**Literacy Assessment**

EDLD 665 – 2 Credits  
CRN 27457 for campus students  
CRN 28364 for distance students  
University of Oregon – College of Education – Educational Methodology, Policy and Leadership

**Winter 2013 Term Syllabus**  
Offered each winter

Meeting Days/Time: Wednesdays, 7-8:50pm  
Location: ONLINE

### INSTRUCTOR

<table>
<thead>
<tr>
<th>Gina Biancarosa</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Department of Educational Methodology, Policy, and Leadership</td>
</tr>
</tbody>
</table>

| Phone: | (541) 346-2883 |
| Fax: | (541) 346-6174 |
| E-mail: | ginab@uoregon.edu |
| Skype: | gina.biancarosa |
| Address: | 102R Lokey Bldg  
5267 University of Oregon Eugene, OR 97403-5267 |
| Office Hours: | Mondays 10:00-12:00 (Location: Lokey Education 102R)  
or by appointment (virtual/online meetings are also possible). |

### SUPERVISED COLLEGE TEACHING ASSISTANTS

<table>
<thead>
<tr>
<th>Daniel Farley</th>
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</thead>
<tbody>
<tr>
<td>Department of Educational Methodology, Policy, and Leadership</td>
</tr>
</tbody>
</table>

| E-mail: | dfarley@uoregon.edu |
| Skype: | nadfarley |
| Office Hours: | Thursdays 10:00-12:00 (Location: Upstairs in Lokey Education 102 suite)  
or by appointment (virtual/online meetings are also possible) |

**NOTE:** Email instructor or assistant if you want to meet on Skype and instructor is not signed in!

### DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

This two-credit course covers applied knowledge in measurement and assessment with an emphasis on use of reading, writing, and language assessments for instructional and intervention purposes. The course serves to advance understanding of measurement and assessment issues, including appropriate use (and misuse) of measures, administration of literacy assessments, and interpretation of data for single and multiple students. The content is suited for current and future teachers and administrators with access to and interest in typical and struggling readers in kindergarten through twelfth grade.
POSITION IN CURRICULUM
The course is required for EMPL and EDST reading endorsement students. It is also appropriate for Master's students in EMPL and in other College of Education programs.

OBJECTIVES
In this course, you will:

a. Apply measurement and assessment knowledge in the context of reading.
b. Gain expertise in administering standardized norm- and criterion-referenced assessments.
c. Develop skill in interpreting and drawing inferences from a range of literacy assessment data.
d. Learn to build and test hypotheses about struggling readers based on data.

TEXTBOOKS & READING MATERIALS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading in the disciplines: The challenge of adolescent literacy.</td>
<td>Lee, C. D., &amp; Spratley, A.</td>
<td>Carnegie Corporation of New York, 2010</td>
</tr>
</tbody>
</table>

FORMAT
This course utilizes a hybrid blend of synchronous (i.e., live) and asynchronous (i.e., online and independent) work. Students will assemble either in-person or on-line via web-conferencing for synchronous content four times, in Weeks 1, 2, 7, and 9. The first meeting will establish the course structure, expectations, and protocols. At the final meeting, students will present their final projects to the class. During the other meetings, students will engage primarily in discussion and activities designed to enrich their online learning experience. Online content will be completed based on a weekly schedule and will involve students watching presentations, completing activities, and posting weekly on the course discussion board.

COURSE WEBSITES
We will use ObaVerse (Oba; https://www.obaverse.net/welcome/) as the main course website. You will go here for announcements, assignments, datasets, grades, etc. You MUST get an ObaVerse account and enroll in this course on that site. You can
find a video on getting an Oba account here:
http://www.youtube.com/watch?v=wHGopK2yDIU.

