

# Fall 2022 Suggested Syllabi Statements

This document includes updated pandemic-related syllabi statements for inclusion in your Fall 2022 syllabi. Additionally, general syllabi statements and resources have also been updated and are listed below. (Statements for blended or online courses can be found at the end of the document.)

- REMINDER: Do not simply copy and paste these syllabus statements into your syllabi.

*Please see the statements below as basic templates that you should personalize to best connect with your students and reflect the specific dynamics of your class. (for more about this, see [“A Syllabus Worth Reading”](#) from Kevin Gannon’s book Radical Hope: a Teaching Manifesto.) Commentary for faculty has been included in italics and brackets for some statements as well as several options. (It has been observed that some course syllabi have included everything stated below – including when multiple options have been provided and the bracketed text. This is obviously very confusing for students.)*

- Finally, the list of **Resources for Students** is quite long (as some have pointed out), which is a good thing, of course. Yet, it can also make for a long syllabus. To make this information accessible to students without including it in your syllabi, **consider creating a separate document to share with students or post the information on Sakai**. Also, while it’s good to let students know of these resources, students are more likely to access them via their connection to you, meaning that your knowing and telling students about these resources when they need them will have a greater impact than only sharing the list.

If you would like to share examples of syllabi statements that work well for your course and communicate an inclusive philosophy — or have suggestions for how to make the policies below even more student-centered — please contact Jen Smith, Dean of Inclusive Excellence ([jennifer.smith@plu.edu](mailto:jennifer.smith@plu.edu)).

## Pandemic-Related Statements for In-Person Courses

### Health Directives & Masks

All students and campus employees must follow university health directives. If those directives change during the term, I will be sure to share them with the class so we can discuss what the changes mean for us.

As we begin the term, masks will be optional in all indoor spaces, with two exceptions:

- Health-related facilities (e.g., Health Center)

- Persons dealing with COVID-19 exposure or illness, as indicated on the by [PLU COVID-19 Policies website](#)

If public health conditions change and the university-wide mask mandate returns, I will let you know what the requirements are for our class moving forward.

*[This would be a good opportunity to engage students in a discussion about their thoughts and feelings about wearing masks. While you can do this as a traditional discussion, you might also consider sending a survey to the class before the term begins to gauge any concerns or thoughts they may have about the option of wearing masks.]*

## Health & Attendance

Please do not come to an in-person class/lab/lesson if you are feeling ill, particularly if you are experiencing symptoms of COVID-19, or if you have been directed by health professionals to quarantine. Nothing we do in our class is worth risking your health, my health, or the health of your peers. You will still need to complete the tasks/assignments/projects/etc. necessary to meet our learning objectives, of course. *[Here you might insert your recommendations/expectations for how missed work can be accomplished, for example, identifying a “class buddy” early in the term should either need announcements or class notes shared, or noting that due to the nature of your class certain experiences cannot be “made up”.]* Should your health or other circumstances change, negatively impacting your ability to succeed in our class, please notify me as soon as possible so that we can work together to connect you to support and work through possible options.

Also, please learn the names of the classmates you sit by and work with. Not only is this just a neighborly thing to do, but in the event that you do test positive for COVID-19 and had contact with fellow students, you'll be able to notify them so they may take precautionary measures in accordance with the [PLU Symptoms and Testing Guidelines](#). (PLU email is an easy way to do this if you know their name).

## General Syllabus Statements

### Student Hours

#### *Example #1*

This time is set aside for you. You are not “bugging” or interrupting me when you pop in or set up a time to meet with me during these hours. Rather, you are making good use of a resource! You should feel free to use this time as you need — ask me a question, review notes, brainstorm ideas, consider future plans, etc. I’m also happy to meet in small groups. *[Insert details about your student hours and how students can find you, i.e. only online, both, in-person, by appointment or drop-in, etc.]*

### *Example #2*

You all enter this classroom with different skills, strengths, and experiences. I open my office to you as an extension of the classroom, including scheduled virtual meetings and individualized tutoring. There is no shame or embarrassment in asking for help, although it is common to feel anxious when approaching one's teacher. To enter my office and ask for help is an act of bravery. To enter and chat about nothing in particular often leads to new insight. Both are valuable. Both show that you trust me. I promise to respect you and earn that trust through compassionate listening and understanding. [Adapted from Adam Heidebrink-Bruno's post in Hybrid Pedagogy – [Syllabus as Manifesto: A Critical Approach to Classroom Culture](#)]

## **Academic Integrity**

### *Example #1*

Intellectual development requires honesty, responsibility, and doing your own work. Taking ideas or words from others without citation is a breach of trust and will result in a failing grade on the paper or assignment and possibly other disciplinary actions. If you are unsure about what plagiarism is, please feel free to ask me. You may also consult the section on [Academic Integrity](#) in the Student Code of Conduct.

