**2023-2024 Guidelines for Syllabi – In-person Courses**

**Required Course Information for Each Syllabus**

All faculty members must provide students with a syllabus electronically on the course Moodle page, as a hard copy on the first day of class, or a combination of both. In keeping with the University’s commitment to the best pedagogical and assessment practices, as well as helping to create a welcoming environment for students, all course syllabi must include the following information:

* Your office location, phone contact(s), and email address(s)
* Consider including your pronouns, and for electronic syllabi, a photograph
* An explanation of how you use office hours in the context of the course along with information on when and how you will hold office hours (In-person, Teams, Zoom, combination, etc.)
* Course purpose and learning objectives
* Schedule of class meetings and locations (if applicable)
* Descriptions of assignments with due dates
* Methods of Evaluation/Activities
* Evaluation tools
* Performance criteria, including attendance and participation expectations/guidelines
* Grading standards or descriptors, including method of determining final grade

**Required University-wide Syllabus Statements**

All syllabi must contain the following statements, including the information for the University’s Learning Commons. Syllabi for courses in the University Core have additional requirements, as indicated.

**Absences:** Generally, students are expected to attend all class sessions according to the instructor’s direction. Students who feel unwell should NOT attend class in person. These students should inform their instructor as soon as possible.

Should the instructor need to miss class, the course may be temporarily conducted remotely. Should the instructor be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course.

**University of Portland’s Code of Academic Integrity**

The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate**.** Thus, cheating on exams, copying another student’s assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at <https://libguides.up.edu/cite>.

The use of artificial intelligence (AI) tools such as ChatGPT without attribution also constitutes plagiarism. Students must cite any AI-generated text and ideas and disclose any activities (e.g. brainstorming, editing, translating, etc.) for which AI was employed. Students are expected to demonstrate sound judgment in discerning when and how to utilize AI ethically across their academic work, upholding standards of citation, originality, and integrity. The misuse of AI to shortcut academic requirements will be considered a breach of academic integrity. Students who have questions about when and how to use AI should talk with their instructor.

**Assessment Disclosure Statement**

Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

**Accessibility Statement**

The University of Portland strives to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). **If you have an AES Accommodation Plan**, you should meet with your instructor to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, andmust be made at least one week in advance of an exam. Also, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

**Mental Health Statement**

Anyone may sometimes experience problems with their mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the [University of Portland Wellness Center](https://www.up.edu/wellness/index.html) in the lower level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or wellness@up.edu. Their services are free and confidential. In addition, confidential phone counseling is available at the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

**Non-Violence Statement**

The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP’s prevention strategy, and what we as individuals can do to assist on the [Green Dot website](https://www.up.edu/greendot/), [www.up.edu/greendot](http://www.up.edu/greendot). Further information and reporting options may be found on the [Title IX website,](https://www.up.edu/titleix/) [www.up.edu/titleix](https://www.up.edu/titleix/).

**Ethics of Information**

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information, including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library’s guide to the [Ethical Use of Information](https://libguides.up.edu/ethicaluse/) at [libguides.up.edu/ethicaluse](https://libguides.up.edu/ethicaluse/).

**The Learning Commons**

Students can get academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website](https://www.up.edu/learningcommons/) ([www.up.edu/learningcommons](http://www.up.edu/learningcommons/)). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or drop by the Learning Commons in BC 163 to learn more about their services. Find a tutor at the Learning Commons to get support on your academic journey.

**Requirements for University Core Course Syllabi**

***All Foundation-Level Core courses*** must include syllabus language that reflects the revitalized Core and includes one priority student learning outcome for the Core identified at the department level. CAS department chairs should be able to refer faculty to the specified course learning goals and student learning outcomes, or you can contact Core Curriculum Director Andrew Guest at guesta@up.edu.

Please include the paragraphs below in all Core Foundation Level course syllabi. Customize the second paragraph for your specific Core course. Additional information for faculty about the revitalized Core is available at [pilots.up.edu/group/core-curriculum](https://pilots.up.edu/group/core-curriculum), and additional information for the community as a whole is available at [www.up.edu/core](https://www.up.edu/core/).

The University of Portland offers a liberal arts Core Curriculum with a vision of students acquiring knowledge, skills, and values that will prepare you to respond to the needs of the world and its human family, while having a foundation of multiple lenses to address enduring questions of human concern. The University Core Curriculum achieves this vision by cultivating six habits of heart and mind in all UP graduates regardless of major.

As a priority for this Core class, our focus is the “[***...insert here which of the six habits of heart and mind the course will address...***]” habit. As part of developing that habit this course will prioritize students learning to [*...****insert here the course learning goal assigned to the class as part of the Core****...*]. Toward this end, one specific Core learning outcome for this class is that students who complete this course will be able to [*...****insert here the one priority student learning outcome agreed to by your department and for the Core****...*].

***All Exploration-Level Core courses*** should incorporate syllabus language that highlights the intentions of the exploration level as multidisciplinary opportunities to engage different ways of knowing from the liberal arts toward understanding timely and timeless issues of human concern. Please include the text below in all Core Exploration level course syllabi and customize the numbered text for your particular Core course.

The University of Portland offers a liberal arts Core Curriculum with a vision of students acquiring knowledge, skills, and values that will prepare you to respond to the needs of the world and its human family. As part of the exploration level in the core, courses invite students to engage with important questions by drawing on multiple disciplines and different ways of knowing. As priorities for this Core class, we will focus on the following two Core Habits and related Core Learning Goals:

1. [*...insert here the first focal habit of heart and mind the course will address...*. ]: [*...insert here the course learning goal selected for the class from the Core learning goals associated with each habit...*]
2. [*...insert here the second focal habit of heart and mind the course will address...*. ]: [*...insert here the course learning goal selected for the class from the Core learning goals associated with each habit...*]

Exploration-Level Core courses should also identify student learning outcomes to document each of the course learning goals identified in the syllabus - the student learning outcomes can be individually tailored to a course by instructors. These learning outcomes should be phrased in a way that allows for assessment: the outcomes should help us learn the degree to which the course is achieving Core goals, how well students are able to integrate multiple perspectives from the liberal arts and sciences, and how we might improve the courses over time.

**Note:** The Undergraduate Core Curriculum Committee is also interested in promoting Core syllabi and course design that attends to diversity, equity, and justice. We encourage faculty to use the Core revitalization process as an opportunity to de-center traditional approaches to syllabi and course organization, [offering a draft of encouragements toward inclusive and](https://docs.google.com/document/d/1OueUml025XU8-frNHNu9IS1nIpq4zTqQSQugxWfWjHQ/edit?usp=sharing) [equitable course design at this link](https://docs.google.com/document/d/1OueUml025XU8-frNHNu9IS1nIpq4zTqQSQugxWfWjHQ/edit?usp=sharing) to consider when creating Core course syllabi.