Information for Instructional Faculty Members for spring 2021

Faculty,

Since we are headed into yet another semester disrupted by COVID-19, this document contains a lot of information. Some is changed from what was sent to you prior to fall 2020.

To make assimilating it easier, I put a table of topics immediately below and put all the verbiage for each topic in appendices.

If you have any questions, email me at kate.alley@sdsmt.edu. You may also call my cell any day of the week 605-863-6120. You won’t be bothering me since I am working throughout break; Preparing for spring is very important as we are facing enrollment declines, which could have budget impacts.

- Course Syllabus: Requirements for uploading syllabi to the syllabus upload tool (see Appendix A)
- Course Syllabus: Required Format and minimum content (see Appendix B)
- COVID-19 statements for all syllabi for spring 2021 (see Appendix C)
- Course Syllabus: An Example of a syllabus created according to current guidelines provided in Appendix B (see Appendix D)
- Course Description: Information on “course structure / design” all instructors must post to the ‘course information’ widget in D2L prior to start of semester (see Appendix E)
- Federal Credit Hour definition and advice on meeting it regardless of modality (see Appendix F)
- Additional information for newly hired faculty members (see Appendix G)
APPENDIX A

Course Syllabus: Requirements for uploading syllabi to the syllabus upload tool

A course syllabus must be provided for each course during the first meeting of the class. The information provided in the syllabus has significant implications for potential student appeals as outlined in Board of Regents Policy 2:33 and should serve as the official documentation for the course as requested by the South Dakota Board of Regents (SDBOR). As such, a syllabus is often cited in a grievance or grade dispute, so craft it thoughtfully and review it carefully. Each syllabus should contain the elements listed in the outline entitled “Format and minimum content” below.

SDBOR Policy requires the campus to maintain “centrally” a current copy of all syllabi.

At SD Mines we ensure current copies of syllabi are centrally available by using this web-based syllabus upload function on the SD Mines website: https://sdmines.sdsmt.edu/SyllabiUpload. (Your campus login and PW are needed to access the tool)

Even though the 4/7/10 rule has been suspended during the pandemic, any course you teach that meets the “4 / 7 / 10” rule needs to have a syllabus uploaded.

What (under normal circumstances) is the “4 / 7 / 10” rule?

Enrollment thresholds set by the SDBOR are as follows:

- 100-400 level (Undergraduate classes): 10 students or more
- 500-600 level: 7 students or more
- 700-800 level: 4 students or more

So, if a class you are teaching meets the rule, it is considered a “course” for which a syllabus is to be uploaded. For classes, such as independent study, coop or internship, thesis or dissertation, etc., uploading a syllabus is not required.

To access the upload tool, go to https://sdmines.sdsmt.edu/SyllabiUpload and input your regular SD Mines network login.

To avoid needless frustration, please make sure that you “Browse” for the syllabus file, “Upload” it and then click “Submit” the page. We have had faculty members miss the “Upload” button and experience unnecessary reminders and hassles.

If you need help, contact Vickie.bender@sdsmt.edu. If you do not see a link to a class you are teaching this fall, do not panic. Contact Vickie.bender@sdsmt.edu. Once you upload your syllabus, you can go to https://sdmines.sdsmt.edu/CourseList to check that it loaded.

An additional or alternative way you can check to see if your syllabi are loaded is to go to your directory page in the Mines webpresence. Your courses will be listed. If the links are active, clicking on the course name will take you to your syllabus. To see an example, go to https://www.sdsmt.edu/Directories/Personnel/Bienert,-Debra/

To see the Syllabus Search page used by students, go to www.sdsmt.edu/Syllabus.

ONE LAST NOTE: Please provide your syllabus in English.
APPENDIX B

Course Syllabus: Required Format and minimum content

NOTE: Additional syllabus elements – both required and suggested – that appeared in this document for fall 2020 have been pared back. Explanations are in burgundy-colored font.

Required Format and minimum content for Course Syllabus (as specified by the SDBOR; see https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/5_Guidelines/5_3_Guideline.pdf)

Course Prefix, Number, Title, Credit Hours
University Name
Academic Term, Year

Course Meeting Time and Location
ADD: how to login to D2L, and supply course title exactly as it shows up in D2L. Here is sample language

“In this course we will use D2L, so we can respond quickly to changing public health conditions. You can access D2L from the [central D2L login page](https://www.sdms.edu). You can also go to the “Current Students” section on the SD Mines homepage and click on the D2L icon. Use your campus Single Sign On email and password to get in. If you have problems, call the helpdesk at 605-394-1234 or email helpdesk@sdms.edu.”

Instructor’s Contact Information
Name
Office location
Office hours ADD: the JOIN URL in ZOOM if you are holding virtual office hours. SUGGESTION: Set up the Zoom hours inside D2L, so students always know where to find the JOIN URL.

Office phone number: If you are never going to be IN your office, giving the office number may simply sow frustration. Omit this or provide your home / cell number along with any restrictions you place on calling.

