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**University of Oregon**

**College of Education**

**Policies and Procedures for all COE syllabi**

**Policies with an \* are required by the University**

[**https://teaching.uoregon.edu/starter-syllabus**](https://teaching.uoregon.edu/starter-syllabus)

**Course Information\***

**C**ourse title and Course Reference Number (CRN).

**Instructor Information\***

Instructor(s) name, office/room number, uoregon e-mail address, and any other means of contact desired.

**Office Hours\***

Include office hours, room location (and, if providing remote office hours, a link) and a statement indicating how to contact the instructor for an appointment outside of office hours.

**Course Description**

A statement about the course values, broad goals, or important questions you will address together

**Course Objectives\***

Objectives should be written as statements that specify student actions that are observable through the activities of the course.

**Course Modality (Sample language for in-person course)**

*This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.*

**Course Materials\***

Let students know what materials are required and how they can access materials for your class.

**Core Education Fulfillment (if applicable)\***

If your course meets any Core Education requirements, a statement describing which of the following requirements it meets and why

* 1. Area of Inquiry (Social Science, Natural Science, or Arts and Letters) - see sample syllabus statements [here](https://teaching.uoregon.edu/resources/core-education-syllabus-statements))
		1. Also include which [Methods of Inquiry](https://teaching.uoregon.edu/core-education-learning-outcomes) are covered
	2. Cultural Literacy (Difference, Inequality and Agency OR Global Perspectives)
		1. At a minimum, include [Core Education Council approved statement and learning outcomes](https://provost.uoregon.edu/cultural-competency-courses-required-syllabi-language-policy)

**Technical Requirements**:

Inform students of the main platforms you will use and how to access support.

*Canvas is the place to go for course information and engagement outside of class time.*

*To access our course Canvas site, log into*[*canvas.uoregon.edu*](http://canvas.uoregon.edu/)*using your DuckID. If you have questions about 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 (541-346-4357) or by* [*live chat on the Live Help webpage*](http://livehelp.uoregon.edu/)*.*

**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.

### **Course Policies**

**Communicating with Me**

Establish clear means of communication by summarizing:

1. How you will communicate with the class (and possible response times to individual emails or submissions)
2. How students can communicate with you and
3. Why they might want to communicate with you.

**Expected Classroom Behavior\***

State the expectations you hold for students (and that they can hold for one another) and about expectations your students can hold for you in the following areas:

*Participation and Contribution*

*All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.*

*While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts*.

*Expect and respect diversity*

# 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.

*Help Everyone Learn*

*Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don’t hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.*

*Guidelines for discussions*

*Your role as a student participant in an online discussion is to be timely, professional, respectful, thoughtful, and engaging in your responses. Even more, your job is to approach the forum as a learning opportunity. Through engaging with your classmates’ posts and forming your own responses, you can develop a deeper understanding of the course content. You can also expand the discussion by contributing other resources (e.g., links, articles, etc.) and adding them within your posts. Sometimes when discussions have many participants, it is hard for others to know which post you are responding to, so a good practice is to use the person’s name you are commenting/responding to in your response.*

**Absences\***

You have the discretion to decide what attendance policy best supports your courses (including a no-penalty policy), but all syllabi should:

* *Make attendance policies and their impact on grades explicit.* The policy states instructors should *“*Outline any requirements for attendance, how absences affect grades and the conditions under which coursework can be made up.”
* *Have a “reason-neutral” policy*. Instructors who require attendance and/or penalize absences "[...] shall not ask for reasons for absences and shall not distinguish between ‘excused’ and ‘unexcused’ absences since there is no equitable way to confirm the veracity of student-provided reasons or documentation outside the university context.” **There are several areas of exception to this, including disability-related accommodations and religious accommodations.** This means a course with an absence penalty policy would treat X number of absences for any student in the same manner.
* *Know how to advise students who experience extensive absences.* Course attendance and engagement policies are meant to address common student absences or late work over the course of a term. Instructors should be aware of how to advise students who experience extraordinary circumstances that cause extensive absences or late work. For instance, instructors may wish to let students know that the units or processes below may be options:

**Assignments**

Course Deadlines and Late Work. Communicate transparently about assignment deadlines and (if applicable) any available flexibility. In addition, you may wish to remind students what the UO deadlines are for term, such as deadlines to add or withdraw from a class. If you do remind students of these, we recommend reminding students that you believe all of them can succeed in the course.

