SOU

Faculty Guide



**Mission Statement**

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

**Commitments**

Southern Oregon University is committed to a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement; academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and outstanding programs that draw on and enrich our unique arts community and bioregion.

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**SOU Welcomes You**

Welcome to Southern Oregon University! Southern Oregon University is fortunate to have highly qualified professionals serve our students as fulltime and adjunct faculty. Your enthusiasm, expertise and integrity are vital to advancing the SOU mission.

**About This Guide**

This guide is intended to provide general information about teaching, learning, resources, grading, protocol, and University policies. The most current version of the Guide, with additional resources, is available on the Center for Instructional Support's website ([www.sou.edu/cis/teaching.html](https://www.sou.edu/cis/teaching.html)). You will also find all of the links cited in this guide at the Center for Instructional Support’s website ([www.sou.edu/cis/](http://www.sou.edu/cis/)) for your convenience.

Note that procedures and policies for faculty may vary by division or program. If you have any questions about policies, procedures or practices, please contact your program Chair or Coordinator, or your Division Director.

The Southern Oregon University Faculty Guide was prepared by the Center for Instructional Support.

# I. Getting Started

All professors, both fulltime and adjunct, are invaluable members of the SOU teaching community. Some may only teach one specialized course, others may teach solely online, and still others may teach as many as three classes a term for many years. Depending on the purpose for which you were hired, your responsibilities may vary. For instance, if you’ve been hired to teach a lab course, you may find that the syllabus has already been designed and, due to programmatic requirements, must remain set; in other cases, you may have been hired for expertise in a specialized area and you will have greater responsibility for designing the course syllabus. Syllabi created for other sections or by previous instructors may be available to serve as a guide. Be sure to clarify your responsibilities with your program Chair/Coordinator or Division Director before you begin developing your course.

The first step in getting started is to provide the Chair or Coordinator of the program in which you are teaching a current resume or curriculum vita. This information is needed to fulfill accreditation requirements, and for adjunct instructors, it is necessary to draft your teaching contract with the University.

The table below provides a useful checklist for faculty getting started.

|  |
| --- |
| **Instructor Checklist** |
| ***Prior to the course:**** Submit resume and social security number (if you are an adjunct faculty member)
* If required, create a draft of your syllabus (see recommendations provided later in this guide)
* Two weeks prior to the start of the course, review and finalize the syllabus with your program Chair (students with disabilities may need an early copy of the syllabi in order to sufficiently prepare for the class)
* Check to make sure your course text(s) or other course materials are available in the SOU bookstore (for information on ordering texts, see p. 9)
* Contact Academic Support Programs at 552-6213 if you have questions about policies for students with disabilities
 | ***After the course begins:**** Review key course requirements with students
* Present the course consistent with the requirements and commitments contained in the syllabus
* If a student presents you with a letter regarding accommodations for a disability, meet with the student to discuss these needs. Contact Disability Services for more information.
* During Quiet Week or Finals Week, encourage students to complete online course evaluations
* Post grades via My SOU according to the deadline announced by the Registrar (see page 17)
 |

## Course Setup/Course Capacity

To check that your course has been correctly set up, log into *Inside SOU* and click on the *Faculty Tools* link under the *Banner Self Services (SISWeb)* link in the **Online Services** section. Click on *Faculty Detail Schedule*, select the term and scroll down to review the course information. Verify the times, days, and room assignment. Contact your program Chair or Division Assistant if you have questions or concerns.

You can track enrollment in your course by clicking on the *Class List (Summary)* link on the Faculty Tools page. Select a term and course, then click on *Submit*. The course you are teaching may be “cross-listed” (that is, it has more than one course number assigned to it). In some cases, this may refer to a course that is offered for both undergraduate and graduate credit simultaneously, such as ED 409/509. In other cases, one course may be offered under more than one program and prefix, such as CS 346/CCJ 346, which can be taken by a student as either Computer Science (CS) *or* Criminology/ Criminal Justice (CCJ). Either way, each course will have a unique CRN (course reference number) and a maximum enrollment cap that represents the total possible students who can enroll in both sections combined. In our ED 409/509 example, ED 409 has a cap set at 30 and so does ED 509. If the ED 409 section has 13 students enrolled and the ED 509 section has 17 students enrolled, the total enrollment cap of 30 students will have been reached and both courses will be closed.

### Course Contact Time and Preparation Expectations

For courses that meet face-to-face, at least 10 contact hours per term must be scheduled for each credit hour (a 1-credit class meets a total of 10 hours during the quarter). Contact hours are defined as the amount of time the student has contact with the instructor in the classroom. Requirements for online courses and hybrid courses that blend face-to-face and online instruction should be reviewed with your program Chair.

