

# **New Course Proposal**

**Submit completed form electronically**

- 1. Course prefix and course number:** ECE 495
- 2. Course title:** Capstone B: Professional Portfolio
- 3. Abbreviated title for class schedule** (30 characters or less): Capstone B Portfolio
- 4. Credit hours:** 2  
*(note: if credits are variable, list range of credits (e.g. 1-8 credits))*

**Catalog description:** The Capstone Portfolio course provides students an opportunity to expand and refine skills and knowledge that are important as professionals in education of young children. Capstone Portfolio Development is a major culminating experience for the Early Childhood Development (ECD) program students as part of graduation requirements. This second capstone offers opportunities for students to apply and synthesize what has been learned through the previous years of coursework and practicum experiences. In Capstone B, students are expected to develop and present a professional portfolio during the course of the term. Weekly online meetings will serve as an open forum for students to self-assess their continuing growth, share reflections and growth perspectives in their professional learning, and reflect on their professional development in designing electronic portfolios.

- 5. Prerequisites (to add each additional prerequisite, start a new line):**  
*(See attached Note for samples)* ECE 460 and ECE 470.
- 6. Co-requisites (including labs, if any):** None Required
- 7. Major/Class restrictions:** Please indicate any class or major restrictions: Online Only
- 8. Is course repeatable?** Yes      No ☒      If Yes, list maximum credits:
- 9. Labs requirements:** If course includes a lab: # of hours lecture: N/A ; # of hours lab: None
- 10. Fees:** List any course fees: None
- 11. Grade Mode:** Graded only: ☒ Pass/No Pass only:      **Option:**
- 12. CIP Code:** Six-digit CIP code (check with your Division Director):
- 13. Special qualifications; Is course proposed for (yes/no):**
  - A. University Studies?      If yes, list Strand(s)
  - B. Honors?

15. **Cross-listing: List any cross-listing:**                      and                      and                      and                      and

**16. Strategic justification for proposed course:**

**Rationale:**

- A. The ECD Capstone (B) Portfolio development course is another culminating experience for students to present themselves as leaders from the Early Childhood Development (ECD) program. This course prepares our senior students to reflect and write what they have learned throughout the program to demonstrate who they have become with their knowledge, skills, and dispositions as professionals in early childhood. It provides an opportunity to prepare them for job search skills and future career promotion within early educational settings. Students describe critical learning moments that happened in their growth; discuss the code of ethics according to the national standards (NAEYC professional competencies); reflect on their professional development in both challenging and successful experiences; and showcase their growth in written and oral presentations.

**B. Alignment:**

1. How does this course align with the unit's mission plan?

Capstone B course provides an opportunity for Early Childhood Development students to continue to practice and apply professionalism. This process of self-reflection and professional communication skills in both writing and speaking/presenting promotes their self-confidence, commitment, and dedication in the field. In doing so, students make connections to the larger purpose of meaningful education and self-actualization to the School of Education's mission of preparing our students to be leaders and advocates of all children in the ever-changing and increasingly diverse society.

This Capstone (B) Portfolio course will have a more focused dedication to the electronic portfolio development. As we transition from the 3-credit (currently ED409) to 2-credit model (ECD495), former reading and weekly exercises associated with the current Portfolio course will be reduced; therefore, the amount of work expected in this course should be manageable within the dedicated timeframe of a 2-credit model. This way, we will remain the same number of total 6 credits devoted for ECD Capstone as before.

2. How does the course fit into the rest of the unit's curriculum? As one of the final culminating experiences in the ECD program, this course provides opportunities for students to reflect their learning gains to demonstrate their competencies as early childhood educators. Students use critical thinking skills to examine their own growth and articulate their professional commitment in early childhood education. These are final student learning outcomes that we intentionally designed to build over the course of the program, aligned with the broad curriculum of School of Education.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 - 15; Year 2- 20; Year 3 - 20

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Younghee Kim, Professor of Education
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Appropriate allocation
- c. If additional faculty members are needed, how will that need be met?  
N/A

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?  
Yes
- b. Are any other resources needed to support this course? Students will need the individual ability to complete an online course.  
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? N/A

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*See Attached*

Approvals:

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Signature of Division Director

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Date

**Southern Oregon University  
School of Education  
Early Childhood Development Program**

**ECE 495 Capstone B: Professional Portfolio (CRN: XXXX)  
Term/Year**

Instructor: Younghee Kim, Ph.D.  
Contact Information: 541-552-8247, [kimy@sou.edu](mailto:kimy@sou.edu), EP 122

