BEN/CEN 602: Ethical Issues in Engineering and Research

Graduate Seminar | 3 credits

Course Info

Term	Spring 2026
Meeting	Tue/Thu, 11:00 AM–12:20 PM
Location	Bowne Hall 414
Format	Seminar + active learning (cases, debate, simulations)
Instructor	Doug Yung, Ph.D., Teaching Professor
Email	ptyung@syr.edu
Office	Link Hall 361
Office hours	**Walk-in** Tue/Thu 1:30–2:30 PM; Wed 12:30–1:30 PM **Appt.** Mon/Fri 9:30–10:30 AM
Course site	blackboard.syr.edu

Welcome

Ethics is not a decorative add-on to engineering. It is the operating system that governs decisions when the stakes are real, the constraints conflict, and the information is incomplete. In this course, you will practice ethical reasoning as a professional skill: identifying dilemmas, applying frameworks, communicating decisions, and stress-testing implications for people, safety, and society.

How to get help quickly

- Ask questions in class, during office hours, or by email.
- When you ask for help, include: (1) what you tried, (2) what happened, (3) your best next step.
- If the pace, teamwork, or tools are not working for you, communicate early. We will troubleshoot together.

1 Course Description

As science and technology accelerate innovation in healthcare, communication, energy, and defense, the ethical responsibilities of engineers *and researchers* become both more visible and more consequential. This course prepares graduate students in biomedical and chemical engineering to navigate ethical challenges across the full research and innovation pipeline, from idea generation and experimental design to data collection, analysis, publication, and translation.

In addition to core ethical frameworks and professional standards, the course emphasizes **research integrity and responsible conduct of research (RCR)**: authorship and credit, mentorship and power dynamics, conflicts of interest, peer review, reproducibility, data management, and the ethics of AI-enabled research workflows. Students also examine human subjects research and IRB processes, safety culture, and the societal impacts of engineering decisions. Through active learning (debates, case analysis, simulated reviews and audits, and ethics-bowl style argumentation), students practice making defensible decisions under uncertainty and communicating ethical justifications clearly to technical and non-technical audiences.

2 Learning Outcomes

Upon successful completion of this course, students will be able to:

- **Identify and frame ethical problems** in engineering and research, including stakeholder impacts, constraints, and value conflicts.

- **Apply ethical frameworks and professional standards** to justify defensible decisions in biomedical and chemical engineering contexts.
- **Practice responsible conduct of research (RCR)** including data integrity and management, authorship and credit, conflicts of interest, peer review, reproducibility, and human-subject protections (IRB).
- **Communicate and defend ethical reasoning** clearly in written, oral, and visual formats for technical and non-technical audiences.
- **Work effectively in teams** to deliberate, critique, and resolve ethical challenges with professionalism and respect.

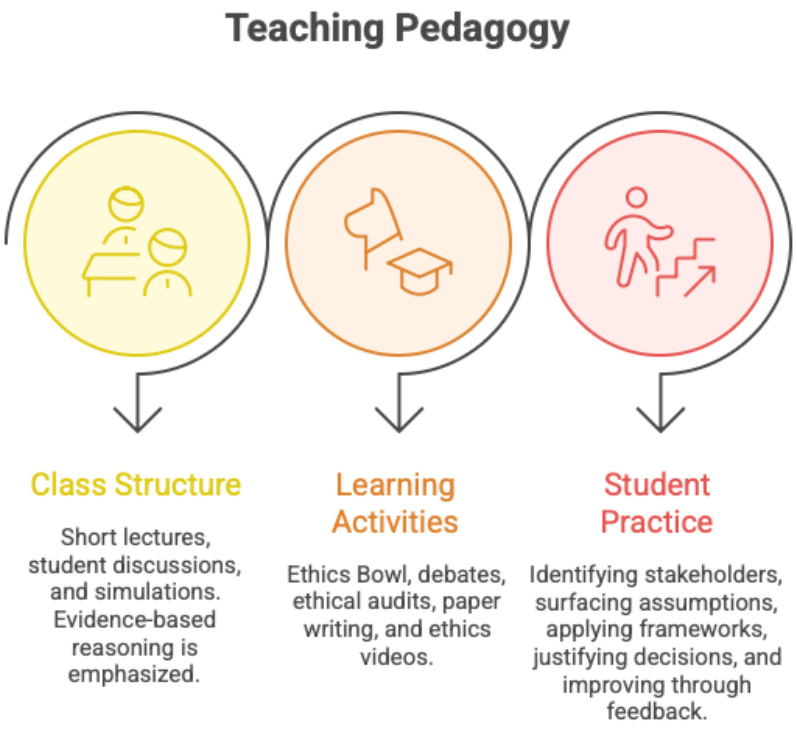
3 Shared Competencies (Course Tags)

