

## Sections of a Syllabus

### Office of Academic Affairs

The document below contains required and recommended syllabus components.

Every instructor is **required** to send an electronic copy of each course's syllabus to the division's administrative program assistant (APA).

If you are teaching a course that has multiple sections (some taught by others), please consider coordinating syllabuses across sections. Additionally, if you're teaching a course for the first time, or if your course is a prerequisite to other courses in the program, you may want to check with your division chair about the content expected to be covered in your course and syllabus. The APA can provide copies of earlier terms' syllabi for ideas.

Links to syllabus sections are below (required components are bold and marked with an asterisk[\*]).

1. [\*\*Course Information\*\*\\*](#)
2. [\*\*Contact Information\*\*\\*](#)
3. [\*\*Course Description\*\*\\*](#)
4. [\*\*Course Goals\*\*\\*](#)
5. [Course Materials](#)
6. [\*\*Grading Policy\*\*\\*](#)
7. [Assessment Rubric\(s\)](#)
8. [\*\*Attendance Policy\*\*\\*](#)
9. [Course Calendar](#)
10. [\*\*Disability Accommodations\*\*\\*](#)
11. [\*\*Academic Integrity\*\*\\*](#)
12. [COVID-19 Information](#)
13. [Difficult Subject Matter Statement](#)
14. [Proctoring](#)
15. [Additional Policy Statements](#)
  - a. [Incomplete Policy](#)
  - b. [Late Policy](#)
  - c. [Technology Policies](#)
  - d. [Email Reminder/Policy](#)
16. [Student Resources](#)
  - a. [Veterans' Accommodation](#)
  - b. [Library Resources](#)
  - c. [Navigate\( formerly Wolf Connection System\)](#)
  - d. [Student Health and Counseling](#)
  - e. [Mental Health Statement](#)
  - f. [Responsible Employee Statement](#)
  - g. [WOU Free Tutoring Information](#)
  - h. [Food Insecurity](#)

Category	Samples or Details
<b>1. Course Information</b> <i>(required)</i> <a href="#">(return to top)</a>	Course name & number, CRN, day/time, location
<b>2. Contact Information</b> <i>(required)</i> <a href="#">(return to top)</a>	Instructor name, office location, office hours, phone, email, instructor's website (if used), URL for online course materials.  Suggestions: Your preferred contact method – phone or email; your pronouns
<b>3. Course description</b> <i>(required)</i>  Typically the course description provides information on the substance or content of the course.  <a href="#">(return to top)</a>	Sample 1:  "Explores the relationships between psychological, physiological, behavioral, cognitive, and social aspects of older adults' lives. In addition, topics related to living environments, retirement, social support, family relationships, and diseases of older adulthood will be covered."  Sample 2:  "The primary objective of this class is to improve your proficiency in the various forms of public relations writing targeted to specific audiences, including: [examples deleted for brevity]. In the process of studying and practicing writing, we will discuss the role of public relations in organizations, as well as ethical and legal issues in the public relations field."  Sample 3:  "This course is designed to study the origins of ballet from the Italian courts of the Renaissance through to its development in the Twentieth Century. Emphasis will be placed on leading dance artists and their historical and cultural influence. Class time will consist of lectures and videos, followed by discussion and writing assignments."

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#### **4. Course Goals (Student Learning Outcomes)** (required)

At the university level, we use “course goals” to refer to student learning outcomes. Instructors may also break course goals into “learning objectives” that indicate the learning is encompassed by a given course goal.

Student learning is enhanced when they experience an intentional, directional and coherent education: They should know why they are doing something, where it is going and how it fits with other parts of their education. For this reason at least one course goal should align with a program learning outcome (to indicate the purpose of the course in the program), and at least one course goal should align to a Graduate, Undergraduate, or General Education Learning Outcome (to indicate the course’s purpose in the larger education of WOU students).

**Be sure your course goals (learning outcomes) focus on the student’s learning, NOT just what will be taught.**

[\(return to top\)](#)

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“Learning objectives focus on knowledge, skills, and values. What should students know? What should they be able to do? What should they value? The objectives are behavioral...and [use] active verbs—verbs that delineate behaviors (e.g., describe, use, explain, recognize, apply). They describe the student behaviors that demonstrate their learning.”

