Course Name: Professional Development in College and University Teaching
Course Number: GRAD 513
Term Offered: Spring 2018
Credits: Variable (1-3)
Instructor name: Susan Morré
Instructor email: Susan.Morre@oregonstate.edu
Office hours by appointment

Course Description
GRAD 513 is a self-directed learning experience, providing structure and context for professional development opportunities in teaching, such as workshops, seminars, webinars, symposia, and other relevant programming. The goal of the course is to encourage and reward continuing investment in the development of our knowledge and skill sets as educators. The course will consist of participating in self-selected teaching-related programming (in person or online), as well as reading, writing, and reflecting on your chosen experiences.

Communication
Please post all course-related questions in the Frequently Asked Questions discussion forum so that the whole class may benefit from our conversation. Please email me for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This class can be taken for 1-3 credits. As a variable credit course, the amount of work that required is a function of the amount of credits for which you register.

For each credit, students will be responsible for:

- A "Program Selection Form" for the planned professional development experiences.
- Participation in 8-10 hours of the instructor-approved programming.
- Participation in discussion board and assignments.
- When the discussion board participation is assigned, thoughtful feedback must be provided to at least as many people as the number of credits you are taking for this course.
- An annotated bibliography of at least six publications relevant to that topic.
- A reflective essay synthesizing the course experiences.

The table below details some general expectations related to time and assignments associated with the course and has been developed in accordance with University guidelines for course workload (3 hours per week per credit).

<table>
<thead>
<tr>
<th>Credits</th>
<th>Program Participation</th>
<th>Reflective Writing</th>
<th>Research</th>
<th>Online Participation</th>
<th>Video Assignment</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-10 hrs</td>
<td>12 hrs</td>
<td>3 hrs (6 references)</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>16-20 hrs</td>
<td>24 hrs</td>
<td>6 hrs (12 references)</td>
<td>6 hrs</td>
<td>4 hrs</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>24-30 hrs</td>
<td>36 hrs</td>
<td>9 hrs (18 references)</td>
<td>9 hrs</td>
<td>6 hrs</td>
<td>90</td>
</tr>
</tbody>
</table>

More resources on Canvas Site:
- Course Calendar
- Point Distribution

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
There is no required textbook for this course. All reading material will be provided as PDFs or URLs.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.
Measurable Student Learning Outcomes

As a result of fulfilling the requirements and expectations of this course, at the end of the term students will be able to:

- Identify key instructional issues or trends within a specific area of professional interest
- Set personal goals and expectations for self-directed learning experiences and develop a plan to reach those goals
- Summarize and distill key insights from the primary literature related to the programming topic(s) selected
- Synthesize the course experiences into components of practical use for the student's own teaching

Course Requirements

1. Program Participation

NOTE: All programming needs to be attended during the term in which the student is enrolled in GRAD 513.

Students are asked to select and participate in professional development opportunities related to teaching and learning in higher education. Several pre-approved programming options are available through the Center for Teaching and Learning (CTL), Technology Across the Curriculum (TAC), and Ecampus. See the table below for pre-approved program options. Other programming may count for GRAD 513 credit, provided they are approved by the instructors. To obtain approval, students will need to fill out a "Petition for Program Approval" (see "Program Selection Form" assignment). When petitioning for program approval, you will need to justify how the experience will contribute in some way to the GCCUT learning outcomes (see the GCCUT website).

NOTE: When completing the "Program Selection Form" the total number of hours of programming must be 8-10 per credit.

If the relevance of the program is not immediately clear, it may help to contact the event facilitator/coordinate for more information.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Event(s)</th>
<th>Date</th>
<th>More Info</th>
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<tbody>
<tr>
<td>Center for the Integration of Research, Teaching, and Learning (CIRTL)</td>
<td>CIRTL Webinars</td>
<td>Various Dates (see link)</td>
<td><a href="https://www.cirtl.net/events/upcoming">https://www.cirtl.net/events/upcoming</a></td>
</tr>
</tbody>
</table>

Note: To attend a CIRTL webinar you must register online with your username. If don’t already have an account, you will need to create a CIRTL user account and login.
2. Reflective Summary and Video Mini-Presentation:

There are two components process the self-directed learning programming:

A. Reflective Summary

This paper is an opportunity to synthesize what you have learned in your chosen programming with research from your annotated bibliography. You will also discuss how you will integrate what you have learned into your teaching. This essay is due during finals week and is submitted to the instructor only. **Reflective Summary Criteria:**

(Details are provided with the full assignment instructions)

The page limit is determined by the number of credits of this course for which you are registered.