This course supports Syracuse University Shared Competencies:

- Ethics, Integrity, and Commitment to Diversity and Inclusion
- Civic and Global Responsibility
- Communication Skills

4 Teaching Pedagogy

This graduate-level course is designed to give students substantial autonomy and agency. The approach is rooted in experiential learning, case-based reasoning, and structured play (gamification) to make ethical analysis a practiced skill rather than a purely theoretical topic. Ethics is learned by actively doing it: making claims, defending them with evidence, and revising when challenged.



Course meetings blend short micro-lectures with student-led discussion and hands-on simulations. Through ethics bowls, debates, video creation, journal-style paper writing, and simulated ethical audits (including

research ethics and IRB-style review), students work with realistic scenarios where information is incomplete, stakeholders disagree, and tradeoffs are unavoidable. Students will be expected to (1) surface assumptions, (2) identify risks and affected parties, (3) apply ethical frameworks and professional codes, and (4) communicate a defensible decision with clear justification.

Assessment emphasizes iteration and feedback. Many activities include low-stakes practice, rubric-based evaluation, peer critique, and opportunities to refine arguments and deliverables, mirroring how ethical reasoning functions in professional engineering and research settings.

Student expectations (quick)

- **Prep:** Come ready to discuss. Each class meeting will usually have a short reading/video, a focused prompt, or a brief preparation task posted on Blackboard.
- **Participation:** This is a discussion-based course. Professional, respectful engagement is part of the learning.
- **Time:** Plan for **2–4 hours/week** outside class (prep + post-class reinforcement + drafting/revising deliverables).
- **Teamwork:** Some work is individual and some is team-based; grading criteria will be stated in each rubric.

5 Course Website and Learning Resources

Course site: Blackboard will host the syllabus, course content, links to external materials, assignments, feedback, and grades.

Blackboard support

Information about Blackboard is available on **Answers Blackboard**; alternatively, contact **Information Technology Services** at help@syr.edu, 315.443.2677, or the ITS Service Center (1-227 CST, Life Sciences Complex).

Learning resources: Instead of a single textbook, the course uses curated open-source, free, and library-accessible resources posted on Blackboard (book chapters, manuals, videos, and ebooks).

6 Artificial Intelligence (AI)

We will discuss AI as an emerging technology and as a professional tool. AI tool use for coursework is governed by assignment-specific instructions (see the University Policies section).

7 Assessments and Grading

Assessment architecture for a high-structure course

This course uses a **100-point grading system organized by 5 modules**, but each module is intentionally built from a sequence of smaller, visible learning moves rather than a single high-stakes score. In other words, students are not graded only on the final product; they are also graded on the recurring habits that make strong ethical reasoning possible: preparing before class, contributing responsibly during class, following through after class, and improving work through feedback.
This structure is deliberate. It keeps the module framework simple and legible, while also making the course rhythm visible in the grading system. Students can therefore see that ethical reasoning is developed through **preparation, participation, practice, reflection, revision, and synthesis** rather than last-minute performance alone.

Grading philosophy

- **Visible process matters:** Grades reflect both the quality of culminating work and the learning process that leads to it.
- **Low-stakes work counts on purpose:** Brief readiness checks, discussion contributions, and reinforcement tasks are included because they help students prepare, practice, and improve.
- **Feedback is part of the design:** The grading structure rewards students for using critique, revising reasoning, and strengthening evidence over time.
- **Consistency supports equity:** A distributed grading model reduces ambiguity, lowers the pressure of single-event performance, and makes expectations more transparent across the semester.

