

COURSE SYLLABUS**SI 260: Opportunity in the Age of Intelligent Machines: “What to Do When Machines Do Everything”
FALL 2020**

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Office Hours:
By Appointment
Location: Zoom

Prerequisites: None
Credits: 3
Lecture: Wednesday, 1:00 – 2:30 PM
Location: Classroom TBD
Course Site: Available on Canvas

Overview

Automation isn't a new story. Across the ages, agricultural, industrial, and now information, the burden of work has inexorably shifted from humans to machines. The more capable the machines, the more complexity they've shouldered. The incessant pressure on organizations to do more with less has made automation an attractive solution for many – especially when personnel-related costs are typically the largest operating expense for most organizations.

Moreover, machines are generally much easier to manage than people.

But something is different today. Something that is changing our interactions in ways we humans have never experienced, and it's changing them at an ever-

accelerating rate. Something that seemingly challenges the very definition of what it is to be human.

Our machines are acquiring intelligence – and they're becoming mobile.

Rudimentary in some ways, but impressive in others. They're growing beyond the limitations of programmed, repetitive motion in tightly-controlled domains. Much like their overlords have done since the inception of time, they are increasingly functioning in open-ended domains – and successfully managing through escalating levels of ambiguity in the process.

It's time to investigate this looming reality. It's time to ask the question, what to do when machines do everything? And it's time to think about the ramifications.

Opportunity in the Age of Intelligent Machines

Artificial intelligence. One might conclude from all of the recent hysteria that it's newfangled technology, developed only recently, and quickly threatening the very survival of humanity. Reality, however, is a little different from science fiction.

Artificial intelligence, or AI, has a long history of limitless potential, and disappointing reality, going back some sixty years. It's anything but new, and fortunately, whether it ultimately terminates the human race remains to be seen.

A perfect storm of innovation, however, has undeniably changed this long-evolving equation.

The relatively recent combination of big data, enhanced processing power, and increasingly sophisticated algorithms, have combined to make AI a considerably more potent force. One capable of automating higher-level tasks – and jobs – than previously thought possible. At some point, no job will be spared the risk of automation. In whole, or in part.

Opportunity for humans has already changed, and it will continue to change. However, as futurist Ray Kurzweil stated, “we won't experience one hundred years of progress in the 21st century. It will be more like 20,000 years of progress”.

Pedagogy

Technologically-driven change isn't slowing-down, and the capabilities of machines will continue to skyrocket in complexity. They will more easily replicate our most human abilities over time – and supplant us in an ever-growing number of tasks, and jobs. Automation isn't stopping.

Opportunity in the age of intelligent machines is therefore first, and foremost, about you, your life, and your future as we endeavor to answer the question together – what to do when machines do everything?

Our shared journey will traverse four closely-intertwined threads, including:

1. Reviewing the enablers, and resulting forces, that are dramatically changing our world - focusing primarily on artificial intelligence and robotics.
2. Critically examining the technology companies – Amazon, Apple, Facebook, Google, plus Microsoft – that are increasingly shaping how we live our lives.
3. Gazing across the ever-changing landscape of entrepreneurial startups, and emerging growth companies, that are employing technology to thrust us towards a jobless future.

4. Leveraging our presence at one of the nation’s leading research universities to embark on a series of knowledge quests to actively seek-out answers to our questions - exploring the economic, philosophical, political, psychological, and technological ramifications of intelligent machines.

Learning Outcomes

Exploring opportunity in the age of intelligent machines, asking and answering difficult questions along the way, will involve considerably more than found in the realm of science fiction – as entertaining as that may be.

Accordingly, at the end of the course you should be able to do the following:

1. Categorize and describe the technologies underlying the age of intelligent machines, and then explain their potential impact on opportunity in the future.
2. Assess competing dystopian and utopian scenarios, separating fact from fiction.
3. Connect the impact of evolving technologies to the human experience, identifying and linking likely challenges to prospective solutions.
4. Recognize the reading, listening, discussion, writing, and presentation skills required to think and act like a successful entrepreneur.
5. Envision future opportunities by analyzing entrepreneurial ventures currently commercializing relevant technologies.

The Possible Effect of COVID-19 on the Course

We find ourselves living during unusual times, facing the extraordinary combination of a global pandemic, significant economic disruption, and social unrest. Our lives are anything but normal. This course was originally designed to be taught in-person, and we’re going to try and do exactly that yet again in Fall 2020.