*Source: Allen, M.J., Assessing Academic Programs in Higher Education, 2004, p28.*

Course goals describe what students should be able to do at the completion of the course. Therefore, verbs that describe something students can demonstrate, such as “identify”, “evaluate”, and “explain”, are ideal for course goals. In contrast, course goals with verbs that represent purely internal states such as “know”, “understand”, and “appreciate” can be difficult to assess.

Samples:

“You will write effective & appropriate public relations releases for both print & electronic media and demonstrate skills in copy revision and proofreading.”

“Improve students’ ability to generate communication strategies and message designs associated with more effective communication in personal/romantic relationships.”

“Demonstrate the ability to interpret and write informed analyses of ballets by combining one’s personal opinions with the information found in sources that discuss their historical, social, cultural, and aesthetic contexts.”

“Explain the different frameworks used to analyze dance performance and how to utilize them when analyzing specific dance works from different time periods.”

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## 5. Required text, reading materials, other materials.

It helps to provide year, edition & ISBN; many students go online to buy or rent instead of using the bookstore. (The WOU bookstore also has a rental program for texts.) If you will be putting a copy on reserve at the library, mention that. If you use a reading packet created by the bookstore & WOU print shop, tell students that it will be sold through the bookstore.

If you can post the required text name online (either on your faculty website or the course Moodle page) before the term begins, students will more likely have it when classes start.

[\(return to top\)](#)

Samples:

*"The Associated Press Stylebook*. 2012. A reference guide that you must bring to class each day. **Additional readings will be made available in class and on [online.wou.edu](http://www.wou.edu).**"

"Cavanaugh, J. C. & Blanchard-Fields, F. (2011). *Adult Development and Aging*. Belmont, CA: Wadsworth. **ISBN-10: 0495601748.**"

"Required Text: Floyd, K. (2009). *Interpersonal communication: the whole story*. McGraw-Hill. **Buy new/used texts at the WOU bookstore or an e-book at <http://www.coursesmart.com> (\$55.50)**"

"Students must have high-speed internet access."

"WOU email account activated with Google Docs & Google Plus features"

"Oregon Writing Benchmarks and Standards: [www.ode.state.or.us](http://www.ode.state.or.us). At ODE's homepage, click on Content Standards. Choose English Language Arts and choose your grade level."

"A scientific calculator with at least the capabilities of a T. I. – 83 is required. A T. I. – 83 or 84 is highly recommended. The WOU bookstore sells and rents calculators."

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## 6. Grading and your process, if any, for a student to challenge a grade. (required)

If your course has opted-out of the S/NC grading system, ***please include that information in the syllabus.***

[\(return to top\)](#)

It's helpful to include:

- List of assignments with brief description
- Distribution of points across assignments, either by total points or % of grade
- Point values for each letter grade (A= 95-100%, 333-350 points/350 total)

Sample statement for challenging a grade:

"If you want me to reconsider a grade for an assignment, you must submit your rationale in writing within one week of receiving the graded assignment. Your request should identify the specific change requested and provide a reasoned argument and evidence in support of the change."

Sample statement for S/NC Opt Out:

"This course provides the foundation for many other courses that you will be taking in your major curriculum. Therefore, after careful discussion, the department faculty have decided that this course is not eligible for the S/NC grading option."

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## 7. Assessment Rubric(s)

Consider providing students with some sort of assessment rubric for written work, either in the syllabus or in the assignment handout.

The Writing Center (Dr. Katherine Schmidt, 503-838-8234) can help you look at possible options.

[\(return to top\)](#)

Sample:

### Assignment Evaluation (For a specific writing assignment)

**Excellent work** (A range) means the subject is covered completely; language use is appropriate for the audience; ideas are original and are logically presented/organized; arguments justified by evidence. Top quality. An “excellent” work should have no typographical errors (e.g., spelling, grammar, punctuation, AP format).

**Very Good work** (B range) means the subject is covered well; ideas are expressed competently; there is a consistent point of view; and logical arguments. A “very good” work has, at most, no more than a couple of typographical errors.

**Good work** (C range) means what you created has potential but the subject is fairly underdeveloped and/or uninteresting; lacks sufficient detail, or has missing elements or copy errors. Perhaps you did not understand the assignment, or did not address it in the depth needed.

**Poor work** (D-F range) is that which inadequately addresses the subject, has an inconsistent point of view; is disorganized, lacks major important elements, or has numerous errors.

