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**COLLEGE OF EDUCATION**

**ANNUAL SYLLABI POLICY TEMPLATE LANGUAGE**

**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 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.

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| In addition to the policies that are available at this link \* <https://coedocs.uoregon.edu/display/governance/Curriculum+Resources>, 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 \*\*this is the same link as the one above and this document is in the ‘Syllabus and Teaching Resources’ block) to learn more about how to create a syllabus that is inclusive.*  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 Outcomes  4. Textbooks and Reading Materials  5. 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 GE  9. Student Engagement Inventory  10. Attendance and Absence Guidelines  11. Expected Classroom Behavior |

**Student Engagement Inventory**

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

**Graduate Assistants**

**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.

# 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.

# 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>