Course Policy Proposals
Proposed by Academic Council for Senate Approval

The following academic policies are proposed to bring more uniformity to fundamental expectations related to courses and course delivery.

CANVAS USE

Rationale:

- It is current policy that faculty use only university-approved FERPA-compliant software and cloud-based services for course activities involving the storage and transmission of student data (handy checklist here: https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=113454)
- Students benefit from having all of their course materials on one platform
- The pandemic-related Academic Council requirement that all courses have a Canvas site means that most if not all faculty now have a basic level of experience with Canvas, and that students have a higher expectation that courses will be on Canvas.

Proposed Policy:

For all undergraduate classes (including 400/500 level courses) with more than 5 students, instructors shall publish at least one Canvas site by the first day of each term's classes that is used at a minimum for the communication of course information including:

- Course syllabus
- For classes where progress is not communicated individually to students through other means, provide available information on student progress to date. This information is meant to help students make decisions about the course, such as continuing in the course or changing the grade option. As such, this shall be done by at least two student decision points of the term:
    1. By the end of Week 6 (prior to deadline to withdraw from a class or change grading option which is end of Week 7)
    2. Prior to the final exam
- Other essential course information

Graduate classes with more than 5 students are encouraged to have a Canvas site that is published by the first day of each term's classes and be used at a minimum for the communication of course information, as listed above.

SYLLABI

Rationale:

- It is assumed this is an implicit expectation that faculty already understand but there is no central policy requiring a syllabus or outlining the minimum required elements of a syllabus.
- Accreditation standards require publication of course information for students.
- UOCC frequently sees syllabi that are missing basic information and/or have incorrect language.
- A syllabus helps students understand the course expectations and can help resolve student grievances.

Proposed Policy:

Instructors shall provide a syllabus for all university undergraduate courses (including 400/500 level courses). It is strongly recommended that instructors provide a syllabus for graduate courses. The syllabus must be made available to students (hard copy or online) on the first day of class or sooner. The following information, at minimum, should be included in the syllabus:

1. **INSTRUCTOR INFORMATION:** instructor's name, office/room number, uoregon e-mail address and any other means of contact desired
2. **OFFICE HOURS:** office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
3. **COURSE OBJECTIVES:** overall course objectives and expected learning outcomes as approved by the UOCC and documented in CourseLeaf
    a. if 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)
            a) Also include which Methods of Inquiry are covered
        2. Difference, Inequality and Agency OR Global Perspectives
            a) At a minimum, include Core Education Council approved statement and learning outcomes
4. **GRADE POLICIES:**
    a. grade policies – describes the standards for each level of work (including A+ - see https://registrar.uoregon.edu/current-students/grading-system)
    b. grading criteria and expectations, for example grading rubrics
5. **ABSENCES:** absence policies and the conditions under which assigned work and/or tests can be made up, which should include:
    a. the instructor's general policy (the general policy cannot require documentation, and this should be made clear to students)
    b. absences related to religious accommodations that are in accord with the university discrimination polic (Section GG). (see Office of the Provost approved language)
    c. What steps students can take if they are unable to attend classes for an extended time due to a crisis, serious illness or injury, or hospitalization? (Can just link to language on Dean of Students "Emergency Academic Notification" process here: https://dos.uoregon.edu/dos-faq)
6. **MATERIALS AND ACTIVITIES:** lists of any required readings, assignments, examinations, special materials and extracurricular activities
7. **CLASSROOM BEHAVIOR:** statement on expected classroom behavior (e.g., use of pagers, cell phones, recording devices)
8. **UNIVERSITY POLICIES:** statement on or link to policies on (see Office of the Provost approved language):
    a. academic misconduct
    b. accessible education and accommodations
    c. to mandatory reporting obligations
    d. Emergency policies – weather, fire, active shooter

OFFICE HOURS AND INSTRUCTOR AVAILABILITY

Proposed Policy:

Office Hours:

Instructors of in-person, online, or remote undergraduate and graduate courses must provide live, synchronous options for students to meet with them (e.g. office hours) of a minimum total of 2 hours per week during their teaching terms. This shall be a mix with both scheduled times and by-appointment times.

Availability:

Instructors shall make themselves available to students via email and/or other appropriate online media.

- Instructors shall respond within a reasonable time frame to appropriate student emails.
    - Instructors shall provide individual responses to questions pertaining to specific students.
    - Responses to general questions may be achieved by announcements to the class via email or Canvas.
    - Questions on issues that are already clear from the syllabus or other course communications may be addressed with a simple communication pointing students to the appropriate resource.

These are the minimum requirements. If unit policies require more, those requirements take precedent.