

## **TRAL 357 Parks and Protected Areas Management**

Oregon State University

Fall 2021

Course Credits: 3

Prerequisites: None

### **Who Am I:**

Dr. Ashley D'Antonio  
Assistant Professor in Nature-Based Recreation Management  
Preferred Pronouns: she/her/hers

### **Where Am I:**

Richardson Hall 318

### **How to Contact Me:**

[Ashley.D'Antonio@oregonstate.edu](mailto:Ashley.D'Antonio@oregonstate.edu)

### **When to Find Me:**

**Student Hours: Wednesdays from 10am – 12pm PT** or send an email and we can set up a time to meet. *If you are not comfortable meeting in-person, we can meet via Zoom, just send me an email to schedule a meeting.*

### **Lecture/Discussion:**

Tues/Thurs: 10:00 am - 11:20 am PT in PFSC 315

### **Teaching Assistant:**

Javier Parada Torres

### **TA Email:**

[javier.parada@oregonstate.edu](mailto:javier.parada@oregonstate.edu)

### **TA Student Hours:**

Tues: 11:45AM to 1:45 PM on Zoom (<https://bit.ly/314rK6k>)

### **Communication:**

Email is the best way to contact your professor and TA. **Please note that Dr. D'Antonio's email address DOES have an apostrophe in it.**

We will check email at least once a day on weekdays (usually before 5pm). We will do our best to respond to you within 24 hours. If an email is received over the weekend, we will do our best to respond by the end of the next Monday.

## **Course Description**

Provides a broad yet comprehensive understanding of the theories, problems, and techniques of managing parks, wild and scenic rivers, wilderness, and other protected areas. Covers the evolution of policies and recent issues in management of these protected areas, in the United States and around the world.

**This course fills OSU's Baccalaureate Core requirements for a Contemporary Global Issues course.**

## **Learning Outcomes for Baccalaureate Core Contemporary Global Issues course**

Students in Contemporary Global Issues courses shall:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.

3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

**To meet these learning outcomes, in this course we will do the following:**

This course is incredibly interdisciplinary; exploring protected area management topics involves leaning about social science, ecology, policy, economics, history, and many other disciplines. See the course schedule for specific course topics and the “Course Assignments” sections for more detail about graded assessments. Generally, we will start the course by discussing the history of the creation of public parks from a global perspective. Then, to provide context, we will discuss the historical, legal, and political aspects of parks and protected areas in the United States. From there, we will spend most of the course exploring issues that are affecting parks and protected areas around the world both within their boundaries as well as learning about pressures from outside the borders of these parks and protected areas.

We will analyze via in-class assignments and discussions and your responses to readings each week, global issues, social and ecological, surrounding the management of protected areas – both terrestrial and marine. As this course requires no prerequisites, in lecture we will explore these topics broadly but in a comprehensive and thorough manner with a focus on how these topic areas relate to global protected area management.

Early in the course, we will briefly explore the history of public lands in the United States. This will allow us to understand how and why U.S. management of public lands is being mimicked in other countries and the possible consequences of this management approach. You will be quizzed on this information formally as it is important for understanding the current state of protected areas and future protected area development in the United States. We will examine alternative approaches to protected area management from around the globe. Through this course you will gain global perspectives of parks and protected areas, understand what issues these areas face worldwide, and be able to think critically about how and why – as a global society – we manage protected areas. Individual student projects will provide you with an opportunity to explain the contemporary issues and management of an international protected area of your choice. Student presentations at the end of the term, will allow us as a class to learn about a variety of international parks and protected areas including the issues they face and current management approaches. Your evaluation of student presentations will provide an opportunity to explore these topics further and apply your knowledge to new protected areas.

Your final assignment for this course will be a critical evaluation, presented in writing and supported with evidence, of the management of your chosen International Park or Protected Area. This assignment will allow you to bring together all the knowledge you have gained this term and demonstrate your skills in critical thinking.

See “Learning Outcomes Assessment” table for specific details about the connection between the CGI learning outcomes and course materials and assessments.

**Other Course Specific Learning Outcomes**

Having successfully completed this course, you will also be able to:

1. Describe the historical foundation and legal basis for preservation of parks and protected areas.
2. Explain how parks and protected area management agencies emerged and management strategies evolved.
3. Critically evaluate parks and protected areas management problems both in the U.S. and globally.

4. Apply informed and critical analysis to contemporary issues related to parks and protected areas worldwide.
5. Communicate effectively in writing for various audiences.

