# About This Resource

Below is a general outline that you can follow with bolded headings and instructions. We’ve also included examples, which are indented and surrounded by borders, throughout many of the sections to help you get started. We hope you will edit, delete, or develop new text from scratch to best reflect your teaching methods and learning goals within the course. For additional information about syllabus requirements, please see [Faculty Handbook 4.25](https://apps.hr.ou.edu/facultyhandbook/#4.25).

## Navigation

If you are looking for a specific example within this resource, we recommend viewing this document in the [Navigation pane](https://support.microsoft.com/en-us/office/use-the-navigation-pane-in-word-394787be-bca7-459b-894e-3f8511515e55#:~:text=To%20go%20to%20a%20page,scrolling%2C%20use%20the%20Navigation%20pane.&text=To%20open%20the%20Navigation%20pane,or%20click%20View%20%3E%20Navigation%20Pane.). This will allow you to browse by headings.

## A Note about Tone

For the student, a course syllabus is often the first introduction to you and the course you are teaching. Consider the syllabus a valuable tool for connecting with students and a document that can provide students with the information they need to be successful. Using motivational language ([Harrington and Thomas 2018](https://ou-primo.hosted.exlibrisgroup.com/permalink/f/h0e5ud/TN_cdi_askewsholts_vlebooks_9781620366271)) that reflects a growth mindset ([Canning et al. 2021](https://journals.sagepub.com/doi/pdf/10.1177/19485506211030398)) can motivate students to engage with your class and achieve greater academic success. Throughout our examples, you’ll notice that we’ve used personal pronouns, “I” and “you” versus “instructor” and “student.” This helps the students better connect with the syllabus and you.

Please note that while you may advise students of your desired pronouns, please do not ask in class or a public forum that they provide you with theirs unless they volunteer such information. Additionally, please note that students should not be required to swear any form of loyalty oath or be required to affirm any particular diversity statements.

## A Note about Accessibility

We’ve used descriptive text for the hyperlinks within this document as part of our commitment to accessibility, and with the assumption that you will distribute the syllabus to students online so they may still access these links. In line with best practices, we’ve also ensured [tables have alt text](https://support.microsoft.com/en-us/office/video-improve-accessibility-with-alt-text-9c57ee44-bb48-40e3-aad4-7647fc1dba51#:~:text=To%20add%20alt%20text%20to%20a%20table%2C%20right%2Dclick%20the,'re%20done%2C%20click%20OK.), used 12-point Sans Serif font, and used headings for easier navigation. For more information about how to make your syllabus accessible, please visit ADRC’s [Digital Accessibility guides](https://www.ou.edu/adrc/digital-accessibility/).

# University of OklahomaDepartment/ProgramCourse Number: Course TitleSemester Year

## Course Format/Meeting Time and Location (essential component)

As listed in the [Course Catalogue](https://www.ou.edu/enrollment/course_catalog). If all online or blended, please write ‘online’ and ‘blended’ with in-class dates, times, and location.

## Student Support/Office Hours:

### Date, Time, Location example

Tuesdays, from 3-4PM, in Wallace, Old Science Hall (620 Parrington Oval), Room 222.

In addition to providing basic information about the date, time, and location of your office hours, defining how you want students to use office hours can encourage students to engage, and may also help students who are unfamiliar with higher education to better understand the purpose of student support hours. Here we’ve also changed the language to “Student Support Hours” to emphasize that this is time set aside for students.

### Example: Student Support Hours

Every Tuesday at 4:00 p.m. CST or by appointment. Virtual student support hours are also available. Student support hours are for you. They are times in which you may ask questions about course content, delve deeper into the topic through conversation with me, share concerns you have about the course, and/or explore career or graduate school opportunities with me in this field. I often hear from students that they don’t want to interrupt my time in my office, but please know that I want you to come by! In addition to our class time together, these hours not only help you but also help me to better understand the questions my students have so that I may adjust my teaching approach as needed.

## Learning Management System/website: Provide a direct link to your Canvas Course page.

## Other Course Links:

Provide additional links that are directly related to the course format and delivery, such as Action Center, Course Website, and/or other contact information.

## Course Prerequisites (essential component)

As listed in the [Course Catalogue](https://www.ou.edu/enrollment/course_catalog). If there are not any course prerequisites, please write ‘none.’

### Example: Prerequisite

All of us can always benefit from a review of the concepts within these prerequisites. If you ever find that you have questions or concerns about key topics or skills that were addressed in a prerequisite, do not hesitate to reach out to me or the GTAs for the course. We are happy to provide you with resources to help you review these concepts and feel more prepared for this course.

## Course Description (essential component)

In a short paragraph or two, describewhy students should take this course and what will be covered. In establishing the “why,” consider students’ motivations: you might appeal broadly to students’ civic commitments or their professional and academic goals. Framing your course as answering an essential question for your topic or field will also pique student curiosity about the course content. For the “what,” outline major course goals and a few examples of the kinds of work they’ll be doing in the class. Some professors also use the course description to say something about their teaching philosophy or methods.

### Example 1. History (Rise and Fall of American Slavery)

In this course we will trace the rise and fall of American slavery from the colonial period to the late nineteenth century. As a class, we will try to understand the impact of slavery on all aspects of American society, North and South, male and female, rich and poor, and particularly black and white.

One key way in which we will explore these issues is to analyze them the way historians do. In other words, students will become historians—rather than simply reciting historical facts that can be found in a textbook, we will ask questions, analyze trends, think about specific personal experiences, and weave together a narrative of the past.

### Example 2. Geology (Exploring Planetary Worlds)

In this class we will explore the major scientific questions posed in planetary science and the methods used to answer those questions via space exploration. We will learn about the natural materials and processes that build and shape planetary bodies through readings, lectures, and in-class activities. Topics will include solar system and planet formation, planetary materials (elements, minerals, rocks, and fluids), and the geologic processes that likely formed the planetary features we observe today. You will choose a planetary body you wish to explore further and work in a team with your instructor to identify gaps in our understanding of that planetary body. Your team will design a rover, lander, orbiter, or fly-by mission to gather data and test key hypotheses by choosing the suite of scientific instruments best suited to achieve your science goals within budget. Finally, you will present your mission concept, including an outreach plan, in a written proposal and a group presentation to a panel of outside reviewers.

### Example 3. Psychology

Have you ever wondered how human chess experts keep beating (well, almost always keep beating) the computer program DeepBlue? Have you ever wanted to be an expert at X (you fill in the blank) without really trying? Have you actually tried to become an expert or highly skilled performer in a particular domain and needed help deciding on the best approach?

In this course, we will address these and many other questions. In particular, we will be reading from the primary literature on expertise (i.e.. psychology journal articles) and from other relevant sources (e.g., review chapters, news stories, biographies). We will cover a variety of domains, from chess to sports to visual arts. Also as part of this course, you will each learn first-hand what it takes to acquire expertise by practicing a skill of your choice and documenting your progress throughout the semester. Finally, you will research and write about the development of expertise in a particular domain.

