**Checklist of Syllabus Items to Revise**

We have identified the following items from the CTL syllabus template as important to address in light of the special circumstances caused by the Covid-19 pandemic. What other items would you add to this list?

 In your breakout rooms, select one of these items and develop suggestions for a syllabus statement that addresses the pandemic-related considerations. Add your comments to the area of [this shared document](https://gtvault-my.sharepoint.com/%3Aw%3A/g/personal/csubino_gatech_edu/EQIDFUXWNMpNok6ZCCDlHg4B4bbTz0QxaV3lIOppBtfWsg?e=HBScj0) that corresponds to your breakout room number. If you time still remains, please select an additional topic to discuss.

* **Course Modality:** (considerations: Specify and elaborate on which of the [5 instructional modes](http://health.gatech.edu/coronavirus/students) your class will use. What does that mean for how we are going to meet, interact, and engage?)
* **Calendar** (considerations: Clearly state when students will need to attend class in person. When students are not attending class in person, how should they engage in the course (e.g. remotely through live synchronous broadcast, complete specific course work asynchronously)?)
* **Graded Components:** (Considerations**:** How might you need to be flexible with deadlines or submission format (e.g. physical vs. digital submission) to adapt to the heath situation? How can students request extensions on completing the course if they become sick?)
* **Course Website and Other Classroom Management Tools** [How should students navigate your Canvas site regardless of course mode. (At minimum, please post your syllabus to your Canvas site.) Which [Georgia Tech authorized technologies](https://gatech.service-now.com/home?id=kb_article_view&sysparm_article=KB0023604) will you expect students to use? (e.g. Turning Point Clickers)
* **Course Texts and Materials:** If they were on campus in a regular semester, students might have access to resources through the library or computer labs. But if students are not on campus, they may not have access to expensive texts, equipment or software. Or labs and maker spaces may have limited hours or other guidelines that impact access. How might you anticipate these needs and help connect students to the resources they need to be successful in the course? What information do students need to know to access the campus spaces necessary for your course? Are there open educational resources that would be appropriate for your course?
* **Health** (considerations: expectations surrounding self-monitoring and mask wearing… hygiene, staying home if ill, accountability to other students in the class, maintaining community safety best practices)
	+ ***Cloth Face Coverings*** *(*Current USG Language around Masks)
	+ Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings.
	+ Face covering use will be in addition to and is **not** a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.
	+ There are a few exemptions. Reasonable accommodations may also be made for those who are unable to wear a face covering for documented health reasons.
	+ For more information about face masks and coverings, review the **guidelines from Human Resources**.
* **Digital proctoring** (considerations: Explain what procedures you will use for online exams, such as Honor Lock and Turnitin. Students need access to specific technology if digital proctoring will be used. For example, students need access to a webcam, microphone, reliable high-speed internet, and the Chrome browser)
* **Students with disabilities** (considerations: process for requesting official accommodations specifically related to pandemic conditions (e.g. mask wearing, high-risk health condition etc)
* **Active participation (instead of attendance)** (Because of the pandemic, flexibility in attendance is extremely important. In fact you may consider emphasizing active participation in the course instead of attendance. At a recent meeting of the associate deans, they suggested using the following language: “You are expected to attend the class sessions unless you have a compelling reason not to do so." Also consider how the limited seating available on campus transportation may impact students’ ability to get to class on time.)

Some questions to consider: How will you encourage students to isolate/quarantine after exposure or positive test? What should students do if they need to miss class for any reason in order to make up the content/participation points missed? During a recent townhall, a presenter explained that taking attendance would be helpful for enabling contact tracing. How will you take attendance (e.g. via TurningPoint polling)?)
* **Extensions, Late Assignments, & Re-Scheduled/Missed Exams** [What will your policy be during the Fall 2020 taking into considering the potential realities of the pandemic impacting the course and the students? In what ways can you be flexible but still rigorous? How can students request extensions on completing the course if they become sick?]
* **Digital etiquette**: (considerations: What expectations do you have for how students should interacting online? For example, do you expect them to turn on their cameras when attending or talking? How do have any guidelines for their contributions to written communication, for example in discussion boards or email?)
* **Student Use of Mobile Devices in the Classroom** [Because of the physical distancing required due to the pandemic, the use of mobile devices in the classroom will be important to facilitate active engagement during course sessions. To set this policy, consider how you will incorporate technology to facilitate student engagement. Let students know what they should bring to class in order to allow them to fully participate. What opportunities can you provide for students to practice using new/unfamiliar technology? Who can students reach out to if they have problems with the technology (e.g. Canvas support)?]
* **Plan for Possible Return to Remote Teaching:** Let students know what the plan is if the class must switch to remote, either because you the faculty member becomes sick or if the entire Institute decides to switch because of the public health situation.

Additional items for the checklist:

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