Email address

Course Description
ADD: The “course structure / design information you posted to the course information widget in D2L. (See Appendix D for more information)

Catalog description
Additional course description (optional)

Course Prerequisites

Previous courses/experience

Technology skills  ADD: details on the need to have a camera that can be turned on during Zoom sessions. Mention “working knowledge of D2L—and perhaps other technology you will rely on, such as Microsoft teams, OneDrive, etc. Put a link to “How do I” section of the ITS help page: https://www.sdsmt.edu/its/help/

Description of Instructional Methods

Course Requirements

Required textbook(s) and other materials
Supplementary materials

Class attendance policy ADD: If you plan to use Zoom and require students to “show up” to class by having their cameras ON, mention this here. If you have a hybrid class, i.e., some students online and some face-to-face, you may want to state your expectations about showing up in class if a student is a face-to-face student.

Cheating and plagiarism policy

Make-up policy

(For 400/500 dual-level courses) explicitly state the alternative or additional expectations for students in the graduate-level section.

Course Goals

Include specific reference to System General Education Goals if applicable.

Student Learning Outcomes  ADD: You may want to list the modules as they appear in your D2L site. If not here, then definitely list modules / chapters in the course schedule.

Evaluation Procedures

Assessments

Tests, projects, assignments, etc.  ADD: if you plan to use any form of short oral exams via Zoom, you may want to mention that here.

Performance standards/grading policy.  ADD: if you are using rubrics loaded into D2L, this is a good place to mention this. Including rubrics directly in the syllabus for items, such as course participation, is a good idea.

ADA Statement (use the following text)

SD Mines strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Title IX and Disability Coordinator, Ms. Amanda Lopez at disabilityservices@sdsmt.edu or 394-2533. Students with special needs or requiring special accommodations should also
contact the instructor and the Title IX and Disability Coordinator. More information can be found at https://www.sdsmt.edu/Campus-Life/Student-Support/Disability-Services/

Freedom in Learning Statement (use the following text)

**Freedom in learning.** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Provost and Vice President for Academic Affairs to initiate a review of the evaluation.

Electronic Devices Policy (if desired) ADD: to ensure Zoom or synchronous sessions are effective, you may want to add something on the order of the following:

“During synchronous Zoom sessions, please ensure that you are logged in and participating. Please refrain from using other devices that will distract you. Please keep outside disruptions to a minimum—although we may get to see one another’s pets, children, etc. Use your Zoom microphone and video controls as needed to prevent outside distractions from disturbing your colleagues.”

Tentative Course Outline/Schedule

COVID-19 and other personal extenuating circumstances attendance guidelines for classes (use statements below)

- If you experience any symptoms associated with COVID-19, you should complete the COVID-19 Case Notification Form and not attend face-to-face class(es). Once the form has been reviewed by the Dean or Students or designee, instruction will be provided on notifying your faculty as soon as possible. (see https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If for more detail)

- If you are ill or injured and are not able to engage in course work (non-COVID related) you should contact the Dean of Students Office at deanofstudents@sdsmt.edu. The Dean of Students will contact your instructor(s) or provide information on notifying your faculty ASAP. Documentation of absence may be requested.

- Any make-up of course requirements missed shall be worked out between you and your instructor(s). Instructor(s) will respond with the aim of being flexible while retaining the integrity of your academic experience. Failure to communicate quickly and follow-up may result in your inability to complete the semester. Contact the Dean of Students office at deanofstudents@sdsmt.edu if you have additional questions or concerns regarding processes related to missing classes due to personal extenuating circumstances.
Additional Optional Syllabi Elements to Consider Including

- A “Student Resources for Online Learning” ([https://www.sdsmt.edu/Online-Learning-FAQs/](https://www.sdsmt.edu/Online-Learning-FAQs/)) site designed for SD Mines students is a resource you may want to bookmark. You can go there to ask questions and get information. It is designed to ensure that you, as an SD Mines student with some or all of your instruction being online remain supported and updated this semester.

- The Student Success Center is a hub for learning support, resources, and help in identifying sources of assistance or support on campus. Go to [http://www.sdsmt.edu/Academics/Student-Success-Center/](http://www.sdsmt.edu/Academics/Student-Success-Center/) for more information or stop by the office in the Surbeck Center (next to the Dean of Students office) to visit with Lisa.Carlson@sdsmt.edu. The phone number is 605.394.5261.

- All tutoring is available online via Zoom: Go to [https://www.sdsmt.edu/Academics/Student-Success-Center/Online-Tutoring/](https://www.sdsmt.edu/Academics/Student-Success-Center/Online-Tutoring/) to learn more about these and other programs:

- For questions on chemistry supplemental instruction, contact Dr. Zhengtao Zhu at Zhengtao.Zhu@sdsmt.edu. Supplemental instruction for chemistry includes Chemistry 112 and 114.

- Student Resource List: [http://www.sdsmt.edu/Campus-Life/Student-Resources/Student-Resources-List/](http://www.sdsmt.edu/Campus-Life/Student-Resources/Student-Resources-List/)

- Information about how to use or access ITS resources (e.g., computer, Internet, email) [http://www.sdsmt.edu/Campus-Services/ITS/How-Do-I/](http://www.sdsmt.edu/Campus-Services/ITS/How-Do-I/)

- Information about Title IX. See suggested text below.

**Use of Electronic Devices (advice)**

For face-to-face classes, you can expect students to use nearly anything! In the absence of stating explicitly what you will or will not permit regarding the use of devices, you may be contending with phones, headphones, satellite phones, walkie-talkies, texting apps, sign language, intercoms, or other devices new or old, For example, if you require students to bring computers to class, you may want to mention that they should be charged; otherwise, you may have arguments over outlets and cords and tripping hazards. If circumventing the Respondus Lockdown software in D2L is considered cheating, say so. You can hardly be explicit enough.