Office Hours: Will be determined  
Phone conference during office hours, email, or by appointment

Credits: 2 Credits

Class Meetings: Online with conference calls as needed, and two Zoom meetings required

**Course Description**

The Capstone Portfolio course provides students an opportunity to expand and refine skills and knowledge that are important as professionals in education of young children. Capstone Portfolio Development is a major culminating experience for the Early Childhood Development (ECD) program students as part of graduation requirements. This second capstone offers opportunities for students to apply and synthesize what has been learned through the previous years of coursework and practicum experiences. In Capstone A, students are engaged in Community-Based Learning (CBL) by planning, implementing, and reflecting on a developmentally appropriate CBL service project for children and their families in their internship setting. In Capstone B, students are expected to develop and present a professional portfolio during the course of the term. Weekly online meetings will serve as an open forum for students to self-assess their continuing growth, share reflections and growth perspectives in their professional learning, and reflect on their professional development in designing electronic portfolios.

**Relation to the Undergraduate Conceptual Framework and Program Goals**

ECD 495 Capstone B course provides an opportunity for undergraduate Early Childhood Development students to continue to practice professionalism and refine professional development. This course is a valuable opportunity to prepare for job search skills and future career development and promotion within early educational settings.

**Capstone Expectations**

In this Capstone B, students will demonstrate a professional maturity beyond what has been expected in their previous courses. This course is considered to be a professional bridge, and their leadership skills and responsibility should be evident as they complete their best work and interact professionally with their instructor and peers.

**NAEYC Standards for Early Childhood Professionals Preparation Programs**

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

### **SOU Early Childhood Development Course Outcomes for Becoming a Professional**

- A. Communicate effectively in writing, speech, and technology.
- B. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- C. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
- D. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

### **Course Outcomes**

- Students will experience personal, professional growth with inner development as a dedicated professional.
- Students will be able to analyze their own identity development and professionalism in a manner that demonstrates an ability to apply theoretical principles of educating and serving young children and their families.
- Students will be able to discuss and reflect on the areas of growth, critical issues and diverse perspectives and changing paradigms of the profession, and their professional growth and development through professional portfolio development.
- Students will demonstrate personal commitment, professional conduct and ethics, and leadership at all times in completing the required course assignments, online discussion participation, and portfolio development that are aligned with the NAEYC Professional Preparation Standards and ECD Program Outcomes.

### **Required Course Materials:**

Miller, J. P. (2006). *Educating for Wisdom and Compassion*. Thousand Oaks, CA: Corwin Press.

Wiltz, N. W., Daniels, J., Skelley, H. A., Cawley, H. S., & Watson-Thompson, O. (2013). *Developing and presenting a professional portfolio in early childhood education (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Pearson.

### **Recommended Texts and Readings:**

Additional readings will be provided by the instructor as needed during the term.

## **Attendance Policy**

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussions. Students are expected to actively participate regularly and practice professional communication and leadership skills in all Moodle forums and complete each week's assignments following the guidelines indicated in the syllabus.

## **Assignments and Expectations**

### **1. Active Participation and Attendance; Weekly Check-in and Internship**

*Weekly Online Forum Discussions/Weekly Submission/Journaling*

Students are expected to participate in each "Discussion Forum" by reflecting assigned readings. Keep in mind how the readings apply to your learning and connections to holistic approaches to personal development. Leadership and cooperative learning will be practiced in online discussions. Whenever possible, students will respond to a prompt from the instructor/leaders of the class by Sunday at midnight. In addition, students will spend about 2 hours a week in nature for personal, professional, spiritual, and inner work through solitary contemplation, walk, physical activity/exercise, and other creative means. Students will keep a journal to record their experiences each week and will write a synthesis paper on their overall experiences at the end of the term. Students are required for one mid-term phone conference and two Zoom meetings during the term.

### **2. Class Leadership and Professional development/Teaching Facilitation Experience**

Class Leaders become the Facilitator of the Week - Book chapter teaching and develop a creative plan for reflective exercises for class members to do during the week. Grading of the "Forum Discussions" will be based on how well the leader, as the class discussion facilitator, encourages a deeper development of the understanding of contemplative professional development. Initial postings and comments to peers should be thought-provoking, reflective, positive, and beneficial for the class collegiality. Initial discussion forum prompts are due each week Saturday midnight. Each leader needs to contact the instructor to discuss via email in advance.