**Grade Policies\***

Describe your grading scheme and any related policies (find more information at the [Registrar's University of Oregon Grading System page](https://registrar.uoregon.edu/current-students/grading-system)). Include or link to grading criteria and expectations, such as grading rubrics.

Clear statement of how the requirements/rigor/expectations differ for undergrads and grad students when dual level courses (e.g., 440/500)

Student Engagement Inventory

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

**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>

**Teaching and Learning Center(TLC)**

TLC provides a variety of services designed to help students succeed academically -- individual assistance with writing assignments, classes, and workshops to improve academic skills, foreign language tutoring and help on math homework, etc. and any UO student can access these. For more information, go to 4th floor Knight Library, call 541-346-3226, or go to [https://engage.uoregon.edu/about/#](https://engage.uoregon.edu/about/)

**Artificial Intelligence Use**

You are strongly encouraged to have an explicit policy about GenAI in your course syllabus, including any relevant distinctions between GenAI use (as process) and GenAI content (as product). Below are examples of language you can use.

**Require GenAI use for certain tasks or assignments**:

*Learning to use GenAI tools [such as ChatGPT or whichever the course requires….], and recognize their pluses and minuses, are important emerging skills. Students in this class will thus be required to use specific GenAI tools to complete certain assignments. Instructions and guidelines for required GenAI use will be provided in class, and we will thoroughly discuss and debrief our class engagement with GenAI.*

**Allow open GenAI use but require proper citation of GenAI content**:

*Students may use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you include in your assignment submissions any content that is generated by GenAI, such as text, images, graphics, etc., you must cite the GenAI tool that is your source, in the same way that you must cite any content you use from other sources, such as books, articles, videos, the internet, etc. In class and on Canvas, I will provide guidelines for how you need to cite GenAI as well as other sources. I will also provide helpful resources for how best to use GenAI to support your learning process and work. Although open use of GenAI is allowed in this class, be advised that GenAI suggestions or content can be inaccurate, incomplete, or otherwise problematic; using GenAI can impact negatively the quality of your work and your grades*.

**Allow open GenAI use but require documentation of use and proper citation of GenAI content**:

*Possible uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you use a GenAI tool, you need to document your use, including the tool you use and when, where, and how in your work process you used it (for example: “I used ChatGPT to generate an outline for my paper, which I then revised before writing my first draft” or “I used slides AI.io to create the slide deck style for my presentation.” etc.). In certain cases, as part of your documentation, I may ask you to submit any GenAI results you obtained, so you need to keep GenAI-created drafts and logs of your interactions with GenAI tools; failure to provide such documentation may result in a grade reduction in certain instances. I will provide helpful resources for how best to use GenAI to support your learning process and work.*

*Along with documentation of your GenAI use, you are also required to cite GenAI if you use any GenAI-created content in your work submissions, for example text or images or graphics generated by GenAI tools. That is, you need to treat GenAI just like other sources such as books, articles, videos, etc. I will provide guidelines for how you need to cite GenAI tools as sources.*

**Allow certain GenAI uses but prohibit GenAI content**:

Students can use GenAI tools in this class to help with certain aspects of course work and *assignments. This includes brainstorming ideas, creating a paper outline, or summarizing research findings of articles. However, you cannot use content such as text or graphics created by GenAI tools in your work; rather, you must be the author/creator of your work submissions. For example, you can use a GenAI tool to suggest a paper outline based on a draft you provide it, but you cannot submit a paper with text generated by GenAI as if the text is your own writing. Be advised, in accordance with UO policy, if I believe you’ve handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. So, if you are in doubt or have questions about a particular GenAI tool and if its use is okay, check in with me and let’s discuss*