**STUDENT ENGAGEMENT INVENTORY**
- **Graduate**: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hrs student engaged</th>
<th>Explanatory comments(if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>8</td>
<td>Synchronous meetings</td>
</tr>
<tr>
<td>Assigned readings/studying for exams</td>
<td>20</td>
<td>Reading assignments</td>
</tr>
<tr>
<td>Projects</td>
<td>30</td>
<td>Assessment report</td>
</tr>
<tr>
<td>Online interaction</td>
<td>22</td>
<td>Online content</td>
</tr>
<tr>
<td><strong>Total hours:</strong></td>
<td><strong>80</strong></td>
<td></td>
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</table>

**STUDENT WORKLOAD EXPECTATIONS**
- **In-class**: Live, synchronous meetings will comprise 8 hours and asynchronous online content, which includes independent activities, will comprise 22 hours. Together, these amount to about 3 hours per week; however, the course schedule clarifies the exact expectations by week.
- **Outside of class**: Reading and the course projects will consume approximately 5 hours per week for graduate students.

**QUIZZES AND EXAMS**
There are no formal quizzes or exams in this course, however some online lectures may include informal quizzes and self-assessments that are intended to serve as guides for learning and formative assessments.

**STUDENT ASSESSMENT ASSIGNMENTS**
The major assignments in this course revolve around assessing a K-12 student’s literacy, specifically his or her reading. Each student in the course will personally administer two to four reading assessment batteries to a single reader, who is suspected of struggling with reading in some way. The number of batteries administered depends on the grade level of the child and the number of subtests the administered batteries include (see Assessment Assignments Flow Chart).

These assessments will form the basis of a presentation and a brief assessment report on the assessed student. **Pseudonyms must be used for the child’s name and any other names used in the assignments to safeguard privacy and anonymity.** Be sure to familiarize thoroughly yourself with the requirements listed on the following pages. Although the assignments are not due until the final weeks of the course, successful completion of them requires planning and action from the very start of the course.

**Synchronous course meetings in Weeks 2, 7, and 9 will focus almost entirely on these assignments.** You should have your assessment results handy for each of these meetings. **Students must also meet at least once with the professor during Weeks 4-6 to discuss the student they are assessing and the results of least one assessment. Failing to meet this requirement will result in a deduction of 5% from each of the related assignments.**
Assessment assignments checklist

- **Identify a potentially struggling reader to assess as soon as possible.** The reader may be in any grade from kindergarten through twelfth. Good candidates for readers include, but are not limited to a student of yours, a child of yours, a neighbor’s child, or a friend’s child. **If you do not have easy access to a reader, you must let the instructor know in class on Week 2.**

- Administer the assessments as **early in the quarter** as you can to make sure you have enough time to interpret them. It is generally a good idea to administer an assessment the week after its construct has been covered in class. For example, assessing reading comprehension can occur as early as Week 3, whereas assessing passage reading fluency ideally should not occur until Week 7. That said, individual student should make arrangements that are in the best interest of the student assessed.

- The 2-4 assessment batteries you give will be based on the grade level of your reader (see flow chart below). Additional assessment information provided by parents or teachers can be referenced, but **any deviation from the 2-4 assessment batteries administered must be pre-approved by the course instructor before they are given.** Failing to meet this requirement will result in a deduction of 5% from each of the related assignments.

- **All grade-appropriate subtests from a battery for a given grade must be given** (see flow chart and additional chart on following page).

- **Students MUST meet at least once with the professor during Weeks 4-6** to discuss the student they are assessing. **They should have results for at least one assessment battery by then.** Failing to meet this requirement will result in a deduction of 5% from each of the related assignments.

- Always present your results **professionally**, such as you would for school colleagues and parents.

- Make recommendations for areas of instruction and/or for further assessments. **All recommendations must be grounded in the assessment results.**

- **Pseudonyms must be used for the child’s name and any other names used in the report to safeguard privacy and anonymity.**
Assessment Assignments Flow Chart

What grade is your reader in?