## **Readings**

There is no required textbook for this course. All required readings will be posted on Canvas or linked from Canvas to articles or PDFs online. See course schedule for full list of readings and their due date. Full citations for all your readings are provided on Canvas in the Syllabus module.

## **General Course Procedures**

**Compassion and empathy for ourselves and each other:** We have faced many challenges this past year and a half between the COVID-19 pandemic, economic struggles, societal unrest due to social injustices, and wildfires that have burned across the West. This fall term may continue to be full of uncertainties and significant changes to our lives. It is critical that we look out for each other and be sensitive to the strains under which we are all operating. To that end, the format of this class has been designed to be as adaptive and flexible as possible with your well-being and learning in mind.

We care about you as an individual and recognize that we are all facing different and unique challenges. As such, we plan on showing compassion and empathy throughout the term to the students in this class. And we hope that you will show the same level of compassion and empathy for us (your Professor and TA) and for each other.

If you need help coping with anything this fall term, please reach out to me or Counseling and Psychological Services (541-737-2131) and connect with your classmates.

**If you are ill or if you are caring for someone who is ill: DO NOT COME TO CLASS IF YOU ARE ILL!** If you (or a dependent or a close family member) are ill, please reach out to me directly if you are concerned about your ability to engage in course activities while you are ill. You can do so by sending me an email or Canvas message. You need not disclose private medical information or provide documentation of your illness. This course has been designed for maximum flexibility to allow students to take care of themselves and/or others and still be able to engage in class material and succeed in the course.

**Fall Term 2020 lecture recordings:** This class was taught in a synchronous, flipped approach in Fall 2020. The lecture material from that class was recorded and posted to Canvas. To allow flexibility and for students to make-up work if they are ill or cannot come to in-person classes – these recordings will be posted this year on Canvas. **These are not meant to replace our 2021 course and the material may not be IDENTICAL, as I update our class each year. These recorded lectures should ONLY be used as a back-up option if you are unable to attend our in-person class.**

## **Group Work Protocols**

This is an interactive class which incorporates a variety of active learning strategies and frequent group work. Please adhere to the following protocols:

- Complete requisite readings and assignments before class to make successful contribution to the group learning task.

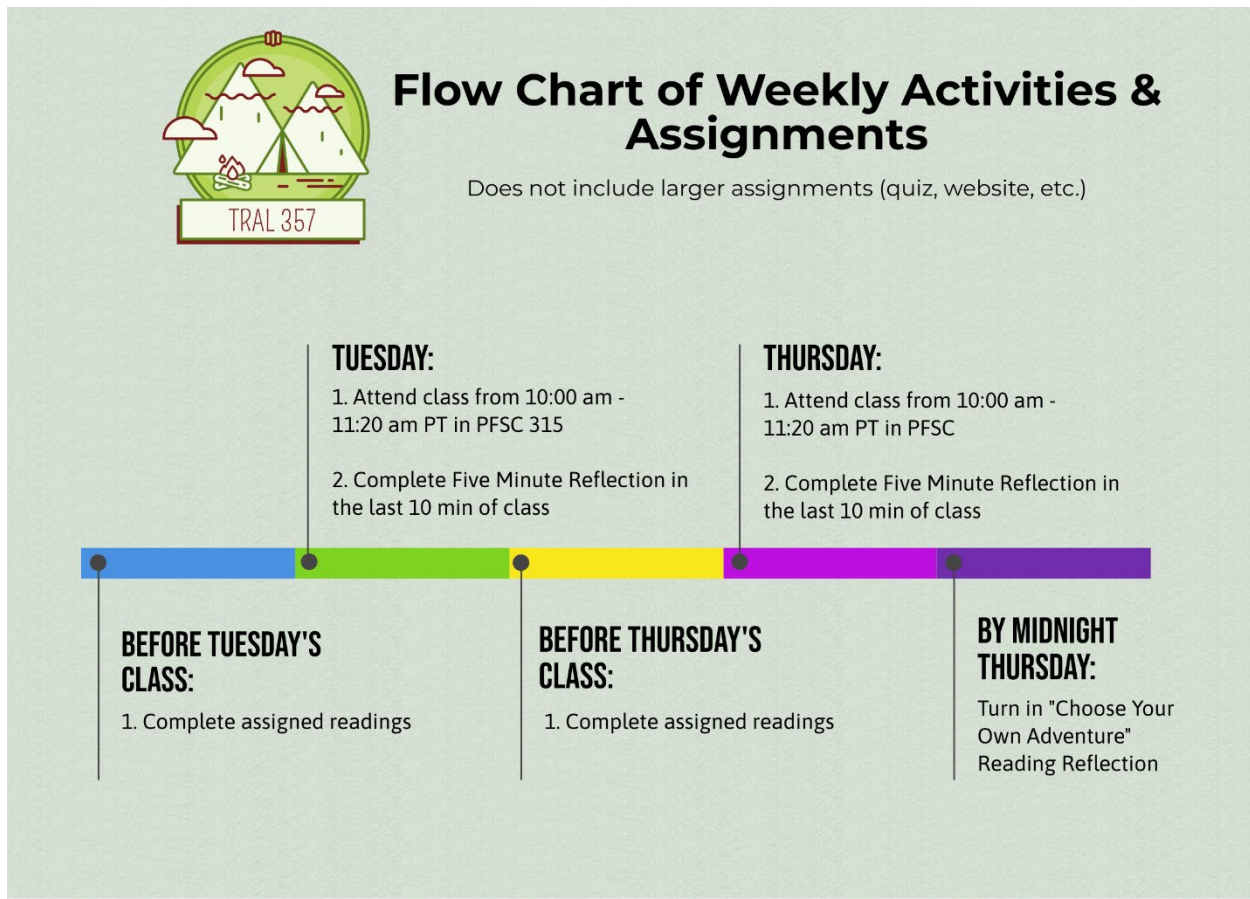
- Be mindful of the expectations of your role in the group and be intentional about moving the group toward accurate task completion.
- Listen actively to the viewpoints of group members; listen more than you talk, encourage equal participation.
- Practice reflective listening: restate and clarify what a group member is saying.
- Have a positive attitude; provide constructive feedback to group members' viewpoints.
- Weigh the feedback from peers; don't reject it immediately.
- Do not be a passive observer; motivate and help the group to reach an accurate consensus on the group task/product.