7.1 Point structure (100 points total)

Module	Built from recurring graded components	Points per module	Course total
Module 1	readiness work + in-class application + post-class reinforcement/revision + module deliverable	20	20
Module 2	readiness work + in-class application + post-class reinforcement/revision + module deliverable	20	20
Module 3	readiness work + in-class application + post-class reinforcement/revision + module deliverable	20	20
Module 4	readiness work + in-class application + post-class reinforcement/revision + module deliverable	20	20
Module 5	readiness work + in-class application + post-class reinforcement/revision + module deliverable	20	20
Total	**Five high-structure modules across the semester**	**20**	**100**

How each 20-point module is typically constructed

To make the weekly learning cycle visible in the gradebook, each module will typically include the following four layers:

- **Preparation and readiness checks (3 points):** short quizzes, annotations, prep worksheets, entry tickets, or discussion prompts tied to assigned material.
- **In-class engagement and applied practice (4 points):** case analysis, simulations, structured discussion, peer critique, debate preparation, or role-based participation using evidence from the preparation tasks.
- **Post-class reinforcement and revision (3 points):** reflection, synthesis notes, revision tasks, follow-through checkpoints, or brief deliverable-building steps.
- **Culminating module product (10 points):** the major graded output for the module, such as a memo, audit packet, brief, resolution package, gallery walk product, or ethical bowl performance.

These proportions may shift slightly from one module to another based on the nature of the work, but the underlying principle remains the same: **smaller recurring tasks prepare students for stronger culminating work**.

7.2 What students are graded on across the semester

Graded layer	What it looks like in practice	Why it matters instructionally
Readiness and preparation	short quizzes, entry tickets, annotations, prep worksheets, claim-evidence-question prompts, discussion posts	ensures students arrive prepared and makes pre-class thinking visible
In-class engagement and practice	case analysis, role-play, structured discussion, simulations, peer critique, debate rounds, collaborative problem framing	uses class time for application, not first exposure
Post-class reinforcement and revision	reflection notes, evidence strengthening, synthesis tasks, revision checkpoints, follow-through planning	consolidates learning and turns feedback into improvement
Culminating module deliverables	audits, briefs, memos, resolution packages, gallery walk products, ethical bowl performances, other signature outputs	provides formal evidence that learning outcomes have been achieved

7.3 How work is evaluated

Each module uses a rubric aligned to the learning outcomes. Some work is **individual**, some is **team-based**, and some modules include both. Formats may include **papers/memos**, **debates**, **gallery walks**, **short videos**, **simulations**, and **applied ethics products**. Grades are therefore based not only on the final quality of the module deliverable, but also on the recurring evidence that students prepared, contributed, revised, and improved along the way.

Rubric preview: what strong work looks like in this course

A high-structure course does not hide quality expectations behind a score. Although each module will have its own assignment-specific rubric on Blackboard, the course uses a common evaluative logic across the semester so students can recognize what strong ethical work looks like in different formats. In general, stronger work in this course demonstrates the following:

- **Ethical reasoning quality:** identifies the central ethical problem clearly, recognizes tensions and tradeoffs, and applies relevant frameworks, professional standards, or responsible-conduct principles in a defensible way rather than offering opinion alone.
- **Use of evidence:** grounds claims in case details, research evidence, policy language, professional codes, or course concepts; distinguishes assertion from justification and uses evidence purposefully.
- **Stakeholder analysis:** identifies affected parties thoughtfully, considers differential impacts, and attends to power, risk, safety, responsibility, and context rather than focusing on only one perspective.
- **Professionalism in discussion and collaboration:** contributes respectfully, listens seriously to alternatives, responds constructively to disagreement, and participates in ways that advance collective reasoning.
- **Revision based on feedback:** shows evidence of refinement over time by clarifying claims, strengthening support, correcting weaknesses, and incorporating critique into subsequent work.

How to interpret rubric levels

Across modules, rubrics are designed to be educative as well as evaluative. A strong performance is not simply one that is polished; it is one that demonstrates **sound reasoning, appropriate evidence, attention to stakeholders, professional judgment, and growth through revision**. In practical terms:

- **Excellent work** is clear, well-supported, ethically nuanced, professionally communicated, and responsive to feedback.
- **Competent work** addresses the task appropriately but may simplify stakeholder tensions, underuse evidence, or leave reasoning underdeveloped.
- **Developing work** may rely too heavily on intuition, summary, or unsupported opinion, or may not yet show meaningful improvement after critique.

This preview is meant to reduce ambiguity. Students should be able to anticipate what quality looks like before they submit major work, not discover it only after grading.