That being said, we don’t know what the future holds for any of us. It is possible that circumstances may force us

to flip the course from in-person to remote at any point during the term. We’ll communicate the changes any such flip will require should we be forced to change the method of instruction due to circumstances beyond our control.

One should always hope for the best, while being prepared for the worst. We’ll be doing exactly that together this term. I’m confident, however, that our time this fall will be well spent regardless of what happens.

Structure of the Course

The initial lecture will introduce the course and instructor, set the tone, and explain the pedagogic approach in detail.

The next lecture will provide an overview of the age of intelligent machines. This topic will be woven throughout the course, and continually reinforced with assigned reading selected from a number of relevant books.

The subsequent five (5) core learning modules of the course will be organized over approximately two-week periods as follows:

| Session | Activity |
|---------|---|
| 1 | Opportunity in the Age of Intelligent Machines (OAIM) Lecture |
| 2 | Introduction of Knowledge Quest in Discussion Section |
| 3 | Continuation of OAIM Lecture |
| 4 | Knowledge Quest Roundtable in Discussion Section |

The final scheduled week of the course – including the last lecture itself – will be a forward-looking summary of the course.

What happens outside of these scheduled interactions, however, is also an important component of the learning experience – and as you’ll read below, an important aspect of the course as you’re working towards your desired final grade.

| Week | Day/Date | Session Titles | Preparation in Canvas | Core Assignments |
|---|---------------------|--|---|------------------|
| 1 | Lecture 9/2 | Introduction to the Course | None | GCS-1 |
| | Discussion Sections | Course Syllabus | Review Course Syllabus | |
| 2 | Lecture 9/9 | The Age of Intelligent Machines | Architects Intelligent Machines Robot-Proof | LPQ-1 |
| | Discussion Sections | Review of Group Competitions, Knowledge Quests, and Classroom Technology | None | |
| MODULE ONE: Acceleration of Acceleration | | | | |
| 3 | Lecture 9/16 | Opportunity in the Age of Intelligent Machines Lecture | The Fourth Age | LPQ-2 and PAQ-1 |
| | Discussion Sections | Introduction of Knowledge Quest | None | GC-1 |
| 4 | Lecture 9/23 | Continuation of OAIM Lecture | Brief Answers to the Big Questions | LPQ-3 and GCS-2 |
| | Discussion Sections | Knowledge Quest Roundtable | N/A | KQ-1 |
| MODULE TWO: The Four Horsemen | | | | |
| 5 | Lecture 9/30 | Opportunity in the Age of Intelligent Machines Lecture | The Four | LPQ-4 and PAQ-2 |
| | Discussion Sections | Introduction of Knowledge Quest | None | GC-2 |
| 6 | Lecture 10/7 | Continuation of OAIM Lecture | The Big Nine | LPQ-5 |
| | Discussion Sections | Knowledge Quest Roundtable | N/A | KQ-2 |
| MODULE THREE: New World Order | | | | |
| 7 | Lecture 10/14 | Opportunity in the Age of Intelligent Machines Lecture | AI Superpowers | LPQ-6 and PAQ-3 |
| | Discussion Sections | Introduction of Knowledge Quest | None | GC-3 |

| | | | | |
|--|---------------------|--|--|------------------|
| 8 | Lecture 10/21 | Continuation of OAIM Lecture | AI Superpowers Continued | LPQ-7 |
| | Discussion Sections | Knowledge Quest Roundtable | N/A | KQ-3 |
| MODULE FOUR: Humans Need Not Apply | | | | |
| 9 | Lecture 10/28 | Opportunity in the Age of Intelligent Machines Lecture | The Globotics Upheaval | LPQ-8 and PAQ-4 |
| | Discussion Sections | Introduction of Knowledge Quest | None | GC-4 |
| 10 | Lecture 11/4 | Continuation of OAIM Lecture | Rise of the Robots | LPQ-9 and GCS-3 |
| | Discussion Sections | Knowledge Quest Roundtable | N/A | KQ-4 |
| MODULE FIVE: Racing with the Machines | | | | |
| 11 | Lecture 11/11 | Opportunity in the Age of Intelligent Machines Lecture | The Future of Work | LPQ-10 and PAQ-5 |
| | Discussion Sections | Introduction of Knowledge Quest | None | GC-5 |
| 12 | Lecture 11/18 | Continuation of OAIM Lecture | What to Do When Machines Do Everything | LPQ-11 and GCS-4 |
| | Discussion Sections | Knowledge Quest Roundtable | N/A | KQ-5 |
| Brief History of Tomorrow | | | | |
| 13 | Lecture 11/25 | EXTENDED THANKSGIVING BREAK | | |
| | Discussion Sections | | | |
| 14 | Lecture 12/2 | The Last Lecture | Homo Deus | LPQ-12 and PAQ-6 |
| | Discussion Sections | CANCELED | None | UTE-1 |
| 15 | Wednesday 12/9 | STUDY DAY | | |