(This[example language is provided by Carnegie Mellon University’s Eberly Center](https://www.cmu.edu/teaching/designteach/syllabus/checklist/coursedescription.html))

## Course Goals (optional)

Talk to your students about the big picture, the ways of thinking you hope they will learn in your course (if you did this in your course description, you might omit this section). Unlike specific skills or content, these course goals are often related to the ethos or epistemology of a discipline. To develop your goals, think about the disciplinary habits of mind students will be able to apply outside of the course. What will students understand, appreciate, recognize?

### Example 1. Geography

1. Learn to critically consider the geopolitics of representation and media geographies.
2. Recognize the positionality of embodied knowledge production—both in authoritative and in popular representations.
3. Develop an appreciation for the need to listen to what marginalized communities have to say, as well as the basic skills for doing so.
4. Sharpen critical faculties through close reading, class conversation, and analytical writing.

### Example 2. Chemistry (Introductory Course)

The overall goals of this course are:

1. To understand the nature of science and how it influences and contributes to the modern world.
2. To develop critical thinking skills.
3. To recognize scientific methods and be able to interpret and communicate findings adequately through writing as well as orally.

## **Learning Outcomes (strongly encouraged)**

Unlike broad goals, learning outcomes should be specific and assessable. They are the steps students will take to achieve the broader goals of your course. What will students be able to do when they have completed your course? Using the [“backward design” strategy](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/), you might infer these abilities from the rubrics you use to evaluate major assignments for the course (papers, exams, projects). In writing these specific learning outcomes, it’s useful to use precise cognition verbs such as “evaluate,” “employ,” analyze,” and “create.” Bloom’s taxonomy may provide some inspiration for choosing strong verbs.

### Example 1. Outcomes grouped by goal. Exploring Planetary Worlds

* Describe how planetary science intersects with society
* Identify planetary materials and describe how planetary bodies change through geologic time
o Describe current models of solar system and planet formation
o Identify and classify the natural materials that make up planetary bodies
o Compare and contrast the composition of planetary bodies within our solar system
o Explain how geologic processes alter planetary bodies
o Apply this knowledge to interpret how features observed on planetary bodies may have formed
* Investigate a planetary body using reputable sources of scientific information to identify key knowledge
gaps in our understanding.
o Locate and distinguish references which will provide reputable scientific information
o Evaluate multiple reputable sources of information and draw connections between these sources to identify
key knowledge gaps in our understanding of a planetary body
o Formulate 2-3 science goals for your mission and construct testable hypotheses that will inform each of your science goals.
* Assemble a suite of instruments that will provide the data necessary to fulfill your science goals
o Compare and contrast the type, quality, and quantity of data provided by different instruments
o Weigh the pros and cons of each instrument and evaluate its impact on your mission’s monetary, power,
and mass budgets
o Select the most appropriate instruments and defend your choices
o Respectfully critique each group’s suite of instruments with respect to their science goals.
* Develop a realistic planetary science mission that includes an effective public outreach plan.
o Author an instrument proposal that explains how the instrument works, describes how it will be used to address one or more science goals, and presents a clear argument for why this instrument would be the best choice for your mission.
o Design an effective public outreach plan to broaden the impact of your planetary science mission.
o Assemble a professional presentation that distinguishes your science goals within the context of our existing knowledge, demonstrates how new data from your instrument suite will enable you to achieve your science goals, and supports your public outreach plans.

### Example 2. A simple list. Instructional Strategies

You will be able to…

* analyze differentiated instructional inquiry-based learning strategies such as problem-based learning, project-based learning, team-based learning, and service learning
* explore innovative strategies such as using humor, music, and technology in teaching
* analyze teaching for different purposes such as general education, large enrollment classes, STEM fields, service learning and civic engagement, and online programs
* apply formal and informal assessment strategies to exchange productive feedback and adjust learning opportunities
* practice evidence-based active teaching strategies to promote student success

## Texts and Materials (essential component)

List all of the text(s), materials, and any software needed for the course. Be specific as to whether the item is required, recommended, or optional. It is not mandatory to have a required text for your course. Follow the format customary to your discipline.

Be sure to consider captions and other accessibility tools:

* If you are assigning audio-visual materials, it would be advisable to check for closed captioning as it provides improved access to all students. This will be required if a student’s accommodations necessitate it.
* Similarly, if assigning digitized reading materials, it is advisable to ensure that they are Optical Character Recognition (OCR)-readable. More information about making your documents accessible may be found through the Accessibility and Disability Resource Center’s (ADRC) [Digital Accessibility online resource](https://www.ou.edu/adrc/digital-accessibility).
* Consider having accessible alternatives if your first choice of texts and reading materials are not accessible.

If you have a long list of readings, please use an Appendix at the back of the syllabus or provide the list in Canvas*.*[[See Faculty Handbook 4.25.1 for guidance on instructional materials]](https://apps.hr.ou.edu/FacultyHandbook/#4.25)

### Example: Readings

This course will use materials from multiple open-access sources, as well as primary sources available through the University of Oklahoma Libraries. Therefore, there are no required textbooks for this class. Instead, I will assemble open-access resources that will provide an overview of common materials (minerals, rocks, fluids), natural processes (e.g. phase changes, convection, impacts), and geologic features (e.g. magnetic fields, tectonic plates, volcanoes, faults, landslides, glaciers, streams, oceans) observed on planetary bodies, as well as the instruments planetary scientists use to collect new data. These resources will be posted in the course documents portion of the class on learn.ou.edu and will provide you with a solid foundation for our class discussions and activities. You will build upon this foundation as you further investigate a planetary body using primary, peer-reviewed sources available through OU libraries and reputable secondary sources available to the general public via the internet (e.g. NASA and other space agency media resources, decadal survey reports from the National Academy of Science, and reports from professional societies). I will provide a list of potential sources and guidance using the library website to get your started.

## About Your Instructor (optional)

Telling students about yourself and your interests can build rapport with students and thus help students feel more comfortable and confident in interacting with you.

### Example - for courses with majority first year, first semester students

My name is Dr. [last name]. My educational training has taken me to various parts of the world. I know that it can be difficult moving to a new place, but also very invigorating! I was born and raised in Oklahoma and so am happy to tell anyone new to the state about amazing sites to see. I am also here to help connect you with resources if you do find challenges being in a new place. While it can be difficult at first, I do think it gets easier over time – especially if you have help getting connected.

I am enthusiastic about my field and look forward to answering questions and engaging with each of you. Every semester, I learn from my students, which keeps me passionate about teaching. In addition to my academic interests, I’m an avid gardener and griller. I enjoy popular culture. I am happy for you to recommend your favorite movies, television shows, music, books, or even recipes!

## Teaching Philosophy (optional)

Telling students what teaching methods you will use in class and the rationale behind them will help them set realistic expectations. Sharing your teaching philosophy and the methods you use to help students learn is an inclusive teaching practice.

