

SOPHOMORE INQUIRY UNST 220

CRN 43474 –01 - Main Session, online

CRN 43473–02 - Mentor Session, online

Understanding Communities, Course Syllabus

Working version: major revisions after week 1 will be in orange and yellow highlighters.

Instructor: Dr. Tia H. Ho (please call me Dr. Tia)

Email: tsh@pdx.edu

Office hours: By Appointment

Mentor: Ava Anderson

Email: avaander@pdx.edu

Office hours: By Appointment

Please email 48 hours in advance to set up appointment by zoom.

Dr. Tia's zoom: <https://pdx.zoom.us/j/5588488971> Meeting ID: 558 848 8971

Mentor Ava's zoom: <https://pdx.zoom.us/j/3834917862> Meeting ID: 383 491 7862

Welcome! Course Description

Course Description (from Course Catalog): This course explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community has become a central debate in a number of social sciences, including sociology, political science, economics, and psychology. In a culture emphasizing individualism and individual rights, how can we balance the needs for community and responsibility to others with individual needs for personal development? Students gain practical as well as theoretical experience with understanding communities.

Class Modality: This class is 100% online, **there are no scheduled weekly zoom sessions.** This course uses Canvas as the main learning platform. If you haven't used Canvas before, please take the PSU Learning Center's [remote readiness course](#) this week. If you've used Canvas and you just need occasional technical support, contact the [OIT Helpdesk](#). If they can't help you, please let me know. Online resources for students at [this link](#).

This Course in Your University Studies Pathway: This course is a [Sophomore Inquiry](#) (SINQ) course in the [Community Studies cluster](#); it is one of the general education courses you may choose to take after Freshman Inquiry (FRINQ). Students in the [Understanding Communities](#) cluster will:

1. Better understand themselves, their own communities and how their communities fit into the larger world;
2. Employ multiple disciplines to learn about community and distinguish how different fields of study or ways of questioning impact the way a community is understood;
3. Focus on the different concepts, tools and techniques that can be used in practical application today to impact community formation, the power those communities have in society, & how changes can be made in the future.

If you transferred to PSU as a sophomore this may be your first University Studies course. If you are interested in the [Community Urban Studies and Planning Degree](#) (CUSP), this is a required course for that program.

Writing Intensive Course Requirements

This is a [Writing Intensive Course](#) (WIC). WICs offer students an opportunity to engage deeply in course materials. Students learn the processes by which writers in the field develop and disseminate knowledge. All WICs require students write approximately 5,000 words. Of this, 3,000 words are dedicated to drafts, non-graded writing, and informal papers. Another 2,000 words are final drafts, which students rewrite after receiving feedback for revision (see your final project). In UNST 220 we will write as a process including both informal tasks and final drafts that:

- ❖ Integrate elements of the writing process en route to final products.
- ❖ Use writing as a tool for thinking and learning.
- ❖ Encourage transfer of writing knowledge and skills across contexts.

[University Studies General Education Course Learning Goals](#)

This course is designed to achieve the following learning outcomes, tailored to the content of the course.

1. **UNST CO1 Inquiry and Critical Thinking** -Students will learn various modes of inquiry through interdisciplinary curricula—**problem-posing, investigating, conceptualizing**—in order to become active, self-motivated, and empowered learners.
2. **UNST CO2 Communication** - Students will enhance their **capacity to communicate** in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

3. **UNST CO3 Diversity, Equity and Social Justice**- Students will **explore and analyze** identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.
4. **UPDATED: UNST CO 4 Ethics, Agency and Community**- Students will **examine** values, theories, and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

Course Principles & Your Instructor

Teaching Philosophy - *“A thousand hearings aren’t worth one seeing, and a thousand seeings aren’t worth one doing.”* – Vietnamese proverb.

My training as an educator (I have a Master’s in Science Teaching and a PhD in Urban Studies from PSU) is in project-based learning. In my experience, **student-centered, active learning** is the best way to understand new content. Active learning is when a student claims ownership in shaping their educational experience based on what’s relevant to them. This happens in collaboration with others involved in a university setting, for example, between instructors and fellow students. I believe that **all participants** in this course have valuable knowledge, insight, analysis, and lived experiences to contribute as co-learners. **You matter and what you bring is unique to you – no one else has it because there’s only one you.** We are making meaning of information through our individual lenses, shaped by experience and continuing to change. In a course of this structure, hearing lecture content and reading assigned material becomes a foundation for students applying that heard/read content in the “doing” through activities, discussions, and assignments as learning practice. I invite you to share suggestions throughout the course as you contribute to building a supportive learning environment. I also request that you let me know what I can do better to support your and your classmates’ success in this course.

