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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 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.

**UO COVID-19 Regulations & Prevention –**

(see [*https://coronavirus.uoregon.edu/regulations*](https://coronavirus.uoregon.edu/regulations) and [*https://coronavirus.uoregon.edu/prevention#if-sick-stay-home*](https://coronavirus.uoregon.edu/prevention#if-sick-stay-home) 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 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.

Face coverings are not required for fully vaccinated instructors, provided there is 6 feet of distance to others and that all others in the class are masked.For full guidelines, which are subject to change, see the UO’s [*face covering regulations.*](https://coronavirus.uoregon.edu/covid-19-regulations)

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.

Please conduct regular symptom self-checks ([*https://coronavirus.uoregon.edu/regulations#self-check-procedures*](https://coronavirus.uoregon.edu/regulations#self-check-procedures)) and do not come to class if you are experiencing symptoms.  I will work with you to make sure you can stay caught up with the class.Use this self-check

log:  [*https://coronavirus.uoregon.edu/sites/coronavirus1.uoregon.edu/files/2020-08/self-monitoring.pdf*](https://coronavirus.uoregon.edu/sites/coronavirus1.uoregon.edu/files/2020-08/self-monitoring.pdf%C2%A0) to track your symptoms. In addition, familiarize yourself with these exposure scenarios and guidelines to determine if you should come to class after suspected exposure to someone with the virus. [*https://coronavirus.uoregon.edu/covid-exposure*](https://coronavirus.uoregon.edu/covid-exposure)"

**College of Education COVID Pandemic Protocol**

The College of Education will follow all guidelines established by the University of Oregon. Given the ever-evolving nature of the pandemic these guidelines are subject to change during the year. Please see the following website for the most up-to-date UO policies regarding COVID (https://coronavirus.uoregon.edu/covid-19-regulations).

**College of Education approach to absences related to COVID**

For Fall of 2021 and beyond the College of Education (COE) and the University of Oregon will be relying on high vaccination rates and safety protocols in each building to allow for a safe, in-person return. To this end the COE course offerings for Fall 2021 and beyond is a return to pre-COVID instructional expectations for instructors and students. This means that instructors will once again be providing instruction in person and students who are unable to attend class will be expected to navigate this with their instructor as a typical class absence. However, this year is unlikely to be “typical” and over the course of the quarter one or more of us may run into short or extended absences due to COVID related concerns such as the need to quarantine or care for a family member due to COVID. In order to proactively plan for these potential absences the following plan will be in place.

*If students need to be absent for 2 classes or less due to a COVID related quarantine or illness I will (INSTRUCTOR DISCRETION: Add your plan here)*

*If students need to be absent due to a COVID related quarantine or illness for 3 class sessions or more I will (INSTRUCTOR DISCRETION: Add your plan here)*

There is also the possibility that I may be absent due to COVID related concerns such as exposure, quarantining, or caring for family. The following plan is in place for this course should I need to be absent for 2 or more class sessions.

*If I am going to be absent due to a COVID related quarantine or illness for 2 classes or less I will (INSTRUCTOR DISCRETION: Add your plan here)*

*If I am going to be absent for 3 class sessions or more due to a COVID related quarantine or illness I will (INSTRUCTOR DISCRETION: Add your plan here)*

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In order to request an accommodation for COVID related concerns students are directed to follow the process through the Accessible Education Center (AEC) which is the campus unit that will evaluate student needs to assist with providing and authorizing the necessary support. While the AEC website refers frequently to disabilities, the unit responds more generally to concerns that impact instruction including health concerns <https://aec.uoregon.edu/make-appointment-aec>

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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**

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

# 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*](mailto:uoaec@uoregon.edu)for assistance with access or disability-related questions or concerns."