| | | | | |
|---|--------------------|---------------------|------|--------------------------------|
| | | | | |
| CLOSING | | | | |
| 16 | Wednesday 12/16 | FINAL EXAMINATION | None | Final Examination in Canvas |
| | Friday 12/18 | FINAL GRADES POSTED | | |
| NOTE: This Syllabus is Subject to Change with Prior Notice | | | | |

Estimated Average Weekly Workload

| Assignments | Challenges | Class | Reading | Total |
|-------------|------------|---------|---------|---------|
| 2 Hours | 2 Hours | 3 Hours | 2 Hours | 9 Hours |

Reading

The required books for the course will include the following five (5) titles, all five of which are currently available from online retailers in print or digital format for approximately \$75.00 in total:

- *AI Superpowers: China, Silicon Valley, and the New World Order* by Kai-fu Lee (2018)
- *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google* by Scott Galloway (2017)
- *The Fourth Age: Smart Robots, Conscious Computers, and the Future of Humanity* by Byron Reese (2018)
- *The Future of Work: Robots, AI, and Automation* by Darrell M. West (2018)
- *The Globotics Upheaval: Globalization, Robotics, and the Future of Work* by Richard Baldwin (2019)

Alternatively, excerpts of *AI Superpowers*, *The Four*, *The Fourth Age*, *The Future of Work*, and *The Globotics Upheaval* will be available in PDF format in Canvas.

Supplemental reading for the course will include excerpts from the following eight (8) books, and will be available in PDF format on Canvas:

- *Architects of Intelligence: The Truth about AI from the People Building It* by Martin Ford (2018)
- *Brief Answers to the Big Questions* by Stephen Hawking (2018)
- *Homo Deus: A Brief History of Tomorrow* by Yuval Noah Harari (2017)
- *Rise of the Robots: Technology and the Threat of a Jobless Future* by Martin Ford (2015)
- *Robot-proof: Higher Education in the Age of Artificial Intelligence* by Joseph Aoun (2017)
- *The Age of Intelligent Machines* by Ray Kurzweil (1990)
- *The Big Nine: How the Tech Titans & Their Thinking Machines Could Warp Humanity* by Amy Webb (2019)
- *What to Do When Machines Do Everything: How to Get Ahead in a World of AI, Algorithms, Bots, and Big Data* by Malcolm Frank, Paul; Roehrig, and Ben Pring (2017)

Grading

Students should apply themselves because first and foremost, they want to learn. That said, this is a University, and you are getting credit towards your degree, so we must adhere to applicable policy and use grades in this course.

Grading in this course is unusual – albeit increasingly less so.

The grading methodology is designed to encourage you to explore many different types of assignments and to focus more on some than others depending on your interests. Many of the assignments will be new and challenging, and failure – or at least disappointment – on your first try is expected.

But those failures will also be safe. You will always have an opportunity to recover from them.

If you feel that the merit of your work on any given exploratory assignment has not been fully recognized with an appropriate score, you may elect to revise and re-submit that assignment for re-scoring. In doing so, you must explain to the instructor in an email why you believe that your work deserves to be reevaluated – highlighting specific reasons and providing relevant detail. Your argument may be accepted, your work reevaluated, and your score adjusted – either up or down as appropriate.

You aren't expected to try everything that is available, and even if a respectable grade is all you are after, you won't have to. There are numerous paths to secure your desired grade.

Course grades will be provided on a standard four-point scale, with a maximum of an 'A' - and no curve will be used in the grading. Hopefully, however, you will try to forget grades, and simply explore, and maybe even have some fun in the process.