- 1 credit = 4-6 pages
- 2 credits = 6-8 pages
- 3 credits = 8-10 pages

- **Key Messages**
  - Key "take-home" messages from the programming are identified and discussed.
  - The impact of the programming (or lack thereof) is clearly identified and explained.

- **Context of the Literature**
  - The key messages of the programming are put into the context of the literature identified in the annotated bibliography or other references (See assignment 3 for details about the annotated bibliography assignment).
  - The programming is evaluated in the light of findings from research in the topic. Ways in which the messages of the programming are supported, refuted, or both, are discussed by referencing specific citations.

- **Self-Reflection**
  - The transformation (or lack thereof) of the student's knowledge or approach to college and university teaching is discussed and justified.
The programming is discussed in terms of how it affected the student's previous knowledge or approach to teaching, but also outlines how it affects the student's perspective in looking forward as they continue to develop as an instructor.

- **Communication**
  - The writing is high-quality and reflects graduate-level work.
  - The writing is clear and succinct, and arguments are well-constructed.
  - The organization allows for a logical flow between ideas.

**B. Video Mini-Presentation**

This video presentation gives you a chance to share what you have learned with your fellow classmates. Each student will create a short video presentation and create a one-page handout of the most salient points.

**Video Mini-Presentation Criteria:**

Since this is an online course we will take the opportunity to utilize video presentation tools. As a culmination of the students research and chosen personal programming for this course each student will create a short video and post the link on the designated Canvas discussion board to share with peers. Students will also create a one sheet (one-side) handout to accompany the presentation, as a takeaway for viewers as to the most salient points and to provide possible ideas for their classmates’ continued professional development. To do this students are encouraged to use Kaltura, which OSU has a license for via Canvas; however, students may use Screencast-o-matic or other tools with which they are familiar. Students should respond to at least two times the number of peers as the number of credits they are taking GRAD 513 for (ie 1 credit >= 2 peer responses, 2 credits >= 4 peer responses, 3 credits >= 6 responses). (More detailed information will be given in the designated discussion forum for this presentation)

**3. Annotated Bibliography (Details are provided with the full assignment instructions.)**

- Submit an annotated bibliography consisting of annotations for six references per credit.
  - An annotated bibliography is a list of citations accompanied by descriptive summaries (100-200 words) that allow a reader to understand the main points and potential applications of each reference. Importantly, this is not intended to be a re-write of the paper's abstract. Rather, it is a summary, evaluation, and synthesis of the reference. In the case of GRAD 513 this should consist of a commentary on how it applies to the topic of your chosen programming and the broader context of college and university teaching.

- The content and format of the annotated bibliography should follow the guidelines laid out by the Purdue Online Writing Lab (OWL). In terms of the content, this means you should follow the general framework (“summarize, assess, reflect”) as outlined by the OWL guidelines. You do not need to use these words as headings in your annotation, but rather your annotation should be one cohesive paragraph that covers these points.

- Citations should be in APA format. The OWL website also provides annotated bibliography samples for your reference.

- Each student will be assigned a peer partner to review their annotated bibliography.
4. **Online Participation**  
(Note: More detail will be given later in the term with the assignment.)

A. **Discussion Boards**  
Students will take part in biweekly online (on odd numbered weeks), asynchronous discussion through the discussion board on the classes Canvas site. Typically, individual initial posts will be due by the Wednesday of that week at 11:59pm and peers responses are due by Sunday at 11:59pm. Students should respond to at least the same number of peers as the number of credits they are taking GRAD 513 for (ie 1 credit >= 1 peer response, 2 credits >= 2 peer responses, 3 credits >= 3 responses). Discussion board posts should be around one paragraph. Please use proper netiquette.

B. **Blog Post**  
Students will write a blog post, appropriate for the GCCUT program blog, related to their professional development experiences and learning. Blog posts will should contain appropriate links and graphics.

Check-out previous GRAD 513 Student's posts:  
http://blogs.oregonstate.edu/gradsuccess/?cat=819702

**Optional Readings on Self-Directed Learning**  
Since this course is a self-directed experience, you may want to consult literature related to the topic of self-directed learning, though you are not required to do so.