**Cheating and plagiarism policy (ideas for text)**

SDBOR [Policy 2:33](https://www.sdsmt.edu/policies/Policies-PDFs/Policy-2-33.pdf) defines “Academic Misconduct” at length, but it all comes down to cheating, plagiarizing, falsifying, copying, misrepresenting, ‘borrowing’ ideas or information, or helping someone else do any of these things. Your best strategies include the following:

- Advise students to stay far clear of anything that even resembles any of the actions listed above.
• Consider cultural differences and reassure students that It’s OK to say “NO” if someone presses for ‘sharing’ or ‘borrowing’ work. Saying “No” is deemed rude by some; it isn’t. Remind students that cheating is so very tempting when deadlines loom and work piles up; however, the person being cheated is the student him or herself. Moreover, the damage extends to all classmates.
• Remind students that you are obligated to report dishonesty, and the processes described in the Student Code of Conduct.
• Clearly and explicitly (to the point of quantification) articulate the consequences of academic dishonesty in your class. If you must ‘press charges,’ you will be glad you did.

**SD Mines adheres to Title IX; What is Title IX?**

Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors. SD Mines can better support you as a student if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

SD Mines is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact the Title IX Coordinator, Amanda Lopez, at 605-394-2533 or submit an online report at https://www.sdsmt.edu/TitleIX/.
*Please note that as your professor, I am required to report any incidences to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 605-394-1924 or counseling@sdsmt.edu.*

**Please note:** the statements above are merely suggestions and advice. If you want to gather ideas by seeing what your colleagues use in their syllabi, you can search for courses yourself via the syllabus search tool www.sdsmt.edu/Syllabus.
APPENDIX C

The Dean of Students office has pared back the many statements that were necessary for syllabus inclusion in fall 2020. Please place the COVID-19 statements below in all your syllabi for spring 2021. Where you place them is up to you.

**COVID-19 and other personal extenuating circumstances attendance guidelines for classes**

- If you experience any symptoms associated with COVID-19, you should complete the [COVID-19 Case Notification Form](https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If) and **not attend face-to-face class(es)**. Once the form has been reviewed by the Dean or Students or designee, instruction will be provided on notifying your faculty as soon as possible. (see [https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If](https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If) for more detail)

- If you are ill or injured and are **not able to engage in course work** (non-COVID related) you should contact the Dean of Students Office at [deanofstudents@sdmst.edu](mailto:deanofstudents@sdmst.edu). The Dean of Students will contact your instructor(s) or provide information on notifying your faculty ASAP. Documentation of absence may be requested.

Any make-up of course requirements missed shall be worked out between you and your instructor(s). Instructor(s) will respond with the aim of being flexible while retaining the integrity of your academic experience. Failure to communicate quickly and follow-up may result in your inability to complete the semester. Contact the Dean of Students office at [deanofstudents@sdmst.edu if you have additional questions or concerns regarding processes related to missing classes due to personal extenuating circumstances.](mailto:deanofstudents@sdmst.edu)
APPENDIX D

Example of a syllabus that follows the guidelines provided in Appendix B

Sci 100: Introduction to Science (3 credits)
South Dakota School of Mines and Technology Fall 2020

Instructor: Dr. IM Educated
Office: MI 110
Ph: 394-1212 Email: Imelda.Educated@sdsmt.edu (preferred contact method)

Office Hours: Monday, Tuesday, Thursday, 12:00 pm – 12:50 pm
Note: For Fall 2020, Office hours will be held via zoom
https://sdsmt.zoom.us/j/9303941xxxx

Time and Location: Face to face class sessions will meet in MCB 206. For additional class meeting time information, please see the section on “Course Structure”

This course will use D2L for online instructional materials and overall course management. You can access D2L here: https://d2l.sdbor.edu. You can also go to the “Current Students” section on the SD Mines homepage and click on the D2L icon. Use your campus Single Sign On email and password to get in. If you have problems, call the helpdesk at 605-394-1234 or email helpdesk@sdsmt.edu “

For additional help on using zoom, D2L and other computer related items, visit the ITS “How Do I” page: https://www.sdsmt.edu/its/help/

Catalog Description: “This course is made up to show the attributes of a syllabus on campus. The topics include things that are included on a syllabus.”

Course instruction will be through short lectures, online video content and online recitations with team problem solving.

Course Structure: The course will be offered in a blended format. In person meetings will occur in on Wednesdays in sections provided on D2L. Make sure to note your section number Full class zoom meetings will be held on Mondays and Fridays at 1:00 pm. Zoom links for class sections are provided on D2L under the Communications” tab.

Course Prerequisites: None.

Course Materials:
Required Textbook: Wiley Plus code for access to the digital text provided with enrollment through D2L: Jones and Jones, “Stuff that is Scientific”, 9th edition, August 2019. The course will also use digital content available from First Day Access: https://www.sdsmtbookstore.com/site_inclusive_access.asp?
Additional course materials and content will be provided on D2L

Technology: The course requires use of a tablet computer with a camera and microphone and a calculator.
Software used in the course will include D2L, Zoom and Microsoft Office including OneNote and Teams. Tutorials for OneNote and Teams will be provided in this course.