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## 8. Attendance Policy (required)

Be clear about when attendance does or does not have a potential impact on grade. **If attendance is to be used as a criterion for establishing a grade, that fact needs to be clearly stated in the course syllabus.**

Provide a process for students if they will miss class and want the absence excused:

- Do you want them to contact you by email or phone?
- What do you expect if it is a WOU-sanctioned absence such as athletic or performance events?

[\(return to top\)](#)

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Samples:

“Attendance will be taken randomly throughout the quarter. Acceptable justifications for excused absences are determined by the professor. Not attending classes will result in a lower grade due to fewer attendance points and missing information that could jeopardize your ability to succeed on the exams.”

“Students who need to miss class due to WOU-related obligations should discuss this with me at least one week prior to the planned absence. “

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**9. Course calendar, including when assignments or exams will occur.**

[\(return to top\)](#)

Instructors vary in the amount of detail they provide, but at a minimum, your calendar should provide the due dates of assignments, date for exams or announced quizzes, dates for mid-term and final exam or project due date, and any other significant items. If you need some flexibility because of potential guests or speakers, you may want to add a disclaimer that covers changes, such as “dates may change depending on the course’s need; all changes will be announced in class”.

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**10. Disability Accommodations**  
*(required)*

**You must include this statement explaining the availability of accommodation for disabilities.**

[\(return to top\)](#)

The Office of Disability Services statement for course syllabi is:

*Western Oregon University values diversity and inclusion; we are committed to fostering full participation for all students. Accommodations are collaborative efforts between students, faculty, and Disability Access Services. Please notify your instructor if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. If you would like to apply for disability-related accommodations, please contact Disability Access Services at: 503-838-8250, Student Success Center (SSC), Room 105, [das@wou.edu](mailto:das@wou.edu)*

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## 11. Academic Integrity (required)

A statement relating to academic integrity is required on all syllabi.

It will help you if you include the penalties that you will impose on any violation.

For questions on the Student Code of Conduct, and issues of academic integrity, contact Tina Fuchs (Dean of Students & Judicial Affairs) at 503-838-8220.

[\(return to top\)](#)

Samples:

### **“ACADEMIC INTEGRITY**

Academic integrity is a responsibility of all students. The work you turn in is expected to be your own, and information from others is expected to be cited appropriately. Please review: [www.wou.edu/student/residences/pdfs/the\\_code\\_of\\_student\\_responsibility.pdf](http://www.wou.edu/student/residences/pdfs/the_code_of_student_responsibility.pdf)

Students who commit acts of academic misconduct are subject to in-class penalties imposed by the instructor and to a hearing before Judicial Affairs with possibilities of additional penalties.”

### **“SCHOLASTIC HONESTY**

I expect academic honesty. Scholastic dishonesty includes, but is not limited to, cheating on tests and plagiarism. I will not hesitate to apply the appropriate instructor options in the case of scholastic dishonesty, ranging from a warning for minor offenses to a "ZERO" on tests, papers, or other assignments. Students are expected to do their own work. I expect this provision to be unnecessary.”

### **“ACADEMIC INTEGRITY**

Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. I REPORT ALL INSTANCES OF SUSPECTED DISHONESTY. Any student who violates the policy will receive 0 points on the assignment, and MAY also be given a failing grade for the course. At a minimum, academic dishonesty will lead to your final grade being dropped AT LEAST 2 levels. The case will also be turned over to the Student Judicial Committee for further action. Examples of inappropriate behavior includes doing assigned work for another student, sharing answers on work assigned to be done individually, sharing or copying answers during an exam or portraying another person's writing as your own. If you have questions about what might be considered inappropriate, please ask me!”

Here is the source document:

***Scholastic Honesty***

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Code of Student Responsibility -- 574-031-0030 Specific Standards and Policies

The following list of prohibited forms of conduct is not all inclusive since it is not possible to list all potential violations. The University requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the University and the legitimate activities of the academic community which constitute the University are in violation of this Code and may be subject to judicial procedures.

1) Academic dishonesty, which includes but is not limited to:

(a) Cheating- intentional use or attempted use of artifice, deception, fraud, and/or misrepresentations of one's academic work;

(b) Fabrication- unauthorized falsification and/or invention of any information of citation in any academic exercise;

(c) Facilitating dishonesty – helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others;

(d) Plagiarism- representing without giving credit the words, data, or ideas of another person as one's own work in any academic exercise. This includes submitting, in whole or in part, pre-written term papers of another or research of another, including but not limited product of commercial vendor who sell or distribute such materials. And the appropriation of and/or use of electronic data of another person or persons as one's own, or using such data without giving proper credit for it; or

(e) Any use or attempted use of electronic devices in gaining an illegal advantage in academic work in which use of these devices is prohibited, and such devices include but are not limited to cell phones, pdas, iPads, laptops, programmable calculators, etc.