7.4 Letter grade scale

Course total (out of 100)	Letter grade
93–100	A
90–92	A-
87–89	B+
83–86	B
80–82	B-
77–79	C+
73–76	C
70–72	C-
60–69	D
0–59	F

7.5 Rubrics, feedback, and module-level flexibility

Each module uses a rubric aligned to the learning outcomes, and Blackboard will provide the assignment-specific criteria in advance. While the exact format may vary by module, the course consistently evaluates four dimensions: **preparation**, **quality of engagement**, **follow-through/revision**, and **the culminating product**. This preserves flexibility for different module designs while keeping the grading logic predictable for students.

8 Weekly Schedule

The schedule below is intentionally structured so students can anticipate what to do before, during, and after class. Specific readings and activity instructions will be posted on Blackboard, but the weekly learning rhythm will remain broadly consistent.

Predictable weekly rhythm

- **Before class:** Complete the posted reading/video and a short preparation task such as a readiness check, annotation, prep worksheet, entry ticket, or claim-evidence-question prompt.
- **During class:** Expect a short framing lecture followed by active learning such as case analysis, debate, simulation, peer critique, or structured discussion that draws on the submitted preparation.
- **After class:** Complete a short reinforcement task that helps you consolidate, extend, or revise your thinking before the next class meeting.
- **End of module:** Submit the major graded product for that module using the posted rubric.

Structured pre-class preparation and accountability

Pre-class work is a required part of the learning design in this course. Students are not expected to arrive having mastered the material, but they are expected to arrive having engaged it. In most weeks, that preparation becomes visible through one brief readiness artifact submitted before class on Blackboard. Depending on the module, that artifact may take the form of:

- a short **reading quiz** or **readiness check**
- a **discussion post** or claim-evidence-question prompt
- a **prep worksheet** asking students to identify stakeholders, risks, assumptions, or evidence gaps
- an **annotation task** on a case, article, policy, or scenario
- an **entry ticket** used to launch in-class deliberation, simulation, or review

These tasks are intentionally brief and low-stakes. Their purpose is not to add busywork, but to create accountability, surface misconceptions early, make participation more equitable, and ensure that in-class time can be used for higher-value analysis rather than first exposure.

How pre-class accountability works

- **Frequency:** Most class meetings include a preparation check tied to the assigned material.
- **Function:** Readiness tasks prime discussion, make thinking visible, and help students enter class with a claim, question, or piece of evidence.
- **Feedback:** Some checks are completion-based or auto-scored; others receive brief instructor or peer feedback and then feed directly into class activities.
- **Connection to assessment:** These tasks are part of each module scaffold and prepare students for the larger deliverable rather than standing apart from it.
- **Professional habit-building:** The course treats preparation as part of ethical and professional practice: come informed, contribute responsibly, and revise in light of evidence.

Structured post-class reinforcement and follow-through

Learning in this course does not end when class ends. Most weeks include a short post-class reinforcement task designed to help students process feedback, stabilize new concepts, and carry their thinking forward into the next stage of the module. These follow-through tasks make the "after class" layer of the course visible and routine. Depending on the module, post-class reinforcement may include:

- a short **reflection** on how a student's position changed during discussion or simulation
- a **revision task** that strengthens a claim, integrates evidence, or responds to critique
- a **synthesis note** connecting ethical frameworks, stakeholder tensions, and professional standards
- a brief **application exercise** that transfers the day's ideas to a new case, context, or technology
- a **deliverable-building step** such as evidence collection, storyboard development, memo drafting, or team planning

These tasks are intentionally designed as reinforcement rather than re-teaching. Their purpose is to help students consolidate what happened in class, make feedback usable, and maintain momentum toward the module deliverable.

How post-class reinforcement works

- **Frequency:** Most weeks include a short after-class task, reflection, revision, or checkpoint.
- **Function:** Reinforcement tasks help students retain concepts, clarify reasoning, and prepare for the next class meeting rather than letting discussion end at the classroom door.
- **Feedback loop:** Some tasks receive brief instructor or peer feedback; others are brought back into the next class as a launch point for discussion, critique, or extension.
- **Connection to assessment:** Post-class work is part of the scaffold toward each module's major deliverable. It helps students move from first attempt to stronger final product.
- **Professional habit-building:** The course treats revision, synthesis, and follow-through as part of ethical and professional practice. Engineers and researchers do not simply react in the moment; they document, reflect, refine, and improve.

