**2025-26 Requirements for Syllabi**

**Required Course Information for Each Syllabus**

Following Academic Regulations, 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
* Policy for make-up exams and late assignments (Note: Pursuant to University policy, a student cannot be required to provide documentation of illness or family emergency.)
* A “Course AI Policy” that explains the acceptable and unacceptable uses of AI technology in the course. To foster respect for the diversity of AI uses employed by instructors, the course policy should conclude with the following note: “This AI policy applies only to this course. For other courses, please follow those professors’ AI policies, which may differ from this one.”
* **For On-Line Courses Only**
	+ Explanation of course structure (all synchronous, combination of synchronous/asynchronous, etc.) and platform for delivery (Teams, Zoom, etc.)
	+ Required technologies for students to be successful in the course

**Final Exam Policy**
In preparing syllabi, faculty must also note the Academic Regulation regarding final examinations, which are to be given only during the scheduled times published by the registrar. During the week prior to final examination week, no examinations may be given, except in laboratory practica. Regardless of whether a final exam is given, all classes must meet during final examination week in accordance with the final exam schedule.

**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.

**Academic Integrity Statement**

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 misuse of AI to shortcut course learning outcomes will be treated as a violation of academic integrity comparable to plagiarism or cheating. Faculty are responsible for including a written “Course AI Policy” in their syllabi that clearly states what they consider appropriate and inappropriate uses of AI in the context of their courses. Students are responsible for using AI in ways that do not detract from the established learning outcomes of the course. All members of the scholarly community are responsible for demonstrating sound judgment in discerning when and how to utilize AI in their work, upholding standards of citation, originality, and integrity.

**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 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 can 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 Counseling Center ([https://www.up.edu/counseling/](https://www.up.edu/counseling/index.html))  in the upper level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or hcc@up.edu. Their services are free and confidential. In addition, mental health consultation and support is available through the Pilot Helpline by calling 503-943-7134 and pressing 3. All UP students also have access to teletherapy through BetterMynd. 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. For more information on health and wellness resources at UP go to [www.linktr.ee/wellnessUP](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.linktr.ee%2FwellnessUP&data=05%7C02%7Cmoentman%40up.edu%7Cd383040f5ff24492cf7908dc81902137%7Cea8f3949231c40b6a33f56873af96f87%7C0%7C0%7C638527703247449791%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=IDlzLSpNPiwBWTY0LCbV3s1TT8wWY3jvY1opFXjdCQY%3D&reserved=0) .

**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/).

**Statement on 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 may receive 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 many 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 stop by the Learning Commons in BC 163 to learn more about their services. Co-Pilots are a wonderful support along your academic journey.

**Remote Learning (for on-line courses only)**

Remote learning presents unique challenges to both faculty members and students in the online environment. Working together, we can create a successful learning community by following these important guidelines.

* To be successful in remote learning, all students must have access to a functioning computer with a working microphone, camera, and headphones or headset. Students who do not have access to such technology may contact the Office of Financial Aid for possible assistance.
* All course content will be available through course Moodle pages accessible through the UP Portal (PilotsUP). Students should have a working knowledge of both Zoom and Microsoft Teams.
* Students are expected to follow guidelines for class conduct during synchronous online sessions (e.g. muting, camera on/off, respectful use of chat, etc.)
* For the benefit of students who are not able to attend class due to illness or temporary internet problems, all classroom sessions should be recorded or made available on the course Moodle site in some other method. **Students may not distribute or share any course images or recordings without the permission of the instructor.**

**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 UP Core 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.