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**College of Education Syllabus Template for 2020**

**For more information check the Provost’s website at** <https://provost.uoregon.edu/syllabus-guidelines>

Also review the Teaching Engagement Program’s Starter Syllabus at <https://blogs.uoregon.edu/keepteaching/2020/03/18/check-this-out-uo-remote-starter-syllabus/>

**ANNUAL SYLLABUS REQUIRED CONTENT CHECKLIST**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| In addition to the policies listed below at a minimum, the following components should be included in all COE syllabi. Instructors are encouraged to use the Syllabus Inclusive Elements audit and checklist (located on the Governance/ Curriculum Resources intranet site [https://coedocs.uoregon.edu/display/governance/Curriculum+Resources](https://coedocs.uoregon.edu/display/governance/Curriculum%2BResources) to learn more about how to create a syllabus that is most inclusive of students you will teach. 1. General* Course subject code, number & title, course record number (CRN)
* Number of credits
* Term and year, Schedule (day/time)
* Classroom location
* Instructor name and contact information (phone, email, office location & hours, preferred contact method)
* GTF name and contact information (phone, email, office location & hours, preferred contact method)

2. Course Overview 3. Student Learning Outcomes4. Textbooks and Reading Materials5. Weekly Schedule of Topics and Assignments and readings 6. Grading Components and Criteria (e.g., weight in grading, and how they will be evaluated)7. Clear statement of how the requirements/rigor/expectations differ for undergrads and grad students when dual level courses (e.g., 440/500)8. Role of the GE9. Student Engagement Inventory

|  |  |  |
| --- | --- | --- |
| **Educational Activity** | **Hours student engaged** | **Explanatory Comments** |
|  |  |  |
| **Total Hours** |  |

10. Attendance and Absence Guidelines 11. Expected Classroom Behavior |

**\*\*COVID Related Additions (The following statements were developed by TEP and can be modified as needed to meet the specific requirements of your course).**

**Technical Requirements**Inform students of the main platforms you will use, how to access support, and what to do in the event of a technological failure.

### Log into [canvas.uoregon.edu](http://canvas.uoregon.edu/) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635). Canvas and Technology Support also is available by phone or live chat:541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu/)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ [web page on going remote.](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263)

**Class Materials**
Let students know how they can access your course materials.

**Digital Materials from UO Libraries’ Collection**

UO Libraries offers these guides and repositories if you seek to replace print materials:

* [eBooks](http://librarysearch.uoregon.edu/) (limit material type to eBook)
* [Online Journals](https://browzine.com/libraries/38/subjects)
* [Open Educational Resources](https://researchguides.uoregon.edu/c.php?g=897514&p=6475856)
* [Streaming Video Databases](https://researchguides.uoregon.edu/find-videos-films/streaming_video)
* [Digital Collections](https://library.uoregon.edu/digital-collections)

If you don’t find your course materials in its current digital collection, UO Libraries may be able to purchase them. To learn more, see the [Library Services for Remote Teaching](https://library.uoregon.edu/remote-teaching) page reach out to your [Subject Specialist Librarian](https://library.uoregon.edu/subject-librarians) for help finding alternate formats and options.

**Physical Materials from UO Libraries**
The UO Libraries are providing both physical pickup locations (Knight Library Pickup Window, Law Library for law materials) and home delivery services of general collection materials for faculty and students. Materials can be returned either via the Knight Library book drops or via mail. Faculty and students can also request scans of portions (no more than 20%) of printed material. For more information email ecirc@uoregon.edu, or contact the library’s [chat reference service](https://library.uoregon.edu/ask).

**DuckStore Materials**
Textbooks and digital course materials may be purchased or rented in-store or online through [UODuckStore.com](https://uoduckstore.com/); print materials will be shipped free within the United States to UO students.

**Fluidity, Attendance, Participation**

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you.  Example \*\*Modify as appropriate\*\* Though attendance and participation account for 10 percent of students’ grades, I have developed and posted to Canvas daily make-up activities which may be used up to five times by any student for any reason. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

**Discussion and Engagement Guidelines for Remote Participation**

As in face-to-face classes, guidelines for how students engage in discussion create a useful set of shared expectations for the class. Consider establishing participation guidelines and discussing and modifying them in conversation with the class.

General Guidelines for Remote Class Participation

1. **Participate and Contribute**: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

**Use Proper Netiquette**: Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.

1. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).
2. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
3. **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Canvas Discussion:**

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
3. Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions.  After submitting, use the edit feature to make corrections and resubmit (don’t create a new or duplicate post that corrects your error).
6. Contribute and interact often!

**Specific guidelines for best practices using Zoom:**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101392).
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
6. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
8. For help and troubleshooting with Zoom, visit the [UO Service Portal](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101392).

**POLICY STATEMENTS TO BE INCLUDED IN EACH SYLLABUS**

Please note that the policy statements must not be altered as they reflect University of Oregon, College of Education policies.

**\*\*COVID Specific Statements\*\* (The following statements should only be modified as indicated)**

**Absence Policy**

There may be situations beyond the control individual students that lead to excessive absences such as becoming ill, caring for others, managing home schooling, etc. Students are expected to attend class, however if a student misses more than two consecutive classes they will be asked to complete a make-up assignment to be developed by the instructor to compensate for the missed class time. Each student who is experiencing difficulty attending scheduled class times or class activities must contact the instructor to develop a plan for making up the class time and satisfactorily meeting the credit hours required.