**Missed class time:** If you are unable to attend class (remember, do not come to class if you are not feeling well!), you should view the PPT slides from our class on Canvas, watch the 2020 lecture material, and get notes from a classmate about any active learning activities we engaged in. You can still turn in your Five Minute Reflection after you have engaged with the class material on Canvas.

**Missed or late assignments:** All assignments will be submitted via Canvas with an official due date and time. You are encouraged to submit assignments on time so that you maintain your progress in the class and so you can receive timely feedback. Some assignments in this course build on each other, and thus feedback will help you revise assignments before final due dates.

No late points will be deducted for late assignments in this course. This policy is to maximize flexibility. I would rather you do the assignments and turn in something you are proud of – then rush through an assignment out of fear for losing points. There is no need to notify us if you plan to submit regular course assignments up to 1 week after the due date and time. The final paper (due Finals Week) can be submitted up to 48 hours late. If you anticipate a longer delay in submitting assignments, please contact us (Dr. D'Antonio AND Javier) via email or come speak to us during student hours to request a formal extension. You do not need to explain the reason for the extension if you do not wish to, simply state the assignment to be completed and when you are able to submit it.

**Incompletes:** Incomplete (I) grades will be granted only in emergency cases. 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.



**Figure 1:** Flow diagram of weekly assignments and activities for TRAL357. This diagram does not include larger assignments due throughout the term but should help you plan your week.

### Course Assignments

For this course, I have assigned the following points to your required activities (**Totaling 470 pts**). See the course schedule (posted on Canvas) for up-to-date due dates for all assignments:

- **“Choose Your Own Adventure” Reading Reflections (100 pts – 20%):** For each week’s readings, you will choose one writing assignment from a list of 14 different, possible assignments as your reading reflection for that week. These assignments are relatively short in length and will check reading comprehension.

You can pick whichever assignment option you want each week *but you may only complete each assignment option once per term*. In your assignment, please tell me which “Choose Your Own Adventure” assignment you picked for this week. The list of writing assignment options is posted on Canvas. Each reflection is worth 10 points and these are due the Thursday of each week by midnight. These reflections must focus on the readings from Tuesday and Thursday and should synthesize what you have learned from the readings this week.

A main goal of these reading reflections is not only to test your reading comprehension but to give you the opportunity to practice your written communication for a variety of audiences.

Protected area managers do not only communicate with individuals of their field but also with different stakeholder groups, using different means of communication, and to a variety of audiences. Your responses should be supported by evidence that comes from your readings that week. You will be allowed to drop your lowest “Choose Your Own Adventure” Reading Reflection score at the end of the term.