Additional Resources:
Student Success Center: [https://www.sdsmt.edu/Academics/Student-Success-Center/](https://www.sdsmt.edu/Academics/Student-Success-Center/)

A “Student Resources for Online Learning” ([https://www.sdsmt.edu/Online-Learning-FAQs/](https://www.sdsmt.edu/Online-Learning-FAQs/))

All tutoring is available online via Zoom: [Go to](https://www.sdsmt.edu/Academics/Student-Success-Center/Online-Tutoring/) to learn more about these and other programs:

Grading and Course Policies:
Grades will be based on the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Grading:
- 3 Exams: 30%
- Final Exam: 20%
- Homework: 25%
- Quizzes: 25%

Grades will be recorded on D2L. Grading Rubrics for Homework and the Final Paper are provided on D2L. All homework should be uploaded to the dropbox on D2L.

Homework:
Homework due dates will be given in class and shown on the calendar on D2L

Late HW:
Late HW will not be accepted. D2L will automatically stop allowing uploads at the time the HW is due.

Quizzes:
There will be quizzes once or twice a week over assigned material. Quizzes will be unannounced and given through D2L during the online group course time only.

Final Exam:
For spring 2021 the final exam in this class is scheduled to be face— to-face at the day/time indicated on the final exam schedule: [https://www.sdsmt.edu/Academics/Exams-and-Testing/](https://www.sdsmt.edu/Academics/Exams-and-Testing/). Because of the uncertainty of COVID-19 conditions in early May 2021, the final exam in this class may need to be administered online. If this occurs, you will be provided notice at least a month prior. Online testing will use the Respondus Browser in D2L. A sample test will be given prior to the final to allow everyone to practice with the online testing system.

Projects:
A comprehensive paper will be required in the course. Grading rubrics for the paper are available on D2L.

Attendance:
Anything that is graded that occurs in class cannot be made up due to missed attendance. Students with excused absences for school activities, verified illness or personal reasons preapproved by Dr. Educated will be provided with times to make-up missed activities.

Academic Misconduct:
SDBOR Policy 2:33 defines “Academic Misconduct” at length. Instructors are obligated to report dishonesty, and the processes described in the Student Code of Conduct make clear just how seriously dishonesty of all forms is taken at SD Mines. Any student suspected of cheating will be reported in accordance with campus policies: [http://www.sdsmt.edu/Campus-Life/Community-Standards/Academic-Integrity/](http://www.sdsmt.edu/Campus-Life/Community-Standards/Academic-Integrity/).
**Course Goals and Objectives.**
This section of the syllabus will vary greatly depending on the instructor and the course. It may be broken down by modules or other learning objectives. Shown below are a few examples of overall course objectives and more specific learning objectives. This section may also include a course schedule (an example is provided on the next page)

**Example of overall course objectives from ME 216, Spring 2008**

By the end of the semester, you should be able to demonstrate your ability to:

1. Calculate a state of stress for a point on a loaded object, including normal stress and shear stress
2. Calculate section properties including area, centroid and moment of inertia for homogeneous cross-sections;
3. Calculate stresses and strains Due to tension, compression, direct shear and uniform pressure
4. Apply major concepts of equilibrium and compatibility and use them to solve simple indeterminate problems;
5. Calculate principal stresses and strains and transform states of stress to different orientations;
6. Define stress and strain fields for a given member with a given load at any orientation
7. Apply major concepts to real world problems, including creating simple models of complex systems
8. Design members or systems to withstand prescribed loadings based on a maximum allowable
9. Exhibit the ability to adequately explain core concepts orally and in writing

**Example of Module Objectives and Mapping to assignments (from Chemistry 112, Spring 2020)**

**Module-Level Objective:** The learning objective of this module is to develop the atomic and molecular view of matter.
M1.1. The Basic Language of Chemistry (Chapter 0.1, 0.4, 1.2, 1.3 and Chapter 2) Recognize and apply correctly the symbolic representations, chemical notation, formulas, and systematic rules of nomenclature that characterize the language of chemistry.
1. Appreciate the powerful nature of the atomic theory (chapter 0.1, 0.4)
2. Describe how we came to know about the structure of the atom (chapter 0.5)
3. Classify matter (chapter 1.2)
4. Rationalize chemical and physical change (chapter 1.3)
5. Describe the information in and the organization of the periodic table (chapter 2.1)
6. Describe the metals, nonmetals, and metalloids in the periodic table (chapter 2.2)
7. Explain the information embodied in a chemical formula (chapter 2.3)
8. Use the periodic table and ion charges to write chemical formulas of ionic compounds (chapter 2.5)