Undergraduate students should expect to spend at least two hours per week outside of class preparing for each credit hour (a 1-credit class should require a minimum of 20 hours of preparation for the term). Preparation (“effort”) hours include time students spend reading, conducting research, preparing projects or papers, studying or completing other class assignments. Significantly more preparation time is expected for graduate students.

1 credit = 10 contact hours + 20 effort hours

2 credits = 20 contact hours + 40 effort hours

3 credits = 30 contact hours + 60 effort hours

4 credits = 40 contact hours + 80 effort hours

For a practicum or internship course, a minimum of 15-20 directed/supervised hours must be scheduled for each credit hour. At least 20 preparation hours outside of class are expected for each credit hour. Faculty supervising practicums or internships should consult with program Chairs/ Coordinators for additional requirements, and be sure that students and external agencies are informed about liability. The Oregon Tort Claims Act (ORS 30.260-30.300) prohibits SOU from accepting liability for the acts, omissions, and conduct of students participating in practica and internship assignments either on-campus or in off-campus agencies. Additional information may be found at the Office of Career Connections (<https://inside.sou.edu/careers/internguidelines.html>).

### Combined Undergraduate/Graduate Courses

If you are teaching a course that combines graduate and undergraduate students (400- and 500- level), the course expectations for each level must be clearly explained in the syllabus. While the traditional model for such courses has been to require additional assignments and/or curricular elements for graduate students, some instructors distinguish between graduate and undergraduate achievement by addressing learning outcomes and expectations, and evaluate the level of sophistication demonstrated. Graduate students should show that they have extended their knowledge beyond what was presented in class by drawing inferences, cross-referencing knowledge, seeking additional conceptual and/or disciplinary knowledge, sharing novel insights, and using analytical skills to make new connections with what they are learning. For assistance in creating a framework for assessing graduate work in a split-level course, see your program Chair or consult the Center for Instructional Support.

### Instructional Design

The Center for Instructional Support (CIS) is a resource to all faculty for all aspects of teaching practices including instructional strategies and the use of learning technologies. The CIS provides help for designing courses, developing assignments and assessments, and identifying effective teaching strategies. For more information, see [www.sou.edu/cis](http://www.sou.edu/cis).

### Educational Technology

CIS staff also provide support for teaching technologies, including Moodle for supporting teaching and learning online, Turnitin for plagiarism checking, Zoom for web conferencing, as well as various multimedia applications. In addition, the CIS organizes the annual Instructional Institute, and provides webinars, workshops and training sessions throughout the year.

### Purpose of a Syllabus

A syllabus represents an academic agreement between an instructor and students. Rather than a schedule of events, a syllabus defines how students can successfully meet the objectives of the course. All faculty members are required to provide their students a detailed syllabus at the start of each term in every class. Changes to the syllabus after the term starts can be problematic, so it’s best to discuss any proposed changes with your program Chair prior to implementation. A final draft of your syllabus should be provided to the Chair or Coordinator for the program’s permanent files. If you teach a University Studies course, you also need to email a copy of the syllabus to Gretchen Woelke (woelkem@sou.edu), the Assistant to the Director of the Division of Undergraduate Studies, by the end of the second week of the term. (See [Eligible Courses](https://www.sou.edu/universitystudies/eligible.html) to find out if your course is classified as a University Studies course.)

The syllabus provides a basis upon which to resolve academic misunderstandings: it is the official document of record regarding all classroom activities and policies. The distribution of a detailed syllabus at the start of the course ensures that each student has received a written statement of policy. Without such a record, misunderstandings between students and faculty can occur. If questions regarding grading, academic dishonesty, course schedule, or requirements arise, students can be referred to the syllabus.

An effective syllabus is one that sets clear expectations, provides students with information about University policies and resources, and saves time by providing information for students’ reference throughout the course. See Appendix A for an annotated list of the elements recommended for inclusion in every syllabus.

### Required Syllabus Elements

The following text **must** be included in your course syllabus (note: the required text for each element is attached in Appendix A for your reference):

***Academic Honesty Statement and Code of Student Conduct***

Include the Academic Honesty Statement and Code of Student Conduct policy statement as a formal notification to students.

***SOU Cares***

Include the SOU Cares statement to ensure that your students are aware of resources intended to help them with the issues that they may encounter with which you may not be able to help them, from financial concerns to harassment or assault. See page 15 for more information on SOU Cares.

***Statement on Title IX and Mandatory Reporting***

Include the Statement on Title IX and Mandatory Reporting to ensure that your students are aware of their rights and options if they are a victim of gender-based bias, sexual harassment, sexual assault, domestic violence, stalking or sexual or physical abuse. Please note that adherence to Title IX is an institutional responsibility, mandated by the federal government and inclusion of these statements is mandatory.

***SOU Academic Support/Disability Resources***

To support students with disabilities in acquiring accessible books and materials, and in planning their student and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. Similar to Title IX statements, information regarding disability resources and accommodations is an institutional responsibility and a federal mandate. You must include this information in your syllabus.

