specific information from your syllabus into the specific sections of the document. When it asks for readings please specify the book titles, and obfuscate to categories of materials such as journal articles, periodicals, and items from the popular press or social media for the remaining readings. In the assessment strategy area you can leverage assignment categories and percentages. Some portions of the course outline will need specificity, but others can be obfuscated. If you have questions please contact Mark Felix (mwfelix@email.arizona.edu).

[Who can see and use the Publish button on a D2L course homepage?](#)

Instructors and instructional designers can see the Publish button. TAs, preceptors, and students cannot see the Publish button and cannot use the publish process. The instructor controls what is published for their course.

[I am a course coordinator and my course has several faculty teaching their own sections with their own D2L course sites. How should I proceed? \(Examples include Math 112, ENGL 102, and BCOM 214.\)](#)

Please contact Mark Felix (mwfelix@email.arizona.edu) as he can work with you to create a Course Outline that will cover all of your sections and all of your faculty. This one document will be used for all students when they look for more information during the course registration process. Each year Mark will work with you to ensure the information is up to date.

[How often do I need to publish my syllabus or course outline?](#)

Every semester that the course is offered please publish an updated syllabus or course outline.

[When will students be viewing these files? Won't this information be out of date when they view it?](#)

Typically students will be viewing the published files from a Fall 2018 course during Fall 2019 registration process. The files will be clearly labeled as being subject to change at the faculty's discretion and being from the previous semester.

Policies for University Syllabus

By placing this URL on your syllabus you no longer need to list the individual policies,

<https://academicaffairs.arizona.edu/syllabus-policies>.



These policies include the following:

ABSENCE AND CLASS PARTICIPATION

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences for groups of more than three students that are pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <http://policy.arizona.edu/employmenthuman-resources/attendance>.

THREATENING BEHAVIOR POLICY

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

ACCESSIBILITY AND ACCOMMODATIONS

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520) 621-3268 to explore reasonable accommodation.

If our class meets at a campus location, please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. See <http://drc.arizona.edu/instructors/syllabus-statement>.

CODE OF ACADEMIC INTEGRITY

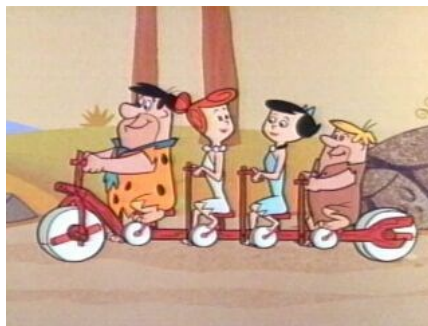
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity> and <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor; see <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>.



Directions for D2L



Below are the steps for publishing your syllabus on your D2L Course Site.

I ALREADY HAVE MY D2L COURSE SITE AND MY SYLLABUS IS ALREADY IN D2L CONTENT:

1. Log into D2L and locate your course site.
2. Click on the Publish button.(Typically on the right side of your course home screen. If you do not see it then please contact the [D2L Support Team](#).)
3. Click Send It for the files you want to send to the syllabus repository and don't click anything for the files you do not want to send.

Week 1 and Syllabus

Syllabus

Course Outline Template 2018.docx

Sent!

Last Sent: 8/16/2018 12:04:13 PM
Sent By: mwfelix

Readings for Week 1

Readings for Week 1.html

Send it!

File not sent

Lecture for Day 1

Inclusive Access eTexts for 25000 Student Seats.pptx

Send it!

File not sent

Lecture for Day 2

Using Competencies Learning Objectives and Rubrics for Degree Level Tracking.pptx

Send it!

File not sent

- Some faculty use a single file for their syllabus and some create a set of files that collectively are the syllabus. If you have a set of files then go to Content, rename a Module to contain the word Syllabus, and move all of the files under this module. Then return to the Publish button and you will see the set of files.)
- You have control over what is sent and not sent; please choose to send the syllabus or complete the course outline so that your students can have more information when registering for classes and so that university is in a better position for regulatory requests.

I DO NOT HAVE A D2L COURSE SITE AND I NEED TO START AT THE BEGINNING:

1. To create a D2L course site, please follow the steps located at, <https://help.d2l.arizona.edu/content/how-request-d2l-course-site>.
2. Contact the [D2L Support Team](#) to set up an appointment (phone or in person) to walk through the different tools D2L has and what might be useful to your course. They will also make sure to help you publish your syllabus through this process.