## 12. COVID-19 Information

([return to top](#))

We strongly recommend including the following statements for all classes. We recognize that some of the statements below might be less relevant for online courses, but it is important that all students be aware of the information.

### Up-to-Date COVID-19 Information

COVID-19 is an ongoing, dynamic situation that may change during any given term, leading to changes in rules and guidance. Find up-to-date information at:

Western Oregon University: [www.wou.edu/coronavirus](http://www.wou.edu/coronavirus)

Oregon Health Authority: [www.govstatus.egov.com/OR-OHA-COVID-19](http://www.govstatus.egov.com/OR-OHA-COVID-19)

CDC: [www.cdc.gov/coronavirus/2019-ncov](http://www.cdc.gov/coronavirus/2019-ncov)

### Vaccinations

Vaccination against COVID-19 remains one of the best ways to protect your health and the health of our community. At least two vaccines have received full approval by the FDA. For more information on COVID-19 vaccines, including how you can get vaccinated, please visit: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html>

### Masks and Face Coverings

In our community we support and respect everyone, whether they are wearing a mask or not:

- Masks are welcome in all spaces, and free KN95 masks are readily available for anyone who needs or wants one
- We don't make assumptions or judgments about a person's choice to wear a mask (or to not wear one)

We protect those who are vulnerable and take personal responsibility for our choices:

- We stay home when we are sick or don't feel well
- We acknowledge that masks limit the spread of disease
- We get our vaccines and boosters to protect our community: our employees and students have high vaccination and booster rates
- We alert HR (employees) or SHCC (students) when we test positive for COVID-19

- We contact HR (employees) or ODS (students) if we need accommodations

We recommend that people wear masks indoors, regardless of vaccination status.

Up-to-date mask requirements can be found here: <https://wou.edu/coronavirus/>

### **What to do if you test positive for COVID-19?**

If you test positive for COVID-19, please complete the "Report Positive COVID Test Results Here" at the bottom of your "My Programs" channel in the Portal. To prevent the spread of COVID-19, it is important for WOU to know about positive tests in our community. For additional information from the Oregon Health Authority, please see this website: <https://govstatus.egov.com/or-oha-covid-19-positive-test>

### **What to do if you are feeling sick?**

If you are feeling ill, stay home and do not go to class or work. Please call the WOU Student Health and Counseling Center (SHCC; 503-838-8313), or your preferred health care provider if you experience COVID-19 symptoms, including fever, cough or shortness of breath. Your questions will be answered by phone and if necessary you will be directed to the best medical option, which might be an in-office visit, telemedicine, or a referral to urgent care. ***It is important that you call first*** as the SHCC will be working with students who have prior appointments and you may unnecessarily expose other students—or yourself be exposed—to COVID-19.

Your health care provider will also determine whether COVID-19 testing is appropriate based on symptoms and test availability in their area. The Oregon Health Authority has published a COVID-19 test site locator to help people in Oregon find testing sites in their community. The interactive map is available on pages in both English and Spanish and can be toggled into multiple other languages:

<https://govstatus.egov.com/or-oha-covid-19-testing> (English)

<https://govstatus.egov.com/or-oha-pruebas-de-covid-19> (Spanish)

You may also call the SHCC if you just have questions about possible exposure to COVID-19 or symptoms of COVID-19. Any student eligible for services can call the SHCC whether they live on or off campus.

Any student enrolled in one or more credits for in-person or hybrid courses is automatically assessed the SHCC health fee and is eligible to receive care on campus. Students enrolled only in online classes are not assessed the fee and are therefore not eligible for care; however, if you are in Oregon, you can choose to pay the fee to access SHCC services. The fee is \$162 per term. If you are currently out of state, please call the SHCC to see if you are

eligible for services because counselors face restrictions on practicing across state borders. Medical providers can only practice in Oregon.

### **Student Health and Counseling Center**

WOU students taking all online classes must opt into the \$162 health service fee to access medical and counseling services at WOU's Student Health and Counseling Center (SHCC). Students taking in-person or hybrid classes will be automatically assessed the above fee and will gain access to SHCC services. For more information, please go to <https://wou.edu/health/> or call the SHCC at (503) 838-8313.

([return to top](#))

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### 13. Prompts for courses that include discussions of difficult subject matter

([return to top](#))

**Difficult Subject Matter.** Please be aware that our course readings, discussions, and written work may sometimes create discomfort. Learning requires us to venture beyond our comfort zones. At the same time, excessive discomfort can actually impede learning. In order to strike the right balance to foster optimal learning, please commit to doing two things: (a) Remember that we are here to stretch ourselves intellectually and creatively, and (b) Speak with me if you experience undue distress.

**Courtesy.** Our course material may raise controversial issues on which class members hold a range of opinions. In order to enhance everyone's learning, it is essential that we all treat one another with courtesy and respect, even (or especially) when our opinions differ. In this course we will operate with four assumptions: (a) everyone has a worldview that makes sense for them, given their life experience and situation; (b) we are all human beings, not commodities or objects, and we will treat each other in a humane manner; (c) we are all works in progress, capable of growing and changing; and (d) while it is fine to disagree, it is not fine to be disagreeable.

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## 14. Proctoring

[\(return to top\)](#)

Western Oregon University is committed to academic integrity and preventing instances of related dishonesty and misconduct. In support of that commitment, this course may require proctoring of exams, assignments, and other assessments, including both in-person or remote proctoring (aka e-proctoring), as well as browser monitoring during exams. Proctoring is used at the discretion of the faculty member and is not optional for students. Wise Proctor is the university's current remote proctoring solution and is offered at no charge to students. Wise Proctor requires the use of a webcam and computer browser (i.e. not a mobile browser) and may require a high-speed internet connection.

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## 15. Additional Policy Statements

[\(return to top\)](#)

Please consider adding the statements below to your syllabus, or making them easily accessible to students on your course Canvas site. Clear policies can reduce student anxiety and help reduce problems during the term.

Below are sample policy statements for:

- [Incomplete grades](#)
- [Late assignments](#)
- [Technology policies](#)
- [Email policy](#)

### Incomplete Policy

[\(return to top\)](#)

Samples:

"Incomplete (I) grades are not intended as a way for a student to avoid an F grade. To be eligible for an incomplete you must be passing the class but lack one essential requirement, such as missing one exam or one project. In addition, I must find your reason for requesting an incomplete acceptable (e.g., an illness or death in the family would probably be acceptable, whereas a trip to the beach would probably not be acceptable). See me for more details regarding incompletes."

"Incompletes will be given only for emergency cases and by prior arrangement. It is the student's responsibility to make arrangements with me prior to the final grade due date."

## Late Policy

It may help you to specify conditions under which you will accept late assignments or allow students to make up tests or other in-class assignments.

It helps to also specify the points or grade penalty you'll apply to late work.

[\(return to top\)](#)

Samples:

"Remember Murphy's Law "If something can go wrong it will go wrong." Computer crashes, lost data, and last minute printer malfunctions happen. Be sure to finish your work 24 hours in advance and make sure you have a backup copy. If your paper is late, I will automatically deduct from the number of points possible at a rate of 10% per day, up to 40%. Hand in late assignments, in-person, to your professor's office (location) or the XXX office (location)."

"All assignments are due at the beginning of class. Failure to turn in the assignment on time, or to provide prior notification with an acceptable rationale, will result in an automatic 10% grade reduction for the assignment per missed class period. Late assignments will be accepted until the last day of class, Friday, X/xx/XX."

"Assignments must be turned in at the beginning of class on the assigned due date. Any assignments not turned in then will be considered late, and no late papers will be accepted unless the instructor grants permission at least two days before the due date."

## Technology Policies

Consider including your attitude and expectations regarding cell phones or other communication devices in class.

You cannot restrict a student's use of technology aids (like a recording device) if that is provided as accommodation through the Office of Disability Services.

[\(return to top\)](#)

Samples:

### **"ELECTRONICS POLICY**

Electronic items such as cell phones, laptops, iPads, iPods and e-book readers should not distract you or your classmates during class. If you are distracting yourself or others, in any way, with an electronic item in class, you will be asked to step into the hall until you are done with the item. Unauthorized electronic items used on exams or quizzes will result in a score of 0 on that entire exam or quiz."

### **"TECHNOLOGY POLICY**

By joining this class, you agree to silence your cell phone during class AND to allow me to answer your phone if it rings, beeps, buzzes, sings, tweets or makes any other noise during class. Be prepared to hand me your phone! In return, I will allow a student to answer my phone if it rings during class. (Calls from blocked numbers are exempt.) If you need to take a call or text message during class, please step outside of the classroom to do so. Be advised that I may become cranky if I see a cell phone on a desk!"