Learner in Grades K-2?
Give the following (subtests in parentheses)

DIBELS
OR
easyCBM
(see chart below)

Texas Primary Reading Inventory
(see chart below)

Learner in Grades 3-6?
Give the following (subtests in parentheses)

DIBELS
OR
easyCBM
(see chart below)

Gray Oral Reading Test
(rate, comprehension)

TOWRE-2
(both subtests)

Elementary Spelling Inventory

Learner in Grades 7-8?
Give the following (subtests in parentheses)

easyCBM
(see chart below)

Gray Oral Reading Test
(rate, comprehension)

TOWRE-2
(both subtests)

Qualitative Spelling Checklist

Learner in Grades 9-12?
Give the following (subtests in parentheses)

Gray Oral Reading Test
(rate, comprehension)
OR
Nelson-Denny Reading Test
(vocabulary, rate, comprehension)

TOWRE-2
(both subtests)

Qualitative Spelling Checklist

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<table>
<thead>
<tr>
<th>Test battery</th>
<th>Subtest</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>First sound fluency</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Letter naming fluency</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Phoneme segmenting fluency</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Nonsense word fluency</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Oral reading fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Reading comprehension (Daze)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>easyCBM</td>
<td>Letter names</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Letter sounds</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Phoneme segmenting</td>
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<td>X</td>
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<td></td>
<td>Word reading fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Passage reading fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>Reading comprehension</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Texas Primary Reading Inventory</td>
<td>Book and print awareness</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Listening/reading comprehension</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>Phonemic awareness</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Graphophonemic knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Reading Accuracy</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>Fluency</td>
<td>X</td>
<td>X</td>
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Assessment Presentation
Students will create a 15-20 minute presentation to share their assessment results and interpretations. The presentations will be shared during Weeks 8 and 9. This assignment is due Week 9, Friday, March 7\textsuperscript{th} at 10PM and constitutes 25\% of your grade. This deadline is non-negotiable to accommodate peer reviews, so please do not ask for an extension. Additional information about requirements, scoring, and specifications will be provided later in the term.

Professional Assessment Report(s)
The student assessment report will summarize the results of your assessment administration. It should be 4 pages, single-spaced and single-sided. This assignment is due along with your presentation in Week 9 on Friday, March 7\textsuperscript{th} at 10PM. This version of the report constitutes 20\% of your grade. This deadline is non-negotiable to accommodate peer reviews, so please do not ask for an extension.

You will have the option of revising your report by Wednesday, March 19\textsuperscript{th} at 7PM. This revision constitutes an additional 20\% of your grade. If you choose not to revise the report, your grade for the first submission will be duplicated.

Assessment reports are comprised of the following components:
- Identification information
- Background information
- Table summarizing tests administered with results
- Description of each test, its results, and relevant observations
- Summary and recommendations

Sample assessment reports will be posted on Oba, along with a rubric that will be used for grading them. Principles for good reporting will be reviewed in detail during the Week 7 lesson. Additional information about requirements, scoring, and specifications will be provided later in the term.

Presentation and Report Peer Reviews
Peer reviews of three of your colleagues’ presentations and reports are also required. You will be randomly assigned three presentations to review and provided with a rubric and guidelines for feedback.

In general, you are to judge each peer’s ability to convey clearly through their presentation and handout: (1) who the assessed student is, (2) what assessments were administered, (3) what each assessment was designed to measure, (4) what the student’s results were, and (5) what those results suggest about whether and why the student struggles with reading and about what instruction or further assessments might most benefit the student. In addition to completing a rubric, you will provide written feedback to your peers. When offering feedback to colleagues, if you are in doubt as to the justness of a critique, try asking questions that would help the presenter clarify points of confusion.
To complete your peer reviews in a fair, but timely manner, you should spend 20-30 minutes watching the presentation (allowing for rewinds), 10-15 minutes reviewing the handout, and 20-30 minutes completing the rubric and writing your feedback. In this way, the reviews should not take much longer than a final exam would (about 3-4 hours). Your three peer reviews are **due Friday, March 14th at 10PM.**

Your peer reviews will be graded based on how closely you align with the average score for each peer (with adjustment as needed based on instructor evaluation of the presentations), as well as the respectfulness and content of your written feedback. **The peer reviews constitute 20% of your grade.**

**OTHER FORMS OF ASSESSMENT**

**Participation**

Student participation and engagement will also be assessed through completion of online lessons, *including weekly participation on Forums*, and attendance and participation at synchronous meetings. **Participation constitutes 20% of your grade.**

**GRADING POLICY**

Your final grade for this course will be determined based on attendance/participation in synchronous meetings and online discussion boards, a presentation of the assessment report, and the final professionally written assessment report. The presentation and final assessment report will comprise 70% of your final grade. Attendance/participation will comprise the remaining 30% of your grade.