HW#1: M1.1 LO 1, 2, 3, 4, 5, 6
HW#2: M1.1 LO 7, 8, 9, 10, 11, 12, 13
### Class Schedule (an example from ME 216, Spring 2018)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Textbook Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Statics review</td>
<td>1.1 – 1.2</td>
</tr>
<tr>
<td>2</td>
<td>Average Normal and Shear Stress</td>
<td>1.3 – 1.5</td>
</tr>
<tr>
<td>3</td>
<td>Concepts of Design, Factor of Safety and Allowable Stress</td>
<td>1.6 - 1.7</td>
</tr>
<tr>
<td>4</td>
<td>Normal and Shear Strain</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>5</td>
<td>Properties of Materials / Exam 1</td>
<td>3.1-3.4</td>
</tr>
<tr>
<td>6</td>
<td>Properties of Materials</td>
<td>3.5-3.7</td>
</tr>
<tr>
<td>7</td>
<td>Axial Members</td>
<td>4.1-4.3</td>
</tr>
<tr>
<td>8</td>
<td>Indeterminate Axial Members &amp; Thermal Stresses</td>
<td>4.4 – 4.6</td>
</tr>
<tr>
<td></td>
<td><strong>End of Material on Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Stress Concentrations &amp; Typical Stress Fields / Exam 2</td>
<td>4.7</td>
</tr>
<tr>
<td>10</td>
<td>Pressure Vessels &amp; Stresses on an Inclined Plane</td>
<td>8.1</td>
</tr>
<tr>
<td>11</td>
<td>Plane Stress &amp; Stress Transformations</td>
<td>9.1-9.2</td>
</tr>
<tr>
<td>12</td>
<td>Principal Stress / Mohr’s Circle / Max Shear Stress</td>
<td>9.3-9.5</td>
</tr>
<tr>
<td></td>
<td><strong>End of Material on Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mohr’s Circle / Exam 3</td>
<td>10.1-10.5</td>
</tr>
<tr>
<td>14</td>
<td>Transformation of Strains</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>

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**NOTICES regarding COVBID-19 and spring 2021 semester**

- If you experience any symptoms associated with COVID-19, you should complete the COVID-19 Case Notification Form and not attend face-to-face class(es). Once the form has been reviewed by the Dean or Students or designee, instruction will be provided on notifying your faculty as soon as possible. (see [https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If](https://www.sdsmt.edu/Rockers-Return/COVID-19-FAQ/#If) for more detail)

- If you are ill or injured and are not able to engage in course work (non-COVID related) you should contact the Dean of Students Office at [deanofstudents@sdsmt.edu](mailto:deanofstudents@sdsmt.edu). The Dean of Students will contact your instructor(s) or provide information on notifying your faculty ASAP. Documentation of absence may be requested.

- Any make-up of course requirements missed shall be worked out between you and your instructor(s). Instructor(s) will respond with the aim of being flexible while retaining the integrity of your academic experience. Failure to communicate quickly and follow-up may result in your inability to complete the semester. Contact the Dean of Students office at [deanofstudents@sdsmt.edu](mailto:deanofstudents@sdsmt.edu) if you have additional questions or concerns regarding processes related to missing classes due to personal extenuating circumstances.
APPENDIX E

Course Description: Information on “course structure / design’ all instructors must post to the ‘course information’ widget in D2L prior to start of semester

Thanks to all faculty for helping our students meet the challenges of college during COVID-19. Communicating our plans to them for spring 2021 classes as soon as possible will help them adjust and make enrollment decisions.

Please create a brief statement in D2L that explains how you will structure each of your courses to meet our campus commitment to following CDC guidelines. Place the statement of the course structure in the Course Info widget on the Course Home page in the D2L shell created for your course(s) – see the example below. Students have been instructed to go to the D2L home page for each of their courses to find this information. The sooner they can access it, the better. On the following page, we have provided several example course structure descriptions that you can use and tailor to your class situation. In addition, suggestions regarding the structure of labs have been provided.

Please title your information “Course Structure for spring 2021” so students can find it easily. Activate your course in D2L as soon as you have this information ready, so students will be able to see your plan. You can put this information up and activate your course even if you are still working on building it. You can hide portions of the course that you are still working on if you do not want students to see it yet.

If you are new to D2L, log in and open the “Online Teaching at Mines” course that you have access to as a faculty member. If you have never logged into D2L, go to https://d2l.sdbor.edu/d2l/home. D2L login is simply your campus login. Click the D2L Basics link highlighted in the screenshot below to find a tutorial on how to set up your D2L course for Fall.

If you have difficulty accessing D2L, please email Adrian.Vopnford@sdsmt.edu. If you have any other questions, please contact Maribeth.Price@sdsmt.edu or Kate.Alley@sdsmt.edu.
Example course structure descriptions

These examples cover many situations, but instructors may mix and match the described strategies as needed. Several ways to do exams are offered, but each does not necessarily have to be used with one type of class or another. The term “recitation sessions” has been used in these descriptions in place of office hours (instructors have suggested that students are more likely to attend a recitation than an office hour, even if it is the same thing). Text in red italic indicates places where you will need to choose your option and explain it.

1. Online asynchronous course

This class will be conducted completely online. There are few to no meetings that you will be required to attend live. All of the course materials will be provided in D2L, and your assignments and assessments will be conducted through D2L. Zoom help sessions will be scheduled several times a week and your attendance is optional but encouraged. A weekly group recitation session and discussion boards to assist with homework and practice exam questions will also be provided to encourage interaction. (If class has a lab component, explain how it will work; see below for some suggestions.)