## Email Reminder/Policy

It helps to tell students that you will rely on their assigned WOU email account if you must contact them.

[\(return to top\)](#)

Samples:

“YOUR STUDENT WOU EMAIL ACCOUNT

All official university and class business will be directed to your WOU student email account. If you do not regularly check this account, please log in to this account and FORWARD your WOU email to an account that you do regularly access. For the “old webmail”; use Options > Mail > Local Account > Forwarding path.”

“To ensure your email is NOT deleted by accident before I read it, write ‘class/ #’ in the subject line.”

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## Student Resources

[\(return to top\)](#)

The below statements are provided to direct students to resources that can help them. Please consider adding the statements below to your syllabus, or making them easily accessible to students on your course Canvas site. Below are sample policy statements for:

- [Veterans' Accommodation](#)
- [Library Resources](#)
- [Wolf Connection System](#)
- [Student Health and Counseling](#)
- [Mental Health Statement](#)
- [Responsible Employee Statement](#)
- [Free Tutoring](#)

## Veterans' Accommodation

You are encouraged to include a statement to assist veterans.

[\(return to top\)](#)

Suggested language:

**Military Absence Policy** *[replaces “Military Service Personnel (active duty, guard, or reserve)”]*

Western Oregon University is grateful for & supports those who serve in the United States Military. If you are Active Duty, a Reservist, or a National Guardsman and have upcoming mandatory training (drill), special details, or deployments, the Military Absence Policy was created for you. As soon as you learn of your upcoming service you are required to do two things:

- Submit the Military Absence Form as linked through the QR code below as soon as possible, preferably during the first week of the term.

- Email your professors notifying them of the dates you will be absent and begin creating a plan together.

**\*\*Orders, drill schedules, or an official letter from command with dates are sufficient forms of evidence.\*\***

Faculty members are required to work with you in making alternative or extended arrangements to complete assignments, exams, and presentations. It is our pleasure to support you in your service to our nation.

Note: The Veterans Resource Center (VRC) is here to advocate and support you with any complications, questions, etc. Many of us served/are serving while attending WOU and we'd love to connect, reach out to us any time at [wouveterans@wou.edu](mailto:wouveterans@wou.edu) or 503-838-9246, or visit them in WUC 108.



## Library Resources

[\(return to top\)](#)

### Suggested language:

Hamersly Library has a wealth of resources, services, and facilities available to bolster your success, regardless of your local or remote location. Do you need orientation, a full-fledged research consultation, or help between those extremes? Librarians, staff, and your student peers meet you online to provide personalized assistance. Physical and electronic collections of books, articles, and other media support WOU academic programs and students' recreational reading needs. In-library technology, such as a scanner, video & audio production rooms, and computers and printers, is supplemented by the equipment lending program; during the pandemic, we are focused on checking out computing equipment to facilitate online coursework. Print materials and computing equipment can be shipped to a home address or picked up at the library. See [library.wou.edu/coronavirus](http://library.wou.edu/coronavirus) for complete information.



### **Navigate (formerly the Wolf Connection System) information**

This tells your students what to expect in case you refer them to the Student Success and Advising office. It also lets them know about resources in case they are struggling with their academic work.

[\(return to top\)](#)

Suggested language from the Student Success and Advising office:

“If your faculty member at any point in the term is concerned about your academic progress and ability to succeed in the course, they may make a referral to Student Success and Advising through Navigate (formerly the Wolf Connection System or WCS). If a referral is created, an Academic Success Advisor from SSA will connect with you via email or telephone to discuss challenges you may be facing and your plan to overcome those obstacles and achieve success. This referral process is in place as a way to support you in this class and not a punishment. Anytime you want to discuss strategies for academic success, you may schedule an appointment with an Academic Success Advisor by calling 503-838-8428, emailing [studentsuccess@wou.edu](mailto:studentsuccess@wou.edu), or online by logging into the Portal, selecting Navigate, selecting “Get Support” and selecting the type of appointment you need.

### **Student Health and Counseling Center**

This lets your students know about access to the SHCC.