## Textbooks

The SOU Bookstore supplies the course materials instructors require. Textbook adoptions should be submitted through FacultyEnlight. You can register for FacultyEnlight at [www.facultyenlight.com/ user/register](http://www.facultyenlight.com/user/register). Once you are registered, FacultyEnlight can be accessed by a link in the Online Services section of Inside SOU.

The Bookstore requests text titles from faculty at different times during the year in order to best serve faculty and students. Make sure to include any course-required supplies that are needed in addition to textbooks. The deadlines are:

* Fall Quarter — May 1
* Winter Quarter — October 15
* Spring Quarter — January 15
* Summer Quarter — April 15

Although these deadlines seem early, they increase the likelihood of having materials on the shelves by the start of the class. The Higher Education Opportunity Act (HEOA) requires course materials to be posted when students register for classes. Early requisitions also enable the Bookstore to keep prices lower by increasing opportunities to obtain used books and maximizing student buyback at the end of the term. With more lead time, the Bookstore can also keep you better informed about new editions, electronic formats, rentals, or out-of-print books. In addition, the store ships out online orders prior to the start of the term, and some students need early access to texts due to a documented disability. These deadlines are significantly helpful in that process.

Many faculty members assemble a *reading packet* with material from a variety of sources. The SOU Bookstore facilitates this process, using a third party to investigate copyright issues and fees, so that both the instructor and institution are protected from infringement. The Bookstore also coordinates with SOU Print and Copy Services to have the approved packets produced. The process of creating a reading packet may take considerable time, so plan to start this process several months before the term begins. For questions regarding this type of material, contact the textbook department at the Bookstore.

It is up to the instructor to request an Instructor or desk copy directly from a publisher. The Bookstore will be happy to provide book or publisher information. Consider affordable options like eBooks, book rentals, and open textbooks.

Bookstore staff are available to assist with any course related questions. Do not hesitate to contact:

* Tannia Shewman, Bookstore Store Manager – (541) 552.6248 – shewmant@sou.edu
* **Ginger Olinghouse,** Course Materials Manager – (541) 552.6177 – olinghogi@sou.edu

### Printing and Copy Services

Instructors are welcome to use SOU Print and Copy Services (https://printcopy.sou.edu); however, advance notice and approval are required. Work orders should be submitted at least a week before the materials are needed. Work order forms require a budget code that can be obtained from your program Chair. **Note: Do not submit copyrighted material for duplication unless you have prior permission.**

General guidelines for copying course materials follow.

***Ashland Campus***

In some departments, a support staff member forwards all material for duplicating, while in others it is the responsibility of the instructor to deliver materials directly. Some departments prefer to do their copying in-house. Check with the Chair to clarify the preferred practice in your program. Duplicating requests may often be processed in two or three days; however, it is recommended that a full week be allowed to ensure timely delivery.

***Higher Education Center (HEC) Medford Campus***

A copy machine is available for the convenience of Higher Education Center faculty. The staff will cheerfully duplicate materials for you if they have them at least 24 hours before you need them. We strongly encourage you to plan ahead for your copying needs; in the rare event of a copier malfunction, copies must be made at the Ashland Campus or at a commercial copy center.

***Distance Learning***

Rather than printing materials for distance learning students, supplemental resources should be distributed to students electronically via Moodle, SOU’s online instructional tool. Contact the Center for Instructional Support for assistance in using Moodle.

### Copyright Law

Southern Oregon University requires faculty to adhere to federal copyright laws. Authors and creators of published and unpublished works hold the sole right to authorize the reproduction of all or part of their work. The law allows for the “fair use” of copyrighted materials, permitting the use of copyrighted work, including reproducing portions of the work, without the copyright owner's permission under certain specific conditions. In determining whether the use is "fair use," the law requires that the following factors be considered:

* The purpose and character of the use, including whether such use is of a commercial nature or for nonprofit educational purposes;
* The nature of the copyrighted work;
* The amount and substantiality of the portion of the work used in relation to the copyrighted work as a whole; and
* The effect of the use in question upon the potential market for or value of the copyrighted work.

The “fair use” of copyrighted materials includes limitations on the number of copies, the distribution of the photocopied material, and the amount of copying of a work.

No one factor is determinative of a person's right to use a copyrighted work without permission. Educational use alone is not sufficient to make a use in question a fair one. When in doubt, request permission! For more information on SOU’s copyright policy, see the Hannon Library website, <http://hanlib.sou.edu/circulation/copyright.html>, or contact the Center for Instructional Support at (541) 552.8290. Additional information about copyright is available from Stanford Library: [https://library.stanford.edu/using/copyright-reminder/ copyright-law-overview/distance-learning](https://library.stanford.edu/using/copyright-reminder/copyright-law-overview/distance-learning) and <https://library.stanford.edu/using/copyright-reminder>.