**Allow GenAI use only with explicit permission for very specific tasks or assignments**:

*Students may use GenAI tools in this course only with explicit instructor permission for certain tasks or on certain assignments. I will clearly indicate when you can use GenAI and provide clear guidelines for which GenAI tools are allowed and in what ways you can use them. I will also indicate how you will document your use of GenAI. In accordance with UO policy, if I believe you’ve handed in work created in whole or in part by GenAI tools used without permission, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. The bottom line is, unless permission has been given, you should not use GenAI in this course. If in doubt, ask!*

**Do not allow GenAI use or content**:

*Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you’ve completed for previous courses or are developing for other courses this term also should not be submitted for this course.  In accordance with UO policy, if I believe you’ve handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!*

**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.

# UNIVERSITY POLICIES

**Policies with an \* are required by the University**

# \*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*.* Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center ([*http://aec.uoregon.edu/*](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 *in 360 Oregon Hall at 541-346-1155 or**uoaec@uoregon.edu*for assistance with access or disability-related questions or concerns."

**\*Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

**Accomodations for Pregnant and Parwnting Students**

Federal Title IX regulations provide **pregnant and parenting students** with certain rights to modifications that may impact attendance, coursework and/or exams. Students needing these modifications are asked to fill out [this form](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=108) with [OICRC](https://investigations.uoregon.edu/). OICRC will work with the student and the instructor to determine appropriate modifications. *Instructors should not on their own deny modifications. Instructors with questions about modifications should contact OICRC.*

**Accomodations for Military Students**

Students who are active participants in certain types of **military or government service** are afforded particular rights under state statute and university policy. Students who are afforded these rights should file documentation with the registrar and inform instructors of modifications they might need due to their service. Instructors should not on their own deny modifications for students under this policy. Instructors should contact the Office of the Provost if there are questions about a student's requests under this policy.

**\*Mental Health and Wellness**

"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.

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 or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).”

**\*Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/> If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=1), or by [scheduling an appointment](https://outlook.office365.com/owa/calendar/CareandAdvocacyProgram%40uoregon.edu/bookings/) with an advocate.

**\*Respect for Diversity**

# 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 may 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>

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the (Home Department) at (contact information). For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](http://inclusion.uoregon.edu/) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae) or by phone (at 541-346-3479).

**\*Academic Integrity**

The [University Student Conduct Code](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course. While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at the [UO Libraries' Citation Guides research guide](https://researchguides.uoregon.edu/citing-plagiarism/whycite#s-lg-box-8000742).

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.”

The Student Conduct Code now require all suspected academic misconduct cases that include a grade penalty be handled by the Office of Student Conduct and Community Standards. In other words, instructors should not impose a grade penalty without a finding from that office. If you have a question or want to discuss something that's happening in your class, SCCS prioritizes contacts from instructors with questions: *conduct@uoregon.edu**or 541-346-1140. U*se SCCS's [Reporting Academic Misconduct Form](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=2) to submit information and documentation about the alleged incident within five business days of discovery.]

**\*Mandatory Reporter Status**

The following is the recommended minimum language to include on syllabi: “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 Disruption due to Campus Emergency**

“In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.”

**\*Inclement Weather**

“It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>”

**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, you can contact the Associate Dean for Academic Affairs, Sylvia Thompson, sthomps5@uoregon.edu. Outside the College, you can contact:

* Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
* Affirmative Action and Equal Opportunity: 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://graduatestudies.uoregon.edu/academics/policies/general/academic-grievances> (graduate students) and/or consult with the College Associate Dean for Academic Affairs (Sylvia Thompson, sthomps5@uoregon.edu).

**Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex, or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu/ or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.