Below are example statements that let students know who you are and what your teaching approach is. We encourage you to write your own statement.

### Example 1: Teaching Philosophy

My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. I’m excited to hear from you how you experience a positive and productive learning environment. As such, I’d like for you to complete a survey that will help me get to know you so that I can support your development within this class. [example [small course enrollment survey](https://ousurvey.qualtrics.com/jfe/form/SV_8iFlkPnTFu8StQW); example [large course enrollment survey](https://ousurvey.qualtrics.com/jfe/form/SV_0qDbwrFWENBdvwy)]

### Example 2: Teaching Philosophy

Our course will frequently intersect with your life experiences. I anticipate that there will be quite a range of knowledge about the topics we’ll discuss, from students having these conversations for the first time, to students who have thought about these issues for some time. I ask that we all be respectful of where one another is at in regards to our learning. Because we all learn in different ways, I will vary how these topics are discussed by incorporating news articles, documentary, first-person narratives, and peer-reviewed academic articles. While we will explore these topics in many ways, an overarching goal of this course is to be able to find and assess credible resources. Therefore, I ask that we actively engage with credible research on these topics through our course discussions.

### Example 3: Teaching Philosophy

I believe strongly in our capacity to learn when given the appropriate support and resources. However much we enjoy learning, sometimes learning can be uncomfortable. Learning can cause discomfort because the subject matter may cause us to wonder whether or not we know enough to be here, or it may call into question things we thought we knew or were really good at. Simply put, the more we learn, the less we know. I am here to affirm that it is okay that you don’t know everything already and that’s why you are here: to learn. If you don’t feel prepared for a topic within our course, please connect with me. I will provide you with resources so that you can review material and feel more confident in what we are covering in class.

It’s also important to me that I be transparent with you that learning is a process. For me, this means acknowledging when I don’t know something or when I am wrong – because I am always learning too, and frequently am learning from you! If someone “messes up” in class by not knowing the correct answer, how to say something using the terminology from our field, and/or how what they have said may not align with professional best practices, then I will help reframe what was said so that we may have a productive learning experience within our field of study. I hope to foster a collaborative learning environment where can support one another in our academic growth.

I also recognize that sometimes we need additional support. For students who are experiencing issues outside of the classroom that may be impacting your ability to focus on your educational experience, in addition to the resources listed elsewhere in the syllabus, such as counseling, I would like to encourage you to connect with and utilize the following resources as appropriate:

* [Compass Network](https://ou.edu/gps/initiatives/compass) – You can self-refer to this network of support, which will get you connected to someone who can help you consider how to navigate a range of personal challenges.
* [International Student Services](https://www.ou.edu/cis/iss) – International students may connect with their advisor or the range of programs and events that will help build community.
* [OU Food Pantry](https://www.ou.edu/foodpantry) – All you need is an OU ID to access the food pantry, which provides free food, clothing, menstrual products, and books. Please visit their website to stay up to date with their open hours and location.
* [Project Threshold](https://www.ou.edu/threshold) – If you are a first generation college student, economically disadvantaged (per federal guidelines) or disabled (with appropriate documentation), you may benefit from connecting with Project Threshold for advising or tutoring.
* [Veteran Support Alliance](https://www.ou.edu/veterans) – If you are active military, veteran, or military service-connected, the Veteran Support Alliance has information about resources and support to help you be successful.
* [24-Hour Reporting Hotline](https://secure.ethicspoint.com/domain/media/en/gui/78323/index.html) – If you are experiencing, have experienced, or witnessed bias, discrimination, or harassment, please notify the university. You may also file a report thorugh an [online form with Institutional Equity](https://cm.maxient.com/reportingform.php?UnivofOklahoma&layout_id=10).

You can also tell students about your campus and community commitments as well. For example:

### Example 4: Campus/Community Commitments

Because I feel strongly about creating welcoming and inclusive learning environments, I continue to learn by attending [teaching workshops](https://www.ou.edu/cfe/teaching/workshops-and-communities) for faculty and folks who want to create welcoming and inclusive classrooms for students*.* This also means that I am committed to respecting your name and pronoun should you choose to share those. I will provide an opportunity for you to share these with me via a pre-class survey although there is no obligation that you do so [example [small course enrollment survey](https://ousurvey.qualtrics.com/jfe/form/SV_8iFlkPnTFu8StQW); example [large course enrollment survey](https://ousurvey.qualtrics.com/jfe/form/SV_0qDbwrFWENBdvwy)]. You can also choose to update your Canvas profile to add your name, pronouns, biography, and/or picture, which will also help me and your peers get to know you. You may do this by selecting “account”, “profile”, “edit profile”, and then enter the information you’d like to share. This may also be an ongoing conversation. If you would, at any point, like to update me of any name, pronoun, professional goals, or other changes, please reach out to me.

### Example 5: Campus/Community Commitments

If you are currently active military or a veteran, you may know of the resources on campus, but if you do not, please see me and I can help you take advantage of them. I belong to the OU Veteran Support Alliance (Green Zone), my volunteer work is with veterans, and I was an air force brat.

## Expectations (strongly encouraged)

Consider telling students what you expect them to do, both in class and outside of class. Using a positive rather than a negative or punitive tone when framing policies help students feel more motivated and invested in the course (Harrington and Taylor 2018). Although some expectations may seem self-evident, you are more likely to have students meet your expectations when you state them explicitly. You can also help students understand why you have certain policies if you are transparent about the rationale. Instructors usually include their expectations regarding attendance, class workload, when students should complete the assigned readings, and participation. In addition to your expectations for the students consider including what they can expect from you. Specifically, expectation for responding to e-mails (example: Up to 24 hours on weekdays and 48 hours on weekends) and time to return graded assignments. Examples of motivational and transparent policy language is included in [Harrington and Taylor’s sample syllabus](https://ebookcentral.proquest.com/lib/ou/reader.action?docID=5405504&ppg=175), available in an e-book.

### Example 1: Community Creation

Consider discussing classroom expectations with the students during the first day of class and having the entire class come up with a set of classroom policies or expectations. If students are helping to create the expectations it can help cultivate their buy-in. You may ask students to come up with expectations for themselves, their peers, and you. It may be helpful to have students submit expectations anonymously as well, so that they feel comfortable sharing, using a free platform like [Mentimeter.com](https://www.mentimeter.com/), [Microsoft Forms](https://forms.microsoft.com/Pages/DesignPageV2.aspx), or integrating submissions into your [TopHat student response system](https://itsupport.ou.edu/TDClient/30/Unified/Requests/ServiceDet?ID=72).

### Example 2: Expectations for Faculty and Students

I recognize that you are balancing other courses, and many of you may also be working while completing your degree. Therefore, you can expect me:

* To start and end class on time.
* To assign homework that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for a 3-credit course.

I expect and welcome your questions about the course. Therefore, you can expect me:

* To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.
* To keep regularly scheduled student support hours and to notify you of any changes in my availability.

