COLLEGE OF EDUCATION
SYLLABUS COMPONENTS & POLICY STATEMENTS

Your syllabus is the contract you make with your students regarding course content, assignments and timelines, evaluation components and expectations for class participation. It is also used to communicate policy and other information required by the University or College. It is important to make this information available, either through Blackboard or printed copies, no later than the first meeting of the term.

Below is a list of components to be included in a syllabus. Additional elements pertinent to your specific class may also be included. Please note that policy statements (see 12-19 below) must not be altered as they reflect University of Oregon, College of Education policies.

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
   Course description; overall goal, significance of its content, student audience, how the course relates to other courses in a program of study (required prerequisites, prepares for other courses, satisfies group/major or multicultural requirements).

3. Student Learning Outcomes
   Student Learning Outcomes (SLO) clearly communicate to students what they will be learning in the course, and are a required component of all syllabi beginning Winter term 2014.
   - **Learning Outcomes:** In a separate, clearly demarcated section, enumerate the skills, abilities, or major concepts a student is expected to take from your course. Ensure that each objective is supported by one or more means of assessing attainment of the skill or ability, as described later in the syllabus. If multiple instructors will teach your course, consider which objectives are likely to be common to each instance and which are specific to your offering, and provide both.

   - **Role of discussion sections, laboratories, or other specialized learning opportunities in meeting these educational objectives:** Depending on the level of the course, it can be helpful to indicate what students will do in discussion sections, labs, etc. and the relationship of that work to the other elements of the course – particularly how it contributes to the educational objectives of the course as a whole.

4. Textbooks and Reading Materials
   Author Last Name, Author First Name, Title, Publisher, Publish Date.
   The UO curriculum committee would like to see page numbers for all readings.
5. Weekly Schedule of Topics and Assignments
Dates of topics, assignments and exams. Example:

**SCHEDULE OF INSTRUCTIONAL THEMES BY WEEK**

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

6. Grading Components and Criteria
List of assignments, weight in grading, and how they will be evaluated.

7. Graduate/Undergraduate differentiation (if applicable)
If this is offered as a 400/500 level course, include a clear statement of how the requirements/rigor/expectations differ for undergrads and grad students.

8. Role of the GTF
The GTF has professional knowledge, expertise, and experience in (--- topic of the course ---) and will provide course information and may provide feedback to students on an individual and group basis. The course instructor will be responsible for final grading and evaluation activities. Please contact the GTF for initial questions and clarification on assignments and activities, if s/he cannot answer your question s/he will contact the instructor for clarification.

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

9. Student Engagement Inventory. To aid in assigning student credit hours uniformly to courses in the curriculum, faculty need to document the amount of student engagement in a course. The University of Oregon Curriculum committee has developed the following tool to help document engagement hours.

**Undergraduate Courses**
Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.

**Graduate Courses**
Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.

Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
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</thead>
<tbody>
<tr>
<td>Course attendance</td>
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<tr>
<td>Assigned readings</td>
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<tr>
<td>Project</td>
<td></td>
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<tr>
<td>Writing assignments</td>
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<tr>
<td>Lab or workshop</td>
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<tr>
<td>Educational activity</td>
<td>Hours student engaged</td>
<td>Explanatory comments (if any):</td>
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<tr>
<td>Field work, experience</td>
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<tr>
<td>Online interaction</td>
<td></td>
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<tr>
<td>Total hours:</td>
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</table>

10. Attendance and Absence Guidelines
Expectations for class attendance.

11. Expected Classroom Behavior
Expectations for classroom behavior.

12. Diversity
It is the policy of the University of Oregon to support and value diversity. 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.

13. Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

14. Mandatory Reporting [note to faculty: You can opt to use the longer or shorter version] [ Longer version]
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

[Shorter version]
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
15. Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu]. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Additional Policy on academic honesty [this is additional information on misconduct - not required]
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

*Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.*

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

[http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx]

16. Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses 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 Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1782 or surendra@uoregon.edu.

- Outside the College, you can contact:
- **UO Bias Response Team:** 346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- **Conflict Resolution Services** 346 -0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- **Affirmative action and Equal Opportunity:** 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

17. 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 the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

18. 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 (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard 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.

19. Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses