What Students Can Expect from UO Courses

All UO Courses	Remote	Online (WEB)
A **syllabus** that establishes student workload, learning objectives, grading and class policy expectations.		
Instructors use Canvas for communication and delivery of course materials, assignments, and grades.	Instructors also provide live engagement during scheduled class times as defined by the student engagement inventory for the course. Live (synchronous) engagement may take many forms.	Instructors also provide lectures and other learning activities asynchronously.
Instructors hold regularly scheduled **student hours** (e.g. office hours) each week, listed on the course Canvas site, with appointments for students with conflicts.	Instructors hold regularly scheduled **student hours** (e.g. office hours) each week, listed on the course Canvas site, staggered and flexible to accommodate students' need for flexibility.	Instructors dedicate the time equivalent of student hours (e.g. office hours) to **answering questions asynchronously**. They may provide optional, live student hours for additional student connection and support. How to engage with the instructor is clearly indicated in the course Canvas site.
Instructors or their delegates respond to **student emails** in a timely way during normal business hours (M-F, 8:30-5pm).		
Instructor engagement is an integral part of courses (e.g. lectures include time for Q&A, lectures include discussion sections and assignments that facilitate student engagement with material, etc.)	Courses may include asynchronous elements (e.g. recorded lectures) but always feature synchronous opportunities for engagement with instructors and peers.	Courses do not require students to attend synchronous meetings. Courses do not feature only asynchronous lectures but have other activities for instructor-student bilateral engagement (see online policies).

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Course materials are posted on **Canvas**.		
Instructors provide timely, useful **feedback** on activities and assignments, including indicating students' progress in the course.		
Instructional design takes advantage of affordances of built environment (screens, white or chalk boards, collaboration, etc.)	Instructional design is adaptive and flexible, seeking low-tech solutions to challenges in order to maximize engagement and effective learning.	Instructional design takes advantage of affordances of online environment as appropriate (Panopto, Canvas Conferences or Chat, Zoom, collaborative docs, *et al*.)
Instructors clearly communicate information about the course policy on **make-up assignments or exams.**	Instructors clearly communicate **make-up assignments or exams** for students who cannot effectively meet synchronous requirements (due to, for example, connectivity challenges).	Instructors clearly communicate **make-up assignments or exams,** as well as an invitation to discuss connectivity challenges and solutions with the instructor.