### *Example #2*

An essential dimension of Pacific Lutheran University's mission is to provide for the intellectual, social, physical, emotional, and spiritual development of students. Faculty, students, and administrators share responsibility for accomplishing these goals. [Academic integrity](#) is honesty concerning all aspects of academic performance. In this class, what this means is [X].

### *Example #3*

PLU's expectation is that students will not cheat or plagiarize and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved but also undermines the scholastic achievements of all PLU students and fails to reflect the mission of this institution. Students are responsible to do their own work, thereby ensuring the integrity of their academic records. The most common forms of dishonesty are cheating and plagiarism. Cheating includes, but is not limited to submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam. Plagiarism includes, but is not limited to directly quoting the words of others without using quotation marks or indented format to identify them. Because plagiarism involves a misrepresentation of principles and processes fundamental to the integrity of the university, matters of plagiarism are taken very seriously. If you are unsure about something that you want to do or the proper use of materials, please ask me for clarification.

## **Respectful Learning Environment**

The University holds as basic the integrity and well-being of every person in the community. I am committed to providing a living, learning and working environment that is fair, consistent,

caring, and supportive of intellectual and personal growth. Further, PLU is committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment that is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, stalk, intimidate, harass, or abuse.

Students are therefore expected to treat every individual with respect. The University prohibits any activities that cause or threaten physical or mental harm, suffering or exhaustion, that demean the dignity of any individual, and/or that interfere with one's academic progress, living environment, or employment responsibilities.

### **Combo of Respectful Learning Environment & Accessibility (couched as a general statement about successful learning in the course)**

Above all, I care about your success and want to do all I can to help you learn. I believe in universal learning, which means I am committed to all of our learning spaces — course material, the Sakai forum [or other online tool], and other places we engage with one another — being inclusive and equitable. This means I expect that we do our work together with mutual respect, collegiality, and the willingness to consider others' perspectives fairly and generously. If there is anything I can do to help you in your learning, please let me know; if appropriate, you may also contact the Office of Accessibility and Accommodation at 253-535-7073 or [aaa@plu.edu](mailto:aaa@plu.edu), and we can collaborate on any arrangements to assist you in successful learning. [Adapted from Kevin Gannon's HIST 104 Syllabus]

### **Commitment to Inclusion**

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity across all dimensions, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students. In addition, if any of our class meetings conflict with your religious events, please let me know so that I can make arrangements for you. [Adapted from the University of Iowa College of Education]

### **Content Warning**

Students are advised that difficult or sensitive issues may be represented or discussed in this class. While care will always be taken not to cause distress and to create a welcoming learning environment for everyone, there may be occasions where you will confront images or texts, or where you hear discussions that are uncomfortable for you. I will not issue trigger warnings with respect to potentially challenging or distressing content, for several reasons. I do not presume in advance to know what content or discussions may cause you distress; trauma is a deeply complex and personal experience. Instead, I will provide context for materials that feature

content generally found to be challenging and make it clear why I am showing particular images or we are reading particular texts. If you ever feel unable to continue to participate in a particular class, you may leave at any point and will not be challenged. I will follow up to address any concerns and provide additional resources for support. You are also, of course, welcome to share any concerns about the course content you may have at any time during the term, and I promise to listen openly and respectfully. [Adapted from Dr. Marsha Henry's Gender, 'Race' and Militarisation syllabus]

## **Weather Conditions**

For face-to-face meetings, you may want to confirm whether class is meeting if you have any concerns about weather conditions that would make travel to campus unsafe. You can call the University's hotline after 6 a.m. (253-535-7100) or access the PLU website ([www.plu.edu](http://www.plu.edu)) to see if campus has been closed. As soon as I know if campus has been closed due to weather, I will communicate this to the class as well using Sakai announcements. Please do not risk your health or safety if weather conditions make traveling dangerous.

## **Resources for Students (in alphabetical order):**

### **Office of Accessibility and Accommodation**

#### *Example #1*

If you need academic accommodations because of a documented disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have questions concerning the services available for students who need reasonable accommodations, contact the Office of Accessibility and Accommodation at 253-535-7073 or [aaa@plu.edu](mailto:aaa@plu.edu).

#### *Example #2*

I am committed to supporting the learning of all students in my class. If you have already registered with the Office of Accessibility and Accommodation (OAA), please meet with me early in the course to discuss, plan, and implement your accommodations in the course. If you have a documented disability that requires reasonable accommodations, please contact the OAA at 253-535-7073 or [aaa@plu.edu](mailto:aaa@plu.edu). [Adapted from St. Olaf College]

### **Bias Incident Response Team**

While we strive to create an inclusive and welcoming community, unfortunately, bias remains a part of our everyday reality. The purpose of the [Bias Incident Response Team](#) (BIRT) is to collect data regarding instances of bias within our community and monitor the type and frequency of such occurrences. Doing so will help us better understand our campus climate, create community-based educational opportunities to address trends, and foster an environment where everyone feels welcome. BIRT can be utilized by anyone within the PLU community.

## **Campus Ministry**

Campus Ministry is a community that welcomes, celebrates and engages the diverse spiritual and faith traditions of PLU students, staff and faculty members. Our office suite (AUC 190) is a place to study, connect, and relax. You can also check in with Pastor Jen Rude or Miss Melannie Denise Cunningham for care and support. Pastor Jen is one of PLU's Confidential Resources. For resources around Religious Inclusion & Accommodations, please see our [PLU Statement](#).

## **Center for Military Student Support**

The Center for Military Support is a resource for students who have served (or are still serving) in the military who want to improve their academic performance, connect with other military students, learn about veteran benefits, and network with various PLU, State, Federal, or private resource providers. Students can learn more [HERE](#), or visit the Center in the Anderson University Center Room 183.

## **Center for Student Success**

The [Center for Student Success](#) (CSS) is a campus-wide network of units dedicated to helping you succeed at PLU. They provide individualized academic and personal support and resources and can help you with Academic Advising, Tutoring and Academic Assistance and connect you with s, Career & Vocational Planning, Financial Services, Personal Health & Wellness, and the Office of Accessibility and Accommodations.

The main hub of the CSS is located on the first floor of the Mortvedt Library building. Advisors are available in person or via Zoom throughout the week. If you are unsure or would like help navigating the resources, you can contact the CSS directly at [success@plu.edu](mailto:success@plu.edu).

## **The Center for Diversity, Justice, & Sustainability**

Diversity, Justice, & Sustainability is a framework that engages the interdependency of ourselves, our communities, and our environments. With this framework, we desire to create systems and build relationships where all can thrive. The Center for DJS is excited to share multiple DJS-related spaces including our DJS Lounge and classroom, located on the lower level of the Anderson University Center, and Community Garden. Appointments with the Confidential Advocate as well as other professional staff are available in person or virtually. To learn more about upcoming events, workshops, and identity retreats and resources visit our website.

## **Land Acknowledgment**

PLU is on the traditional lands of the Nisqually, Puyallup, Squaxin Island and Steilacoom peoples; we acknowledge and respect the traditional caretakers of this land. [If you would like to have a conversation about how to connect this acknowledgement to your course so as to help

deepen its significance and meaning, feel free to contact Jen Smith, Dean of Inclusive Excellence ([jennifer.smith@plu.edu](mailto:jennifer.smith@plu.edu)) and/or Nicole Juliano, Director of the Center for Diversity, Justice, and Sustainability ([juliannah@plu.edu](mailto:juliannah@plu.edu)). Additional resources include [Honor Native Land: A Guide and Call to Acknowledgement](#) and this video [What Good is a Land Acknowledgement?](#) with Dr. Cutcha Risling Baldy.]

## **Lute Library & Course Reserves**

*[Note: For those of you new to the Lute Library, information and options for providing students with access to materials can be found on the library's [Course Reserves](#) page and the specific information for [Faculty](#). If you have questions or need help adding resources, please contact or Hunter Hobbs, Library Circulation Coordinator ([hobbsmr@plu.edu](mailto:hobbsmr@plu.edu) )]*

Copies of our course texts and certain course materials are available for you to borrow for two hours at a time via the Lute Library & Course Reserves. If the materials you need are not currently available when you search under [Course Reserves](#) by instructor and/or course or item title, please contact me so that I can have that item integrated to the Lute Library or so we can attempt to find another solution, if possible.

## **Mental Health & Wellness Resources**

### *Example #1*

We all may experience a range of mental health issues that can impact our life in all varieties of ways. These might include anxiety, high levels of stress, alcohol/drug problems, strained relationships, feeling down, or loss of motivation. PLU's Counseling Center is here to help you with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 253-535-7838, visiting <https://www.plu.edu/chws/> or emailing [counseling@plu.edu](mailto:counseling@plu.edu). For urgent mental health support at any time, contact the Counseling Center Crisis Line at 253-535-7075. Help is always available.

Additionally, Timely Care/[Lute Telehealth](#) is a resource for you that expands access to mental health and medical care by providing free on-line or phone-based services 24/7/365 from licensed mental health providers, health coaches, and nurse practitioners.

Finally, the [Couple and Family Therapy Center](#) (part of PLU's Marriage and Family Therapy program) offers low-cost therapy (in-person and teletherapy options available) for students, their partners, and families.

In addition to direct mental health service, PLU provides referrals for students in search of longer term (more than 6-8 sessions) or specialized mental health care to community mental health providers via [Thriving Campus](#).

### *Example #2*

If you find yourself struggling with your mental or physical health, please feel free to approach me. I will try to be flexible and accommodating. You can also find free, confidential mental health services at PLU's [Counseling, Health, and Wellness Services](#), [Lute Telehealth](#), or [Couple and Family Therapy Center](#). [Adapted from Northwestern University]

## PLU Pantry

The PLU Pantry exists to care for you should you experience food insecurity in any way. There are two locations that include the first floor of the AUC inside of the Campus Ministry office and also the first floor of South Hall inside the kitchen. Both are accessible using your Lute Card. When the Campus Ministry office is closed, access to the Pantry is available 24/7 by contacting PLU Campus Safety by phone at 253-535-7441 or by email at [csin@plu.edu](mailto:csin@plu.edu) to request entry. You will need to have a valid PLU ID on hand when requesting access. The South Hall Pantry is available to any student with swipe access into the building. If you have any questions regarding the Pantry, you can connect with Melannie Denise Cunningham at 253-682-9264 or by email at [cunningham@plu.edu](mailto:cunningham@plu.edu).

## Religious Accommodations

[*Note: [Washington state passed a law](#) in 2019 requiring that syllabi include a religious accommodations statement. Also, this [Diversity Calendar 2022-2023](#) created by Cultures Connecting may also be helpful e.g., as you consider your schedule for exams and assignment deadlines.*]

As a university rooted in the tradition of Lutheran Higher Education, enacting a mission of critical inquiry, service, leadership, and care, and committed to Diversity, Justice, and Sustainability, PLU values the various religious and spiritual traditions and practices within our campus community and supports faculty, staff, and students in living them out. This also includes supporting community members in the process of exploration and asking critical questions with regard to faith and spirituality.

Therefore, I will make every effort to provide reasonable accommodations for any of you who, because of religious observances, have conflicts with scheduled exams, assignments, or attendance in our class. To help me in doing this, please review the course schedule at the beginning of the semester to see if there are any dates when you would need accommodation. If you could let me know at least three weeks before the date, that would be ideal. While I am happy to provide such accommodations, I understand that approaching a faculty member within this context may be intimidating; if that's the case, you can contact PLU's University Pastor Jen Rude ([rudejl@plu.edu](mailto:rudejl@plu.edu) or 253-535-7465) for support in making an accommodations request. You can also find more information about resources and other religious accommodations you can request related to employment, athletics, etc. [here](#).

For quiet, private space to pray or meditate, use your Lute Card to swipe into our Multi-Faith Meditation & Prayer Space (AUC 205).



## Resources for Students of Color

For students of color, especially Black and Indigenous students, attending a predominantly white institution (PWI) can present particular stressors and obstacles. While I will do everything I can to mitigate the impact of these stressors and eliminate such obstacles, I want to point out other resources on campus where you can find support:

- *The DJS Lounge*

The DJS Lounge is a community that explores and celebrates issues of intersectional identity and DJS. At the DJS Lounge, students can connect with programs, staff, and resources that center the voices, leadership, and needs of minoritized identities inclusive of those who identify as people of color, LGBTQIA+, undocumented students, first in the family, and those interested in diversity, justice, and sustainability.
- *Identity-Based Programs & Resources*
  - The Center for Diversity, Justice, and Sustainability hosts a variety of programs throughout the year including the Students of Color Retreat, Sista Circle, Men of Color connections, and the Gold Group. [Learn more HERE](#)
  - Alumni and Student Connections understands the importance and necessity for including career resources for students of different identities and backgrounds. They have compiled a list of scholarships, job websites, publications, and professional organizations that may interest you, and help in your career journey. [Learn more HERE](#)
  - The Wang Center for Global and Community Engaged Education seeks to bring diverse individuals together to learn from one another in off-campus global and local settings and through programming focused on pressing world issues. In addition, they have curated a list of resources for students of color interested in study away. [Learn more HERE](#)
- *Student Clubs & Organizations [Note: Most student clubs become active or reactivate once the semester begins. For an updated list of active clubs, please visit the [DJS Clubs page](#).]*
  - **Black Student Union:** Black Student Union provides the PLU community the opportunity to engage in elements of Black culture & conversation. Email: [bsu@plu.edu](mailto:bsu@plu.edu). Advisor: Silong Chhun
  - **Asian Pacific Islanders Student Association:** The Asian Pacific Islander Association strives to celebrate the culture and identity of Asian-American and Pacific Islander students through food, music, activities, and conversation. Our goal is to provide a welcoming place for those who identify as API or those who want to be more educated on a culture different from their own. Email: [api@plu.edu](mailto:api@plu.edu). Advisors Brandon Bruan
  - **Native Indigenous Student Association: NISA** offers a community on campus that prioritizes belonging for Indigenous students. We educate ourselves and our

community on global Indigenous cultures as a form of celebration and activism. We work towards providing a space to celebrate culture, heritage, and traditions with one another. Advisor: Suzanne Crawford O'Brien

- **Latinx Unidos:** Latinx Unidos, former Amigos Unidos, seeks to empower the Hispanic/Latinx student population for the purpose of providing scholarly support, cultural awareness, social enrichment, and community outreach. It provides a space on campus that allows Hispanic / Latinx students to feel like home, build a community together, and have some fun in the process. Stay connected by following us on Instagram: pluamigosu, like us on Facebook: PLU Amigos Unidos. Email: [amigosu@plu.edu](mailto:amigosu@plu.edu). Advisor: Seeking Advisor.
- **Na Hoaloha O Hawaii:** Our club promotes the Hawaiian and Asian Pacific Islander cultures and educates ourselves, our peers, and the community in order to obtain unity through diversity and create a warm and welcoming environment for all students of Pacific Lutheran University. Email: [hawaii@plu.edu](mailto:hawaii@plu.edu). Advisor: Brandon Braun

- *Bias Incident Response Team*

While we strive to create an inclusive and welcoming community, unfortunately, bias remains a part of our everyday reality. The purpose of the [Bias Incident Response Team](#) (BIRT) is to collect data regarding instances of bias within our community and monitor the type and frequency of such occurrences. Doing so will help us better understand our campus climate, create community-based educational opportunities to address trends, and foster an environment where everyone feels welcome. BIRT can be utilized by anyone within the PLU community.

## Student Care Network

The Student Care Network (SCN) works with the PLU community to proactively connect with you and those who are invested in your wellbeing for a successful academic, social, and emotional experience at PLU.

- SCN will provide one outlet for faculty, staff, students, and parents/guardians to report any concern (academic, emotional, physical, social) related to the well-being of a PLU student.
- SCN will connect with the student of concern and provide resources, support, and assistance as appropriate.

If you would like additional information about the SCN or to submit a form, please go to <https://www.plu.edu/srr/student-care-network/>.

## Supporting DACA and Undocumented Students

Our mission of care, rooted deeply in our Lutheran heritage, requires action and an unequivocal commitment to fight for social justice. This page listing various resources for [DACA and undocumented students](#) – including those related to housing, legal issues, financial aid, and

study away – is just one aspect of PLU’s ongoing commitment to supporting our undocumented students.

## **Title IX**

### *Example #1*

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information with the University regarding sexual misconduct or information about a crime that may have impacted a member of PLU’s community, and/ or occurred on campus or on property that PLU exercises substantial control over. Students may speak to someone confidentially by contacting PLU’s [Counseling, Health, and Wellness Services](#), the Campus Pastor in [Campus Ministry](#), and [PLU's Confidential Advocate](#). [Adapted from Purdue University]

### *Example #2*

As an institution of higher learning that receives federal funds, PLU is required to abide by Title IX, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” I take discrimination seriously and the University requires me to report known or suspected acts of sexual harassment including sexual violence as defined by Title IX. While privacy can often, but not always, be maintained, mandatory reporters are required to report the following when incidents of sexual harassment or sexual violence are disclosed: The (1) nature of the harassment or discrimination, (2) the date (when the incident occurred and when it was reported), (3) the time of the incident, and (4) generally location of the incident; as well (5) the disposition of the complaint, if known. Other information may need to be reported on a case-by-case basis.

Students have access to confidential services through PLU’s Counseling, Health, and Wellness Services, Campus Ministry, and [PLU's Confidential Advocate](#).

For more information on Title IX, including contact information, visit [www.plu.edu/title-ix](http://www.plu.edu/title-ix). If you feel that our classroom environment in anyway impedes your ability to participate or subjects you to discrimination, or you are experiencing harassment outside of class that disrupts your educational opportunities, please do not hesitate to contact me or the Equal Opportunity/ADA Office/Title IX Coordinator.

## **Resources for Trans\* and Gender Non-Conforming Students**

### *Example #1*

I strive to affirm people of all gender expressions and gender identities. If you use a name other than what is on the class roster, please let me know. (You can also designate your name with

the Registrar's Office via the link below.) Whether you are seeking answers to support your transition or working to create an inclusive environment, the [Transgender and Gender Non-Conforming Resources](#) page serves to connect you to community members, resources on and off campus, and opportunities for engagement and advocacy. Another on-campus resource is the [Couple & Family Therapy Center](#).

### *Example #2*

Knowing and using the names and pronouns that students use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know the name and pronouns you use anytime throughout the semester, should they differ from those included in my roster. Additionally, PLU has created a repository of [Transgender and Gender Non-Conforming Resources](#) that you may find helpful. [Adapted from the University of the Pacific]

## Pandemic-Related Statements for Blended or Online Courses

### Health Directives

All students and campus employees must follow university health directives. If those directives change during the term, I will be sure to share them with the class so we can discuss what the changes mean for us.

If you come to campus for any reason, please comply with the current health directives.

As we begin the term, masks will be optional in all indoor spaces, with two exceptions:

- Health-related facilities (e.g., Health Center)
- Persons dealing with COVID-19 exposure or illness, as indicated by [PLU's COVID-19 Policies website](#).

### Participation

To succeed in this course, you will need to understand the work that was done in a synchronous online experience or in-person class session and complete any work that is assigned during a class session, should you be absent. [*Here you might insert your recommendations/expectations for how missed work can be accomplished, for example, identifying a "class buddy" early in the term should either need announcements or class notes shared, or noting that due to the nature of your class certain experiences cannot be "made up".*]

Should your health or other circumstances change, negatively impacting your ability to succeed in our class, please notify me as soon as possible so that we can work together to connect you to support resources and work through possible options.

## Guidelines For Synchronous Class Sessions

I have outlined a few guidelines below that will enable us to co-create a supportive community and learning environment during our synchronous class sessions:

- I expect your cameras to be turned on during our synchronous sessions. Being able to see each other is helpful to creating connections, a sense of mutuality, engaging in discussions, and building trust -- all of which contribute to an effective and engaging teaching and learning experience for everyone.
- If you would be more comfortable using a virtual background, you can follow [these simple instructions](#) to do so. There are already several PLU-themed backgrounds loaded into PLU Zoom accounts. Simply go to Preferences (after you've logged into Zoom via PLU), select Backgrounds and filters, and then choose from a number of preloaded backgrounds. (Please note that not all computers or devices are able to run virtual backgrounds.)
- Of course, if you have limited internet bandwidth, no camera, or you're unable to find an environment without a lot of visual distractions, I understand that you cannot use video. If this is the case, please send me a private message to let me know the situation.
- Your Zoom profile should include a photo and name so that we can connect more effectively should you need to turn off your camera. You can learn how to customize your Zoom profile [here](#).
- Like during our class sessions on campus, I look forward to your full attention during our synchronous sessions. We all should be prepared to respond to discussions, chat, surveys, or to engage in activities because each of us plays an important and necessary role in contributing to a robust learning environment.
- Finally, I welcome suggestions and ideas for additional guidelines that will help us collectively create an engaging learning experience for everyone this term.

## Course Recordings & Privacy

*[Note: For use if you have chosen to record synchronous sessions.]*

I have chosen to record online synchronous class sessions. The purpose of this is to provide access to material for students who are unable to be present. In addition, these recordings can be a resource for all students who would like to review the material we covered during the session. Recordings will be stored within our Sakai site [or Google folder] and will only be available to view only by me and your classmates. I will delete them at the end of the semester. If you have any concerns about being recorded, please share them with me, and we'll work something out. [You might also include a question in a pre-semester survey about students' comfort with being recorded. Adapted from Lynch School of Education and Human Development, Boston College]

*Updated August 23, 2022*