2. Online synchronous course

This class will be conducted completely online. The class will meet together via Zoom at the scheduled class time of **XX:XX – XX:XX on Monday/Wednesday/Friday**. The class sessions will be recorded and made available for students who are unable to attend in person now and then, but attendance is expected and will be recorded by the instructor. Your assignments and exams will be conducted through D2L. (If class has a lab component, explain how it will work; see below for some suggestions.)
3. Face to face hybrid course

This class will include a mixture of online and face to face sessions. A face to face class will be held at the scheduled class time of XX:XX – XX:XX on Monday/Wednesday/Friday, with one third of the class attending each live session and the rest participating live via Zoom. The class sessions will be recorded and made available for students who are unable to participate in a session now and then, but attendance is expected and will be recorded by the instructor. Additional help from the instructor will be provided through twice-weekly group recitation sessions for which attendance is optional. (If class has a lab component, explain how it will work; see below for some suggestions.)

4. Face to face hybrid (flipped) course

This class will include a mixture of online and face to face sessions. A face to face class will be held at the scheduled class time of XX:XX – XX:XX on Monday/Wednesday/Friday, with one third of the class attending each live session. Lectures will be pre-recorded and provided to the entire class through D2L; class time will be used to review problem sets, answer homework questions, and practice exams. The class sessions will not be recorded. Additional help from the instructor will be provided through twice-weekly group recitation sessions for which attendance is optional. Assignments for all students will be due at the same time and submitted via email. Exams will be held with the entire class during an evening hour when a room large enough to accommodate the class is available. (If class has a lab component, explain how it will work; see below for some suggestions.)

5. Mixed mode course

This class will meet face to face at the scheduled time, but provisions will be made to allow students to take the class remotely if they wish. Students on campus will attend the classroom sessions and remote students will attend the live class sessions via Zoom. The class sessions will be recorded and made available for students who are unable to attend a live session now and then, but attendance at the live sessions (in person or via Zoom) is expected and will be recorded by the instructor. Both in-class and remote students will submit assignments and have them graded in D2L. Exams will be held during class. Remote students who are unable to attend exams in person will be required to establish a formal paid or informal unpaid proctor. (If class has a lab component, explain how it will work; see below for some suggestions.)

6. Face to face hybrid/mixed mode course

This class will include a mixture of online and face to face sessions, but provisions will be made to allow students to take the class remotely if desired. A face to face class will be held at the scheduled class time of XX:XX – XX:XX on Monday/Wednesday/Friday, with one third of the class attending each live session and the rest participating live via Zoom. Remote students must attend all live sessions via Zoom. The class sessions will be recorded and made available for students who are unable to participate in a session now and then, but attendance is expected and will be recorded by the instructor. Additional help from the instructor will be provided through twice-weekly group recitation sessions for which attendance is optional. Exams will be given online using Respondus/Monitor. (If class has a lab component, explain how it will work; see below for some suggestions.)

7. Face to face hybrid/mixed mode (flipped) course

This class will include a mixture of online and face to face sessions, but provisions will be made to allow students to take the class remotely if desired. A face to face class will be held at the scheduled
class time of **XX:XX – XX:XX on Monday/Wednesday/Friday**, with one third of the class attending each live session. Lectures will be pre-recorded and provided to the entire class through D2L; class time will be used to review problem sets, answer homework questions, and practice exams. No class sessions will be recorded. Additional help from the instructor will be provided through weekly group recitation sessions via Zoom. Remote students are required to attend the recitation sessions. Course grades will be based on weekly problem sets and a final project instead of exams. *(If class has a lab component, explain how it will work; see below for some suggestions.)*

8. Face to face course

The class will meet face to face with the entire class expected to be present at all class meetings. Class time will not be recorded. Instructor office hours will be held via Zoom. Assignments will be submitted digitally, e.g., via D2L, on the due date or submitted on paper in class. Exams will be given during class time, and a final project will be required in place of a final exam. *(If class has a lab component, explain how it will work; see below for some suggestions.)*

**Examples of how labs might be structured**

1. Half of the students will attend the first 80 minutes of lab to collect data, and then they will clean and disinfect their work areas and equipment. Then the other half of the students will attend for 80 minutes to collect the data, and then they will clean their work areas and equipment. Students will complete the data analysis on their own time or in a weekly Zoom lab recitation.
2. Students will be provided with instructional videos and a list of common household materials to purchase. They will perform experiments, analyze their data, and write their reports at home. Students who did not have a suitable home space should contact the instructor about an alternative.
3. Students will be provided with a list of common household materials to purchase. They will participate in a live Zoom lab session in which they transmit their efforts via a web or phone cam in group breakout rooms, with the instructor available real-time for questions and demonstrations.
4. Students will be paired in teams for each lab. One student will attend lab, collect the data during lab time, and they will work together to write the lab report. Roles will switch for each lab.
5. Labs will be split into two sections in nearby rooms. Students will watch an introductory video and then the instructor will walk back and forth to answer questions during lab time.
6. The instructor will perform the experiment on video while students watch live via Zoom and take notes on the data obtained. Each student then writes up their lab report.
APPENDIX F

Federal Credit Hour definition and advice on meeting it regardless of modality

Advice on interpreting the Federal definition of a Credit hour as you create fall 2020 courses