9 Weekly Schedule

This course follows a deliberately structured rhythm so that students know how to prepare, participate, and follow through each week. Specific readings, prompts, and instructions will be posted on Blackboard, but the overall cadence of the course will remain consistent.

Weekly course rhythm

- **Before class:** Complete the assigned reading, video, or preparation prompt and submit any required pre-class task on Blackboard.
- **In class:** Be prepared for a brief framing lecture followed by active learning, such as case analysis, discussion, simulation, debate, peer critique, or collaborative problem-solving.
- **After class:** Complete a short follow-through assignment that helps extend, revise, or consolidate your learning.
- **At major checkpoints:** Submit intermediate or final artifacts that build toward each module's culminating deliverable.

Week(s)	Focus	Before class	In class	After class / checkpoint
1–3	**Module 1. Foundations of ethical judgment**	Introductory reading, video, or readiness task	Framing lecture, case discussion, stakeholder mapping, framework comparison	Reflection, revision, and staged preparation for the Ethical Gallery Walk
4–6	**Module 2. Safety and research integrity**	Case/article preparation, annotations, or readiness quiz	Audit simulation, evidence review, small-group analysis, critique	Follow-through memo, evidence revision, and audit packet checkpoints
7–10	**Module 3. People, rights, and responsible innovation**	Preparation on consent, human subjects, risk, access, or misuse	Scenario analysis, role-based review, structured discussion, workshop	Mitigation revisions, brief development, and staged checkpoints toward the final submission
11–12	**Module 4. Civic ethics in practice**	Country/delegation preparation, position notes, evidence gathering	Negotiation, caucus, coalition-building, drafting, revision	Debrief memo, resolution refinement, and final package submission
13–14	**Module 5. Emerging technology and professional identity**	Case preparation, argument planning, rebuttal development	Ethical Bowl practice, critique, live argumentation, synthesis	Post-argument reflection, rebuttal refinement, and final module submission

Module 1: Foundations of Ethical Judgment

Module purpose

This opening module introduces the habits of ethical reasoning used throughout the course. Students learn to identify ethical issues, recognize stakeholders, compare competing frameworks, and justify decisions in situations shaped by uncertainty, power, and tradeoffs.

Week	Before class	In class	After class	Major checkpoint
1	Read selected syllabus excerpts and a short introduction to engineering ethics; complete a readiness prompt identifying an ethical issue in engineering or research	Course framing, discussion of norms and expectations, short lecture on ethics as professional practice, and opening case discussion	Write a short reflection on what makes a problem ethical rather than merely technical, personal, or managerial	Pre-class readiness submission
2	Read or view materials introducing key ethical frameworks; complete a guided comparison worksheet	Framework application exercise, small-group case analysis, and whole-class discussion of how different ethical lenses lead to different judgments	Revise the worksheet into a short structured analysis with clearer justification and stronger use of evidence	Framework analysis checkpoint
3	Prepare a stakeholder map and identify tensions, risks, and unresolved questions in the selected case	Gallery-walk style ethical analysis, peer feedback, and class synthesis on tradeoffs and uncertainty	Revise your analysis using peer feedback and finalize the module submission	**Ethical Gallery Walk**

After-class emphasis

After-class work in this module helps students refine their ethical vocabulary, strengthen justification, and move from first impressions to more disciplined analysis. These assignments are short, but they directly prepare students for the final gallery walk.

Module 2: Safety and Research Integrity

Module purpose

This module focuses on ethical responsibility in engineering and research when safety, honesty, reproducibility, authorship, accountability, and public trust are at stake.

Week	Before class	In class	After class	Major checkpoint
4	Read a case involving safety failure, misconduct, or breakdown in research practice; complete a short readiness quiz or annotation task	Mini-lecture on safety culture and research integrity, followed by guided case dissection and discussion of immediate versus systemic failures	Write a short corrective-action memo identifying root causes, ethical concerns, and one defensible intervention	Safety case response
5	Prepare evidence related to reproducibility, authorship, peer review, data handling, or conflict of interest using a guided worksheet	Team-based audit simulation, critique of findings, and discussion of standards, responsibilities, and evidence thresholds	Revise recommendations based on feedback and strengthen the logic connecting evidence to conclusions	Audit worksheet checkpoint
6	Bring draft audit packet sections and supporting documentation	Workshop day focused on peer review, gap-finding, refinement, and final integration of audit materials	Submit the finalized packet	**Integrity and Safety Audit Packet**

After-class emphasis

After-class work in this module is designed to make professional reasoning visible. Students are expected not just to identify what went wrong, but to articulate why it matters and what responsible action would look like.