**Course delivery method**

\*\* Faulty should include a statement at the beginning of their syllabus that explicitly states the course delivery method. Choose the one below that best fits your delivery method and add to your syllabus.

**IN PERSON**

Courses with a room assignment will be delivered in-person. Those courses should meet as scheduled.

**WEB**

This course is listed as “00 WEB” and all classes will be asynchronous (describe here if you will have some optional-to-students enhancement activities that will be synchronous)

**REMOTE**

This course is designated as “00 REMOTE” and will have synchronous class meeting times and will have live engagement during the scheduled meeting times. Students will be expected to attend regularly scheduled class times on-line and will be expected to participate during class time by answering questions, engaging in discussions, and completing class activities.

**UO COVID-19 Regulations -** (see <https://coronavirus.uoregon.edu/regulations> for more information)

"The University of Oregon (UO), in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks (note: masks with exhaust valves are discouraged), cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. This includes classrooms. Please correctly wear a suitable face covering during class. Students unable to wear face coverings can work with the Accessible Education Center to find a reasonable accommodation. Students refusing to wear a face covering will be asked to leave the class.

Students should maintain 6 ft. distance from others at all times. Classrooms tables and seats have been marked to accommodate this distance. Please do not move any furniture in the classroom or sit in areas that have been blocked off or otherwise marked as unavailable.

Students should obtain wipes available outside of classrooms before they enter class and use them to wipe down the table and seat they will use."

**ProctorU Description**

(Include this statement if you intend to use ProctorU for your exams. Please complete the red text with the procedures you will have in place, but all of these are required in this statement)

I will be using ProctorU to host secure exams for this course. ProctorU uses a webcam and browser extension that records the student and their screen while they are taking an exam. For more information about ProctorU visit: <https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=109645#how-does-it-work>

 \*Instructors will need to tailor the sentences below (for ideas visit the website above):

If you experience technology problems during the exam you can..

For students who have AEC-approved accommodations you will be able to …

If you do not have access to reliable technology you can..

**\*\*General Policy Statements\*\*(The following statements should only be modified as indicated)**

# Diversity, Equity and Inclusion

# It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

# respect the dignity and essential worth of all individuals.

# promote a culture of respect throughout the University community.

# respect the privacy, property, and freedom of others.

# reject bigotry, discrimination, violence, or intimidation of any kind.

# practice personal and academic integrity and expect it from others.

# promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

# In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

# Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

**Indigenous Recognition Statement**

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

# Using Pronouns and Personal Preference

# The College of Education is always working to include and engage everyone. One way we can do this is to share your pronouns, or the words you want to be called when people aren’t using your name. Like names, pronouns are an important part of how we identify that deserves to be respected. And we recognize that assuming someone’s gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. Please discuss the pronouns you wish to be used with your professor to help them be aware of how to address you respectfully. Please visit this university website for more information.

# <https://studentlife.uoregon.edu/pronouns>

Also the following link provides directions on how to add pronouns in Canvas

<https://canvas.uoregon.edu/courses/161255/pages/personal-pronouns-in-canvas?module_item_id=2655408>

**Your Well-being (\*this statement can be modified and personalized)**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at[counseling.uoregon.edu](https://counseling.uoregon.edu/) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Accessible Education -**(see <https://aec.uoregon.edu/best-practices-faculty> for more information)

“The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.”

OR

“Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with access or disability-related questions or concerns."

 **Reporting Obligations**

“I am a [designated reporter/student-directed employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](https://investigations.uoregon.edu/employee-responsibilities#employee-obligations) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu/), [respect.uoregon.edu](https://respect.uoregon.edu/), or [investigations.uoregon.edu](https://investigations.uoregon.edu/) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).”

See <https://investigations.uoregon.edu/suggested-syllabus-language> for additional recommended syllabus language.

**Academic Misconduct -**(See <https://dos.uoregon.edu/academic-misconduct> for more information)

“The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.”

**Academic Integrity for Remote Learning** (Note the two examples)

In addition to including the University’s standard misconduct statement listed above in the syllabus, consider giving specific guidance about what this means in your remote course.

**Tip:** The Office of Student Conduct and Community Standards recommends that instructors:

* Tell students that you will report all suspected cases of academic misconduct to the [Office of Student Conduct and Community Standards](https://dos.uoregon.edu/academic-misconduct).
* Be clear about the consequence for academic misconduct in your course (e.g. “if you do not adhere to these expectations regarding academic integrity, you will receive a failing grade for this course”).
* Clarify if and how students are permitted to collaborate with each other.
* For assignments and assessments, clearly outline what, if any, resources students are permitted to use.
* Specify whether students are permitted to record your class sessions.

Example 1: The [University Student Conduct Code](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.

Example 2: The [University Student Conduct Code](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email or call me.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, Lillian Durán, 541-346-2502, lduran@uoregon.edu. Outside the College, you can contact:

* UO Bias Education and Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
* Investigations and Civil Rights Compliance: 346-3123 <http://aaeo.uoregon.edu/>

## Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs (Lillian Durán, 346-2502, lduran@uoregon.edu).

**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: <https://registrar.uoregon.edu/current-students/incomplete-policy>

**Graduate Employees (GE) in graduate level courses**

If you are concurrently taking any courses with the GE assigned to this course, please let the instructor know. The GE will not be involved with any review of assignments for students in this course who are taking other courses concurrently.