- ***Five Minute Reflection Papers (100 pts – 20%)***: These are low-stakes writing assignments that will be done (in-person) after we have worked through all of the course material for the day. These assignments are used to gauge your grasp of course content, serve as an indicator of class participation, and help us check for understanding. Additionally, with only five minutes to complete your response – you will learn to think clearly and write concisely in a short period of time. We will have a Five Minute Paper due **every Tuesday and Thursday**. This will be turned in during class time but if you miss a class, you can submit them via Canvas after you have engaged with the course material. The Five Minute Paper will be a reflection of what you have learned from the readings, lectures, and synchronous class activities for that day.

To complete the Five Minute Paper, you will reflect on and write about the following during the last 10 minutes of class:

- 1) key things you have learned from the day’s material
- 2) how what you’ve learned relates to parks and protected area management
- 3) any remaining questions you have based on the materials presented

There will be 20 Five Minute Papers total and they will be graded as 0 pts (if you do not turn it in), 3pts if you write something down that is reasonable and makes sense in the context of the assignment, and 5 pts if you show critical thinking and wrote an eloquent response. You will be allowed to drop your lowest Five Minute Paper score at the end of the term.

- ***Quiz (50 pts total – 10%)***: There will be one quiz in this course that will focus on Part 1 of the course (see course schedule). This quiz will consist of multiple-choice questions and short answer questions. The focus of the questions will be to test your ability to apply the material we have been working on in class and to think critically about topics and issues we have discussed. Your responses should be logical and backed up by evidence and class material. The quiz will be available for 7 days, will not be timed, and **you must work independently**.
- ***International Protected Area Website Assignment (100 Pts – 30%)***: Your main assignment for this course will be to explore and analyze an international park or protected area. Instead of writing a paper about your chosen park or protected area, you will create a website summarizing key information about this location (worth 70 points total). This assignment will also involve a short presentation of your website to the class during the last week of the term (15 points) as well as peer reviewing one of your classmate’s websites (15 points). And now for a pause, congrats if you have read the syllabus thus far and been reading carefully. As a reward, if you email Dr. D’Antonio with the name of your favorite book by October 15th, you will receive two bonus points on your quiz score. Thanks for actually reading the syllabus. The final website assignment description will be posted on Canvas and components of the assignment will be due and graded throughout the term so that I can ensure you are staying on track.
- ***Parks and Protected Areas Management Critical Evaluation Paper (100 pts – 10%)***: Instead of a final exam in this course, you will write a critical evaluation paper at the end of term – the paper must be a minimum of 1250 words plus references (at least two outside

references). I will provide you with prompts for this paper on Canvas, but the goal of this assignment is to critically evaluate the management approaches that are being utilized for the International protected area that you chose for your website. While the website itself is mostly information-focused, this assignment will be an opportunity for you to apply what you have learned about protected area management (social, economic, cultural, and ecological components) and demonstrate the critical thinking skills you have been working on throughout the term. Additionally, you will be asked to write about how this course may have changed how you think about parks and protected areas and the management of these lands. **The critical evaluation paper will be due on Canvas on the Wednesday of finals week.**

- **Professionalism (20 pts – 10%):** As you continue to transition to a profession within your chosen field, you will be expected to be prepared for each workday. I expect the same in this class. I also expect you to participate in class fully as well as act professionally and respectfully to me, guests to our class, and your peers. If I find that you conduct yourself in an unprofessional or disrespectful way at any time during my course, points will be deducted from your grade. If I am deducted points for a lack of professionalism in my class, I will either speak to you privately or send an email explaining why I am deducted points.

Percentage of total points earned	Grade
95-100%	A
90-94%	A-
87-89%	B+
83-86%	B
80-83%	B-
77-79%	C+
73-76%	C
70-72%	C-
68-69%	D+
66- 67%	D
64-65%	D-
Less than 60%	F