### **3. Professional E-Portfolio and Presentation**

Students will design and complete their Professional E-Portfolios in this course. Students will then present it in a professional manner to the class and to their mentors (supervisor or director at work, or colleague teacher) in early childhood settings. This e-portfolio may follow the template provided through SOU. Review tutorials available on Moodle.

#### **Set up E-Portfolio** (Due Second week)

Follow directions on Moodle to set up your E-Portfolio through SOU. If desired, you may set up and create a different style of e-portfolio via **wix.com** following the categories that were included in the SOU E-Portfolio template on Moodle. Post your link in the forum on Moodle. If you have a private portfolio site, it may be linked to the SOU site, but the site should look organized and professional including all the criteria of the portfolio.

**Home Page - Introduction** (Due Second week)

Introduce yourself, your educational backgrounds, special scholarly interests, any special strengths or talents, your passions, or anything professionally important to let the readers know about you (at least 200 words). If wanted, post only a “professional” photo.

**Capstone Paper and Power Point Slides** (Due Third week)

Upload your Capstone Internship Community-Service Learning (CBL) Project Paper and Power Point slides on Moodle as well as in the e-portfolio site. This work should be based on your Capstone A course.

**Resume** (Due Third week)

Students develop a professional resume. Research some online examples of appropriate resume formats in the field of education (1 full page) (e.g., Include your contact information, Education, Awards, Practicum Experiences, Capstone Project, work/career experiences, professional affiliations, or special skills and features, etc.).

**Teaching Philosophy** (Due Fourth week) – (2 pages or 600 words)

Students will spend time reflecting about their unique perspectives, beliefs and values they bring to early childhood education. Use “I believe” statements to help you get started with your thoughts. This is not about what others need to do, but your own beliefs and values and philosophy. Here are some guiding questions for your philosophy paper:

- Which of the philosophic roots or theorists, of early childhood education align with your values and why? How do children learn? (e.g., Constructivism, Progressivism, Play-based, Montessori, Waldorf, Reggio Emilia approach, Jean Piaget, Lev Vygotsky, etc.)
- What do you believe the purpose of early childhood education is and how do you want to embody your philosophy in working with young children and their families with diverse backgrounds? How can you embrace your children’s diverse learning styles, individual strengths, and talents as well as needs? How will you effectively work with other teachers, families, and the community? Provide specific ideas and examples of your ideal teaching approaches, strategies, and outcomes.
- Which of your beliefs about education are important to your identity as a teacher, and why? What do you want for your children and what is important for their whole child development? How do you want to promote holistic learning and how will you continue to grow and develop as a teacher of young children?

**Writing 10 Reflective Essays and Artifacts** (Fifth – Ninth week: **Two essays per week for five weeks**) following the six NAEYC Standards and four SOU ECD under the Professional section – Each essay will have at least 300 or more words followed by the artifact that you have selected to demonstrate how you have fulfilled each outcome.

**Class Zoom Presentation** (Due Ninth week)

Students will present their e-portfolio online via Moodle as well as in-person via Zoom during the week Nine.

**Public Portfolio Presentation** (Due Tenth week)

Once students practiced presenting to others in class (in-person via Zoom), they present their e-portfolio in public to their work supervisors, colleagues, or mentors.

### Review the Rubric Used for Scoring Reflective Essays

Each reflective essay should include the following:

- a. Statement of the Outcome:** Number and the exact wording of standard and outcome
- b. Explanation of the Outcome:** A brief explanation of your interpretation and understanding of the outcome and what it means to you personally and professionally.
- c. Description of Artifact** Select an **artifact** (*sample of your previous work, paper, presentations, assignment, etc.*) that shows evidence of meeting the outcome. Briefly describe what the artifact is. Provide information about the artifact presented that cannot be deduced by the artifact alone. Explain the artifact that you chose – why you selected, what you learned from it and what it meant to you.
- d. Reflection of the Artifact and Learning Experience:** Include a rationale on the relevance to the outcome – why the artifact meets the outcome, what you learned, and why it was meaningful to you and your education. This reflective narrative should reveal *critical thinking*, and serious commitment to growth and learning in relation to the outcome. You should be able to connect your reflection to research and/or experiences in educational settings. The narrative may include any specific growth that occurred through this experience; anything you learned more about yourself; any challenges or struggles that you have encountered; any kind of transformation process that happened to you and your assumptions about yourself and others, etc. (These reflective essays should be at least 300 words or more + the artifact)
- e. The Artifact:** Upload your artifact (class papers/projects) on the e-portfolio site to follow the narrative portion of your reflective essay. Make clear description on the artifact title, when it was completed in which class or project.