Course Requirements

Readings & Media

You have weekly readings and multimedia sources to review and analyze that are linked or uploaded on the Canvas main course shell or mentor session shell. You’ll apply this content to your choice of a final project. If you cannot find something, please ask the instructor, mentor, or a classmate.

Assignments

Grading: I use a “frequent, low stakes” structure - meaning you have weekly small products worth less points to better support your getting regular feedback for learning rather than many points in a midterm, paper, or final. This makes it difficult to fail because all of the points don’t hinge on one or two assignments. Grades are earned based on the “Points to Earn Grades” scale and the relative value or weighting for each element of this class. Performance assessment depends on the accomplishment and performance related to learning outcomes – i.e. grades are “earned.”

Table 1- Graded Course Element All Assignments due by Midnight on the day they are due	Points
Review the course - 5% of grade 1. Week 1 course overview quiz - Online quiz about the syllabus and schedule due end of week 1.	50
Engage with class content & mentor sessions - 49% of grade Participation is through watching lecture, reading materials, and contributing to online discussions. Mentor sessions & check-ins are graded complete/incomplete. 2. Participation in canvas mentor workshops (5 x 30 points each = 150 points + 1st Discussion post 10 points = 160) 3. Two check in emails or zoom calls to the mentor or instructor to ask questions - one by week 3, one by week 8 (10 x 2 = 20 points) 4. Weekly main class summary small assignments* (8 x 40 = 320 points)	500
Applied projects - 45% of grade Assignments from the first half of the term inform your final project. You will practice using multiple information sources to analyze and apply concepts using citations; use any citation form (MLA, APA, Chicago) as long as you stay consistent. See details on Canvas. 1. Data write up on PSU students (70 points), self-assessed 2. Research annotations on community issue (70 points), self assessed 3. Photo essay on neighborhood (PSU is okay) (70 point), self-assessed 4. Final project plan - updated to be Part A and Part B (40 points total), credit/no credit 5. Final project paper of choice from specific options (can use prior assignment work in it): a) book review from list of books , or b) community snapshot by	450

place, interest or purpose (100 points 1st draft credit/no credit, 100 points final paper, see rubric)	
Total (will be adjusted if you choose to drop a discussion post)	1000
Extra Credit options - attend a public event or a gathering of a community (any kind) and write what you notice from the concepts in this class (citing sources), write a 500 word analysis paper weaving concepts together from the course (see “Extra Credit” in Canvas under Assignments in the main shell). *Week 1 revision - folks voted to drop 2 small summary activities to manage workload this term, email Dr. Tia the week you plan to drop one of them and tell her which one.	Up to 50 points

Table 2 - Points to Earn Grades (*note if you drop an assignment, based on class vote in week 1, the total of your grade will be from 1000 minus those points):

Points	Grade	Points	Grade
930+ A	A	730 – 769 C	C
900 – 929 A-	A-	700 – 729 C-	C-
870 – 899 B+	B+	670 – 690 D+	D+
830 – 869 B	B	630 – 669 D	D
800 – 829 B-	B-	600 – 629 D-	D-
770 - 799 C+	C+	<599 F	F

Weekly Schedule

COPY THIS TO YOUR PSU DRIVE (go to top of window and click on “File” and then “Copy”), at start of week 2 (we are still updating it throughout week 1), AND USE AS CHECKLIST

Note that mentor session workshops are embedded in each week’s module in Canvas. All other content is also in each weekly module.

Week 1 (1/5/25 - 1/11/25)

Mentor Session Workshop 1: Orientation and Connection

Due by Friday at midnight this week

- ☐ This workshop orients students to an online course, asking them to reflect on strengths and potential obstacles, and explore resources to support current and future success.

- ☐ Introduce yourself on the Discussion board with a where I'm from poem using the prompt.

Main Session: Defining Community

What does it mean to be part of a community? How do place, culture, relationships, interests, and identities shape community and vice versa?

Due by Sunday at midnight this week

- ☐ Watch lectures in module 1
 - ☐ Community Definitions part 1
 - ☐ Community Definitions part 2
 - ☐ Social norms 1
 - ☐ Social norms 2
 - ☐ Review media:
 - ☐ Buy Nothing article - notice what is being demonstrated from lecture
 - ☐ Main class activity 1 - Social annotation discussion - apply content from lectures and reading to report about Oregon communities and what they think about climate change
 - ☐ Week 1 quiz on course overview
 - ☐ Email Ava or Dr. Tia for a check in after (due before Sun of Week 3)
-

Week 2 (1/12 - 1/18)

Mentor Session - No workshops.

Main Session: Shared Characteristics and Community

Consider if shared characteristics are enough to build a community and analyze how communities can be represented by data, words/images, first and third person perspectives.

Due by Friday at midnight this week

- ☐ Main class activity 2 - Discussion of use of different types of data in story map examples (choose one listed in the Canvas discussion prompt)

Due by Sunday at midnight this week

- ☐ Watch lectures in module 2
 - ☐ Community studies research methods
 - ☐ Bias & Stereotypes part 1
 - ☐ Bias & Stereotypes part 2
- ☐ Review video on census
- ☐ Main class activity 3 - Summary notes or summary paper for first two weeks
- ☐ Email Ava or Dr. Tia for a check in after (due before Sun of Week 3)

Week 3 (1/19-1/25)

Mentor Session; Workshop 2: Writing/Research I

Due by Friday at midnight this week

- ☐ **Please choose option 1 or 5** from the choices to support your completing the assignment in the main session. This workshop supports student success in current or future college courses by learning and or reviewing relevant skills in finding and using information, providing options to support specific areas of skills they choose to improve upon.

Main Session: Use data in your writing

Due Sunday at midnight this week

- ☐ Review lecture this week -Community representation case study (see how information can be mis-used)
 - ☐ Review assigned media - Danger of a Single story video
 - ☐ Complete and turn in the write up, using provided data, about PSU students
 - ☐ Create working draft for your final project plan, share in discussion post, so can look for others doing related topics (instructor will assign by topics if no volunteers), order book if that's the option you choose
 - ☐ Email Ava or Dr. Tia for a check in if you haven't already before now (see Canvas assignment)
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Week 4 (1/26-2/1)

Mentor Session: No workshops

Main Session: Place and Community - Analyze how connection to place can shape belonging related to groups or at the individual level.

Due by Sunday this week

- ☐ Watch lectures in module 3
 - ☐ Review assigned media
 - ☐ Main class activity 4 - summary notes or paper from week 4
 - ☐ Main class activity 5 - Social annotation of 3rd Places chapter on Canvas applying content (this is your discussion for the week)
 - ☐ Order/buy your book if you chose to do the book review for your final project
-

Week 5 (2/2 - 2/8)

Mentor Session

Due by Friday this week

- ☐ **Workshop 3: Checking in and support** - In this workshop students will explore possibilities for their next SINQ, or for choosing their upper division cluster courses and possible minor. In addition, they will check in to see how things are going and what help they might need at this point in the term.
- ☐ Students fill out UNST mid-term feedback survey

Main Session: Historical Context of US Urban Neighborhoods

Revisit place at the urban neighborhood level in the US to consider how groups have sought to use bonding and bridging to counteract segregation and institutional racism.

Due by Sunday this week

- ☐ Watch lectures in module 5
 - ☐ Review media in module 5
 - ☐ Allegories of racism video
 - ☐ Redlining short video
 - ☐ Main class activity 6 - Summary notes or paper for week 5
 - ☐ Social annotation of Chapter from Fragile Neighborhoods (Ch 5) (discussion portion)
 - ☐ Start reading your book if you chose a book review for your final project in week 3
-

Week 6 (2/9 - 2/15)

Mentor Session: Nothing due in Mentor session

Main Session: Apply the last two weeks

Due Friday this week

- ☐ Discussion post about your photo essay (updated week 3 to split out 10 points from the larger assignment so you can share with each other)

Due Sunday this week

- ☐ Photo essay on Sense of Place & Community of Place - choice of neighborhood or PSU campus with sources, see Canvas for instructions
-

Week 7 (2/16 - 2/22)

Mentor Session: Career Readiness

Due by Friday of this week

- ☐ In this workshop, students learn what skills employers are looking for (NACE competencies), describe how they have developed those skills in the SING, and explore ways that they can use their skills in professional settings.

Main Session: What Shapes Community: Individualism, Interdependence

Dr. Tia is out of town this week without access to internet, please send questions to the mentor. Understand what social norms are. Consider how individualism and interdependence relate to community strengths and challenges..

Due by Sunday this week

- ☐ Watch lectures in module 5
 - ☐ Review readings in module 5
 - ☐ Main class activity 7- Social annotation activity on chapter from How We Show Up book (30 points)
-

Week 8 (2/23 - 3/1)

Mentor Session: Nothing due this week

Main Session: Dr. Tia is out of town

Due by Sunday this week

- ☐ Email or arrange a zoom call with mentor or instructor following directions in canvas assignment
-

Week 9 (3/2 - 3/8)

Mentor Session: Writing/Research II

Due by Friday this week

- ☐ **Writing/Research II** - This workshop focuses again on research and writing skills, and like Workshop 2, gives you several options to choose from, depending on what you're working on and what you would like help with. You can use this to prepare for turning in your first draft next week. You can revisit Writing workshop I to support your searching for sources for the assignment in the main session.

Main Session: Final Project Work

- ☐ Research - annotations of 6 sources for final project, see canvas
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Week 10 (3/9 - 3/15)

Mentor Session

- ☐ Fill out UNST end of term survey.

Main Session: Final Project Work

Due by Friday of this week

- ☐ Part 1 - Post your first draft (can be a fleshed out outline) on the discussion board and ask for specific feedback (e.g. citations, structure of topics, flow, etc.)

Due Sunday of this week

- ☐ Part 2 Give constructive feedback (e.g. name the things that are working such as following the rubric, paragraph structure, outlines, etc. AND at least one area of growth/improvement such as citations, writing flow, etc.) to someone who has not yet received any comments

Week 11 (3/16 - 3/22)

Mentor Session: Nothing Due

Main Session: Final Paper Due

Turn in Final Project Papers by midnight Wed of Finals week. No in-person or online formal meeting time for finals (100 points)

Table 3 - Student and Instructor/Mentor Responsibilities (updated week 1)

Instructor Responsibilities:	Student Responsibilities:
<ul style="list-style-type: none">• Respond to requests/questions in a timely matter, support students, expectation of effort from instructor & mentor, keep students on track• Ask for feedback, provide updates• Contribute to a positive, fair, respectful, and engaging learning environment through setting & holding standards (a.k.a. courageous/"safe"* place)• Create a supportive environment for students to take learning risks (risk here means sharing perspectives when topics are challenging)	<ul style="list-style-type: none">• Do best potential on work, work in a timely way, attention to detail on work, expectation of effort• Ask for help or assistance, ask questions from instructor/mentor when need it.• Contribute to/maintain a positive, fair, respectful and engaging learning environment (a.k.a. courageous/"Safe")• Be honest, learn, share perspectives even when feeling nervous, let go of judgment, be courageous to take learning risks, ask why questions

<ul style="list-style-type: none">• Grade objectively, consistently, and in a timely manner• Create a clear guide for the goals, assignments, and policies• Intervene, moderate, monitor, guide	<ul style="list-style-type: none">• Be open, be willing to consider/share/appreciate different perspectives, encourage growth, communicate constructively.• Listen and support each other, avoid shaming/shutting others down
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*“Safe” = for Dr. Tia, most social spaces involve anxiety, which the mind can mistake as being not safe. Physical safety is not the same thing as feeling the emotion fear. It is safe to feel all emotions, and no one can promise you a no-feels place.

You are invited to share your experiences, ideas, and opinions in this course. They are valid. And, there is a difference between an opinion and harming people. In this course bullying, violence, and harassment will not be tolerated. Note viewpoints that support harassment, bullying or violence do not meet PSU’s policies, [see here](#) for more about free speech.

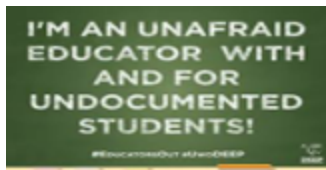
Course Policies

By remaining in this course, you agree to the conditions set forth here, including the course requirements and the terms for grading outlined above.