Options for obtaining copyright clearance include:

***Library Purchase***

The Library can purchase a copy of the book or periodical that will be used as primary reading material for your class. Requests for purchase of materials need to be made prior to the term it will be used.

***Document Delivery Services***

University Microfilms, Inc. and the British Lending Library Document Supply Center are two examples of commercial document delivery suppliers. Copies of articles may be purchased from them and they will get the copyright clearance. Further details are available from the Reserves Coordinator.

***SOU Bookstore Copyright Permission Service***

The SOU Bookstore has a service to provide anthologies tailored to the need of your courses and seek copyright permission for you. After copyright permission has been secured, they will prepare course packs for sale at the bookstore.

# II. Teaching Logistics

## Campus Computing

All faculty, staff and registered students are provided with an SOU computing account. The account provides access to all network services, network printers, and other resources. Your program Chair will facilitate the creation of a Computing Services Account that will allow you to use campus computers and provide you with a faculty email address (see the Employee Guide to Technology Services available at [www.sou.edu/it/it-forms.html](http://sou.edu/it/it-forms.html)). To activate your account, contact the Help Desk at (541) 552.6900. The Help Desk can help you with technical problems—call (541) 552.6900 or send email to helpdesk@sou.edu. Once your account is activated, you can also submit Help Desk tickets at <https://support.sou.edu>. The Support site also features an extensive knowledgebase of articles related to many campus technology and computing systems. Look for links to “Moodle How-Tos” on the *Faculty* tab at the top of every Moodle page.

### Email

Expectations for responding to email correspondence vary by program as well as by teaching format (online courses, for instance, require frequent and ongoing messaging). Check with your Chair about the program’s standard practices.

You can email all of the students enrolled in your class by using the course reference number (CRN). The format for that address is: CRN@.sou.edu (e.g., 1234@sou.edu). Note that e-mails sent using the CRN (as well as Moodle) will distribute to the SOU e-mail accounts established for students, which may not be the primary or preferred e-mail address used. Consider encouraging your students to change their primary e-mail preferences in the *Student & Registration Tools* area in *Inside SOU* if they do not use their SOU email account.

### Classrooms

On the Ashland campus, electronic fobs are required to gain access to classrooms and most buildings after hours. Fobs can be requested by completing the Key Request form found on the SOU Lockshop web page ([www.sou.edu/fmp/lockshop.html](http://www.sou.edu/fmp/lockshop.html)) and submitting it to your program Chair or Division Director. Fobs and/or keys are normally issued within 48 hours.

If you rearrange your classroom, be sure to leave chairs and desks in their original positions. Special seating is sometimes provided for students with disabilities and these marked pieces of furniture should be replaced in their original locations. If you have a concern about your classroom or would like to request a specific room for your class, contact your program Chair.

After class, always make sure classroom windows and doors are securely closed and that all electronic equipment and lights are turned off. This is especially important for classrooms that feature computers and projectors. Report any missing materials or equipment to the program Chair or office coordinator immediately.

## Audio-Visual Equipment

### Ashland Campus

Most classrooms are equipped with computers and LCD projectors with Internet access. These “smart classrooms” may have restricted access for security purposes. Contact your program Chair for access information and instructions, if needed.

Overhead projectors, slide projectors, camcorders, and a portable speaker and microphone may be checked out at the Help Desk ((541) 552.6900). If you need any of this equipment for your class, let your program support staff know well in advance so that arrangements can be made.

### Higher Education Center

All classrooms in the Higher Education Center are equipped with projectors and instructor computer stations. If you would like to review how to use the equipment, call (541) 552.8100 to arrange for an appointment.

## Inclement Weather

Severe weather conditions may bring about curtailment of classes or daily work operations. The decision to close the University rests exclusively with the University President or designee. A decision to close the campus is often made before 5:30 a.m.

In the event of inclement weather, check the SOU home page or phone after 6:00 a.m. to confirm that the University will be open. For information regarding the Ashland Campus call (541) 552.7672; for the Medford Campus, call (541) 552.8100. Be advised that Medford Campus closure decisions are made separately from those in Ashland. Also, cancellation of morning classes due to inclement weather does not automatically result in the cancellation of later classes.

Students and staff are automatically enrolled in the SOU Alert system, through which notification of campus closures and other emergency situations is disseminated. Please visit the SOU Alert system ([www.sou.edu/emergencypreparedness/sou-alert.html](http://www.sou.edu/emergencypreparedness/sou-alert.html)) to customize and manage your SOU Alert account.

## Academic Calendar

The Academic Calendar provides information about term start and end dates, add/drop deadlines, finals week and holidays. You’ll find the calendar at [www.sou.edu/enrollment/calendar.html](http://www.sou.edu/enrollment/calendar.html).