I believe that you should be provided ample opportunity to demonstrate your growth and learning within the course. You can expect me:

* To provide you with low-risk opportunities to demonstrate, and receive feedback, on your learning through quizzes. By low-risk, I mean that these are not intended to weigh heavily in your final grade. They are designed and intended for me to help you progress in your learning and for you to self-assess and identify areas in which you want to improve.
* To give exams that accurately reflect the material covered in class and assigned in homework so that you are provided opportunity to demonstrate what you have learned. These exams will be appropriately challenging, but my hope is that our low-risk assignments will provide you with support and practice to be successful.

Because your active participation not only benefits your learning, but also helps others in the class with their learning as well, I expect you:

* To come to class on time so we can maximize our time together and I can begin and end class on time.
* To be attentive and engaged in class so that you can share your understanding of the material and ask questions when you need clarity. I recognize that not everyone will feel comfortable engaging in the same way. I will value different ways of participating by providing you the opportunity to share your thoughts through written or verbal reflection, as well as through anonymous surveys.
* To spend an adequate amount of time on the homework each week, making an effort to solve and understand each problem, so that we can discuss collectively questions and successes with a shared understanding.
* To engage with both the abstract and computational sides of the material.
* To seek help so that you are provided the resources you need in order to actively engage in class.

### Example 3: Expectations for Students

As your professors, we are responsible for providing you with the resources and tools you need to reach our course goals and learning outcomes. As the student, you are responsible for choosing how you use the resources, tools, and feedback we provide. For example, we will provide you with instructions and the grading rubric for each major assignment so that we are transparent about our expectations and how you will be graded. We expect you to read both carefully and ask questions if you find something confusing or unclear. We are available and eager to help you in your learning exploration. If you are stuck or would like assistance navigating through this course, please send us an email or chat after class and we will try to help as much as possible. We usually respond to emails quickly, but it may take up to 48 hours, particularly over the weekend. We also aim to provide feedback on assignments within the week following the due date.The feedback is there for you to review, as an additional resource to be successful. You should use the feedback to continue improving.

Critical information will be posted on the course website, accessed from learn.ou.edu. It is your responsibility to check the website frequently. Many course assignments will be submitted via the Canvas website and feedback will be provided there. Grades will be posted on Canvas in the online grade book. Please [turn on your Canvas notifications](https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434) so that you receive announcements automatically via email/text.

## Learning Activities, Assignments, and Assessment (essential component)

Provide a short description of the learning activities and assessments that will be used in the course (see the table below). A common alternative to the table below is that you can also provide such details in your Assignment section, where you align your assignments’ instructions and expectations with assessment strategies. You may appreciate the [Transparency in Learning and Teaching (TILT) Project's guidance](https://tilthighered.com/transparency) on making transparent assignments, which also includes [sample assignments and a checklist](https://tilthighered.com/tiltexamplesandresources). The TILT framework helps students understand the purpose of the assignment by detailing the skills and knowledge it will develop, clearly outlining the task and criteria for success.

### Example 1: General Activities

This course will engage you with various activities and assignments. You will read textbooks and journal articles before class and actively participate in learning activities in class to help deepen your understanding of the content. Because receiving feedback from multiple perspectives can expand your learning and providing feedback helps you advance by thinking about the topic in a new way, this class will also peer review weekly reflection papers.

### Example 2: Collaborative Projects

There will be four collaborative projects such as the development of wikis, infographics, concept maps, and timelines. These activities can deepen your critical thinking, demonstrate your mastery of the topics, and develops collaboration skills, which is highly valued by employers:

* You will join different small groups to work with your peers to develop these projects.
* Using a rubric, you will provide feedback to peers’ projects in Canvas.
* You will do peer review for peers’ projects.
* Specific instructions of each project will be distributed in class.
* Each project lasts two weeks and weighs 100 points.

### Example 3: Online Discussions in Canvas

* **Facilitating Discussions** - You will have the opportunity to facilitate one of the discussions as a student facilitator. I will model the first few weeks’ discussions and assign you to facilitate one of the remaining weeks. Afterwards, you will be responsible for initiating the group’s discussion with two questions or ideas based on the readings, which is due in Canvas by Monday, noon. As a student facilitator, you will work to guide and deepen the discussion through replies to other participants’ posts. This may be in the form of additional thoughts or questions.
* ***Quantity* of Postings** - Active participation in course discussions is a major aspect of this course. For each online discussion, you are expected to post at least one response by Wednesday, midnight after the student facilitator posts their initial post. One post is to respond to the facilitator’s questions. Another post is your comments on another group members’ post. Afterwards, please respond to at least two (2) other participants’ posts by Sunday, midnight each week. You are encouraged to exceed this minimum expectation. The minimum requirements are to get a conversation started.
* ***Quality* of Postings** - Your posts should be comparable to the kinds of comments you would make in a face-to-face course. As a dialogue with others, you are not asked to write a three-page essay, but rather a quality paragraph that extrapolates on what you have learned and moves the conversation forward. Similarly, responses such as “I agree!” or “That is a great idea,” while affirming, also do not move the conversation forward in a way that another extrapolation or raising a well-thought out question would. Please consider the quality of your participation when you post. The quality of the online discussion is contingent on the depth and richness of the posts in the discussion. See Appendix A for a rubric of quality discussion. Also see Appendix B Netiquette Guidelines for tips on appropriate discussion board behavior.

### Example 4: In class discussions:

A considerable portion of this class will be spent discussing the course readings and exploring different experiences, ideas, and perspectives. In order for this to be successful, we expect you to complete the readings and be prepared to address the discussion questions in class. We also expect you to participate in the activities and discussions that take place in class throughout the semester and work together as a team to support each other’s learning. Therefore, we expect that everyone (students and instructors) will:

1. Demonstrate professional respect for your colleagues in class. Examples of demonstrating respect include learning others’ names, honoring their pronouns, and not interrupting others while they are speaking.
2. Engage in productive conflict. While we do not have to agree with one another in this course, we do need to engage in a manner that fosters a productive learning environment rather than an unproductive one. Unproductive behaviors also do not align with the professional skills that employers are seeking. As such, we will not tolerate name-calling or derogatory remarks in this class. Keep your language professional and appropriate by disagreeing with ideas, rather than people, and anchoring your own thoughts in credible resources.
3. Create space for everyone to have opportunity to share. If you don’t typically share, think about challenging yourself to contribute more than you would normally want to. If you frequently share, consider pausing a bit longer to see if others would like to speak up in that gap. In class and group discussions, be respectful and do not talk while others are speaking.
4. Listen and reflect upon what others have to say. We expect you to learn from each other just as much as you learn from us. Actively engage in group discussions by listening, thinking, and then asking questions when you are unclear.