Module 3: People, Rights, and Responsible Innovation

Module purpose

This module examines ethics at the intersection of human subjects, consent, rights, misuse risk, dual-use concerns, equity, and responsible innovation in biomedical and engineering contexts.

Week	Before class	In class	After class	Major checkpoint
7	Read or view materials on human-subject protections, IRB principles, or consent; complete a readiness task focused on rights, vulnerability, and risk	Short lecture and case discussion on consent, vulnerable populations, and professional obligations in human-centered design or research	Write a brief reflection on the difference between what is legally allowed and what is ethically responsible	Consent and rights reflection
8	Prepare a short case response related to equity, access, exclusion, bias, or misuse risk	Role-based review exercise in which teams analyze the same technology from different stakeholder positions	Revise mitigation strategies and identify unresolved ethical tensions that remain even after improvement	Mitigation strategy checkpoint
9	Gather supporting evidence and draft the core claims for the module brief	Workshop on responsible innovation, feedback on reasoning structure, and critique of recommendations	Revise the draft brief with stronger evidence, clearer framing, and more defensible recommendations	Draft brief checkpoint
10	Prepare final brief materials and supporting rationale	Synthesis discussion, peer review, and final polishing workshop	Submit final module deliverable	**Responsible Innovation Brief**

After-class emphasis

After-class assignments in this module help students move from issue recognition to action-oriented ethical judgment. Students are expected to revise their work as they incorporate evidence, stakeholder perspectives, and practical constraints.

Module 4: Civic Ethics in Practice

Module purpose

This module applies ethical reasoning in a civic and diplomatic setting. Through a Model UN-style format, students practice negotiation, coalition-building, evidence-based advocacy, and principled compromise.

Week	Before class	In class	After class	Major checkpoint
11	Prepare country or delegation position notes, identify priorities, and gather supporting evidence	Caucus, negotiation, coalition-building, and guided drafting of resolution language	Write a debrief on strategy, ethical compromise, and the tension between ideals and political realities	Position paper or negotiation notes
12	Revise draft resolution clauses and prepare supporting rationale for your team position	Final negotiation, clause refinement, and resolution workshop	Submit the finalized package	**Model UN Resolution Package**

After-class emphasis

After-class work in this module focuses on reflection and refinement. Students use debriefs and revisions to examine how ethical commitments are shaped by negotiation, coalition pressures, and institutional constraints.

Module 5: Emerging Technology and Professional Identity

Module purpose

The final module synthesizes the course through contemporary dilemmas involving emerging technologies, professional judgment, and ethical argumentation under pressure.

Week	Before class	In class	After class	Major checkpoint
13	Prepare case notes, initial claims, and likely rebuttals for an emerging technology ethics case	Mini-lecture, Ethical Bowl practice round, peer critique, and discussion of argument quality and evidence use	Revise claim structure, rebuttals, and supporting justification based on feedback	Argument preparation checkpoint
14	Finalize case preparation and team reasoning strategy	Live Ethical Bowl or culminating argumentation activity	Submit a post-argument reflection and any required written synthesis	**Ethical Bowl Deliverable**

After-class emphasis

This final module emphasizes revision under challenge. Students are expected to clarify their reasoning, strengthen rebuttals, and reflect on how their professional ethical identity has developed across the semester.