## Faculty ID Cards

ID cards can be issued to anyone teaching half-time or more. This allows for discounts at the Bookstore, The Hawk and Elmo’s dining facilities, as well as ensuring Library privileges. Contact the Service Center upstairs in Britt Hall to obtain a card. Instructors teaching less than half-time are not normally issued ID cards; although not entitled to Bookstore and dining discounts, they do receive Library privileges. Contact your program Chair to arrange for Library privileges if you are teaching less than half-time.

## SOU Hannon Library

For information about Hannon Library services for faculty and students or to find out about math and writing tutoring, contact the Learning Commons at (541) 552.6817.

### Materials on Reserve

To place material on reserve for your students, call (541) 552.6829.

### TextShare Program

Textbooks required for undergraduate courses that cost more than $100 are purchased by the ASSOU (Associated Students of Southern Oregon University) and made available for students to check out for a 2-hour loan period. TextShare items must remain inside the Library.

### Class Visits

To take your students to the Library for a research or information literacy session, contact Dale Vidmar at (541) 552.6842. Let him know the purpose of your session: ideally, the visit should be associated with a specific assignment. Though librarians conduct generic tours of the Library and library resources, it is more effective to have a specific assignment in mind. If appropriate, an electronic classroom will be reserved for you to allow students hands-on access to library resources. In most cases, the librarian who works with your discipline will be asked to work with your class.

### Library Services in Medford

All SOU students have Internet access to the Hannon Library website and library services. The library at Rogue Community College's Riverside Center is also open to SOU students. Students can arrange to have books from Hannon Library delivered to the Higher Education Center or RCC’s campus for pick-up.

### Learning Commons

The Hannon Library Learning Commons offers writing, math and science tutoring to students, as well as help with job hunting and internship placement. The Learning Commons also includes computer labs, tech services, and reference services.

## Enrollment Services Center (ESC)

The Enrollment Services Center located in Britt Hall offers assistance to students in:

* Registration
* Student records
* Student billing accounts
* Financial aid

You can contact the ESC or refer students directly to esc@sou.edu or (541) 552.6600 for questions about any of these services.

# III. Teaching Considerations

## Students with Disabilities

SOU’s mission and values support the inclusion of all students. Students with disabilities are afforded specific legal rights in equitable access to all program, classes, and events within the University. To receive accommodations, students must go through an intake process and provide documentation from a qualifying clinician (physician, psychologist, etc.). The following information is a short list of situations you may encounter. If you have questions or concerns, please contact Disability Resources sooner rather than later. The Disability Resources website ([www.sou.edu/dr](http://www.sou.edu/dr)) offers resources for both faculty and students.

1. Information about a student’s disability status and/or accommodations received is considered confidential information. Both FERPA and the Health Information Privacy Act (HIPA) may apply to a student’s disability information. This has three implications for faculty:
	1. Do not discuss a student’s disability-related information with others, especially other students, without prior specific permission from the student.
	2. Conversations with the student about disability-related information should be in a private setting.
	3. Depending on the type of information release that has been signed by the student, Disability Resources may not be able to answer specific disability-related questions you may have about a student (such as the nature of the disability).
2. Students with documented disabilities are responsible for providing faculty with notice of accommodation, in the form of an email sent by Disability Resources, which describes the accommodations for which the student is eligible. For information regarding these procedures, check the Disability Resources website or call Disability Resources at (541) 552.6213.
3. Testing accommodations require a specific process.
	1. The student requests accommodation via AIMS (online database service).
	2. The student and instructor complete the Testing Contract. This can either be done online (either in the link in the student’s accommodation letter or through student's AIMS account) or on paper (student later enters into AIMS).
	3. The instructor receives an email with links to approve, deny or change the Testing Contract. We strongly encourage faculty to review these testing contracts carefully, especially if entered by the student to ensure accuracy. The student enters testing dates and times into AIMS. This must be done at least 3 business days in advance of a quiz and 5 business days in advance of a midterm or final. There may be times when Disability Resources is able to proctor exams with less notice, depending on availability of information and rooms. The university is required to make a good faith effort to accommodate late requests for exams.
	4. Two days prior to a scheduled exam the instructor and student receive reminder emails. The instructor email includes a link to upload the exam to the secure AIMS database, if desired. Tests received prior to the testing time are held in a secure location. Tests delivered by the instructor must arrive prior to the start of testing time and will be held in a secure location.
	5. At the time of the test, the student checks in to the Testing Center and is seated in a testing room with only the materials listed on the Testing Contract or required as accommodations (such as a magnifier or a test scribe). Cell phones and smart watches are not allowed in testing rooms unless they provide a necessary medical service (such as continuous glucose monitoring for diabetic students). If a cell phone is allowed for that reason, it will be locked in a mode that allows only access to that specific app. All entrances and exits from the room are monitored. Students time stamp their test when starting and completing their exam.
	6. At the conclusion of the test, the completed test materials are placed in an envelope, sealed, and signed by the test proctor. The test is returned to the instructor as indicated on the Testing Contract. If the instructor has requested email delivery of the exam, a physical copy is held until the instructor confirms they received it, or one week, whichever is earlier.
	7. There are often over 200 students on campus eligible for this accommodation, each taking several classes. Given this heavy demand, Disability Resources cannot proctor tests for any other purposes, including student illness, students whose first language is not English, or distance education.
	8. Students in an online-only course or in a course where all exams are administered online are not required to schedule exams in the testing center. Instructions are available from the Center for Instructional Support on how to extend exam times in Moodle for students with testing accommodations.
	9. For online classes in which all students must take proctored exams, students eligible for testing accommodations may use the Testing Center as their proctored location. Testing accommodations must be available to the student regardless of the location chosen for proctored exams.