### Professional Showcase/Accolades (Optional but highly recommended for completion)

Students may consider other valuable evidence that they want to include in the portfolio. Other items may include certificates, pictures, children's cards, or PowerPoint slides. These artifacts will enrich and highlight the character and quality of your portfolio.

### Professional Portfolio Presentation (class Zoom meeting conference + work/field)

Students will first present their portfolios to classmates online/Zoom in class. After feedback, they will present their final portfolio to a mentor at work or their supervisor of their Capstone Project. This professional in-person presentation will consist of 25 – 30 minutes with an early childhood professional (supervisor, colleague, or teacher) including the following:

- a. Introduction: What you will be presenting and why it is important (5 min)
- b. Presentation of the contents: You will need to be selective sharing several selections of your artifacts and portfolio components. (10 min)
- c. Questions: The supervisor/audience should be given time to ask questions (5-10 min)
- d. Conclusion: A meaningful closure - where to go from here and what this process means to you and the early childhood profession (5 min)
- e. Discussion Forum to share your presentation experience- Reflection online
- f. Submit the **Verification of Portfolio Presentation Form** on Moodle

## **4. ECD Program Evaluation Senior Exit Survey** (Due Finals week): Required evaluation.

## Class Format or Outline

Sessions	Class Work/Discussion Topics	Reading/Assignment due next week
Week I	<ul style="list-style-type: none"> <li>-Introductions: Discussion Forum</li> <li>-Autobiography (See Moodle Guidelines)</li> <li>-Book Miller (2006) Ch. 1 – Discussion</li> <li>-Set up e-portfolio using the ECD template</li> <li>-Wix.com or any other sources</li> </ul>	<ul style="list-style-type: none"> <li>-Class leaders will be assigned</li> <li>-Three-hour weekly internship begins</li> <li>-Participate in <b>Introduction</b></li> <li>-Set up E-Portfolio and Introduction</li> <li>-Ch. 1 Reading Discussion Forum</li> </ul>
Week II  Attend the first Zoom meeting	<ul style="list-style-type: none"> <li>Work on E-Portfolio Address – Follow the guidelines on Moodle (Refine your capstone paper from Capstone A, if needed revision)</li> <li>-Work on your professional resume</li> <li>-Book Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>-Post your previous term's Capstone Paper and Power Point Slides</li> <li>-Post professional Resume</li> <li>-Ch. 2 Reading Discussion Forum</li> </ul>
Week III	<ul style="list-style-type: none"> <li>Work on your teaching philosophy</li> <li>-Book Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>Submit Teaching Philosophy</li> <li>-Ch. 3 Reading Discussion</li> </ul>
Week IV	<ul style="list-style-type: none"> <li>Begin to work on your reflective essays</li> <li>-Two NAEYC (#1-#2) outcomes essays per week for the next 5 weeks</li> <li>-Book Ch. 4</li> </ul>	<ul style="list-style-type: none"> <li>NAEYC Outcome #1 &amp; #2 Reflective Essays and two artifacts – on Moodle</li> <li>-Ch. 4 Reading Discussion Forum</li> </ul>
Week V Mid-term Conference Call	<ul style="list-style-type: none"> <li>-Write two NAEYC (#3-#4) outcomes reflective essays this week</li> <li>-Book Ch. 5</li> </ul>	<ul style="list-style-type: none"> <li>NAEYC Outcome #3 &amp; #4 Reflective Essays and two artifacts – on Moodle</li> <li>-Ch. 5 Reading Discussion Forum</li> </ul>
Week VI	<ul style="list-style-type: none"> <li>-Write two NAEYC (#5-#6) outcomes reflective essays this week</li> <li>-Book Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>NAEYC Outcome #5 &amp; #6 Reflective Essays and artifacts -Ch. 6 Reading Discussion Forum</li> </ul>
Week VII	<ul style="list-style-type: none"> <li>-Write two ECD (A-B) outcomes reflective essays this week</li> <li>Mock Interview Questions Practice</li> <li>-Book Ch. 7</li> </ul>	<ul style="list-style-type: none"> <li>SOU ECD Outcome A &amp; B <b>Reflective Essays and two artifacts –on Moodle</b></li> <li>-Ch. 7 Reading Discussion Forum</li> </ul>
Week VIII	<ul style="list-style-type: none"> <li>-Write the last two ECD (C-D) outcomes reflective essays this week</li> <li>-Book Ch. 8</li> <li><i>Self-Assessment for E-Portfolio</i></li> </ul>	<ul style="list-style-type: none"> <li>SOU ECD Outcome C &amp; D Reflective Essays and two artifacts – on Moodle</li> <li>-Ch. 8 Reading Discussion Forum</li> </ul>
Week IX Attend the second Zoom meeting	<ul style="list-style-type: none"> <li>Cass Portfolio Presentation Week -</li> <li>Post your website to share in class Moodle</li> <li>Set up an e-Portfolio Presentation with your supervisor for the following week!</li> <li>-Book Ch. 9</li> </ul>	<ul style="list-style-type: none"> <li>E-Portfolio Presentation in class online via Zoom face-to-face meeting</li> <li>-Portfolio Self-Assessment</li> <li>-Ch. 9 Reading Discussion Forum</li> </ul>
Week X	<ul style="list-style-type: none"> <li>Ch. 2 Reading Discussion Forum <i>Dress up to meet with your supervisor</i></li> <li><i>Final Synthesis paper and E-Portfolio Presentation reflection in the Forums</i></li> <li>-Book Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>E-Portfolio Presentation to mentor</li> <li>-Self-Assessment on Moodle</li> <li>-Internship Synthesis Summary</li> <li>-Portfolio Presentation Verification form (PDF/photo)</li> <li>-Ch. 10 Reading Discussion Forum</li> </ul>