Major Checkpoints Across the Semester

Module	Major checkpoint	Purpose
Module 1	Ethical Gallery Walk	Makes foundational ethical reasoning visible through staged preparation, peer feedback, and revision
Module 2	Integrity and Safety Audit Packet	Breaks a complex professional task into evidence gathering, ethical analysis, recommendation, and refinement
Module 3	Responsible Innovation Brief	Requires students to move from identifying concerns to proposing defensible, stakeholder-aware recommendations
Module 4	Model UN Resolution Package	Develops civic reasoning, evidence-based negotiation, and principled compromise in a collaborative format
Module 5	Ethical Bowl Deliverable	Serves as a synthesis task integrating ethical judgment, evidence use, rebuttal, and professional communication

10 University Policies, Integrity, and Student Support

Academic Integrity and Intellectual Property

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as **crediting your sources**, **doing your own work**, **communicating honestly**, and **supporting academic integrity**. **Policy link:** teachingexcellence.syr.edu/academic-integrity (select "Expectations and Policy.")

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., **Chegg**, **Course Hero**) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a **Level 3 violation**. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to **grade sanctions** determined by the course instructor and **non-grade sanctions** determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

Artificial Intelligence (AI) Use

Artificial intelligence (AI) tools may be permitted in this course on a limited, assignment-specific basis.For every assignment, quiz, or exam, follow the posted instructions for **which AI tools (if any) are allowed**, **how they may be used**, and any **citation or disclosure requirements**.

Policy on Faculty Use of Student Academic Work

I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

Attendance Policy (including Absence Notification)

Attendance in classes is expected in all courses at Syracuse University. It is a **federal requirement** that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use **Early-Semester Progress Reports** and **Mid-Semester Progress Reports** in **Orange Success** to alert the Registrar and Financial Aid Office on non-attendance.

If a student is unable to participate in-person or virtually for an extended period of time (**48 hours or more**), the student may request an **absence notification** from their home school/college Dean's Office or through **Student Outreach and Support**. Instructors will be notified via the **"Absence Notification"** flag in **Orange Success**.

Barnes Center at the Arch (Health, Counseling, etc.) staff will **not** provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with Student Outreach and Support case management staff to provide appropriate notification to faculty through Orange Success. For absences lasting **less than 48 hours**, students are encouraged to discuss academic arrangements directly with their faculty.

Additional information may be found at **Student Outreach and Support: Absence Notifications**.

Blackboard Learning Management System and Ally

This class will use the **Blackboard Learning Management** to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades.
Time zone note: Due dates and times in Blackboard are stored in **Coordinated Universal Time (UTC)** and displayed for each user based on the time zone setting of their computer and data from their internet browser. The system will always display the time zone being used. If an instructor sets a due date of 11pm Eastern time, a student in the Pacific time zone will see a due date of 8pm.

Help with Blackboard: Information about Blackboard is available on **Answers Blackboard**; alternatively, you can contact **Information Technology Services** by sending an email to **help@syr.edu**, calling **315.443.2677**, or in-person at the **ITS Service Center**, located at **1-227 CST in the Life Sciences Complex**. Business hours for the Service

Center can be found on the ITS Website at http://its.syr.edu/its_service_center/

Accessible Blackboard Content (Ally)
Syracuse University is using **Blackboard Ally**, a tool to help enhance the usability and accessibility of course documents in the Blackboard learning management system. Ally provides students with multiple accessible formats of the original document to select those that fit their unique needs. Currently, Ally offers accessible versions of Portable Document Format (PDF) files, Microsoft Office files (Word and PowerPoint), images and uploaded HTML files. Students will see a clickable "A," which pops up in a window, and they can select one or more accessible alternative documents to download and use.

Additional information on the Blackboard Ally tool is available on **Answers Blackboard Ally**; alternatively, you can contact **Information Technology Services** by sending email to **help@syr.edu** or calling **315.443.2677**.

Disability Syllabus Statement

Syracuse University values **access and inclusion**; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (**academic adjustments**) that may be necessary to ensure equitable access, and to collaborate with the **Center for Disability Resources (CDR)** in this process.

If you would like to discuss disability-related accommodations or register with CDR, please visit **Center for Disability Resources**. Please call **315.443.4498** or email **CDRspecialist@syr.edu** for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an **access plan**. Since academic accommodations are generally not provided retroactively, please contact CDR **as soon as possible** to initiate this process.

Discrimination or Harassment

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, reproductive health decisions, disability, marital status, political or social affiliation, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to **Sheila Johnson-Willis**, the University's **Chief Equal Opportunity & Title IX Officer for Faculty and Staff**. She is responsible for coordinating compliance efforts under the various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act.
She can be contacted at **Equal Opportunity, Inclusion, and Resolution Services**, 621 Skytop Road, Suite 1001, Syracuse University, Syracuse, NY 13244-1120; or by email: **equalopp@syr.edu**; or by telephone: **315-443-4018**.