- Kop R. and Fournier H. “New Dimensions to Self-Directed Learning in an Open Networked
- K. Clegg. “Improving learning through reflection - part one”

**Evaluation of Student Performance**  
Due to the fact that GRAD 513 is offered for a variable number of credits, it makes things a little tricky in tracking points. Canvas does not allow a different number of points for the same assignments, but it also isn't possible to offer some assignments for certain students without being enrolled in a separate and distinct section, which does not apply. Thus, the points listed may reflect only one credit of GRAD 513.

**Special Note**  
For students registered for two or three credits, you will need to be aware of the number of points for each assignment. You also need to pay attention to the requirements for each assignment (as you will be doing more involved versions of the same assignment). In the "Grades" section of Canvas, the points for your assignments will be correct, but the totals listed will be too low (as they are for one credit). Therefore, you will need to manually divide your
score by the appropriate number of points if you want to know your percentage for any assignment or the course as a whole.

### Points per Credit by Type

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>For 1 Credit</th>
<th>For 2 Credits</th>
<th>For 3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Programming/Professional Development</td>
<td>60</td>
<td>115</td>
<td>170</td>
</tr>
<tr>
<td>Writing</td>
<td>110</td>
<td>195</td>
<td>280</td>
</tr>
<tr>
<td>Research</td>
<td>120</td>
<td>240</td>
<td>360</td>
</tr>
<tr>
<td>Presentation</td>
<td>65</td>
<td>110</td>
<td>155</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>380</strong></td>
<td><strong>710</strong></td>
<td><strong>1040</strong></td>
</tr>
</tbody>
</table>

These totals are aggregated over assignment type. For more information on individual assignment due dates and points please refer to the “Point Breakdown” document.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5% or more</td>
</tr>
<tr>
<td>A-</td>
<td>92.4% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9% - 87.5%</td>
</tr>
<tr>
<td>B</td>
<td>87.4% - 82.5%</td>
</tr>
<tr>
<td>B-</td>
<td>82.4% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9% - 77.5%</td>
</tr>
<tr>
<td>C</td>
<td>77.4% - 72.5%</td>
</tr>
<tr>
<td>C-</td>
<td>72.4% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9% - 67.5%</td>
</tr>
<tr>
<td>D</td>
<td>67.4% - 62.5%</td>
</tr>
<tr>
<td>D-</td>
<td>62.4% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or less</td>
</tr>
</tbody>
</table>

### Course Content

All assignments are due by 11:59PM Pacific time on the day listed.  
**Note:** Dates are subject to change at the instructor’s discretion as appropriate. In the event that a due date changes an announcement will be made in this course site and an email will be sent to students. To stay up to date, students should check email and the Announcements area of this course site frequently.

### Course Calendar by Week

Please note that this course is primarily self-directed. This schedule reflects due dates for the overall course but not individual programming. The first four weeks have modules to create a foundation of the self-directed professional development programming students choose. It is expected that each student creates their own plan in their “Program Selection Form” for their programming choices that will complete the rest of the course hours.

This course is offered through Oregon State University Extended Campus. For more information, contact:  
Web: ecampus.oregonstate.edu  
Email: ecampus@oregonstate.edu  
Tel: 800-667-1465
<table>
<thead>
<tr>
<th>Week</th>
<th>Suggested Benchmarks</th>
<th>Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start looking at the CIRTL, CTL, Ecampus, and TAC event calendars to see if there are any webinars/seminars that interest you.</td>
<td>Discussion Board: Self Introduction Initial post due Wed Response(s) posts due Sun</td>
</tr>
<tr>
<td>2</td>
<td>Look into other MOOCs offered</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Finalize your list of professional development programming opportunities.</td>
<td>Discussion Board: Programming Opportunities and Resources Initial post due Wed Response(s) posts due Sun. Submit <a href="#">Petition for Program Approval</a> Submit <a href="#">Program Selection Form</a> Forms due by Sun</td>
</tr>
<tr>
<td>4</td>
<td>Attend selected programming Work on blog post assignment Find first third of resources needed for annotated bibliography</td>
<td>Blog post due Sun.</td>
</tr>
<tr>
<td>5</td>
<td>Attend selected programming Find second third of resources needed for annotated bibliography</td>
<td>Discussion Board: Midpoint Check In Initial post due Wed Response(s) posts due Sun.</td>
</tr>
<tr>
<td>6</td>
<td>Attend selected programming Find last third of resources needed for annotated bibliography Work on annotated bibliography</td>
<td>Annotated Bibliography due Sun.</td>
</tr>
<tr>
<td>7</td>
<td>Attend selected programming</td>
<td>Discussion Board: Bibliography Review Initial post due Wed Response(s) posts due Sun.</td>
</tr>
<tr>
<td>8</td>
<td>Attend selected programming Work on filming your presentation and creating a one page handout</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Work on peer evaluations</th>
<th>Presentation and Handout <strong>due Mon.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work on final reflection paper</td>
<td>Program participation <strong>due Mon.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Peer reviewing presentations:</strong> View at least 3 times the number of credits of GRAD 513 that you signed up for (ex: Taking GRAP 599 for 1 credit view 3 presentations; 2 credits view 6; 3 credits view 9) Peer evaluations <strong>due Sun.</strong></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Work on final reflection paper</td>
<td>Discussion Board: Takeaways &amp; Final Conclusions Initial post <strong>due Wed</strong> Response(s) posts <strong>due Sun.</strong></td>
</tr>
<tr>
<td>10</td>
<td></td>
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<td>10</td>
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**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.