### Example 5: Weekly Assignments

(click on the hyperlinks for more detailed examples of assignment descriptions):

All weekly assignments are listed at the [Course Calendar](http://onlinecourselady.pbworks.com/w/page/13815947/calendar). Each week, you will complete several different types of assignments:

* *Reading and blogging.* Choose your readings from the online [Myth-Folklore UnTextbook](http://mythfolklore.blogspot.com/), and keep notes in weekly blog posts.
* *Writing a story in which you retell a story from the reading.* For more information, see: [Stories from Stories](http://onlinecourselady.pbworks.com/w/page/119471952/firststory).
* *Working on your semester-long class project.* You will create EITHER a Portfolio of your best weekly stories OR a Storybook website. For more information, see: [Portfolio and Storybook Projects](http://onlinecourselady.pbworks.com/w/page/99190910/project).
* *Responding to other students' blogs.*
* *Responding to other students' projects.*

Workload. You will need to spend approximately 6 hours on this class every week. There are no scheduled class meetings or synchronous online events. Instead, you will set your own schedule. You can complete the coursework at any time of the day or night on any day(s) of the week that are convenient for your schedule.

*Reading Load****.*** The reading consists of 60-90 pages per week. Reading time required: 2-3 hours.

*Writing Load*. You will be writing appx. 1000 to 3000 words per week. Writing time required: 2 to 3 hours.

*Commenting****.*** You will be commenting on blogs and projects each week. Commenting time: 1 to 2 hours.

## Assessments\* (each student must do each of the following) (essential)

\*The quality of all written assignments and presentation should be evaluated using a rubric or clearly established criteria for success (see [Increasing Your Grading Productivity](https://www.ou.edu/cfe/teaching/online-modules-and-resources)). It is important to provide information on the deadlines for any learning activities and assignments. Including a table with all the due dates can help students plan out their semester. This can also be included in the calendar feature of the learning management system.

### Example in Table Form

Table 1: How learning activities will help you achieve the learning outcomes, and how you will be assessed on these

| **When you complete this course, you will be able to:** | **You’ll gain this understanding through:** | **You’ll have opportunity to demonstrate what you’ve learned by completing:** |
| --- | --- | --- |
| Explain the role of various campus support services in cultivating student belonging | Journal Articles,Attending Events,Interviews with Campus Leaders, In-class discussion | “What’s Out There?” research assignment and presentation (9/16); Midterm Reflection (10/21); participation during class (ongoing). |
| Identify and evaluate theories about diversity and inclusion in higher education, as well as best practices | Journal Articles,Researching other campuses, Attending Events; In-class discussion | “Your Role in Change” goal planning reflection (11/4); Hands-On Learning Assignment reflections (rolling deadline up until 11/18); Final (12/11); participation during class (ongoing). |
| Critically analyze written and visual texts | Researching other campuses, Journal Articles, in-class workshops, ACE Engage online training; in-class discussion | “In the News” presentation (see sign-up sheet on Canvas from first week of class); participation during class. |
| Evaluate current issues in higher education through the theories discussed in our course material | Researching other campuses, news articles, journal articles, interviews with campus leaders | “In the News” presentation (see sign-up sheet on Canvas from first week of class); Hands-On Learning Assignment reflections (rolling deadline up until 11/18); midterm reflection (10/21). |
| Apply concepts from the course to projects and/or your workplace | In-class discussions, journal articles, news articles. | Final workshop presentation and facilitation guide (11/11 and 11/13); “Your Role in Change” goal planning reflection (11/4); midterm reflection (10/21); final (12/11). |

## Assigning Grades (Grading Overview and Grading Scale) (required)

It is important to be specific about your grading system. Students should know how much each assessment is weighted towards their cumulative grade, as well as what the grading scale is for each letter grade. Clarify whether your system is point based, weighted, percentage, letter based, and whether there will be any adjustment to the final grade, either linear or Gaussian distribution (curved). Be specific about the cutoff for each letter grade and whether these are predetermined or may be adjusted.

Describe your policies in detail; use headings, numbers, charts/tables and bullets to chunk information.

### Example 1- Point accumulation:

I calculate grades differently than you may have experienced in other classes- here you start with zero points and work your way up to your final grade. The final grade you receive at the end of the course will be determined by the accumulated points you earn on individual assignments and your contribution to your team. The number of points you earn is based on the quality of the work you submit. In-class group activities are worth up to 100 points with points determined based on the quality of your group’s assignments; your two lowest in-class activity grades will be dropped, no questions asked. I will evaluate your participation and your team citizenship efforts based on your engagement and contributions within class discussions and group activities, as well as the team evaluation reports.

There will be 450 points total over the 15 weeks of the semester. To receive an A, you need to earn 410 points. For 360-409 points, you will receive a B. For 320-359 points, you will receive a C. For 301-319 points, you will receive a D.

### Example 2: Percentages

Each assignment is weighted and contributes to your final grade within the course. Because I believe learning is a process, I’ve incorporated opportunities for you to receive feedback and feel more comfortable with the assignments prior to completing assignments that have a greater impact on your final grade. For example, your first Hands-On Learning Reflection is only worth 5%, in comparison to 12% or 13%. This is so you may learn from your first attempt at this assignment type. Similarly, your lowest three quiz grades will be dropped from your final grade.

Table 2: Grading Overview, assignments total 100% and this table shows how they are weighted towards your final grade.

| **Assignment** | **Percentage of Final Grade** |
| --- | --- |
| Hands-On Learning Reflection: Event #1 | 5% |
| Hands-On Learning Reflection: Event #2 | 12% |
| Hands-On Learning Reflection: Event #3 | 13% |
| What’s Out There research and reflection presentation | 5% |
| In the News presentation | 10% |
| Your Role in Change reflection | 5% |
| Midterm reflection | 5% |
| Final | 15% |
| Presentation draft (for feedback) | 3% |
| Presentation | 12% |
| Facilitation Guide | 5% |
| Participation | 5% |
| In-Class Quizzes (twice weekly; your lowest three quiz grades will be dropped, no questions asked) | 5% |

**Grading Scale:**

Your letter grade will be assigned based on the scale below. I’ve already included within the scale rounding up so as to be transparent about what flexibility I can allow.

A: 89.6 to 100%; B: 79.6 to 89.5%; C: 69.6 to 79.5%; D: 60 to 69.5%; F: 59.9% or below.

### Additional Considerations: Alternative Grading Schemes

You might also consider offering contract grading, mastery grading, or specifications grading. According to Linda Nilson:

A specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process - all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals.

1. Upholds High Academic Standards
2. Reflects Student Attainment of Skills and Knowledge
3. Motivates Students to Learn and to Excel
4. Fosters Higher-Order Cognitive Development and Creativity
5. Discourages Cheating
6. Reduces Student Stress
7. Makes Students Feel Responsible for Their Grades
8. Minimizes Conflict Between Faculty and Students
9. Saves Faculty Time and Is Simple to Administer
10. Makes Expectations Clear and Simplifies Feedback for Improvement
11. Assesses Authentically
12. Achieves High Inter-Rater Agreement

Read more about [specifications grading](https://ou-primo.hosted.exlibrisgroup.com/permalink/f/sl6asd/NORMANLAW_ALMA21340194320002042).