## SOU Cares

The Office of Student Support and Intervention (OSSI) offers intervention and case management for students who may have support needs related to health, mental health, significant environmental concerns, or support system concerns. The Office of Student Support and Intervention also works to support students, faculty, and staff who may be impacted by the behavioral choices of others.

SOU Cares reports help inform the Office of Student Support and Intervention and the Student Support Network by identifying students who may benefit from extra resources, support, or intervention. You are encouraged to submit an SOU Cares report when intervention is required, or simply when the student is of concern to you.

Areas of concern for SOU Cares reports may include:

* Mental health or emotional issues
* Academic performance
* Family concern
* Relationship issues
* Personal illness or injury
* Alcohol or other drug use
* Academic integrity
* Distressing, disruptive, or threatening behavior
* Hate and/or bias-related incident
* Crime victim

To submit an SOU Cares report, go to [www.sou.edu/ssi](http://www.sou.edu/ssi).

## Plagiarism

Plagiarism can have serious consequences for students. Be sure to explain to students that plagiarized work will, at a minimum, result in a failing grade on the assignment and may result in failure of the course or additional sanctions, including permanent suspension from the University. As mentioned earlier, all instructors should include a statement regarding academic integrity in their syllabus (see Appendix A). Confer with your Chair about any policies specific to your program.

Instances of academic dishonesty should be reported to the Office of Student Support and Intervention via SOU Cares, even if no sanctions are expected or if you apply penalties yourself. It is important to report any infractions so that additional support and/or instruction can be provided to the student or instructor, as appropriate. Reporting also allows the OSSI to track cases of academic dishonesty. This reporting does not curtail your power to impose penalties but, in many cases, helps identify additional measures and/or issues that a student may face, and helps alert OSSI staff to a student with more than one act of academic dishonesty.

To reduce plagiarism, consider creating “Turnitin” assignment links in Moodle to allow you and your students to check their work for originality. For other assignments, you can investigate a “suspicious” line or block of text by copying it into Google, putting it in quotation marks, and conducting a search. This quick check will often identify plagiarized work.

## Final Exams

Policies for final exams are as follows:

1. All examination periods are 110 minutes. The exam schedule for each term is posted at [www.sou.edu/enrollment/academic-services/final-exam-sched.html](http://www.sou.edu/enrollment/academic-services/final-exam-sched.html).
2. If your class meeting time is not fully contained in any one of the scheduling blocks listed in the table, consult with your program Chair to select the scheduling block that has the greatest overlap with the existing class time. This will reduce the possibility of students having two finals scheduled at the same time. For example, a class meeting MWF from 8:00-9:20 would choose the 8:30-10:20 MWF slot; a class meeting solely on Fridays at 8:30-12:20 could hold
its exam during the slots set aside for classes meeting on Fridays at either 8:30-10:20 or 10:30-12:20.
3. Block exams times are set aside for classes with multiple sections that give common exams concurrently. Such classes include BI 103; CHEM 205; ECON 201/202; MATH 111, 112, 158, and 243; and other courses as noted on the Registrar’s website.
4. **Summer Session** final exams are given during the last class period and must be comparable in rigor to exams given during the other academic terms.
5. If the first day and time that your class regularly meets is not listed in the final exam schedule, consult with the program Chair or office coordinator to make special arrangements.
6. Final exams may only be given (and taken) during the time slot assigned by the Registrar. Instructors should ascertain the times of their final exams and announce them to students. It is recommended that the finals schedule be included in the course syllabus.
7. Examinations are held in normally scheduled classrooms.
8. Disability Resources offers accommodated testing for students with disabilities for all exams, including finals, following procedures described on page 10.
9. **No major exams or significant assignments may be given during Quiet Week** (the tenth week of the term). Final exams may be given only during Finals Week. This policy was set by the faculty some years ago to protect students from undue pressure at the end of the term and to provide a balance of time between exams. Classes meet during Quiet Week with routine expectations for homework and participation.