The grading scale based on the number of earned points will be as follows:

| | | | | | | | | | |
|---------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| Points | 10,000 | 9,500 | 9,000 | 8,500 | 8,000 | 7,500 | 7,000 | 6,500 | 6,000 |
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D |

A grade of A+ is reserved for truly exceptional performance, and in this course, it cannot be earned based on points alone. The instructor alone will decide whether any of the students who have earned A grades by points have truly excelled through consistent

attendance, active class participation, and generally contributing to the success of the course throughout the term. If so, these students, and never more than a few, will receive A+ grades.

| AVAILABLE POINTS | | |
|-------------------------------------|--|---|
| Assignments | Core (Maximum Available Points) | Exploratory (Maximum Available Points) |
| Course Reflections | N/A | 2,400 |
| Exploratory Readings | 1,200 | 2,400 |
| Final Examination | N/A | 1,500 |
| Graded Course Surveys | 400 | 100 |
| Group Competitions | 1,000 | N/A |
| Knowledge Quests | 3,000 | N/A |
| Lecture Participation Quizzes | 1,200 | N/A |
| Personal Resume Submitted to Canvas | 100 | N/A |
| Preparation Assessment Quizzes | 1,200 | N/A |
| <i>Totals:</i> | 8,100 | 6,400 |

We want you to succeed by doing your best work at all times, so please be proactive in reaching-out to a member of the teaching team on a timely basis if you have any comments, questions, or concerns!

CORE ASSIGNMENTS

Core assignments are comprised of seven (7) different elements, including graded course surveys, group competitions, knowledge quests, lecture participation quizzes, preparation assessments quizzes, resume submission, and two (2) required exploratory readings, as described below.

These core assignments are due by the date and time listed for any particular assignment in Canvas without exception. Therefore, late assignments will NOT be accepted and zero (0) points will be available after the posted deadlines.

Graded Course Surveys (GCS)

You will be asked periodically to complete graded course surveys (GCS), both via Canvas and possibly through other sources (such as Academic Innovation, Innovate Blue, and UofM Blue), with each graded survey worth a maximum of one hundred (100) points.

Group Competitions (GC)

You will also be randomly assigned to groups within your discussion section in Canvas for the five (5) different group competitions (GC) scheduled over the term.

otherwise indicated by the instructor, competitions will be conducted entirely during scheduled discussion sections.

Group competitions will be unique to the subject matter and driven by activity in the information space. Unless

Each of these group competitions will be scored using an assignment rubric located in Canvas, and worth a maximum of two hundred (200) points.

Knowledge Quests (KQ)

You will be randomly assigned to groups within your discussion section in Canvas for the different modules scheduled over the term, and will be evaluated based on the performance of your assigned groups.

Each of the five (5) knowledge quests will be scored using an assignment rubric located in Canvas, and worth a maximum of six hundred (600) points.

Knowledge quests will be unique to the subject matter and driven by activity in the information space. Unless otherwise indicated by the instructor, solutions will be presented and debated during scheduled discussion sections.

Knowledge quest discoveries will be evaluated by all discussion section participants either during, or after, each group presentation, with percentage point bonuses to be awarded to each member of the group as follows:

| Group Presentation Ranking | Point Multiplier |
|----------------------------|-------------------------------|
| 1 st | 1.2x - Twenty Percent (20.0%) |
| 2 nd | 1.1x - Ten Percent (10.0%) |

For this reason, it is important that you come to class on-time and thoroughly prepared to participate with your assigned group members.

Lecture Participation Quizzes (LPQ)

Your participation will be evaluated and ultimately scored through questions in a series of twelve (12) online quizzes administered and scored via Canvas. Each lecture participation quiz (CPQ) will be worth a maximum of one hundred (100) points.

Preparation Assessment Quizzes (PAQ)

Your completion of the assigned preparation for each session will be evaluated and ultimately scored through questions in a series of six (6) online quizzes administered and scored via Canvas, with each preparation assessment quiz (PAQ) worth a maximum of two hundred (200) points.

Required Exploratory Reading

You will be required to read two (2) exploratory readings from the list of books in the 'Exploratory Assignments' - 'Exploratory Reading' section below, and then submit a paper for scoring consistent with the requirements stated therein. The first

submission is due on or before October 31, 2020, and the second on or before November 30, 2020. Failure to complete either required exploratory reading will result in the assessment of a six hundred (600) point penalty per reading.

Resume Submission

You are requested to upload a PDF of your personal resume to Canvas no later than September 30, 2020 for the exclusive use of the teaching team – and only the teaching team. One hundred (100) points will be awarded upon completion of the upload.