BACKGROUND

- The Dept. of Education ‘standardized’ the amount of work / contact with students the needs to happen for an institution receiving Federal financial aid to assign “one credit.”
- When an accredited institution undergoes accreditation review, one team member performs a “Federal Compliance” review.
- An important element of this review is to look at ~20% of all syllabi (randomly selected) for the courses the institution offers in order to verify that the course requires students to engage in a level, amount, and intensity of work / study that corresponds to the number of credits a course is worth.
- Also included in an accreditation review is an evaluation of online classes. A review team member logs into a random sample of ~20% of online courses offered to see 1) if the instructional design is of sufficient quality, 2) if the online courses meet the Federal credit-hour requirements for the number of credits assigned, and 3) if the level of learning aligns with the degree level. I’ve typically been the member of the team that takes on this role, so I’ve done this type of review for roughly 37 universities--and counting.
- The advice that follows is based on my 20+ years of experience serving as a Federal Compliance reviewer for the Higher Learning Commission. I say this because the Federal definition is argued about, interpreted, and re-interpreted endlessly. Why? Because it is nearly impossible to define in language something that is, in part, ephemeral in nature.

SDBOR Policy

BOR Policy 2:32 Definition and Assignment of Credit Hours repeats the Federal definition, so the BOR policy is used here for reference.

The policy states (accurately) that the “credit hour value for a course is determined primarily by the amount of time, the intensity of the educational experience, and the amount of outside preparation required by the student.”

The word “intensity” instantly queues one into the somewhat ephemeral nature of the definition.

That said, the policy attempts to define what “one credit hour” means in Section 2.B. Regarding online or hybrid classes, the policy says the following in 2.B.8:
“Credit hours for courses delivered using online (distance), hybrid, and other nontraditional modes are assigned based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. As a general rule, an equivalent of forty-five (45) hours of work by a typical student is required for each credit hour.”

So, for a 3-credit semester-long class, the course needs to be designed such that all students devote 9 hours of work per week to achieving the course outcomes. Further, the 9 hours of work needs to be at a level of learning appropriate to college-level learning and the nature of the program, e.g. BS, MS, or Ph.D.

In Section 2.B.1 of the policy, a credit hour is defined in the context of a regular face-to-face classroom, hence the reference to “contact hours.”

One could conclude from the language of 2.B.8 that no actual instructor-student contact hours are required in an online class. This would be wrong because a course without regular and scheduled student-instructor and student-student contact is a “correspondence course,” and SD Mines is not authorized to offer correspondence courses (even if they were a good idea).

So, where does this leave you as you prepare your fall courses????

Below I offer advice, but I cannot cover all permutations of all courses. If you have questions, email me Kate.Alley@sdsmt.edu. If you can, send me your syllabus, and I can evaluate it as a Federal Compliance reviewer would and offer an opinion on whether it passes muster—or not.

1. Perform a wholistic evaluation of your course starting with the higher-level Objectives right down to the measurable and far less abstract Learning Outcomes. In the Teaching Online 101 class being offered to SD Mines faculty this summer, these topics are addressed in modules on course mapping and evaluating your learning outcomes with Bloom’s taxonomy to ensure the “intensity” or level of learning is appropriate to the degree level.

2. Once you have ALL the learning a student is to achieve over the 15 weeks of the semester, break down the learning into weeks.

3. Based on the number of credits a class is worth, you will come up with a different number of hours of work per week required. So, for example, if you have a 3-credit-hour class that meets Monday, Wednesday, and Friday, you have 9 hours per week you must account for. My advice in this instance would be to break down your course map into 3 “chunks” of 3 hours each per week. I would design the class for 3 “modules” per week, and make sure each module requires at least 3 hours of work.

4. Now, switching to good instructional design principles, I advise you to ensure that some portion of each module requires student-instructor contact and that most of them require some student-student interaction.
5. The instructor-student contact does NOT include online office hours. This contact can be achieved in many ways. Here are some examples:
   - Live/synchronous lectures with student enabled to post or ask questions.
   - Recorded lectures / voice-over screen casts or other media the student takes in and responds to in some required (and assessed) manner
   - Scheduled all-class presentations (perhaps via Zoom) in which a guest presenter is the “teacher”

6. In sum, design your class to include (and document) ALL following elements:
   - Student interacts directly with instructor
   - Student interacts directly with the course content via reading, simulations, research, field work, whatever
   - Student interacts with other students in the class in a non-casual manner, i.e., in a manner designed to advance learning and in a manner that “counts,” i.e., is for credit and is measured

It’s up to you to figure out the proportions and timing of all this. But your syllabus and your grading / assessment system is key. You cannot just assert that “X amount of time is spent doing Y” without requiring it and measuring it. You must document in your syllabus what occurs in a class to meet the Federal credit hour definition. “Documentation” in the eyes of a Federal Compliance reviewer mean that the activity “counts,” i.e., is for credit and the activity or work product is assessed.

Again, if you want a second opinion on this, send me your course map and/or your syllabus, and I’ll put on my compliance reviewer glasses and tell you what I see.

--As Scooby Doo says, “Rotsa Ruck
APPENDIX G

Additional information for newly hired faculty members

--please read as applicable to your situation

Meeting Classes

We have an obligation to meet classes as scheduled. If you anticipate that you will need to be absent for professional or family emergency reasons, it is your responsibility to make appropriate arrangements for your classes. These arrangements must be discussed with and approved by your department head in advance. In cases where time does not permit advance planning, such as illness, notify your department head, and he or she will be responsible for making the best arrangements possible under the circumstances.