## Assigning Final Grades

The grades used at SOU are listed in the table below. Final grades are submitted online via the *Banner Self-Service (SISWeb)* > *Faculty Tools*link in [*Inside*](http://my.sou.edu) *SOU*. (You may report final grades in Moodle, but they **must** be entered in SISWeb in order to be recorded in the students’ official transcripts.) Instructions are posted on the Teaching at SOU web page ([www.sou.edu/cis/teaching.html#helpful-documents](http://www.sou.edu/cis/teaching.html#helpful-documents)) to guide you through the process. Keep an eye out for messages from the Registrar regarding deadlines and instructions for entering grades as the end of the term approaches.

|  |  |
| --- | --- |
| **Grade** | **Description** |
| **A - F** | Used for all classes except those that are P or NP, or when the student is auditing the class (AU). |
| **E** | Student missed the final exam (or failed to submit a final project). E turns into F at the end of the following term unless updated by the instructor.\* |
| **I** | By mutual agreement between the instructor and the student, the student may be allowed extra time to complete unfinished assignments and turn them in. I turns into F at the end of the same term the following year unless updated by the instructor. The amount of time for completing the work is determined by mutual agreement and need not be extended to the full year allowed before expiration.\*  |
| **M** | M (Missing) is assigned by Banner SIS when the instructor fails to enter a valid grade for the term prior to the deadline set by the Registrar. M will stay M until updated by the instructor. |
| **NC** | NC (No Credit) is assigned by the instructor when there is no basis to determine a grade. This may occur when the student either never attends the class or attends only a few times and has not dropped or withdrawn. In these cases, there is not sufficient work for the instructor to determine the student’s level of achievement in order to assign a grade. |
| **P, NP** | Assigned by the instructor for classes graded as Pass/No Pass or assigned by Banner SIS if the student has selected the P/NP option. An instructor may not assign a P or NP if the class grading mode is Graded or Optional. Banner SIS will automatically convert a regular grade to P or NP if the student has chosen the P/NP option. |
| **W** | Assigned by the instructor when the student has withdrawn from the class. Withdrawn students may not receive any other grade. |

 \* Note: It is not necessary to enter any attendance date information when you submit grades; those fields may be ignored. For I and E grades, please inform the program Chair and develop a plan to ensure that the grade is submitted when the student completes the course.

## Student Grievances

A grievance is a wrong, actual or perceived, that is considered grounds for a formal complaint. In the spirit of the SOU community, a grievance is best settled between the two parties, whether student-to-student, student-to-faculty, or student-to-administrator.

There are two types of student grievances. The first, a discrimination grievance, involves alleged violations of federal laws prohibiting discrimination. The second, a nondiscrimination grievance, involves complaints that do not fall into the area of violation of federal law. The filing of grievance(s) must follow a strict timeline which is detailed in the Grading Grievance Policy and Appeal Procedures on the Academic Affairs policy website ([www.sou.edu/ provost/policies.html](http://www.sou.edu/provost/policies.html)).

Copies of the procedures governing student discrimination complaints and bias-related matters are found at the Student Support and Intervention website ([www.sou.edu/ssi](http://www.sou.edu/ssi/index.html)). SOU policies on academic standards and grievances are available at [www.sou.edu/policies](https://www.sou.edu/policies/index.html).

## Right to Privacy

Students’ rights to privacy have been delineated in the Family Educational Rights and Privacy Act (FERPA) of 1974. We may not disclose any information about students, other than directory information, to unauthorized persons or organizations. Non-disclosable information includes things like social security number, grades, academic standing, which classes a student is enrolled in, how many credit hours the student has earned, test scores, student disciplinary records and any other information considered an educational record. For more information on FERPA policies, see <https://inside.sou.edu/assets/it/docs/FERPA-summary.pdf>.

## Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact Angela Fleischer, the SOU Confidential Advisor, ([www.sou.edu/ssi/confidential-advisors.html](http://www.sou.edu/ssi/confidential-advisors.html)), or use SOU’s Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>.

## Sexual Harassment

Southern Oregon University seeks to establish and maintain a safe learning, working, and living community that is free from sexual harassment. Sexual harassment undermines the academic environment of trust and respect that is essential for healthy learning and productive work. All instructors must abide by the SOU policy concerning sexual harassment. Anyone found to be in violation of this policy shall be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, expulsion, dismissal or termination. SOU’s formal policy regarding sexual harassment is available online at [www.sou.edu/ policies/fad-policies.html](http://www.sou.edu/policies/fad-policies.html).

## Inappropriate Consensual Relationships

All instructors are must abide by the University policy concerning conflicts of interest due to consensual relationships. Anyone found to be in violation of this policy shall be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, expulsion, dismissal or termination. The formal policy regarding these conflicts of interest is available online at [www.sou.edu/policies/fad-policies.html](http://www.sou.edu/policies/fad-policies.html).