Finals Week	<i>Congratulations on Your Completion!</i> <i>Summer Bucket-list Sharing on Moodle</i>	<i>ECD Program Evaluation</i> <i>Commencement Day – Saturday, June XX, 9-12:00pm at SOU Football Stadium in Ashland</i>
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## **Grading Policy**

### **Criteria for Evaluating Achievement of Students (%=Points)**

Class Attendance/Active Reading Forum Participation/Leadership for class Moodle Forum Discussions/Professionalism Personalized internship/Journaling/One-site visit/Weekly check-in/Synthesis paper	20 points
One Phone/Two Zoom conference meetings required for class (2+4+4 pts.)	10 points
Class Leadership and Teaching Experience – Class Leader: Teacher of the Week - Book Chapter Teaching - develop a plan for creative reflective chapter activities	10 points
Professional E-Portfolio Development, Presentation to Class via Zoom meeting & Supervisor/Mentor at work + Verification form + Self-Assessment + Reflection	35 points
Philosophy Statement (10), Autobiography (5), and Resume (5)	20 points
ECD Program Evaluation Senior Exit Evaluation Survey – Required by University	5 points

### **Grade Scale**

A: 96-100	A-: 90-95	B+: 87-89	B: 84-86	B-: 80-83			
C+: 77-79	C: 74-76	C-: 70-73	D+: 67-69	D: 64-66	D-: 60-63	F: <59	

### **Disclaimer**

This schedule may be amended from time to time depending on the pace of the class. If there is any changes, the instructor will communicate to all students in advance as soon as possible.

### **Course References**

- Kessler, Rachael. (2000). *The Soul of Education: Helping Students Find Connection Compassion, and Character at School*. Alexandria, VA: ASCD.
- Korthagen, F.A.J., Kim, Y.M., & Greene, W.L. (Eds.) (2013). *Teaching and learning from within: A core reflection approach to quality and inspiration in education*. New York, NY: Routledge
- Miller, J. P. (2018). *Love and compassion: Exploring their role in education*. Toronto, Canada: University of Toronto Press.
- Miller, J. P. (2010). *Whole child education*. Toronto, Canada: University of Toronto Press.
- Miller, J. P (2007). *The holistic curriculum (2<sup>nd</sup> ed.)*. Toronto, Canada: University of Toronto Press.

Miller, J. P. (2006). *Educating for wisdom and compassion: Creating conditions for timeless learning*. Thousand Oaks, CA: Corwin Press.

Miller, J. P. (2000). *Education and the soul: Toward a spiritual curriculum*. State University of New York Press: Albany, NY.

## **Syllabus Statement**

### **SOU Cares**

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, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. 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.

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

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 handed back to you.

### **Statement on 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 use the confidential advising available at <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](https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L)

### **SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, 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 to ensure that you have the best possible access.