[\(return to top\)](#)

Suggested language:

WOU students taking all online classes must opt into the \$162 health service fee to access medical and counseling services at WOU’s Student Health and Counseling Center (SHCC). Students taking in-person or hybrid classes will be automatically assessed the above fee and will gain access to SHCC services. For more information, please go to <https://wou.edu/health/> or call the SHCC at (503) 838-8313.

## **Mental Health statement**

This lets your students know about resources available to them in case they are struggling with issues outside the classroom.

([return to top](#))

### **Suggested language:**

If you experience overwhelming academic stress, difficult life events, or feelings of anxiety or depression, I strongly encourage you to seek support. 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.

- Student Health and Counseling Center ([www.wou.edu/health](http://www.wou.edu/health)). Counseling services are free for all WOU students taking at least 1 on-campus credit.
- WOU's Suicide Prevention and Mental Health Promotion program ([www.wou.edu/mental-health](http://www.wou.edu/mental-health)).
- For life threatening situations, call 911 or Campus Public Safety ([www.wou.edu/safety](http://www.wou.edu/safety)) at (503) 838-9000.

Additionally, if a faculty or staff member has concerns about your mental health, they may contact the WOU CARE Team (<https://wou.edu/student/care-team/care-team-information/>) and ask them to reach out to you. The CARE team specializes in helping students who are dealing with issues of bias, trauma, situations involving medical or psychological concerns, and campus emergency situations that directly affect the well-being of students and the campus community at large.

## **Responsible Employee Statement**

WOU faculty are mandatory reporters. If a student reports that s/he has been sexually victimized then you are required by Title IX to report all information you are given to the Office of the Vice President for Student Affairs. Even if the assault occurs off campus, if it involves WOU students, it must be reported.

### **Suggested language:**

“As an employee at Western Oregon University, I am required by federal law to report any incident of sexual misconduct. If you wish to talk with me about something that has occurred to you or another student, I must inform university personnel. Reporting this information helps the university to safeguard students and get students the help and support needed. You have the right to maintain your privacy. I will only report what you confide in me. If you would like additional information about sexual misconduct response at WOU, please visit the website at <http://www.wou.edu/student/sexual-misconduct-resources/sexual-assault-care/>.”

Additional information, including the contact information for the Division of Student Affairs is here: <http://www.wou.edu/student/sexual-misconduct-resources/faqs-for-faculty/>

([return to top](#))

## **WOU Free Tutoring Statement**

([return to top](#))

Are you searching for a personalized learning experience and support from a fellow WOU student who is qualified in their subject area? Do you want to polish your performance in a subject or skill? Look no further than WOU Free Tutoring!

WOU Free Tutoring features peer tutoring from the Math Center, Science Center, Writing Center, Computing Science tutoring, English Tutoring Center (English as a Second Language), and Student Success and Advising (SSA) tutoring (for other general education and introductory major courses as well as study skills tutoring).

Additionally, WOU Free Tutoring includes technology tutoring for academic projects (Digital Media Center), peer coaching for improving leadership and creative problem solving skills (Center for Leadership and Creativity), and advising help for Psychology majors and minors (Psychology Peer Advising).

For more information on how to access these tutoring centers and services, please visit: [wou.edu/freetutoring/](http://wou.edu/freetutoring/).

## **Food Insecurity**

([return to top](#))

If you are experiencing food insecurity (hunger or difficulty obtaining enough food) you are not alone. Here are resources to help you:

### **WOU Food Pantry**

WOU Welcome Center Room 165

[foodpantry@mail.wou.edu](mailto:foodpantry@mail.wou.edu) | (503) 838-9381

<https://wou.edu/foodpantry/>

- Shop for a variety of completely free nutritious foods
- Get help applying for the Supplemental Nutrition Assistance Program (SNAP)
- Money for Meals program provides gift cards to Campus Dining or Waremart

### **Wolf Ride**

WOU Werner University Center Room 203

[studentaffairs@wou.edu](mailto:studentaffairs@wou.edu) | (503) 428-7238

<https://wou.edu/student/wolf-ride/>

- Free transportation to/from the grocery store
- Free rides around Monmouth and Independence

### **Polk County Family & Community Outreach Department**

182 SW Academy St. Suite 220, Dallas, OR 97338  
demoe.brent@co.polk.or.us | (503) 623-9664 ext. 2118  
<http://www.co.polk.or.us/fco>

- Assistance navigating available local resources
- Assistance with basic needs

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Updated 3/10/2021-Associate Provost of Academic Effectiveness

Updated 5/16/2024 - Center for Teaching & Learning