TRAL 357 Learning Outcomes Assessment

Contemporary Global Issues	Subject	Activities	Assessment
<b>Category Learning Outcomes</b>	<b>How does the course align with or meet this specific outcome?</b>	<b>What assignments, class activities, discussions are used to address this outcome?</b>	<b>How is student achievement of this outcome formally measured?</b>
Analyze the origins, historical contexts, and implications of contemporary global issues.	<p>This course is broken up into three parts. The first of which is “<b>History of Protected Area Policy in the U.S.</b>”. While the name of this part focuses on the United States, this part provides a foundation for understanding how the history of a place influences current management practices. In addition to talking about the history of U.S. agencies and policies that relate to Parks and Protected Areas (PPA), this part of the course will also provide contrast to the U.S. model including discussions of Scandinavian PPA (which have a “Right to Roam” philosophy) as well how European history influenced/inspired the conservation of PPAs in the U.S. This discussion will set-up the following parts of the course where we discuss issues and topics that range across PPAs regardless of location on the globe.</p>	<p><b>Ungraded class discussions and active learning activities</b> will be used throughout the term in this course will be especially relevant to this learning outcome. Discussions will focus on the implications of U.S. policies and management approaches for international PPAs (ex: China adopting a U.S. approach to National Park Management). Discussions and in-class activities will focus on understanding how the history of the U.S. and Europe has influenced current PPA management approaches globally (ex: “Right to Roam” in Norway, communities w/in PPA in the UK and Scotland, “Fortress Conservation” in the U.S.).</p> <p>The course includes one <b>Quiz</b> that students will complete after Part 1 (History of Protected Area Policy in the U.S.). The questions on this quiz will focus on the historical context PPA and related policies. The quiz will ask students to evaluate, analyze, and discuss historical events and policies related to PPA.</p>	<p>While in-class discussions and active learning activities will not be graded. Student groups will record notes and answer questions on paper during these activities. <b>The notes and answers will be turned in at the end of class and informal comments and evaluations of the students thinking</b> and suggestions will be provided.</p> <p><b>The Quiz in this course (focused on material from Part 1 of the course), will be completed online and graded based on the quality of the student responses.</b> To pass the quiz, students will need to write clear responses to the quiz questions, support their responses with class materials, and demonstrate critical thinking (Example quiz question: “what do you think are the three biggest historical events or figures related to parks and protected areas management in the US? Why?” and “What is fortress conservation and how does it relate to the U.S. model of PPA management and PPA management in other countries around the world?”).</p>



Contemporary Global Issues			
Category Learning Outcomes	Subject	Activities	Assessment
Category Learning Outcomes	How does the course align with or meet this specific outcome?	What assignments, class activities, discussions are used to address this outcome?	How is student achievement of this outcome formally measured?
<p>Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.</p>	<p>PPA management is multidisciplinary by nature. <b>Effective management of PPA requires considering the social, ecological, cultural, and economic components of a PPA and the surrounding area.</b> As such, the topics covered in this course include: <b>social science, ecology, social justice, and economics.</b></p> <p>Additionally, after briefly introducing students to the U.S. model of PPA management in Part 1 of the course, Part 2 of the course focuses on international models and approaches to PPA using materials from the IUCN and their management recommendations and suggestions for issues facing PPAs.</p>	<p>The readings assigned in this course focus on the multi-disciplinary nature of parks and protected areas management. Weekly <b>“Reading Responses”</b> provide students with an opportunity to explain these issues in a variety of written formats for a wide range of audiences.</p> <p>The main, large assignment in this course is a <b>website</b> that student’s will create individually on a chosen <b>International Park or Protected Area (PPA)</b>. The assignment is descriptive, where students will research and communicate why the PPA was created, the management of that PPA, and discuss social, ecological, cultural, and/or ecological issues facing this PPA.</p>	<p>The weekly “Reading Responses” will be evaluated on the student’s ability to <b>clearly articulate and synthesize what was learned in the reading.</b> Students will only receive a passing score if they demonstrate an <b>understanding of the material AND an ability to communicate their understanding</b> to the appropriate audience (which is assignment specific).</p> <p>The website assignment will be graded in stages with students turning in a proposal, followed by a website rough draft, a final website, and then websites will be peer reviewed. Students will be graded on <b>appropriately citing sources on their website, providing accurate and clearly written information about their chosen PPA, and their application of class material</b> (including social, ecological, economic, and managerial topics covered in class). To receive a passing grade, students must have clearly answered all questions in the assignment, supported their information with outside sources, and summarized the multi-disciplinary issues related to PPA management.</p>