EXPLORATORY ASSIGNMENTS

Exploratory assignments are comprised of three (3) different – and optional – elements, including course reflections, exploratory readings, and a final examination, as described below.

Course Reflections

You can submit a maximum of six (6) approximately four hundred (400) word 'reflections' via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – discussing your response to information presented during the course. Excluding any special

reflections, the maximum allowable submissions will be two (2) reflections in any given month. Each submission will be scored using an assignment rubric located in Canvas, and worth a maximum of four hundred (400) points.

Exploratory Readings

The exploratory reading assignment includes your selection of two or more books from any of the following twelve (12) titles, all of which are available through the University Library (in either print or eBook format) or other local libraries, and from online retailers or other providers in either print or digital formats:

- *A Mind at Play: How Claude Shannon Invented the Information Age* by Jimmy Soni and Rob Goodman (2017)
- *Artificial Intelligence: A Guide for Thinking Humans* by Melanie Mitchell (2019)
- *Coders: The Making of a New Tribe and the Remaking of the World* by Clive Thompson (2019)
- *Four Futures: Life After Capitalism* by Peter Frase (2016)
- *Human Compatible: AI and the Problem of Control* by Stuart Russell (2019)
- *Life 3.0: Being Human in the Age of Artificial Intelligence* by Max Tegmark (2017)
- *Machine Platform Crowd: Harnessing Our Digital Future* by Andrew McAfee and Erik Brynjolfsson (2017)
- *Machines of Loving Grace: The Quest for Common Ground Between Humans and Robots* by John Markoff (2015)
- *New Dark Age: Technology and the End of Future* by James Bridle (2018)
- *Only Humans Need Apply: Winners and Losers in the Age of Smart Machines* by Thomas Davenport and Julia Kirby (2016)
- *Our Final Invention: Artificial Intelligence and the End of the Human Era* by James Barrat (2013)
- *Possible Minds: 25 Ways of Looking at AI* by John Brockman (2019)

You will be required to submit an approximately six hundred (600) word paper via Canvas – set at one inch margins, spaced at 1.5 lines, using a standard twelve-point font, with page numbers, and submitted as a PDF file – which discusses your learning experience from having read any one of the above twelve books, or from a supplemental reading.

You are encouraged to read more than two of these books over the course of the term. However, the following terms and conditions apply to all exploratory reading assignments:

- The submission of a single paper for a single book will be eligible for the maximum number of available points.
- A maximum of six (6) separate papers can be submitted – including the two (2) required submissions – if six (6) of the above books are read over the course of the term.

- More than one book can be incorporated into a single comparative paper – but the required word total will increase by fifty percent (50.0%) for each book included in a comparative paper – and the number of available points will also increase proportionally.
- Maximum allowable submission of two (2) papers in any given month.
- Your submission – or submissions - will be scored using an assignment rubric located in Canvas.
- Finally, a single submission is worth a maximum of six hundred (600) points, while a multiple submission is worth an additional three hundred (300) points per incremental book included in a comparative analysis.

Final Examination

An optional final examination will be available to any students interested in the accompanying point opportunity. The exam will consist of seventy-five (75) questions in Canvas, is worth a maximum of one

thousand and five hundred (1,500) points, and will be offered and proctored remotely during the scheduled examination window – tentatively scheduled between 1:00 and 2:30 PM on Wednesday, December 16, 2020.

| Due Date | Exploratory Assignment Deadlines | | |
|----------------------------|----------------------------------|--------------------------------|-------------------|
| | Course Reflections (Maximum) | Exploratory Readings (Maximum) | Final Examination |
| September 30 th | 2 | 2 | |
| October 31 st | 2 | 2 | |
| November 30 th | 2 | 2 | |
| December 16 th | | | In-classroom Exam |

THE FINE PRINT

Academic Integrity

All assignments in this course are clearly designated as either individual or group assignments. For individual assignments, submitted work must reflect your own original effort. If you are directly quoting, or building on the writing of others, put the language in quotes and provide a proper citation.

You are expected to understand what plagiarism is and how to avoid it. If you are uncertain about the boundaries, you must take the initiative to educate yourself.

Refer to the appropriate student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for plagiarism, whether intentional or unintentional.