You may also be interested in trying [“ungrading” assessments](https://ou-primo.hosted.exlibrisgroup.com/permalink/f/sl6asd/NORMANLAW_ALMA51643411790002042).

## Additional Support for Learning (optional)

As appropriate, list additional services that the students in your course might wish to use to support their learning (example: [Action Tutoring](https://www.ou.edu/univcoll/about/action_tutoring), The [Writing Center](https://www.ou.edu/writingcenter), and The [Accessibility and Disability Resource Center](https://www.ou.edu/adrc)). This language can personalize your commitment to supporting resources that are listed within the [required policy section](#_University_Policies_In) of the syllabus. You may also integrate this within other sections of the syllabus, such as demonstrated under [example 4 of the teaching philosophy](#_Example_4:) section.

### Example: Writing Center

Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking. You can make an appointment (online or in person and you can drop in whenever they are open. The OU Writing Center offers both in-person and online appointments, as well as workshops, retreats, and other services. I urge you to visit the [Writing Center](http://www.ou.edu/writingcenter.html) for more information. The OU Writing Center welcomes all writers and does not discriminate on the basis of race, gender, religion, sexual orientation, gender identity, age, marital status, veteran status, or disability. We consider difference to be a seed for learning, writing, and a just society.

### Example: Veterans and Service Members

I thank you for your service to this country and I am happy to have you in my classroom and look forward to supporting you in your education. Navigating higher education as a service member or veteran can be complex at times. Here are some campus resources you can utilize to help you navigate any education benefits you may have or to connect you with supportive staff and other student veterans:

* [Veteran Student Services Center](https://www.ou.edu/veterans/veteran_student_services)
* [Peer Advisors for Veteran Education (PAVE)](https://www.ou.edu/veterans/pave--peer-advisors-for-veteran-education)
* [Green Zone Faculty](https://www.ou.edu/veterans/green-zone)
* [The Student Veterans Association](https://www.ou.edu/veterans/student-veterans-association)

### Example: Food Pantry

As a member of the OU community, you have access to the [University of Oklahoma Food Pantry](https://www.ou.edu/foodpantry) and can receive free supplemental food, as well as other necessities such as menstrual hygiene products. All students, faculty, and staff, with an OU ID, are eligible. Visit their website to stay up to date on hours of operation, as well as to access additional information about [other basic needs resources](https://www.ou.edu/foodpantry/resources), including financial and budget assistance through the [OU Student Financial Center](https://www.ou.edu/sfc).

## **Course Policies (essential)**

In this section, spell out what your expectations are for late work (required), attendance (required), technology (optional) and other course specific policies.

In this section, you should clearly state a make-up policy that is in agreement with the relevant statements in the Faculty Handbook. [See [Faculty Handbook 4.7](https://apps.hr.ou.edu/facultyhandbook/#4.7), 4.9, 4.10, and 4. 11]. Make-up exams and acceptance of late assignments can offer students who are parents, working full-time, or who have disabilities (but are not registered with the ADRC), and others a chance to succeed despite impediments.

You should also clearly state an attendance policy that is in agreement with the relevant statements in the Faculty Handbook. [[See Faculty Handbook 4.19]](https://apps.hr.ou.edu/FacultyHandbook/#4.19)

Additional policy language is optional and should be included per the needs of your course.

### Expectations for Academic Integrity and Plagiarism (required component, text may vary)

OU’s Office of Academic Integrity offers these excellent tips for writing a syllabus statement on misconduct and plagiarism: “Articulate a clear and personal syllabus statement about integrity. Provide guidance on special topics relevant to your class such as the limits of collaboration, expectations for group projects, plagiarism, etc. It is also helpful to include a link to our website, as well as the [Student's Guide to Academic Integrity](https://www.ou.edu/integrity/students.html).”

While it’s important to be clear about the potential consequences of serious academic misconduct, a personalized statement should strive for a balance between discussing penalties and presenting a positive philosophy of academic citation. By themselves, stern admonishments and detailed lists of the varieties of plagiarism may tell students that engaging with sources is a minefield to be avoided by over-quoting and “patchwriting.”. One positive approach would be to discuss distinctive citation styles (i.e. APA, MLA, Chicago, etc.) as pathways to belonging in a disciplinary community ([“Inclusive Practices for Addressing Academic Integrity,” Brown University CTL](https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/academic-integrity)). Another would be to represent citation in terms of conversation—as an interactive dialog with cited authors as opposed to the passive importation of another’s words or ideas.

#### Example Academic Integrity/Academic Honesty Language (includes AI reference)

The overall goal of this course is your learning. In order to demonstrate that you have reached this goal, the work you turn in needs to be your own. This includes putting written work into your own words and citing your sources, as appropriate to avoid plagiarism. If you work in a group, seek assistance from a tutor, use a resource on campus, and/or use online resources (including AI software), the work you turn in must be your own, demonstrating your own understanding of the material that you have gained through the learning process.

If you have questions about academic integrity or plagiarism, please ask: my aim is to foster an environment where you can learn and grow, while also maintaining academic honesty and a clear representation of your learning and ideas. Penalties for serious offenses include a zero on the assignment and egregious offenses can even result in expulsion from the university, so it is important to understand expectations.

Plagiarism as defined by the [OU Integrity Office](https://www.ou.edu/integrity/students#OU-and-Integrity) includes:

* Copying words and presenting them as your own writing.
* Copying words, even if you give the source, unless you also indicate that the copied words are a direct quotation
* Copying words and then changing them a little, even if you give the source.
* Even if you express it in your own words, it is plagiarism to use someone else’s idea as your own.

Visit the [OU Integrity Office](https://www.ou.edu/integrity/students#OU-and-Integrity) for more information on what constitutes plagiarism.

#### Example AI Policy: Restricts Usage

If you would like to restrict the usage of generative AI in the class, we encourage you to either integrate this policy into your academic integrity statement or to have a stand-alone generative AI usage policy. As appropriate, please modify the list of generative AI models to suit your discipline and assignment types.

We learn best when we are actively engaged in the process of completing all aspects of an assignment. Even the brainstorming and initial draft phase is a time of discovery that is an integral part of your learning. To empower you to fully engage in the learning process, the use of Generative AI usage, including, but not limited to, ChatGPT, CoPilot, ClaudeAI, Bard, and Grammarly AI, is considered a violation of the academic integrity policy for this course. This includes using Generative AI to write outlines, conduct research, or to write or edit your papers. As the use of Generative AI to assist in completing any aspect of work for this course is prohibited, this includes using Generative AI to write outlines, conduct research, or to write or edit your papers.

#### Example AI Policy: Moderated Usage

If you would like to moderate usage, meaning that generative AI is appropriate in some instances and not in others, we encourage you to have a stand-alone generative AI usage policy in your statement, and to also clearly articulate how generative AI may be used, or not, in each of your assignment instructions. This will help clarify the policy to students. We encourage you to be explicit about what they can use AI to do and how you want them to acknowledge their AI usage.