- Attendance and Discussion Board Participation = 20%
- Assessment Report Presentation = 20%
- Professional Assessment Report 1 = 20%
- Professional Assessment Report 2 = 20%
- Assessment Report Peer Reviews = 20%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

- **A+** 97-100%
- **A** 93-96.9%
- **A-** 90-92.9%
- **B+** 87-89.9%
- **B** 83-86.9%
- **B-** 80-82.9%
- **C+** 77-79.9%
- **C** 73-76.9%
- **C-** 70-72.9%
- **D+** 67-69.9%
- **D** 63-66.9%
- **D-** 60-62.9%
- **F** < 59.9%

*Please note that if this class is taken P/NP, 80% or higher is required to pass the class.*

*Reading Endorsement students must take course as graded.*
## SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>TOPIC</th>
<th>READ BEFORE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Synchronous (5-7pm)</td>
<td>Course introduction and fundamental issues in measurement and assessment (2 hours)</td>
<td>Thorndike &amp; Thorndike-Christ (T &amp; T-C), Chap 1</td>
</tr>
<tr>
<td></td>
<td>Asynchronous</td>
<td>Introduction to literacy assessment</td>
<td>McKenna &amp; Stahl (M &amp; S), Chap 1</td>
</tr>
<tr>
<td>2</td>
<td>Asynchronous</td>
<td>Reading comprehension</td>
<td>M &amp; S, Chap 7</td>
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<tr>
<td></td>
<td>Synchronous (5-6:30pm)</td>
<td>Discussion of assessment case requirements and models</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asynchronous</td>
<td>Alphabetic knowledge and phonological awareness</td>
<td>M &amp; S, Chap 4</td>
</tr>
<tr>
<td>5</td>
<td>Asynchronous</td>
<td>Word recognition</td>
<td>M &amp; S, Chap 5</td>
</tr>
<tr>
<td></td>
<td>Asynchronous</td>
<td>Spelling and writing</td>
<td>Graham et al. (2011)</td>
</tr>
<tr>
<td>6</td>
<td>Asynchronous</td>
<td>Passage reading fluency</td>
<td>M &amp; S, Chap 3 &amp; 6</td>
</tr>
<tr>
<td>7</td>
<td>Asynchronous</td>
<td>Communicating results</td>
<td>M &amp; S, Chap 10 &amp; Appendix</td>
</tr>
<tr>
<td></td>
<td>Synchronous (5-7pm)</td>
<td>Discussion of assessment cases</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Asynchronous</td>
<td>Strategic and affective factors</td>
<td>M &amp; S, Chap 8 &amp; 9</td>
</tr>
<tr>
<td>9</td>
<td>Asynchronous</td>
<td>Expository discourse in literacy</td>
<td>Lee &amp; Spratley (2010)</td>
</tr>
<tr>
<td></td>
<td>Synchronous (5-7pm)</td>
<td>Discussion of assessment cases</td>
<td></td>
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<tr>
<td></td>
<td>Assignment</td>
<td><em>PRESENTATIONS and REPORT DUE, FRIDAY, 10PM</em></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Asynchronous</td>
<td>Review and rate 3 assigned presentations</td>
<td></td>
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<tr>
<td></td>
<td>Assignment</td>
<td><em>PEER REVIEWS DUE, FRIDAY, 10PM</em></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Assignment</td>
<td><em>REVISED REPORT DUE, WEDNESDAY, 3/19, 7PM</em></td>
<td></td>
</tr>
</tbody>
</table>
ATTENDANCE AND ABSENCE GUIDELINES
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, professors, and lecturers with respect.
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Return from breaks in a timely manner.
- Do not read other materials, books, or newspapers.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Eating during class is allowed, but please try to keep noise and mess to a minimum. Food waste should be disposed of outside the classroom.

If you open a window or door, it is your responsibility to close it when class is over.

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.

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

MANDATORY REPORTING
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
http://around.uoregon.edu/mandatoryreporting

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.

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 Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 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/)

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](https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
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 the UO website or via email. During periods of inclement weather, please check the UO website, Oba, 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.

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