TITLE IX

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, and sexual exploitation).

Confidential support (24/7): If a student has been impacted by any prohibited behavior based on sex or gender, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (**315-443-8000**, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244).

Reporting options: Incidents of sexual or relationship violence or harassment can be reported to the University's Title IX Coordinators (**Sheila Johnson Willis**, Chief Equal Opportunity Officer and Title IX Officer for Faculty and Staff, **315-443-4018**, **equalopp@syr.edu** or **Pamela Peter**, Director/Coordinator of Student Title IX Case Management, **315-443-0211**, **titleix@syr.edu**). Reports to law enforcement can be made to the University's Department of Public Safety (**315-443-2224**, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, **911** in case of emergency or **315-435-3016** to speak with the Abused Persons Unit), or the State Police (Campus Sexual Assault Victims Unit, **844-845-7269**).

I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have **mandatory reporting responsibilities** to share information regarding sexual misconduct, relationship violence, stalking, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all and to ensure you have access to available resources.

Email Policy

Syracuse University has established email as a primary vehicle for **official communication** with students, faculty, and staff. Emergency notifications, educational dialog, research, and general business correspondence are all consistently

enhanced in institutions of higher learning where email policies exist and are supported by procedures, practice, and culture.

An **official email address** is established and assigned by **Information Technology Services (ITS)** for each registered student, as well as for all active faculty and staff members. All University communications sent via email will be sent to this address. Faculty and staff members must use the officially established University email address to communicate with students registered in their classes.

Keep in mind that student records sent to a **non-syr.edu email address** may create a **FERPA violation** (See the complete policy at Syracuse University Email Policy).

FERPA

The Family Educational Rights and Privacy Act (**FERPA**) sets forth requirements regarding the **privacy of student records**. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to **protect the confidentiality** of student records.
For additional information about FERPA and Syracuse University's FERPA policy, see Compliance with the Family Education Rights and Privacy Act or contact the **Office of the Registrar** (**315.443.2422**).

In recent years it has become increasingly common for parents and other family members to contact faculty directly with questions about a student's academic performance. If this happens, you are encouraged to consult your department chair or senior associate dean for guidance. Even seemingly innocuous statements about matters such as class attendance or participation can constitute **FERPA violations**. Students may file **FERPA waiver forms**, which allow university personnel to discuss their academic records and performance with specified individuals.

Faith Tradition Observances

Syracuse University does not set aside days for any religious holiday. Students must notify instructors of any religious observances by the **academic drop deadline**. For any observances occurring before the academic drop deadline, students must notify faculty at least **two academic days in advance**. Please remind students in class of their obligations to do so. Students register their observances using **MySlice**. Suggested syllabus language:

Syracuse University's **Religious Observances Policy** recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Health & Wellness

Well-being and mental health are significant predictors of academic success. It is critical to take care of yourself physically and emotionally and to effectively navigate stress, anxiety, and depression.

Please familiarize yourself with the range of resources the Barnes Center provides (**https://ese.syr.edu/bewell/**) and seek out support for mental health concerns as needed.
Counseling services are available **24/7, 365 days**, at **315-443-8000**.

Orange Alert

ORANGE ALERT, Syracuse University's crisis notification system, uses text messages, phone, and email alerts to provide rapid notification and instructions to members of the University community in the event of a crisis in progress. Crises could include an individual who is considered armed and dangerous, a hazardous materials incident, an explosion, or any other event in which there is an immediate threat of physical harm or death to campus community members. We recognize that faculty may consider activated cell phones as an interruption to their class. However, the Department of Public Safety recommends that faculty members leave their own cell phones on vibrate in order to receive text messages about a potential emergency situation. It is also recommended that faculty designate several class members to leave their cell phones on vibrate in order to receive notifications in the event of a critical incident. ORANGE ALERT contact information for students, faculty, and staff is drawn from the MySlice online information system; please keep your contact information current.

In the event of an emergency, please use one of the following numbers to reach us:
From any phone: 315.443.2224
From your cell phone: #78 (#SU)
Campus landline: 711

For more information on ORANGE ALERT, including how to update your contact information, visit the DPS website