Collaboration is a critical component of many of the assignments in this course given the nature of the challenges. Moreover, students will be working closely together during challenges as members of randomly assigned groups. Therefore, group assignments are intended to be collaborative efforts – and accordingly, submitted work should reflect the effort of the entire group. The names of all collaborators must be on any and all team submissions.

The instructors will not tolerate any conduct, without regard to motive, that violates the academic integrity and ethical standards of UMSI and the broader University community.

Attendance Policy

The course is structured much like a fast-paced entrepreneurial startup, and as in any such situation, one would not fail to meet their commitments – including being where they need to be, when they need to be there, and fully prepared to contribute.

Attendance will be recorded in Canvas at the beginning of each scheduled session.

Should circumstances beyond your control prevent you from attending any scheduled session, it is your responsibility to inform the designated member of the teaching team ahead of time, find-out what you missed, and then make arrangements to make-up any required work.

Please remember that in-class participation and related group activities can be an important element of your final grade. Additionally, missing group competitions and

knowledge quests negatively impacts other students in your group.

Classroom Technology

The course will require the use of a laptop computer, Poll Everywhere, standard software tools such as PowerPoint, and a University-provided file sharing drive.

While the use of technology is strongly encouraged as an aid to learning and in facilitating timely communication, extensive research suggests that the use of personal electronic devices in the classroom is distracting to the

lecturer and other students, and ultimately results in lower retention of lecture material by students.

Therefore, the use of mobile devices – such as mobile phones – is strictly prohibited, while the use of laptops may be restricted during any given session as specifically communicated by the instructor. Strict compliance with this policy is greatly appreciated!

Communication Tools

Canvas is the primary dissemination method for course-related activity, including assigned readings, assignment descriptions and accompanying explanatory information, related presentations, revisions to the syllabus, and scheduling. It is your responsibility to stay up-to-date on Canvas.

Slack is the primary communication tool for non-FERPA interactions between instructors and students, and amongst students, in the course. All students will be expected to download Slack on their preferred mobile device, join the designated workspace for the course, activate mobile notifications, and learn how to use the platform without exception.

We will be using Slack to throughout the term to connect course participants, along with enhancing collaboration amongst students in course and group-related activities.

As such, GroupMe is not an approved communication tool for this course, nor is the creation of chat or text groups on other communication platforms.

Email remains an alternative communication tool for professional interactions. If you email the instructor, or other relevant parties, please remember that you are communicating in a professional context – so please use salutations and signatures, and do not use text or internet slang.

Recording of Course-related Activities

Audio or video recording, live-streaming, or photography of any type in the classroom without the written permission of the instructor is strictly prohibited.

Consumption of Food and Beverages

The consumption of food of any kind during each session is prohibited unless specifically communicated otherwise by the instructor. The consumption of beverages is

permitted so long as such consumption does not distract from the normal conduct of classroom activities.

Accommodation for Students with Disabilities

If you think you need an accommodation for a disability, please inform the instructor at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as your instructor is aware of your needs, they will be able to work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734.763.3000; <http://www.umich.edu/~sswd/>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information provided hereunder will be treated as private and confidential.

Accommodation for COVID-related Complications

The impact of the global pandemic on any given individual may vary across a range of possibilities over the course of the term. Some of these will include, among others:

- Students who will be physically unable to return to campus, and therefore be forced to take the course entirely remote.
- Students with personal health complications that will not allow them to participate in any in-person activities.
- Students that may not feel safe enough under the University’s prevailing public health-informed guidelines to allow them to participate in one or more in-person activities.
- Students who test positive for the coronavirus, and will accordingly be required to quarantine, or students who have been exposed to others testing positive for the coronavirus, who will also be required to quarantine.
- Students requiring some level of medical attention, and therefore unable to participate in any in-person activities for a period of time.

In the event of any the foregoing, or any other COVID-related complication, your instructors will provide an appropriate accommodation to help ensure you’re able to participate in the course over the term - and will have a reasonable opportunity to successfully complete the course requirements.

Please inform your instructor via the appropriate channel of communication at your earliest convenience in the event any COVID-related complication adversely affects you at any point during the term. We’re all in this together, and we will get through the pandemic by working together.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol or drug problems, and depression, can directly impact academic performance.

If you or someone you know is feeling overwhelmed, depressed or simply in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312, or at <https://caps.umich.edu/>, during and after hours, on weekends and holidays or through its counselors physically located on both North Campus and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320, or at <https://www.uhs.umich.edu/mentalhealthsvcs>. For alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>.