## Ombuds Office

In June 2015, recognizing the need for an independent, neutral and confidential resource for faculty encountering work/life challenges and other issues in their work environment, SOU President Roy Saigo authorized the establishment of a Faculty Ombuds Office at SOU for a two-year trial period.

The Ombuds Office:

1. provides confidential, neutral, informal, and independent support for all SOU faculty;
2. follows the Standards of Practice and the Code of Ethics of the International Ombudsman Association while adhering to the principles governing the University;
3. have access to advice from the University’s legal counsel on its legal duties and obligations as an office of the University. (Counsel cannot and shall not represent or provide personal legal advice for any individual using the services of the Ombuds Office.)

At the request of a faculty member, the Faculty Ombuds Office will:

* offer timely support;
* provide confidential, neutral, informal, and independent consultation;
* listen respectfully and nonjudgmentally;
* help faculty gain perspective on issues, problems, and/or concerns;
* clarify University governance structures and suggest appropriate referrals;
* help identify resources, evaluate a range of options, and discuss possible next steps;
* support fair process and open communication.

# Appendix A: Sample Annotated Syllabus

**Sample Annotated Syllabus**

* 1. **Course Title and Identification**
		+ Course Name (as it appears in the catalog)
		+ Prefix & Course Number (Art 210, ENG 480, etc.)
		+ CRN (Four digit number unique to each class section)
		+ Term (Summer, Fall, Winter, Spring) and Year
		+ Schedule (days and times class meets)
		+ Location (building, room number, field trip locations, etc.)
	2. **Instructor Information**
		+ Instructor’s Name
		+ Office location
		+ Phone number
		+ E-mail address
		+ Preferred method of contact (email, etc.)
		Note: Expectations for response time (e.g., email will be responded to within *n* hours)
		+ Office hours
	3. **Course Description**

At minimum the course description is the same as catalog description. If the course is a University Studies course, the syllabus should specify the strand and note outcomes as required for the strand.

* 1. **Course Goals or Outcomes**

Describes what you want students to know or be able to do after completion of the class. Learning outcomes are reflected in your assignments and student assessments, which help you determine whether the outcomes are being met or not.

* 1. **Required Course Materials**

Texts and other required reading material with publication dates. Indicate if material will be available through Library Reserve. In the case where texts are selected by the program, adjunct instructors may include additional required readings.

Include the title of the text, the author’s name, publication date and ISBN in the syllabus. List any other required materials, and post them in your Moodle course site.

* 1. **Recommended Texts and Readings**

The title of the text, the author’s name, and publication date.

* 1. **Attendance Policy**

A description of what the consequences will be for missing class. Will absenteeism negatively impact students’ grades? Check with your Chair on program policies for attendance.

* 1. **Assignments and Expectations**

General description of the types of assignments the students will have and how they will be assessed. Refer to any rubrics you will be using (providing a rubric for your assignments clarifies what your expectations are). Explain in this section how the class operates: For example, will students be required to use Moodle?

* 1. **Class Format or Outline**

A week-by-week outline of the topics that will be discussed each session, related readings, due dates for assignments and exams.

* 1. **Grading Policy**

An explanation for how grades will be computed, including the key course assignments and expectations and clarification of how those assessments will be weighted in determining the final grade. Describe the consequences for assignments turned in late (whether they will be accepted or not, if points will be taken off, etc. Check with your program Chair for program policies for grading.

* 1. **Disclaimer**

Because the syllabus is an official document of record, if you change the syllabus during the class, you must communicate any changes to all students in a timely fashion. (Your program Chair may require a consultation before substantive changes are made.) It is helpful to include a disclaimer as follows:

“This schedule may be amended from time to time depending on the pace of the class.”

* 1. **Statement on SOU Cares** *(required)*

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns such as health and wellbeing, mental health, legal and/or family matters, study skills, time management, harassment, assault, and/or discrimination. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

* 1. **Statement on Academic Honesty Statement and Code of Student Conduct** *(required)*

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct: [http://arcweb.sos.state.or.us/pages/rules/oars\_500/oar\_573/ 573\_076.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html)

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and returned to you.

* 1. **Statement on Title IX and Mandatory Reporting** *(required)*

Federal law requires that employees of institutions of higher learning (faculty, staff and

administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact Angela Fleischer, the SOU Confidential Advisor, (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>.

* 1. **SOU Academic Support/ADA Statement** *(required)*

To support students with disabilities in acquiring accessible books and materials and other reasonable accommodations, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr/) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

* 1. **Other Policies as Needed**

Check with your program Chair to determine whether there are any additional departmental or SOU policies that may need to be included in this section. Often programs have common policies on such issues as use of electronics in the classroom, missed examinations or late assignments.