Contemporary Global Issues			
	Subject	Activities	Assessment
Category Learning Outcomes	How does the course align with or meet this specific outcome?	What assignments, class activities, discussions are used to address this outcome?	How is student achievement of this outcome formally measured?
Articulate in writing a critical perspective on contemporary global issues using evidence as support.	The main assignment for this course is focused on writing about an international protected area of the student's choosing. Each student will research, and present information related to an International Protected Area. As part of this assignment, <b>students will research and present information specific to the issues facing this international PPA and in a critical essay evaluate the management of these issues using what the students have learned in class.</b> All other lower stakes assignments (reading responses, "Five Minute Papers", in-class discussions and activities) are designed around preparing students to complete this final assignment.	<p>Informal writing exercises called <b>"Five Minute Papers"</b> are completed in-class daily. These assignments will give students practice critically evaluating and discussing current contemporary global issues related to parks and protected areas.</p> <p>The final writing assignment for this course is a <b>"Critical Evaluation Paper"</b> on the management approaches of an International Park or Protected Area (min. of 1250 words w/ min. of 2 references). In this assignment, students will apply what they have learned to evaluate the effectiveness of the management strategies used in a park or protected area that the student researched throughout the term.</p>	<p><b>"Five Minute Paper" assignments will be graded based on student's effort in critical thinking.</b> Feedback will be provided to allow students the opportunity to improve their writing and analysis prior to the final assignment for this course. Students will receive a passing score if they demonstrate some level of critical thinking.</p> <p>Students' <b>"Critical Evaluation Paper"</b> will be <b>assessed and graded based on the student's ability to demonstrate critical thinking, the use of references to support their analysis/recommendations, and the clarity of their writing.</b> All of these criteria will be clearly delineated on the grading rubric for this assignment. To receive a passing score students must demonstrate critical thinking skills, support their recommendations with outside resources, and clearly demonstrate they have evaluated their own thinking and conceptualization of parks and protected areas management.</p>

## Additional Course Policies & Student Resources

**Diversity, Equity and Inclusion:** The College of Forestry strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. It is my intent that students from all diverse 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 the 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: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the challenging nature of some of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

I (like many people) am still in the process of learning about diverse perspectives and identities. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your TA, academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue - if you are more comfortable remaining anonymous, you may provide feedback by contacting staff at OSU Institutional Diversity office (<http://leadership.oregonstate.edu/diversity>), at the OSU Equal Opportunity and Access office (<http://eo.oregonstate.edu/>), or at the OSU Diversity and Cultural Engagement program (<http://dce.oregonstate.edu/>).

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let me know!
- If you have religious holidays that are in conflict with any of the requirements of this class, please see me so that we can make alternative arrangements.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, please see the resources listed in point 3 above.

**Mental Health & Personal Well-being Statement:** Take care of yourself. Do your best to maintain a healthy lifestyle this term by eating well, incorporating movement into your day, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, drug/alcohol abuse, or a personal struggle or crisis can also contribute to decreased academic performance. OSU provides mental health services to support the academic success of students. Counseling and Psychological Services (CAPS) offers free, confidential services to help you manage personal challenges. Getting help is a smart and courageous thing to do - for yourself and for those who care about you. All of us benefit from support during times of struggle. Asking for support sooner rather than later is almost always helpful.

CAPS website: <https://counseling.oregonstate.edu/main/about-us>; Phone number: 541-737-2131

**Reach Out for Success:** University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

**Basic Needs Statement:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support ([hsrc@oregonstate.edu](mailto:hsrc@oregonstate.edu), 541-737-3747). The HSRC has a food pantry and other programs to help. Additionally, the HSRC Textbook Lending Program offers eligible students the opportunity to check out required textbooks for the academic term. Furthermore, please notify the professor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

### **Academic Calendar**

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

**Expectations for Student Conduct:** Students are expected to comply with all regulations pertaining to academic honesty and student conduct. <https://beav.es/codeofconduct>

**Academic Integrity Statement:** Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers. If you are found responsible for academic misconduct, the College Hearing Officer (or other hearing body) will make a determination of sanctions that are appropriate to the violation and the surrounding context). College Hearing Officers are authorized to assign Academic Sanctions as described in the [Code](#).

**Statement Regarding Students with Disabilities:** Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Statement on Reporting:** Please be aware that I need to report incidents you disclose to me inside or outside the classroom that involve gender or sex-based harassment, violence, or discrimination, including your name, to the Office of Equal Opportunity and Access (EOA). For more information on how EOA responds to reports, please visit their website at [eoa.oregonstate.edu](http://eoa.oregonstate.edu).

However, if you wish to make a confidential disclosure and receive information on resources and services, please contact the Survivor Advocacy and Resource Center (SARC) by phone (541-737-2030), by e-mail ([survivoradvocacy@oregonstate.edu](mailto:survivoradvocacy@oregonstate.edu)), or visit them in the Plageman Building. EOA, and SARC can assist with academic accommodations.

**Student Evaluation of the Course** The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions, and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.