Community Supports on Campus: The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

www.pdx.edu/cultural-resource-centers, cultures@pdx.edu, 503-725-5351

- Please visit this website for information on resources for Supporting the DREAM: [Policies and Practice for Becoming a Strong Ally to Undocumented Students and Families](#)
- Please visit [this site](#) for PSU’s religious accommodations policy.
- Please visit [this site](#) for a list of student resources



Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and all other disabilities. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/disability-resource-center>

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

Turning in Work Online For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Technology: Students will need access to Canvas, Zoom (if you do optional calls with your mentor or instructor), and a pdx-odin (via google) account to engage in this asynchronous remote learning course. The PSU Library has limited numbers of chromebooks and laptops available for checkout for the term, [see here](#). See late work policy related to missing a class that affects assignments.

We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy](#) and PSU's [Student Code of Conduct](#). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your

class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

Late Work (CLASS DEVELOPED POLICY): The policy based on student vote in pre term survey for everything (including mentor workshops), is as follows: based on class vote (updated week 1), you chose a 2 day grace period and then 5% off each day it's late; not accepted after 7 calendar days. If you contact tsh@pdx.edu and communicate extenuating circumstances we will work something else out (if you put a situation in the pre-term survey that's an ongoing challenge, that counts as your initial communication, just send an update so we can negotiate a new deadline).

Dropping the Course - You may drop a course online with no record of the course on your transcript up to the end of the second week of the term. From the beginning of the third week up to the end of the seventh week, you may withdraw using a Special Registration form, but a "W" will be recorded on your transcript. A "W" will have no impact on your GPA. If you are receiving financial aid, it might impact your ability to continue receiving aid. If you wish to withdraw after the seventh week you must have extenuating circumstances and petition the Deadline Appeals Committee. Please send the instructor and mentor a courtesy email to let them know you will not be completing the course if withdraw from the class before the end of the term. UNST SINQ courses do not accommodate incomplete grade arrangements.

Emergency Cancellations of Class: This class is fully asynchronous so there is no class to cancel.

- Please check the PSU website for inclement weather cancellations.
<https://oaipplus.pdx.edu/blog/playlist/inclement-weather-closures/>
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.
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Academic Integrity This term I will show respect for you and your work by engaging with your ideas and being interested in your intellectual growth, and in return I expect you to show respect for yourself, me and your fellow students in your own engagement. I expect you to be ethical not only in the classroom, but also out of the classroom. It is in your interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples:

- engages in any form of academic deceit;

- refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment;
- gives another person the answers or does their work for them in connection with any quiz or assignment;
- engages in plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. All of the following are examples that can be considered plagiarism:

1. Phrases, sentences, paragraphs, etc. **copied word-for-word, without a citation**, from the written material of others including chatGPT or other **AI program** (see library instructions on how to [do that here](#));
2. Phrases, sentences, paragraphs, etc. **with only slight changes** to the written materials of another, including chatGPT or other AI program, **without a citation**; and
3. The general plan, the main headings, or a written form of someone else's material, including use of AI, **without a citation. IF YOU USE Artificial Intelligence you must cite the source and how you used it in this class.**

The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm. **I will give the benefit of the doubt the first time it happens and allow for a resubmission with citations/references based on the assumption that it was unintentional. After an initial warning, a student who commits plagiarism will receive an F on that particular assignment, with no opportunity for resubmission, and may be subject to an F in the course. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set.** Please email me if you have any questions about how to cite your work. When in doubt, cite your sources. See [PSU Student Code of Conduct](#) for a complete list of policies.

Title IV Harassment Free Environment

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV

Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me> . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Rebecca Lawrence by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830.
- Taylor Burke, Deputy Title IX Coordinator and Dean of Students: 503.725.4422 | askdos@pdx.edu, Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module [Understanding Sexual Misconduct and Learning Resources](#) in Canvas.

- **Confidential Advocates (503-725-5672) or psuwrc.youcanbook.me (for matters regarding sexual harassment and interpersonal/sexual violence)**
- **Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, 503) 725-2800**
- **Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556**
- [Sexual & Relationship Violence Resources for Students](#)

[Title IX of the Educational Act of 1972](#) requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. PSU **must** provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, titleixcoordinator@pdx.edu