Throughout this course, you will develop the skills needed to effectively use generative AI as an aid in your learning and in preparation for our changing field. Follow assignment instructions carefully, as they will guide you in what you are permitted to use Generative AI for in each particular assignment. Where Generative AI is used, you must appropriately acknowledge its use (including using quotation marks for direct quotes) and provide a statement describing how and why it was used, and how you verified the accuracy of its output. Usage of Generative AI outside of the scope of what is explicitly defined in our assignments, and without acknowledgment, will be considered a violation of the academic integrity policy for this course.

#### Example AI Policy: Open Usage

If you would like your students to openly explore generative AI usage within your course, we still encourage that you have a clear policy so that students are supported in knowing how to use generative AI, as this is an emerging skill.

I hope that this course aids you in a creative exploration of Generative AI tools and how they can be used to assist you in accomplishing the goals of this course. In this course, you:

* May use any free Generative AI tools, including those provided to you by the university. This will allow everyone in the course to have the same access to Generative AI.
* Are expected to cite your usage of Generative AI, including any direct quotes or paraphrasing of ideas/content generated by AI.
* Must provide a statement at the end of the assignment about your Generative AI usage. This statement must include: the platform(s) and prompt(s) you used, a summary of how Generative AI helped you achieve the learning objectives of the course associated with this assignment, and what additional work you did to verify the output, and to make the work your own.

Usage of generative AI without appropriate acknowledgment will be considered a violation of the academic integrity policy for this course.

#### Example Language about Peer Learning

I encourage you to work and learn together on homework assignments and to make use of campus resources including the [Writing Center](https://www.ou.edu/writingcenter) and the [Math Center](https://www.ou.edu/cas/mathcenter). If you work in a group, seek assistance from a tutor, or use one of the resources on campus, the work you turn in must be in your own words, demonstrating your own understanding of the material that you have gained through the learning process. If you have questions about academic integrity or plagiarism, please ask: my aim is to foster an environment where you can learn and grow, while also maintaining academic honesty and a clear representation of *your* learning and ideas.

### Example: Combined Attendance and Late Work Policy

I understand that many of us may be faced with unforeseen circumstances that can prevent us from completing our work on time or attending every session. Our late work and attendance policy exist, however, because your participation is crucial not only to your own success, but also in contributing to the success of your peers who are able to learn from what you bring to the classroom.

Attendance Policy

If you miss class, you are expected to contact me. For this course, you have one automatically excused absence, no questions asked – which cannot be used on presentation days, exam review, or exam days. Any assignments that are due on the day would still need to be completed in accordance with our late work policy. Even on the day in which you use your automatically excused absence, you are expected to notify me if able so that if I need to restructure group work, etc., I have the opportunity to do so. In addition to your automatic excused absence, I will also excuse additional absences due to accommodations, as communicated with ADRC, medical emergencies (including mental or physical, with a doctor’s, counselor’s, or ADRC note), illness or death in a close relation, and university sponsored activities. If you have childcare/eldercare or other issues that may prevent you from being as active of a participant during class discussion as you normally would be, please notify me so that we can discuss another way in which you can demonstrate your participation that day. If in doubt on whether an absence would be excused or not, I want you to talk with me. Additional excused absences are at my discretion. If you have three or more unexcused absences in the course, you will receive a reduction in your final letter grade of ten points (e.g. a C would become a D) since active in-class participation is an expectation of the course.

Late Work

Deadlines within this class have been created to allow for: peer engagement, me to be able to assess if everyone is understanding the course material or if we need to revisit some of the subjects, and to provide me with time needed to grade so that you can receive feedback as quickly as possible. As such, it is very important that you strive to meet all deadlines within this course. However, if something is preventing you from submitting work on time, I ask that you contact me as soon as you realize there may be an issue so that we can discuss options, including if it would count as an excused late submission. Late work that is submitted without a conversation with me and an excused reason (examples of excused late work are the same as additional excused absences listed above) will receive feedback when I am able to do so, which may not be timely, and will be deducted one letter grade for each day it is tardy.

### Example: Attendance

In order to fully benefit from our class activities, you are expected to attend class and actively participate in the exercises and discussions. In cases of sickness, we want to work with you to identify alternative arrangements, but you must alert us before the class period (phone, email) you miss.

### Example: Technology

There will be opportunity for us to use your devices during class. You will, for example, use your phones or computers to respond to polls and surveys. There may be times in which a question is raised in class and we will want to investigate the answer together. You also may want to reference our Canvas course during class. I ask that we all be respectful of one another during class in how we use our devices. It can be very distracting if folk see others using their devices to multitask (it’s distracting in other venues too; just Google Patti LuPone, Broadway, and cell phones!). If you receive a notification indicating an emergency (medical, childcare, eldercare issues), then you may quietly step outside of class to take the call.

### Example: Productive Dialogues

There is ample opportunity within our course for academic debate, disagreement, compromise, and for us to change our minds. In order for this to be productive dialogue, I ask that we all:

* Recognize that we are entering into this space with different experiences and understandings.
* Use reasoned arguments that are supported by reputable resources.
* Practice truly listening to one another.
* Ask questions for clarification.
* Provide and receive feedback with grace.
* Respect the privacy of those sharing. We are all learning together, and it’s important that we take from here what we have learned. Please respect that people may share how the topics in this course have impacted their personal lives and also that people may make mistakes while they learn.
* If something is said or done in these dialogues that prohibits you from being able to participate in this class, I ask that you reach out to me directly. You may also choose to use other resources on campus, such as reporting through the 24-Hour Reporting Hotline (call at 844-428-6531). This hotline can be used to report bias, discrimination, physical or mental harassment, or misconduct by OU community members.

### Example: Group/Lab Partner Work Policies

Not only is collaborative work an important professional skill to develop, it also helps you learn! Teaching one another and discussing the course content together will help you master the course objectives, as it will require you to develop deeper understanding. But collaborative work must be truly collaborative in order for everyone to reap the benefits. This means that you will have to contribute meaningfully and share labor. Together, in the first few weeks of class, we will create a contract that stipulates guidelines for how we will engage in collaborative learning and how I will assess collaborative learning. This negotiation is important practice for collaborative learning and will help us all think through what expectations we have for one another, and why we have them. Once completed, this contract will be added to our course page on Canvas.

### Other Policies:

Pending your course, you may also wish to include additional policy information, such as: Emergency Contact, Field Work, Co-Curricular Engagements.

## University Policies

In this section, include the mandatory and recommended University policies (examples are provided below).

### Mental Health Support Services: (required)

Support is available for any student experiencing mental health issues that are impacting their academic success.  Students can either been seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through [TELUS](https://www.ou.edu/ucc/online-therapy) Health.  To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit  [University Counseling Center](https://www.ou.edu/ucc). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

### Title IX Resources and Reporting Requirement (required)

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact [OU Advocates](https://www.ou.edu/gec/gender-based-violence/advocates)(available 24/7 at 405-615-0013) or [University Counseling Center](http://ou.edu/ucc) (M-F 8 a.m. to 5 p.m. at 405-325-2911)

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University’s Title IX Grievance procedures, reporting, or support measures, please visit [Institutional Equity Office](https://www.ou.edu/eoo)at 405-325-3546.