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● Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
● Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. In order to ensure attainment of the learning outcomes, students will be held to the following expectations:

● Inclusivity
  o No student or instructor should feel insulted, unwelcome, or otherwise uncomfortable due to the actions of another. What this means in practice is being courteous, considerate, and mindful of your language and behavior.
  o Students are expected to be respectful and inclusive of others. If at any time you feel the environment has become less inclusive, please communicate your concern with the instructor immediately.

● Timeliness
  o Students are expected to complete all assignments by the due dates outlined in the syllabus. No late assignments will be accepted, excepting under extenuating circumstances (e.g., illness, emergencies). In this case, the arrangements must be made with the instructors prior to the deadline in question.
  o Students are also expected to be timely in their communications with instructors.

● Honesty
Students are expected to be honest and ethical in their work. This class consists largely of self-directed learning, and with this freedom comes the added responsibility of ethical behavior.

Please see below for the full statement on academic misconduct.

**Engagement**

Again, this course consists largely of self-directed learning. As such, students are expected to be engaged with the material for the amount of time appropriate for the number of credits for which the student is registered. According to the university, each credit hour corresponds to 30 hours of coursework as explained in OSU’s credit hour policy.

Some of this time (8-10 hours per credit) is allotted to professional development programming (our version of "in-class" time). The remaining ~20 hours are to be used for course assignments, including reflecting on the programming and completing the learning modules, reading the primary literature, as well as preparing and editing the written assignments.

Students are also expected to be intellectually engaged with the material and take their professional development seriously. The point of this class, and the GCCUT program as a whole, is to push you to continue improving as an instructor and educator. Only by holding our students to a high standard will we reach this goal together, and that takes dedication on behalf of the student, and a commitment to engage with the material.

**Expectations for Instructor Conduct**

In order to ensure the success of our students, the instructor will be held to the following expectations:

**Inclusivity**

As mentioned above, no student or instructor should feel insulted, unwelcome, or otherwise uncomfortable. As such, instructors are expected to be professional and respectful in all of their dealings with students and each other. If at any time you feel the learning environment has become less inclusive, please communicate your concern with the instructor immediately.

Instructors are also expected to be mindful of learning preferences. If a student has specific requests for alternative modes of meeting the learning outcomes, they should contact the instructor at the earliest time possible so that alternatives can be considered and an agreement can be made. Note: this does not guarantee that any request for alternatives will be honored. For information on other accommodations, refer to the "Statement Regarding Students with Disabilities" section in this syllabus.

**Timeliness and Availability**
o Instructors are expected to be timely in their communications with students and assessment of student work. Typically, this means that assignments will be graded within one week of the due date.

o It is very important that the instructor is available and approachable; if at any time you have concerns about availability, please let me know immediately and I will remedy the situation.

● Intellectual Rigor

  o Instructors are expected to take your professional development as seriously as you do (see "Student Expectations"). Thus, your coursework and contributions should be considered and assessed thoughtfully. That being said, there are obviously trade-offs for the amount of information that can be conveyed in a realistic amount of time. If at any point you would like more feedback, more information, or greater clarity, please let me know. I am happy to continue communicating and/or meet with you in person to discuss your coursework.

**Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing
someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one’s own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules. Please carefully review OSU’s full statement of university-wide expectations for student conduct, as you will be held fully accountable for them.

**Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

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