Office Hours

Faculty members are expected to be on campus for a major portion of the work week and to be accessible to their students, colleagues and other campus personnel. If you teach classes, keep clearly advertised office hours according to the processes and specifications established by your department.

NOTE: You cannot use office hours to count as “contact hours” in meeting the Federal definition of a “credit hour. Go to https://www.sdbor.edu/policy/documents/2-32.pdf to read the policy. If you want the policy translated, email Kate.Alley@sdsmt.edu

In 2017, the department heads agreed to establish and enforce department-specific policy to ensure all instructors clearly communicate and hold office hours (virtual or face-to-face), so check with your department head about the departmental policy and process employed to ensure compliance.

Mid-Term Deficiency Reporting

When you receive the request to submit mid-term deficiencies, please respond—please. Follow up and retention/intervention efforts by support services can only happen if we know students are struggling, and the mid-term deficiency is a critical indicator. Please take the time to submit them. NOTE: If you have no mid-term deficiencies to report, you may notice that there is no way to indicate this in webadvisor. Please email Lisa.Carlson@sdsmt.edu to let her know that a “non-response” from you simply means all students in your classes are thriving, and you have nothing to report.

Course Grades

Assessing a student’s performance in a course to assign a final grade can be accomplished multiple ways; however, all instructors are obligated to tell the student in writing (i.e., on the course syllabus) the basis on which his or her course grade will be determined. Grades should be based on multiple measures and be permanently recorded. Students have a right to see a graded assignment or test after it has been corrected, and grading should be done promptly.
Final Examinations

The Board of Regents has designated periods at the end of each semester for final examinations. There are to be final examinations in every course during final exam week, with exceptions. Exceptions may include considering a major design project or report as the final examination. All exceptions should have prior department head approval.

NOTE: In spring 2021, some finals will be online. If you know your final will be online, explain this in your “course structure / design” statement in D2L—or communicate this very clearly in your syllabus. No one knows what COVID 19 conditions will be at the beginning of May 2021, so prepare to be flexible. If a campus decision is made regarding final exams, it will be relayed to you by your department head.

Course Web Presence

A D2L site for each of your course offerings is automatically created for you to use as you deem appropriate.

NOTE: The use of your D2L site for spring 2021 is critical and required. WHY? Because 2020 may be over, but COVID-19 is not. If you need to quarantine, for example, you and your students will have a common tool to consult to maintain class continuity. If you become ill and cannot teach for several weeks, someone in your program will have a better chance of handling your course while you are out if everything is in D2L. If you cannot find your D2L shell for your course(s), contact Adrian.Vopnford@sdsmt.edu

You are responsible for ensuring that copyright laws are observed if you use materials developed by others. The Devereaux Library staff can help if you have questions about copyright.

Retaining Student Work

As a public institution SD Mines is required under the Freedom of Information Act (passed by Congress in 1966) to keep certain record. Directive #33 in the SDBOR’s Record Retention Manual pertains to “Final Exams.” The language of the directive and a reasonable translation are as follows:

- **DIRECTIVE #33:** “This series contains the final exams, which may include tests, exams, term papers, reports or other methods for evaluating the course. Information may include the following: course title; course number; instructor’s name; and questions relating to course material, labs, research topics, and reports. This record series is maintained for final evaluation of the student academic progress and for student review. This record series is a closed record. DEAN’S / HEAD’S OFFICE: Retain 5 years in office, then destroy. FACULTY MEMBERS: Retain 1 year in office, then transfer to respective Dean’s Head’s Office.”

- **TRANSLATION:** Save what you rely upon in determining a student’s final grade. You do not need to retain original copies; large objects, e.g., sculptures or steel bridges; or copyrighted materials. You might imagine a grade dispute arising several years after grade assignment. What records and materials would be ‘reasonable’ to produce if you had to explain or defend your assignment of a final grade? A series of quiz scores and a final exam might be sufficient, and all items could be stored digitally.
End-of-Course Student Surveys

All schools in the SD system use the IDEA end-of-course survey. The system uses a software (Campus Labs) which enables the deployment of the survey via mobile devices. All surveys are delivered digitally.

If you are relying on your course survey results to build a tenure portfolio, consider taking extra steps to ensure a response (i.e., 10 or more students responding) sufficient to make the results valid. Some instructors ask students to bring their laptops or phones on a specific day and have the class fill out the survey ‘on the spot’ as part of the class. Others offer ‘points’ (that do not alter a final grade) for completing the survey. You can email Gina.Fiorello@sdsmt.edu to find out which students have or have not completed the survey; confidentiality of the responses is not violated.

Starfish early alert utility

Starfish is an online tool that instructors use to alert the Success Center when a student is exhibiting signs of academic distress. Missing class, not completing work, failing tests, etc. all merit reporting. The Success Center is poised to reach out to get students back on track, but they cannot act unless they know what’s going on. A manual on Starfish use is online at https://www.sdsmt.edu/uploadedFiles/Content/Audience/Faculty-Staff/GetStartedInstructorAdvisor.pdf.

Lisa Carlson and Success Center staff will be providing training on the use of this tool.

If you have questions not answered in or raised by this informational item, feel free to email your questions to Kate.Alley@sdsmt.edu