### Reasonable Accommodation Policy (required)

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please [submit your semester accommodation request through the ADRC](https://www.ou.edu/adrc/students/adrc-registered-students/accommodation-request) as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete [ADRC’s pre-registration form](https://forms.office.com/pages/responsepage.aspx?id=neB9nDSQwUS0YsRk_s4gSiXtB4DC5XxJhwAGd7Un1f5UNFU2WDE3UEVENTFIMkgyWFkzV0lGM1NPVCQlQCN0PWcu) to begin the registration process.  ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU.  For more information on ADRC registration procedures, please review their [Register with the ADRC](https://www.ou.edu/adrc/about/registering-with-the-adrc) web page.  You may also contact them at (405)325-3852 or adrc@ou.edu, or visit [www.ou.edu/adrc](http://www.ou.edu/adrc) for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related.  ADRC can also support students experiencing temporary medical conditions.

### Religious Observance (required)

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[[See Faculty Handbook 3.15.2]](https://apps.hr.ou.edu/FacultyHandbook/#3.15.2)

### Adjustments for Pregnancy/Childbirth Related Issues (required)

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Accessibility and Disability Resource Center at 405/325-3852 and/or the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office [FAQ on Pregnant and Parenting Students’ Rights](https://www.ou.edu/content/dam/eoo/documents/faqs/faqs-pregnant-and-parenting-students.pdf) for answers to commonly asked questions.

### Final Exam Preparation Period (required)

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU’s [Final Exam Preparation Period policy](https://apps.hr.ou.edu/FacultyHandbook#4.10).

### Emergency Protocol (required)

During an emergency, there are official university [procedures](https://www.ou.edu/campussafety/policy-and-procedures) that will maximize your safety.

**Severe Weather:** If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. Look for severe weather refuge location maps located inside most OU buildings near the entrances.
2. Seek refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. Goto the building’s severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up
5. Waitfor official notice to resume normal activities.

Additional [Weather Safety Information](https://www.ou.edu/campussafety/divisions#management) is available through the Department of Campus Safety.

### The University of Oklahoma Active Threat Guidance (required)

The University of Oklahoma embraces a Run, Hide, Fight strategy for active threats on campus. This strategy is well known, widely accepted, and proven to save lives. To receive emergency campus alerts, be sure to update your contact information and preferences in the account settings section at [one.ou.edu](http://one.ou.edu/).

**RUN**: Running away from the threat is usually the best option. If it is safe to run, run as far away from the threat as possible. Call 911 when you are in a safe location and let them know from which OU campus you’re calling from and location of active threat.

**HIDE:** If running is not practical, the next best option is to hide. Lock and barricade all doors; turn of all lights; turn down your phone’s volume; search for improvised weapons; hide behind solid objects and walls; and hide yourself completely and stay quiet. Remain in place until law enforcement arrives. Be patient and remain hidden.

**FIGHT:** If you are unable to run or hide, the last best option is to fight. Have one or more improvised weapons with you and be prepared to attack. Attack them when they are least expecting it and hit them where it hurts most: the face (specifically eyes, nose, and ears), the throat, the diaphragm (solar plexus), and the groin.

*Please save OUPD’s contact information in your phone.*

**NORMAN** campus:  *For non-emergencies call (405) 325-1717. For emergencies call (405) 325-1911 or dial 911.*

**TULSA** campus:*For non-emergencies call (918) 660-3900. For emergencies call (918) 660-3333 or dial 911.*

### Fire Alarm/General Emergency: (required)

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits
3. *ASSIST* those that may need help
4. *PROCEED* to the emergency assembly area
5. *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.*
6. *WAIT* for official notice before attempting to re-enter the building.

[*OU Fire Safety on Campus*](https://vimeo.com/125093634)

### Office of Access and Opportunity’s Belonging Statement (optional)

Why You Belong at the University of Oklahoma: The University of Oklahoma fosters an inclusive culture of respect and civility, belonging, and access, which are essential to our collective pursuit of excellence and our determination to change lives. The unique talents, perspectives, and experiences of our community enrich the learning, and working environment at OU, inspiring us to harness our innovation, creativity, and collaboration for the advancement of people everywhere.

### Course Reflection Survey (optional)

You’ll receive a Course Reflection Survey at the end of each semester for each course that you are enrolled in. I strongly encourage you to complete this survey. Your feedback can help me adjust my class for future semesters to help other students be successful. Your feedback is confidential and I will only receive it after final grades are due. Course Reflection Survey results may also factor into teaching evaluations and annual performance reviews and are shared with department and program chairs.

### Copyright Statement, for in-person or online courses (optional)

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

## **Pre-Finals Week Policies (optional)**

During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 3% of the course grade may be assigned, unless it is assigned in advance of pre-finals week and worth less than 10%, or scheduled at least 30 days prior if worth more than 10%. No activity or field trip may be scheduled that conflicts with another class. There are some exceptions and nuances, so please review the [Final Exam Policies](https://www.ou.edu/registrar/academic-records/academic-calendars/final-exam-schedule/final-exam-policies) prior to designing your course schedule.

### Example: Pre-Finals Week

The University of Oklahoma understands that finals week can be a very stressful time for students. As such, certain policies have been implemented in order to protect you from unreasonable course expectations in the lead up to finals week. Our course schedule has been structured to follow these [Final Exam Policies](https://www.ou.edu/registrar/academic-records/academic-calendars/final-exam-schedule/final-exam-policies), which I recommend that you review. If you believe that a faculty member has violated these policies, I recommend that you speak with them to seek clarity. If there is a violation that cannot be remedied, then you may report the violation following the guidance in the Final Exam Policies.

## Tentative Schedule, Subject to Change (essential)

Research indicates that many students appreciate a schedule to follow week by week. In particular, it would be extremely helpful if due dates are clear and easy to find. While you may not be able to avoid all major holidays and cultural celebrations when you schedule your major assignments, it is important to be aware of potential conflicts. These online resources may help you with this: [Drexel University](https://drexel.edu/provost/policies-calendars/religious-observances/) has an expansive resource listing holidays; [University of North Carolina at Chapel](https://diversity.unc.edu/holy-days-observances/) Hill provides information about holidays, customary greetings, and examples of accommodations. We also encourage you to use the academic calendar to schedule planned breaks (including Fall break, which is designated by the Student Government Association), and to have at least one day each semester that is more flexible in case you need to adjust the schedule due to weather closures or other unforeseen issues.

### Example of Semester Schedule as a Table

Table 3: Tentative Semester Schedule

| **Week/Date** | **Topics, Readings, or Activities** | **Assignments and Exams Due** |
| --- | --- | --- |
| 9/10 | Atmospheres and Planetary Interiors, readings are provided on Canvas under 9/10. | Planetary Body Proposal |